

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



**A PARTIAL EVALUATION OF THE ECONOMIC BENEFITS ARISING FROM
THE EMPOWER PROJECT IN INSTITUTO NACIONAL GENERAL FRANCISCO
MENÉNDEZ IN THE METROPOLITAN AREA, SAN SALVADOR, EL SALVADOR,
YEAR 2015**

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INTRODUCTION

The research project begins with the importance of learning a foreign language in students from Instituto Nacional Francisco Menéndez, in the Metropolitan area, San Salvador, El Salvador. Since learning a new language, in this case specifically English, a person can aspire for better job opportunities, better opportunities to study in any place with a high reputation either inside or outside the country. This represents an example of a whole community and immediately turning into a whole different society, this project seeks to identify the economic benefits arising from Empower Project on the students enrolled in it.

The Empower Project emerged as an initiative from the Foreign Language Department at the University of El Salvador along with the United States Embassy in El Salvador. This project is based on English teaching to students from public high schools inside the metropolitan area in San Salvador. This project will last two years. It started on March 17th 2014 and it will finish on December 2015.

Therefore, the researchers made use of quantitative approach due to the reason of expressing with numbers the results of this investigation. In addition, the instrument selected to accomplish the objective and research questions are the questionnaire and the checklist. Another section of the investigation concerns the data collection, in this one, researchers present the results and the analysis with the implementation of the instruments.

To finish with, the main findings conclusions and recommendations are presented as a last of this project.

CHAPTER I: RESEARCH STATEMENT

1. Statement of the Problem

1.1. Problematic Situation

“A partial evaluation of the Economic benefits arising from the Empower Project in Instituto Nacional General Francisco Menéndez in the Metropolitan area, San Salvador, El Salvador, year 2015.”

1.2. Description of the problem

The Empower Project emerged as an initiative from the Foreign Language Department at the University of El Salvador along with the United States Embassy in El Salvador. This project is based on English teaching to students from public high schools inside the metropolitan area in San Salvador. The embassy funded this program with \$50,000 and all the work of the teachers who taught classes is valued at approximately \$160,000. This project has chosen 400 high school students who come from 12 different public institutions. At this moment there are 9 public institutions that functions as headquarter. The 400 students are divided in groups of 20 students each and they get English book free of charge. Besides, each institution has received resources such as: Laptops, CD players, Multimedia projector and a mini amplifier for each group of class they have.

1.3. Objectives

1.3.1. General Objective:

To make a partial evaluation of the Economic benefits arising from the Empower Project on students from Instituto Nacional General Francisco Menéndez in the Metropolitan area, San Salvador, El Salvador, year 2015.

1.3.2. Specific objectives:

- 1.** To determine what are the possible work fields students will be able to apply.
- 2.** To classify students according to their English competence in order to determine how prepared they are going to be in case they want to apply for any kind of work.
- 3.** To find out if students are highly motivated to continue studying English in order to increase their economic status.

1.4. Research questions

1.4.1. General Question

- ◆ What are the main economic benefits arising from the Empower Project in Instituto Nacional General Francisco Menéndez in the Metropolitan area, San Salvador, El Salvador, year 2015?

1.4.2. Specific Questions

- ◆ What are the possible work fields students will be able to apply?
- ◆ How prepare Empower students are in the case they apply for any kind of work?
- ◆ Are students having any motivation to continue studying English?

1.5. Justification

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

The Foreign Language Department along with the United States Embassy in El Salvador decided to initiate this project, since they highly consider the possibility of teaching English not only to students who were already at the university but students who were about to start studying at a university. They considered the fact of helping high school students to be one step ahead and give them the opportunity of getting a job in order to afford a university study. Those entities were moved by the perception of changing the future of plenty of students who can be an example of motivation to others and to create similar projects. The idea of creating a new society with better opportunities to afford and get a better job in a short time is what attires the attention of the research team. The research team is inspired to evaluate a possible new and productive phenomenon on how Empower Project can generate so much change in our Economic environment. Does Empower Project know how big this help can be on high school students? And the question that stands for this research project: What are the economic benefits arising from the Empower Project on students from Instituto Nacional General Francisco Menéndez in the Metropolitan area, San Salvador, El Salvador, year 2015?

To gather all information related to the topic, the research team has received information from the Empower Project Coordinator: Lic. Magaly Ábrego and also from the Foreign Language Department Director at the University of El Salvador: Lic. Ricardo Gamero. Besides, the Empower Project Coordinator will also support the research team by providing all required information is needed during the process of this investigation.

The transcendence of this project relies on the evaluation of the Economic fields that the Empower Project is generating on high school students by teaching English before entering at any university and what students can obtain with the study of a second language and which can help them to improve their lifestyles before they finish any university career and having as a result a future promising. 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 in any place with a high reputation 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 “Economically Productive” for students from Instituto Nacional General Francisco Menéndez, San Salvador, El Salvador.

Finally, this research will give new ideas to other universities and institutions who will see 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 General Francisco Menéndez who are part of the 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 in the project.

The research was done in the period of time of March 1st until October 24th 2015. What the research team seeks is to find out the economic benefits arising from the Empower Project on students from Instituto Nacional General Francisco Menéndez in the Metropolitan area, San Salvador, El Salvador, year 2015.

CHAPTER II: THEORETICAL FRAMEWORK

2. Theory related with Empower project and the economic factors

This section presents all the information of interest related to the object of study of this research. The information is presented in a chronological order for understanding and it starts with the project and finishes with the economic aspects that the project is generating.

2.1. A little introduction of Empower Project

Before starting the EMPOWER PROJECT, the University of El Salvador had created an English class project, called ESCUELA SABATINA for public schools students. The main purpose of creating this project was to give feedback to students for the English classes they were receiving at school. However, the University of El Salvador decided to go beyond of giving just educative reinforcement and 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 to obtain a job and to keep students away from violence.

That means higher learnings 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, students from the Foreign Language Department at 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 teaching practicum. 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 skill and competence, but also a big chance of getting a better place inside the work fields.

2.2. The beginning of the project

The Empower Project was generated as part of an ongoing effort to improve the 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 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 educational complexes. This project has 9 educational complex headquarters; each educational complex will serve its own students. These 400 students are divided into 20 groups of class; each group consists of 20 students. These young people receive free book and each institution has delivered equipment such as: CD-player, laptop, multimedia projector and a mini-amplifier and support for each of the classes.

A year ago, 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. Since 2014, this program has benefited many students with the desire they succeed personally and professionally in their lives.

2.3. Teachers/Instructors

Through this initiative, 32 students studying the major in English at the University of El Salvador are 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 community outreach program as teachers of such a project. In addition, at the beginning of the project, just students from the Teaching major and who were in teaching practice 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 students from the UES who are in charge of teaching classes, they had been trained in association with MACMILLAN Publishers provided teachers with materials such a books and professional training also providing them scholarships to well prepare them to succeed in the project, this means that these teachers won't pay for the books or the training either, the project has also the help of the PRO-LINGUA INSTITUTE (an English language academy) that is helping with personal who give professional supervision during the project. This way these companies bring social benefits to the vulnerable sectors of El Salvador.

2.4. Economic factor

Economy is the factor that moves people forward a specific goal. In fact it is one of the most important things on society. People get prepared and spend a lot of time to the production, distribution, and use of income wealth and commodities. The whole word is all about economy and money and that is why nowadays people invest more time in what can be helpful to generate that income. Not surprisingly, a very good way to generate that income is the second language acquisition.

Historically, the main factors for learning a second language have been money and obtain better opportunities in life. To speak a second language makes people much more prepared to get a job with higher incomes. However it is known as well that the process of learning second languages is a privilege not for everyone but for the middle or upper classes. It relies on the fact that learning a second language requires people to spend a lot of time and money in the process. This process includes the use of material and the teaching of target language.

The Empower Project predicted these limitations and needs on students from public high schools and started their contribution to the actual society. The main objective is to prepare students to be more prepared on the society with the implementation of the English Language. To reach this goal, students need to be motivated and have the resources to learn the target language. The Empower Project is in charge of motivating high school students and provides them with the resources they need such as materials and the necessary means

they need in every single class. These way high school students have the opportunity to learn English with all the necessary resources.

As a matter of a fact, each of the four hundred students from the Empower Project received free books. Those books will be developed in the learning process either on classrooms or at home. Furthermore, and in order to succeed at the learning process, each high school institution has been provided with important equipment such as CD players, laptops, projectors, mini-amplifier. The investment on this project has been provided by the USA Embassy and it is valued at \$50,000. Besides that, all the work of teachers from the Empower Project is valued at approximately \$160,000.

To have a clearer idea the team can go deeply to see the economic impact that the Empower Project generates on students. The teaching provided by the Empower Project is based on the one used by Pro-Lingua Institute. The learning process itself consists on twenty levels or modules, as the learning process at Pro-lingua Institute. It lasts two years in which a threshold (B2) level is expected at the end of the Empower Project. If the research team takes in consideration the programs used by PRO-LINGUA INSTITUTE, the team can see the contribution from the Empower Project not only per student but for the entire society.

In this charts the cost of learning English can be measured:



Another contribution from Pro-lingua Institute was the support and supervision on the project itself. Pro-lingua helps monitoring either student or teaches from the Empower Project and it is in charge of providing feedback when necessary. Meanwhile, MacMillan Publishers supplied teachers with books for classes and selected some teachers to undergo training on how to teach the target language. All of the contribution from Pro-lingua Institute and MacMillan Publisher were pro bono, free of charge, but represented a high monetary investment and a huge impact at the moment of seeing the result from students and teachers.

The result expected is going to be reflected at the end of the course when some companies, like call centers, interview students to get a job. People in charge of the project are planning to recall some companies as call centers at the end of the course to visit the different high school institutions in order to offer good jobs. The expectation is that some students reach the level required for a call center to improve their English in some academies brought by the call center themselves.

Those call centers are spread around the country but the most of them are placed in San Salvador. They offer the opportunity to people to get a job when they have a required level of English. In fact, the level expected from students depends on the account people will work and varies from 60% to 90% of the English level. Depending on this level students may apply to a business account and to earn from \$400 to \$1,000 per month.

At the end, the main goal from the Project is to “empower” high school students to get a good job to either succeed on the society or to fund their own university education. Eventually, the result will be to help families to escape from extreme poverty. As research team have considered some indicators that affect in the economic area:

2.4.1. Students’ Selection

The selection process was in two phases: The first selection was made by the headmasters of each public institute. The initial idea was to choose 400 students with a low economic possibility and students who live in high risk zones. However, the methodology change at the end and students were selected by the minimum average grade of 7.5.

The second phase of this project was to make a second selection of students and this was in charge of the coordinator of this project: Licda. Magaly Ábrego and also the head of the Foreign Language Department at the University of El Salvador at that time Lic. Ricardo Gamero to select the students that best fit the required profile to be part of the Empower Project.

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. Global grade point average from 7.5 to 10.
4. According to Licda. Magaly Ábrego, they choose students with high academic grades because they are expected to have the desire to learn and strive more.

2.4.3. Students enrolled in the Empower Project

Empower Project has 400 students from around 12 public educational complexes however, in order to obtain the best results the research will be based on the language development of students from Instituto Nacional General Francisco Menéndez in the Metropolitan area, San Salvador, El Salvador, year 2015, that has an amount of 70 students that makes it one of the institutions with the majority of students enrolled in the project.

2.4.4. Students class attendance during the project

It is important to take in account the causes that motivated students to abandon a course; one of the reasons may say is that they did not have time however this is an excuse that covers some other reasons that are the real facts why they leave this English courses. Here are some common excuses students say when they leave the course:

- They can't just work hard enough.
- Almost half of them said that they had missed so many classes that they could not catch up any more.
- They were not prepared well enough in their earlier English courses.
- Getting a job was more important than finishing English courses.

English courses dropouts have more problems in society and in their future lives. They are more likely to be unemployed or live in poverty for not having a formal job that nowadays English is required. There is also a big difference in income if you compare high school dropouts with graduates. Many students do not understand the implications of dropping out of classes. They often demand better teachers, more lessons to catch up in subjects and more help with learning problems. Some schools have adapted to this situation but when it comes to English courses is important to remember that we have a limited time and every minute has to be productive and students have to practice at home and research for any information on their free time. This is why the research team needs to take it into account the attendance to classes in order to understand why people may leave classes.

2.4.5. Students enrolled in the Empower Project from different study fields

The Empower Project has 400 high school students from around 12 public educational schools. In the case of Instituto Nacional General Francisco Menéndez in the Metropolitan area, in San Salvador, 70 students with the high school specialization in Hotel Management and Tourism. However, as students drop out English courses, the institution made a second announcement to students that study a different high school specialization in order to provide opportunities of English studies to the ones that are motivated to continue in the project.

2.4.6. Students who want to continue studying at a university

There are students that at the end of the project might consider continuing studying English or a different major having in mind that this project is a base for them and it can be useful for their future. Considering this factor, the research team will find out what is the amount of students that are considering having a major either in English or in another field.

2.4.7. Students who want to work after finishing the project

There are students who may not have the economic resources to continue studying at a university and the Empower Project may be seemed to them as a great opportunity to find a better job. Considering this factor, the research team will find out what is the amount of students that have decided to work after finishing their high school studies.

2.4.8. English level achievement

According to the CEFR (Common European Framework References of Languages) there are four stages where a second language learner is going to pass in order to obtain the adequate English level acquisition. The English levels to be evaluated are going to be according to this list of stages:

Level	Level name	Description
A1	Breakthrough or beginner	<ul style="list-style-type: none">• Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.• Can introduce himself/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has.• Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.
A2		<ul style="list-style-type: none">• Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment).

	Way stage or elementary	<ul style="list-style-type: none"> • Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. • Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
B1	Threshold or intermediate	<ul style="list-style-type: none"> • Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. • Can deal with most situations likely to arise while travelling in an area where the language is spoken. • Can produce simple connected text on topics that are familiar or of personal interest. • Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
B2	Vantage or upper intermediate	<ul style="list-style-type: none"> • Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. • Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.

		<ul style="list-style-type: none">• 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.
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2.4.9. Students who are working at this time

According to the goals of the Empower Project, one of the main purposes to be accomplished is to have students integrated in work fields by the end of the project. This means that some students might be able to work before the project ends. Therefore, it is necessary to find out how many students are working already and if English is being a plus in their jobs.

2.5. Unemployment

Unemployment, also known as unemployment is the situation where people are taking age, ability and desire to work or cannot take getting a job.

Unemployment is involuntary idleness of a person who wants to find work. A person is unemployed when it meets four conditions: (1) is of working age, (2) have no work, (3) is looking for work, and (4) is available for work.

2.5.1. Classification of unemployment

According to **Mankiw y Rabasco**¹ four basic types of unemployment are mentioned in the labor economics:

- **Classic unemployment:** It is caused by an excessive level of wages in relation to the low productivity of workers.
- **Keynesian unemployment:** Unemployment resulting from insufficient effective demand for goods and services (for unsalable).
- **Frictional unemployment:** It is the transition from one job to another looking for better wages².
- **Structural unemployment:** Unemployment caused by differences between qualifications or location of labor supply and skills or location required by employers.

There are three factors cited in Principios de Economía³ as causes of unemployment in El Salvador:

- The first cause of unemployment is the time it takes for workers to find work that best suits their tastes and their qualifications.
- The second cause of unemployment is the power of unionists. When people getting the organized sectors in order to obtain higher wages, they create a social overworked.
- The third cause of unemployment is suggested by the theory of efficiency wages.

¹ N. Gregory Mankiw y Esther Rabasco. "Principios de Economía" (p.43).

² Wages: Salary

³ Principios de economía N. Gregory Mankiw, Esther Rabasco published Editorial Paraninfo, 2007 - 629 pp.

According to this theory, companies find it profitable to pay higher wages than the regular average. High wages can improve worker health, reduce turnover, improve their quality and increase their efforts.

Besides the basic types of unemployment we have:

- **Seasonal unemployment:** This applies to activities in which over a period of the year the demand for labor increases and other falls substantially, for example, tourism, summer required more employees in hotels, restaurants and entertainment centers, etc.
- **Cyclical unemployment:** It is caused by stagnation and reduced production resulting from the change in demand.
- **Disguised unemployment:** A worker is in disguised unemployment if the income they get for their new job is less than the income receiving at their previous job. It is of two kinds: (a) the number of hours worked and (b) is reduced when the real wage rate.
- **Hidden unemployment:** It is made up of unemployed person who have become discouraged in their job search and those measurements are classified as inactive.

2.5.2. How to measure the unemployment?

The unemployment rate measures the proportion of job seekers without finding with respect to the total of people who form the labor force. Therefore, the unemployment rate can be defined as the ratio between the number of unemployed and the labor force.

$$\text{Unemployment rate} = \frac{\text{Unemployed People}}{\text{Workforce}}$$

2.5.3. Unemployment in El Salvador

According to the CIA⁴, the smallest country in Central America geographically, El Salvador has the fourth largest economy in the region. With the global recession, real GDP⁵ contracted in 2009 and economic growth has since remained low, averaging less than 2% from 2010 to 2014. Remittances accounted for 17% of GDP in 2014 and were received by about a third of all households. In 2006, El Salvador was the first country to ratify the Dominican Republic-Central American Free Trade Agreement (CAFTA-DR), which has bolstered the export of processed foods, sugar, and ethanol, and supported investment in the apparel sector amid increased Asian competition. The Salvadoran Government maintained fiscal discipline during post-war reconstruction and reconstruction following earthquakes in 2001 and hurricanes in 1998 and 2005, but El Salvador's public debt has been growing over the last several years, amounting to some 59% of GDP in 2014. External debt was below 30% of GDP in 2014. In September 2014, El Salvador signed a five-year \$277 million second compact with the Millennium Challenge Corporation (MCC) a United States Government agency aimed at stimulating economic growth and reducing poverty to improve El Salvador's competitiveness and productivity in international markets. In November 2014 along with his counterparts from Guatemala and Honduras, President Sanchez Cerén announced the “Plan of the Alliance for Prosperity in the Northern Triangle”. This plan seeks to address the challenges facing the three Northern Triangle countries, including steps the governments will take to stimulate economic growth, increase

⁴ CIA: Central Intelligence Agency

⁵ GDP: Gross Domestic Product

transparency and fiscal responsibility, reduce violence, modernize the justice system, improve infrastructure, and promote educational opportunities over the next several years.

The youth unemployment: Total population (15-24 years): men: 12.4%; women: 12.8%; this indicator gives the percentage of the work force that is between 15-24 years of age that are unemployed during a specified year (2013).

Also, according to ECLAC⁶ his latest report shows that the country has regressed in terms of employment generation. According to figures published on its website, in 2012, El Salvador had an annual average rate of 6.2%; in 2013 it recorded a 16.2%. This would be considered as the highest unemployment rate in El Salvador has had the last five years.

According to the ILO⁷ the young population in the country is made up of 1.79 million young people, representing 28.1% of the population and 45.8% of the population of working age (WAP)⁸. And his latest report, notes that the rate of young people who neither work nor study represents 30.8% of the total, ages between 20 to 24 years.

Currently, a considerable part of the youth population is unemployed in the country. The unemployment rate of young people between 15 and 29 years of age is higher than the national unemployment rate, according to the Household Survey and Multi-Purpose (2012) this amounted to 10.4% while the national is by 6.1%.

⁶ Economic Commission for Latin America and the Caribbean

⁷ International Labour Organization

⁸ Working-Age Population

2.5.4. Current employment status in El Salvador

The current picture hides the despair and inability to perceive young people from actively seeking formal employment and labor market exclusion for those with little experience. If young people are given limited access to productive and competitive work, they can be permanently excluded from the development process, with the risk to disengage completely from the formal labor market. This represents an immense loss of economic potential for society and an obstacle to the full development of the new generations. "Preliminary data from the United Nations Development Programme (UNDP) indicate that in 2007 about 70,000 people in the Economically Active Population (EAP), mostly young, emigrated to North America in search of a job or a better job". "The program coordinator from the United Nations Development Programme in El Salvador, Carlos Acevedo said that until 2006 the 62% of young people were unemployed or underemployed, of these 12% are unemployed and 40% are underemployed, i.e. six of ten young people are underemployed." In the government area, the current government has worked with youth policies and secure employment in the 2009-2014 government plan programs as "Ferias de Empleo" which function is to place a person in a position on the labor exchange, according to her or his profile, it is noteworthy that most of the jobs generated by the sector of private companies, mentioning that those graduating from universities are unable to find work since this companies require a minimum 2 years of work experience in order to hire them. That is why people are going to "Ferias de Empleo" to get a job but the vast majority ends up working something that is not commensurate with their college career.

2.5.4.1. Public Sector

The current government has the view that a main focus of poverty is the shortage of labor as poverty indicators in El Salvador remains at unacceptable levels, according to the United Nations Development Programme (UNDP), the percentage of people living in poverty due to lack of necessary income is 36.8% nationwide. Added as part of the labor integration programs the Ministry of Labour and Social Welfare (MLSW) in El Salvador, continues to provide assistance to thousands of young people seeking work, the aim is to help young people in the development of resume, introduce them to techniques on how to overcome a job interview and how to dress to attend an interview job. According to The World Economic Forum, comparing the potential of countries for sustainability and long-term prosperity, El Salvador ranks 77th out of 133 in the World Competitiveness Index.

2.5.4.2. Private sector

The private sector is one of the largest generators of youth employment at present, through the service sector especially in the call center and sales area, are not stable jobs and in some cases do not offer good pay, nevertheless they are the most demanded jobs and in cases does not require extensive preparation and technification.

2.5.4.3. Call Center cases

As a result of production chains between countries, advances in technology and communication, forms of employment for young people who are characterized by their types of contracts with limited job benefits arise. Standing out: The call centers. Being part of a call center is seen as an activity that does not require previous work experience to young people and that in many cases allows them to enter for the first time in the labor market, pay for college and gain work experience; and thus it achieves the attention of young people. However, contrasting this with real life, these companies demand a 12-hour shift or extra, sometimes even without the consent of the tele operator. Similar to the assembly plants, call centers often lack minimum labor benefits such as vacation, sufficient recess to lunch, social security, and permission to go to college, among others. Both activities seem to present themselves as alternatives of entering the global labor market and access to information technologies, as they incorporate young workforce. But not all the adequate conditions are yet met. It is therefore necessary to strengthen the legal framework to support and stimulate industrial activities and more competitive and better communication paid, to assess whether they have the potential to generate decent jobs.

2.6. Migration

The Salvadoran migration to the United States is a phenomenon well known for many decades; so much so, that now more than two million Salvadorans are living in that country. It is estimated that daily, about 300 people, most of them are men, are looking for what they call "the American dream", even risking their lives to cross unknown and uncertain places.

The reality is that this phenomenon has many causes which are interesting to analyze in depth to understand. Let's take a look to some of the reasons why Salvadorans emigrate to the United States, leaving his family and his country, sometimes with no hope of return.

1. Lack of employment

Unemployment is the main factor why Salvadorans leave their country. Each year many young people prepare and complete their studies hoping to get a formal job that allows them to survive, but in the end they are leaving with fewer opportunities; in an environment where there is high demand and low supply in a country quite populated.

2. Better opportunities

Some Salvadorans that have a formal job, also sometimes they decide to leave their homeland in order to get better income. The minimum wage in El Salvador is a little over of \$200, which can hardly be increased because companies also grow poorly in an economy that fails to take off completely.

3. Inflation

Inflation is defined as the higher prices of necessities such as basic market basket, medicines and basic services. It is estimated that in El Salvador the cost of the basket is well below the minimum wage, meaning that some families live with few resources and to seek a better future, they decide to immigrate to the United States.

According to the research, "La esperanza viaja sin visa: Jóvenes y Migración Indocumentada de El Salvador"⁹ developed by the United Nations Population Fund Activities (UNFPA), the Ministry for Foreign Affairs (MFA) and Universidad Jose Simeón Cañas (UCA) (2012) estimates that between 500 and 600 people each day leave the country, the main destination being the United States without documents. The report estimates that each year 145,000 are people who travel illegally; of this total 63% are young people who do not exceed 25 years. In addition, illegal migration of young people appears as the only way out of poverty in Salvadorian society and seeks to conditions that will generate resources for housing, human needs i.e. forcing people to take risks and live in deplorable conditions where they arrive.

The unsafe and dangerous adventure that young people endure in order to get a better life, by living in hiding in order to achieve their goals and be able to lead a better quality of life. The illegal migrant consists largely of young men and women who leave the country for lack of employment opportunities or insecurity, leaving a country that won't see them

⁹ "La esperanza viaja sin visa: jóvenes y migración indocumentada de El Salvador", researchers Mauricio Gaborit, Mario Zetino Duarte, Larissa Brioso, Nelson Portillo. Realizada por la Maestría en Psicología Comunitaria, con apoyo del Departamento de Sociología y Ciencias Políticas de la Universidad Centroamericana "José Simeón Cañas" (UCA).

grows, because of the vulnerability and instability of the State that requires that they have to go to more developed countries.

In individual terms it is difficult to determine a single reason why the idea of emigrating begins. In a person it can emerge many factors, intertwined, culminating in the migration project. Far from the stereotype image of migration for economic causes we find many profiles: refugees, students, workers and skilled workers, retirees and business people, driven by a multitude of causes makes young people look better sustainable social development in developed countries, also among the best known is the search for a job opportunity or escape situations that threaten the integrity and safety, as is the case of thousands of refugees and displaced people fleeing war or violent contexts. Besides these reasons, the search for a decent standard of life and personal development are sufficient grounds for the trip. It is important to know that, generally, the decision to migrate is often influenced by social context.

Young migrants face several challenges when they migrate from their home country in order to live in a better place where they can have a better job or where they can have the opportunity to study. One of the most difficult challenges that young people face is violence, and fear to be deported after having surpassed thousands of obstacles during their trip. If they succeed to this adventure, challenges are still coming because now they are in a different country, they have to start from scratch, because there is no money, the culture is different since United States is a developed country, the language spoken is different, discrimination is around the corner and they have to deal with all this by themselves since they are alone.

In the case of youth who have relatives outside their country of origin, the idea that they will be brought at a certain age is always in their minds, this phenomenon occurs frequently when young people have completed their high school, the standby position and the belief that eventually they meet with relatives they have in other State. Also, this phenomenon has become not only international and regional level by the instability of States in the international community where the main actors are often young people who have to turn on route to other places with better opportunities, we find the second category where depressions and young people express strong feelings of abandonment and anger at not being able to start the journey and be with their families. While these continue to receive financial support and remittances, not complement the moral support that young people want and need as they deal with the fact of living with a family than their parents or legitimate if only to stay with their mother or father and the other having to migrate to assist at home, producing that the distances parents have children abroad.

These results in young people grow as feelings of abandonment by distance, schedule changes means that young people do not remember their families, even though some have received occasional visits and hope to meet them. It is also rare for young people to have direct access to remittances as they prefer to get the money through grandparents or relatives who have been in care in the country, help is sporadic and covers only expenses school and costs of basic goods.

Both the group of young migrants return in the central factors would be conditioned as an alternative of life, migration to developed countries are economic in nature and are

associated with lack of opportunity to develop a life plan that goes beyond the labor market, regardless of education levels or the type of job that gets outside.

2.7. Poverty

Nowadays it is really difficult to certify that poverty is the result of a low income that a person or an entire family perceives each month. It is important to mention that violence, life cost, and basic market basket are getting higher every single day it passes.

Giving a look over all these passed years and the information presented by Economic Commission for Latin America and the Caribbean (ECLAC) it is that a 45.3% of Salvadorians live in poverty. The level of poverty fell in a 1.3% between 2010 and 2012, going from a 46.6% to a 45.3% which demonstrated a little and positive advance, than back in 2004 when the poverty level had a 47.5%. However, although it seems there is progress, El Salvador has one of the highest levels of poverty in Latin America.

One of the factors that previous government never considered was that poverty cannot be described as low incomes, or low wages. Every time the word Poverty has to be described, words are not enough and are not exact. People, who live in poverty however, can describe the word poverty as the lack of jobs, the lack of social security, lack of food, lack of education, and of course, lack of a place where to live. Some people say: "our fear is

not known if there is going to be a tomorrow"¹⁰. What they mean is that they don't have any idea if tomorrow they will bring food, if there is going to be an opportunity to survive.

All of these factors have to be included in the concept of poverty since they constitute a main base for people's welfare. And the government also has to reveal that this level of poverty comes from a slow economy growth.

According to Hugo Beteta, the ECLAC Sub Regional Headquarter Director in Mexico, El Salvador is having a difficult moment because there is a poor and limited capacity of the public finances redistribution that has to help to the country. Beteta considered in a highly manner to reinforce the economy growth by helping small business to succeed. Also, ECLAC recommends to closely monitoring all public finances and the fiscal deficit overview, which this year will close above 3%. Besides, they recommend promoting an industrial policy, led by the State, in order to have a better and clear economic growth.

2.7.1. Marginalization, Stigmatization Exclusion.

When talking about poverty, it is necessary to talk about Marginalization, Stigmatization and Exclusion. When a person does not live in a luxury valley, or in good neighborhoods, he or she would probably start to feel discriminated by people who have the money and the resources to live in a nice place. This is another type of poverty; when people disrespect

¹⁰ Comunidad Santa Lucia, San Julián, and Sonsonate: UNDP (2014). La pobreza en El Salvador. Desde la mirada de sus protagonistas. San Salvador.

other people just because there is an amount of money that make some others look better dressed or better appear and their minds are limited that this has to be considered as a social and economic difference. This is the moment when exclusion comes; and this is even witnessed every day, when some people intent to get a job and they are almost immediately rejected by the employer who stated there is no way to give a job to people that lives in a certain area.

In the case of stigmatization, a person who lives in a specific place or lane or boulevard where exist criminal activities or gangsters that come and go every time inside that zone, it will be almost immediately consider as a criminal too, and this is just because this person is living in a place where the activities that are handled there are out of the norm. In this type of scenarios it does not matter if this person simply do not have another place where to go to live or if this person is not related at all with any criminal activity or gangster that are there all the time, for a person who lives in a nice place, it is just not ok to get along with people who has the same living style he or she is having at that moment.

As far as the team go over all these factors, it is capital to say that poverty is in people's mind. And there is no physical growth if there is no mental growth. One of the methods to solve something best advised by Einstein was “never to think of a solution when we are at the same line of thought we had when we first started”.

CHAPTER III: TYPE OF STUDY

3. Type of Study

In order to achieve a unique study was carried out, the type of study was descriptive and it was done in order to make a better research that was able to give important and unique results. Since this type of study requires implying checklists, the research provided a door where it was possible to be close to the population and to observe the environment where students were having classes and the way they were receiving it. Also, the interviews allowed opening another door where it was possible to listen to students, where it was possible to understand what they really want to have for their future and therefore the steps they are making in order to achieve it. To make a partial evaluation of the economic benefits arising from this project was carried also in a non-experimental design in order to gather the data the best way possible and by convenience since there was a limited amount of time in order to process and in order also to present the findings. A cross-sectional design was also taken as part of this research since the Empower Project also had specific time for delivering courses and the research also was limited by a short term. As approaches and also by convenience, quantitative and qualitative were selected, since the purpose of this research requested also to understand not only the amount of people learning English and with high possibilities to work but the economic benefits that comes from having studied with the Empower Project, therefore this research was implementing observation and evaluation with the purpose of getting better and trustful findings. Also, it is important to mention that even though this is a new research, as far as the investigation was being carried, the research leads a way where other people can support their own research by checking the data gathered.

CHAPTER IV: HYPOTHESIS

4. Hypothesis

The Students from Instituto Nacional General Francisco Menéndez are highly motivated to reach the B2 English level because they want to get better job opportunities rather than entering and ending a university career.

4.1. Conceptual Definition of Variables

✓ **Independent Variable:**

Students from Instituto Nacional General Francisco Menéndez in the Metropolitan area, San Salvador, El Salvador, year 2015.

✓ **Dependent Variable:**

Students highly motivated to reach the B2 English level in order to get better job opportunities.

4.2. Operationalization of Variables

Objective	Hypothesis	Variables	Indicators
To make a partial evaluation of the Economic benefits arising from the Empower Project on students from Instituto Nacional General Francisco Menéndez in the Metropolitan area, San Salvador, El Salvador, year 2015	The Students from Instituto Nacional General Francisco Menéndez are highly motivated to reach the B2 English level because they want to get better job opportunities rather than entering and ending a university career.	<p>Independent variable: Students from Instituto Nacional General Francisco Menéndez</p> <p>Dependent variable: Highly motivated to reach the B2 English level in order to get better job opportunities.</p>	<p>✓ Students Class Attendance during the project.</p> <p>✓ Amount of students enrolled in the Empower Project.</p> <p>✓ English level Achievement.</p> <p>✓ Poverty</p>
To classify students according to their English competence in order to determine how prepared they are going to be in case they want to	The Students from Instituto Nacional General Francisco Menéndez are enrolled to the Empower Project in order learn English	<p>Independent variable: in order learn English and then to work in the same study field.</p> <p>Dependent</p>	<p>✓ Amount of students enrolled in the Empower Project from different study fields.</p> <p>✓ English Level</p>

<p>apply for any kind of work.</p>	<p>and then to work in the same study field.</p>	<p>variable: The Students from Instituto Nacional General Francisco Menéndez are enrolled to the Empower Project</p>	<p>Achievement. ✓ Amount of students who are working at this time.</p>
<p>To find out if students are highly motivated to continue studying English in order to increase their economic status.</p>	<p>The Students from Instituto Nacional General Francisco Menéndez are not motivated in continuing studying English by their own once the Empower project finishes.</p>	<p>Independent variable: Students motivation Dependent variable: students continuing studying English by their own once the Empower project finishes.</p>	<p>✓ Amount of students who want to work after finishing the project. ✓ English Level Achievement. ✓ Amount of students who are working at this time. ✓ Unemployment ✓ Migration ✓ Poverty</p>

CHAPTER V: RESEARCH DESIGN

5. Non-Experimental cross-sectional Research Design

As far as research team know a research design refers to the overall strategy that you choose to integrate the different components of the study in a coherent and logical way, thereby, ensuring you, it will effectively address the research problem; In this research the team also know that a non-experimental and cross-sectional research design is one of the broad categories of research designs, in which the researcher observes, interprets or interacts with the phenomena in a specific point in time, to come to a conclusion as they occur naturally and variables or subjects are not deliberately manipulated, controlled or altered by them. This means that once the research it's done there are going to be clear and effective results.

Based on convenience of time and also in order to provide better results of a specific point of time, this study offer a clear snapshot of the outcome and the characteristics of a single moment in time, by this the research team means that the research has not considered what happens either before or after this period of time.

The design of this research has been used to evaluate the economic benefits arising from Empower and to get an overview about them and try to find out if this creates a future of impact on student's life.

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 has not manipulated anything related to the phenomenon; instead, the team has described it. Besides describing it, the team has observed the phenomenon as given in its natural context, and then evaluated it. The research team wanted to evaluate the economic benefits arising from the Empower Project from Instituto Nacional General Francisco Menéndez in the Metropolitan area, San Salvador, El Salvador, in the current year.

In order to measure and accomplish the research project objectives, one questionnaire and observation with its corresponding checklist and interviews were used so that the measurement resulted valid and trustful.

5.1. The study has been done in three phases

First, the researchers started observing at Instituto Nacional General Francisco Menéndez (INFRAMEN), with the aid of a check list in order to collect information. The research team will fulfilled the checklist to have a clearer idea about the Empower Project and the benefits it may arise on the students. The second phase was to administrate the questionnaire to students according to the sample that was selected as Random Probabilistic Sample. The current population at INFRAMEN is 43 students and since the entire population is a representative sample and it is not necessary to apply any percentage, a census technique was used for obtaining trustful, reliable and representative data results.

The last but no least step was to interview to some teachers, the Hotel Management and Tourism coordinator at Instituto General Francisco Menéndez and representatives in charge of the Empower Project in order to get better understandings of the benefits of the project on students and the experiences on teachers. This research analyzed to determine the economic benefits that Empower Project arises on students from Instituto Nacional General Francisco Menéndez (INFRAMEN), in the Metropolitan area, San Salvador, El Salvador, year 2015.

5.2. Indicators

As the term denotes, Indicators consist of information that signals change. The quantity can be a pure number, an index, ratio or percentage. And as the research was based on the Economic benefits arising from the Empower Project on students from Instituto Nacional General Francisco Menéndez in the Metropolitan area, San Salvador, El Salvador, year 2015, the research team decided to include the ten indicators that enabled to the researchers to determine the progress toward results of the economic benefits between students that are not enrolled in the Empower Project and the students that received English classes through the project.

CHAPTER VI: POPULATION AND SAMPLES

6. Population and Sample

6.1. Population

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

The initial total population was: 400 high school students, selected in order to attend English classes. They came from 12 different public institutions and they were divided in groups of 20. Students received classes in regular periods established by the authorities of the Foreign Language Department at the University of El Salvador and 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 considered that students involved in the courses were in the process of obtaining an intermediate degree of B2 English knowledge level (CEFR), in regards with the evaluation of the Economic benefits.

6.2. Sample: method of the selected sample: Convenience sampling.

The research team selected four groups of students which is the total amount of students who took English courses with the Empower Project at Instituto Nacional General Francisco Menéndez. The total amount of students, however decreased with the time, and instead having 70 students, the total amount at the end was 43.

Based on this results the research team requested permission to the different teachers and coordinators in charge of the project with the purpose of setting a date and time for the team to administer the instrument to the sample to the entire population.

CHAPTER VII: DATA GATHERING PROCESS

7. Data Gathering Process

In order to reach research team goals and to obtain the data collection, three instruments were used for this research, since the purpose of this research was to provide the best possible data, this research carried out a mixed approach in which the research team was able to apply quantitative and qualitative instruments in order to deal with observation analysis and interview analysis as well as an extra key factor that as research team can include in the data. Also in order to evaluate the economic benefits arising from the Empower Project, the team delivered a survey that the team measured later.

7.1. Research Instrument

The data gathering techniques applied in this research was: Survey, Observation and Interviews; The techniques applied helped to this research as any other would have, since it was used to validate and to refute the hypothesis established in order to obtain best results according to the objectives proposed by this research.

7.1.1. Questionnaire

The first instrument delivered was the questionnaire. The questionnaire helped with obtaining information and opinion from the sampling.

7.1.1.1. The questionnaire was divided in four sections

- 1.** General data (Age, gender, etc.)
- 2.** Questions of multiple choices in which the degree of competences acquired by students were evaluated. Students had the option to measure the level of English they had or they considered having by selecting one of the options.
 - a)** A1 (Breakthrough)
 - b)** A2 (Waystage)
 - c)** B1 (Threshold)
 - d)** B2 (Vantage)
- 3.** Questions multiple choices in which the degree benefits arising by Empower Project will was set up in the following area:
 - * Economic benefits
- 4.** Open question.

It consisted on open questions related to the economic benefits that Empower Project aroused on students.

7.1.2. Interview

As a second instrument interviews were conducted. Interviews are always part of a qualitative research and are base 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 headmasters that were in charge of this project as Lic. Magaly Ábrego and Lic. Ricardo Gamero who is the headmaster at the Foreign Language Department at the University of El Salvador, in order to gather the general information about Empower Project.

7.1.3. Observation

The third instrument was observation that along with a checklist it determined if the interviews and the questionnaire were trustful in order to evaluate the economic benefits arising from the Empower Project.

7.2. Data Gathering Plan

7.2.1 Description

The research team presented a pilot test of the instruments in order to make sure that they were suited for the collection of the data. It was done with the assistance of some teachers of the FLD in order to improve the final section of the instrument from the opinion of a panel of experts, to get their suggestions, corrections etc. In other words, the research team wanted all possible feedback from teachers regarding the items selected for the questionnaire. Once the instrument got its approval by the best teachers, the research team administered the instrument to the sample selected. When the research team gathered all data, the next step was to analyze and interpret the results in order to make all possible corrections. It is important to mention that this process was made with the best intentions of getting clear and trustful findings.

7.2.2 Activities

Activities Organization Chart			
Activity	Responsible	Date	Time
➤ Interview for the representatives in charge of the Empower Project	<ul style="list-style-type: none"> ➤ Gabriela Quintanilla ➤ Diana Callejas 	March 20 st 2015	2 h in the morning
➤ Prepare Instruments		From July 7 th to July 10 th 2015	4 days
➤ Revise the instruments with teachers	<ul style="list-style-type: none"> ➤ Gabriela Quintanilla ➤ Diana Callejas 	July 14 th 2015	1 day
➤ Pilot the instruments	<ul style="list-style-type: none"> ➤ Gabriela Quintanilla ➤ Diana Callejas 	August 1 st 2015	1 day
➤ Observation and fill out the check list	<ul style="list-style-type: none"> ➤ Gabriela Quintanilla ➤ Diana Callejas 	From August 15 th to September 12 th 2015	5 entire Saturdays
➤ Fill out the survey and interviews for students and teachers	<ul style="list-style-type: none"> ➤ Gabriela Quintanilla ➤ Diana Callejas 	From October 10 th to October 20 st 2015	3 complete Saturdays

CHAPTER VIII: DATA ANALYSIS

The data was analyzed and interpreted after decoding and coding the information from the checklists, the surveys and the interviews and then the information and the survey were presented in graphs for illustrate the numerical results obtained through the instruments mentioned above.

8. Data Base

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

To create the data base there were used one program, the one is Microsoft Excel in which were inserted all the results from the surveys an also was decoded the information from the checklist and the interviews.

8.1. Statistical Procedures

The statistical procedure that was used to analyze the data collected was the application of a census. The levels of the hypothesis were measured and the results were presented in bar and circular graphics. In order to carry out this procedure, it was used the Microsoft Excel program to introduce the data from the checklist in order to have a clearer idea of those results observed during the development of the Empower Project in the Instituto Nacional Francisco Menéndez in the year 2015. The data analysis process was done in one part that is the univariate analysis that evaluates the results of each question separately and at the end; the answers to the research questions and hypothesis test are presented.

8.2. Data Analysis

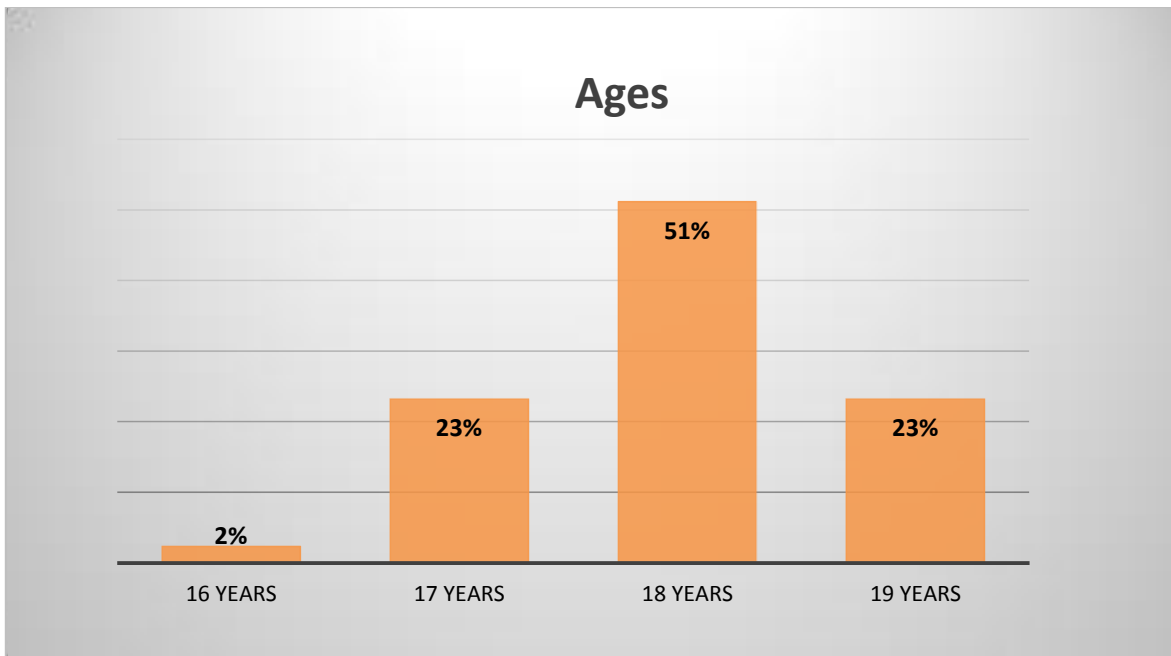
8.2.1. Univariate Analysis

Survey

Part I. General Information

Graph 1

Age	Gender				Total	
	Female		Male			
	N° students	%	N° students	%	N°	%
16	1	3%		0%	1	2%
17	8	28%	2	14%	10	23%
18	16	55%	6	43%	22	51%
19	4	14%	6	43%	10	23%
Total	29	100%	14	100%	43	100%

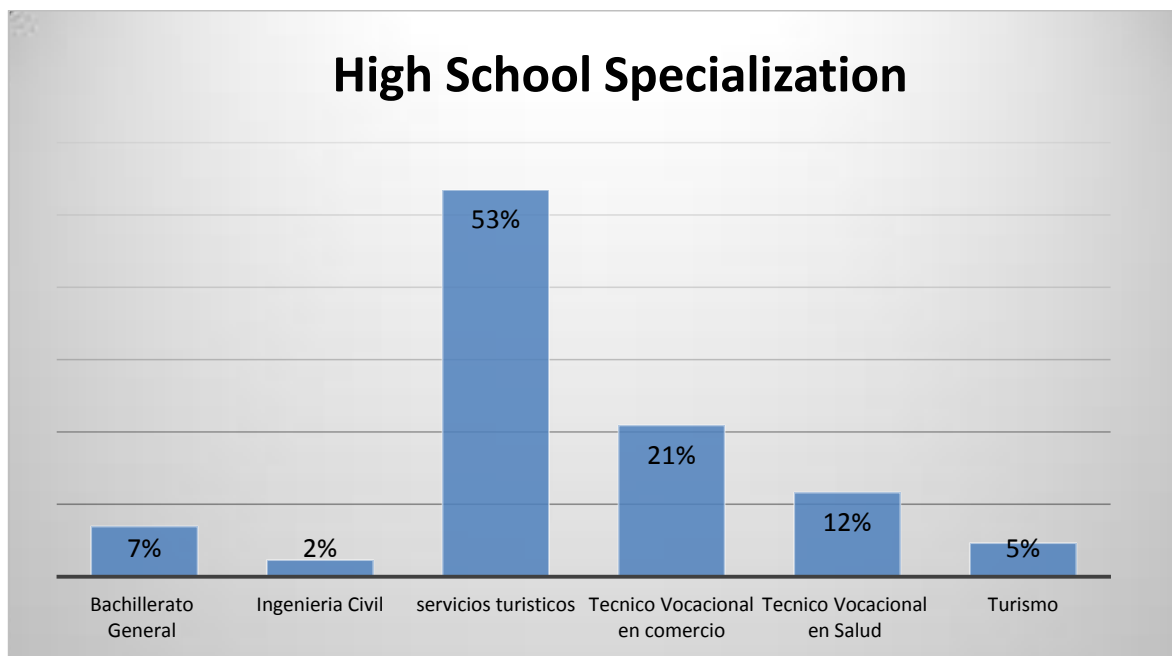


Source: Questionnaire administrated to students from Instituto Nacional General Francisco Menéndez in the Empower Project, year 2015.

Analysis: As shown in the graphic, the majority of students enrolled in the Empower Project are between 18, 17 and 19 years old which represents a 74% of students that can start working at a call center, at a hotel or at a restaurant for example.

Graph 2

High School Specialization	Year of high school						Total	
	Second Year of High School		Third Year of High School		II semester at the University			
	N° students	%	N° students	%	N° students	%	N°	%
Bachillerato General	3	19%		0%		0%	3	7%
Ingeniería Civil		0%		0%	1	100%	1	2%
Servicios Turísticos	7	44%	18	69%		0%	25	58%
Tecnico Vocacional en Comercio	4	25%	5	19%		0%	9	21%
Tecnico Vocacional en Salud	2	13%	3	12%		0%	5	12%
Total	16	100%	26	100%	1	100%	43	100%

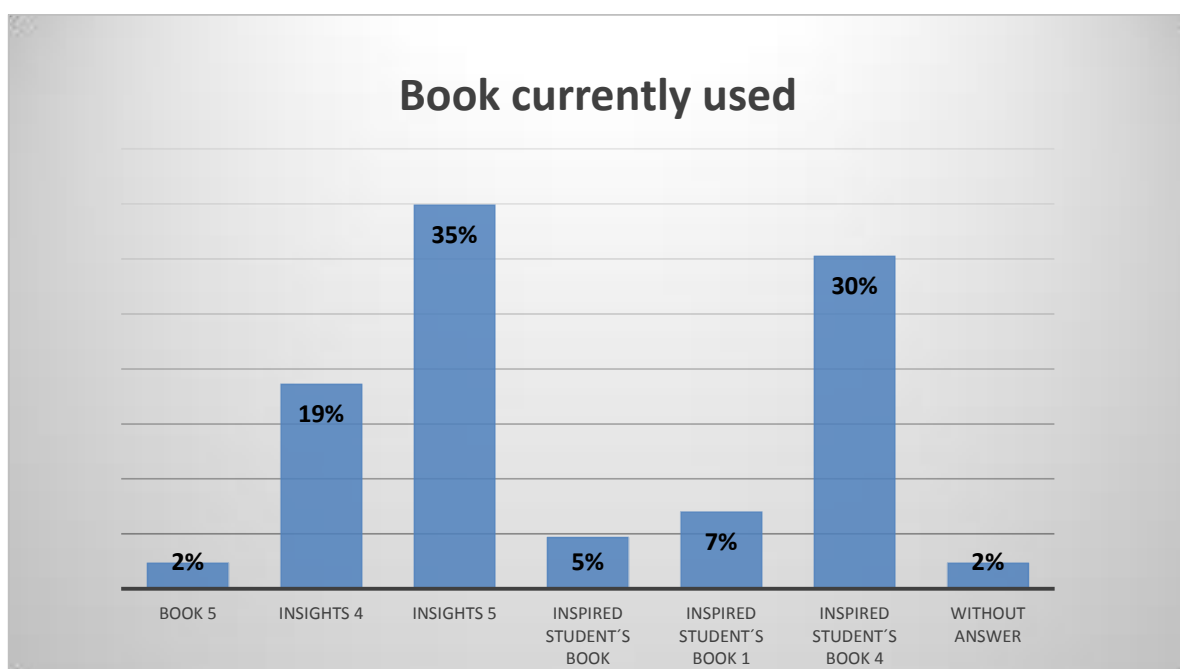


Source: Questionnaire administrated to students from Instituto Nacional General Francisco Menéndez in the Empower Project, year 2015.

Analysis: It can be observed that students from Hotel Management and Tourism and Commerce as high school specialization enrolled in the Empower Project are leading among the other specializations and this is a positive view since it can be observed that by the type of study, English will represent an important factor when they get a job.

Graph 3

High School Specialization	Book currently used						Total	
	Second Year of High School		Third Year of High School		II semester at the University			
	N° students	%	N° students	%	N° students	%	N	%
book 5		0%	1	4%		0%	1	2%
Insights 4	4	25%	4	15%		0%	8	19%
Insights 5	10	63%	5	19%		0%	15	35%
Inspired student's book		0%	1	4%	1	100%	2	5%
Inspired student's book 1		0%	3	12%		0%	3	7%
Inspired student's book 4	1	6%	12	46%		0%	13	30%
No Answers	1	6%		0%		0%	1	2%
Total	16	100%	26	100%	1	100%	43	100%



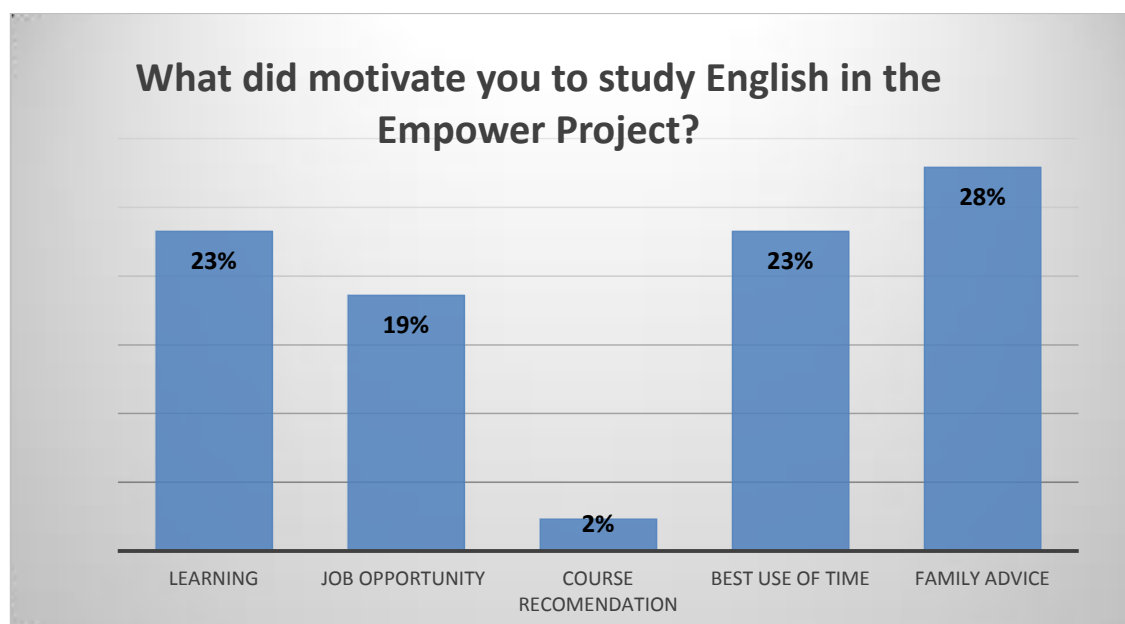
Source: Questionnaire administrated to students from Instituto Nacional General Francisco Menéndez in the Empower Project, year 2015.

Analysis: According to the graphic, it can be observed that English book Insights 5 it was the one being used for most of students at that point. As far as the research team know and based on Macmillan resources this book it's for teenagers, and it's giving students reflective insights into the language, the world and their own lives. The material evolves with the students and reflects their growing maturity, as well as their changing needs and interests, but as well this book it's consolidating and extending the English the students already know.

Part II. Information

Graph 4

What did motivate you to study English in the Empower Project?	Second Year of High School		Third Year of High School		II semester at the University		Total	
	N°	%	N°	%	N°	%	N°	%
Learning	5	31%	5	19%		0%	10	23%
Job Opportunity	4	25%	4	15%		0%	8	19%
Course Recommendation		0%		0%	1	100%	1	2%
Best use of time	7	44%	3	12%		0%	10	23%
Family Advice	5	31%	7	27%		0%	12	28%
Total	21		19		1		41	
Total Surveys	16	100%	26	100%	1	100%	43	100%

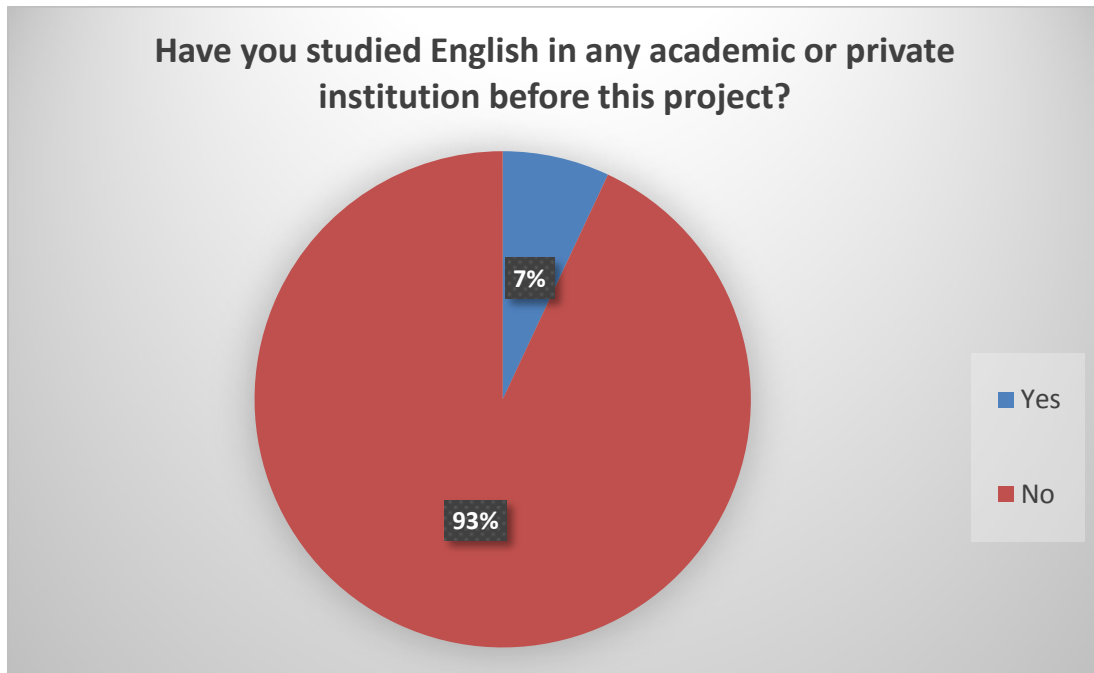


Source: Questionnaire administrated to students from Instituto Nacional General Francisco Menéndez in the Empower Project, year 2015.

Analysis: Based on the chart, it shows there is a high influence from adults to teenagers in having them study a second language; it is clear that parents, teachers, coordinators want to see their students succeed and therefore they will recommend a course where teenagers can improve and receive great benefits in the future.

Graph 5

Have you studied English in any academic or private institution before this project?	Second Year of High School		Third Year of High School		II semester at the University		Total	
	N°	%	N°	%	N°	%	N°	%
Yes	1	6%	2	8%	0	0%	3	7%
No	15	94%	24	92%	1	100%	40	93%
Total	16	100%	26	100%	1	100%	43	100%

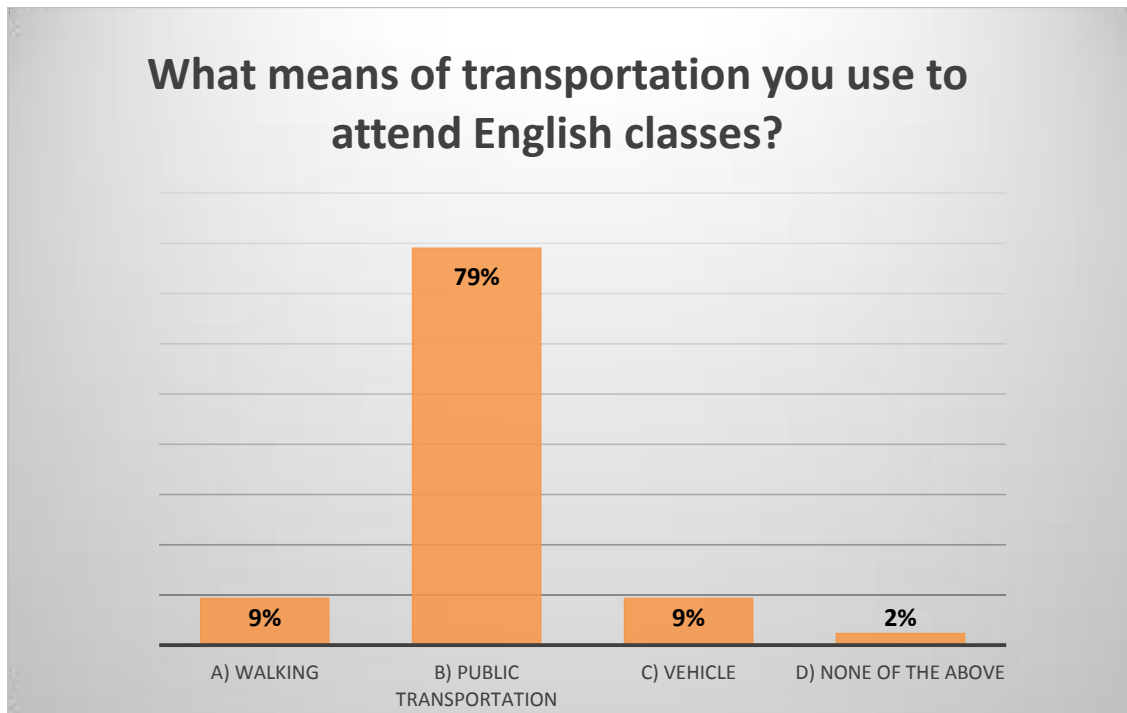


Source: Questionnaire administrated to students from Instituto Nacional General Francisco Menéndez in the Empower Project, year 2015.

Analysis: As shown in the graphic a 93% of students enrolled in the Empower Project have not studied English in a different academy or private institution which this represents that this was a big opportunity for them in order to learn a second language. Therefore, only 7% of students have previously studied at Global Ocean English, Centro Cultural Salvadoreño and Liceo Salvadoreño but with a partial scholarship.

Graph 6

What means of transportation you use to attend English classes?	Second Year of High School		Third Year of High School		II semester at the University		Total	
	N°	%	N°	%	N°	%	N°	%
a) Walking	1	6%	3	12%		0%	4	9%
b) Public Transportation	14	88%	19	73%	1	100%	34	79%
c) Private Car		0%	4	15%		0%	4	9%
d) Other (pick up or bus)	1	6%		0%		0%	1	2%
Total	16	100%	26	100%	1	100%	43	100%

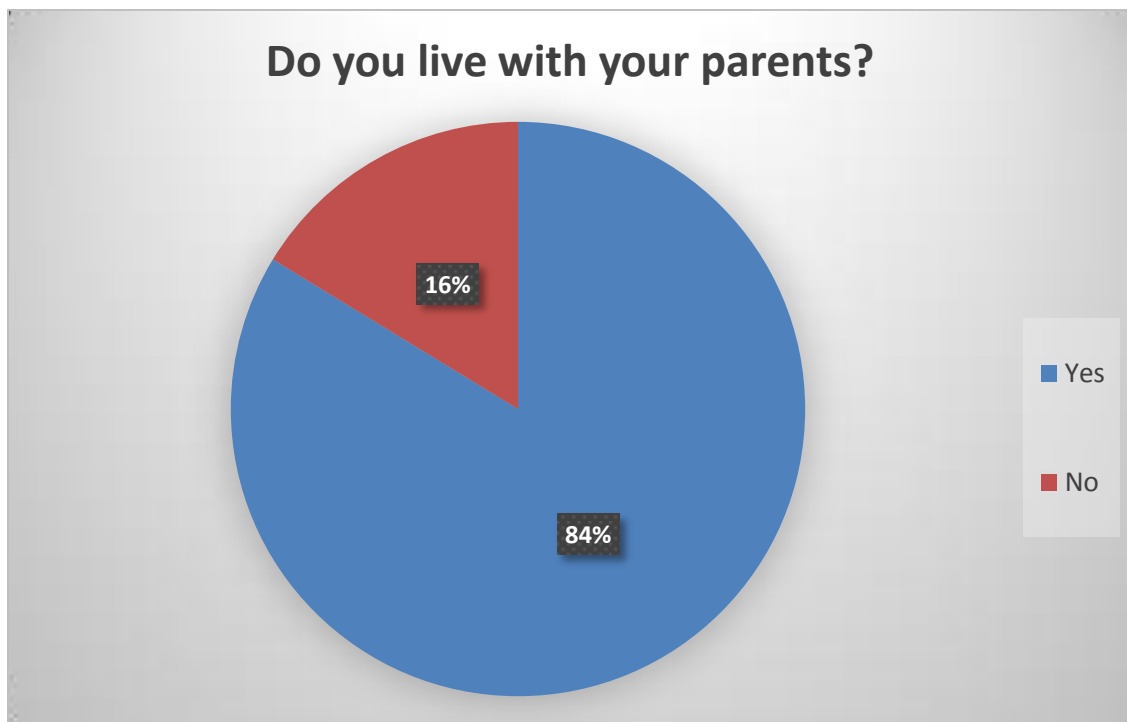


Source: Questionnaire administrated to students from Instituto Nacional General Francisco Menéndez in the Empower Project, year 2015.

Analysis: According to the graphic, 79% of students enrolled in the Empower Project used public transportation to arrive at INFRAMEN but observing closely 88% of students were committed to their course and with this project even though there were no better ways to arrive to the institution.

Graph 7

Do you live with your parents?	Second Year of High School		Third Year of High School		II semester at the University		Total	
	N°	%	N°	%	N°	%	N°	%
Yes	13	81%	22	85%	1	100%	36	84%
No	3	19%	4	15%	0	0%	7	16%
Total	16	100%	26	100%	1	100%	43	100%

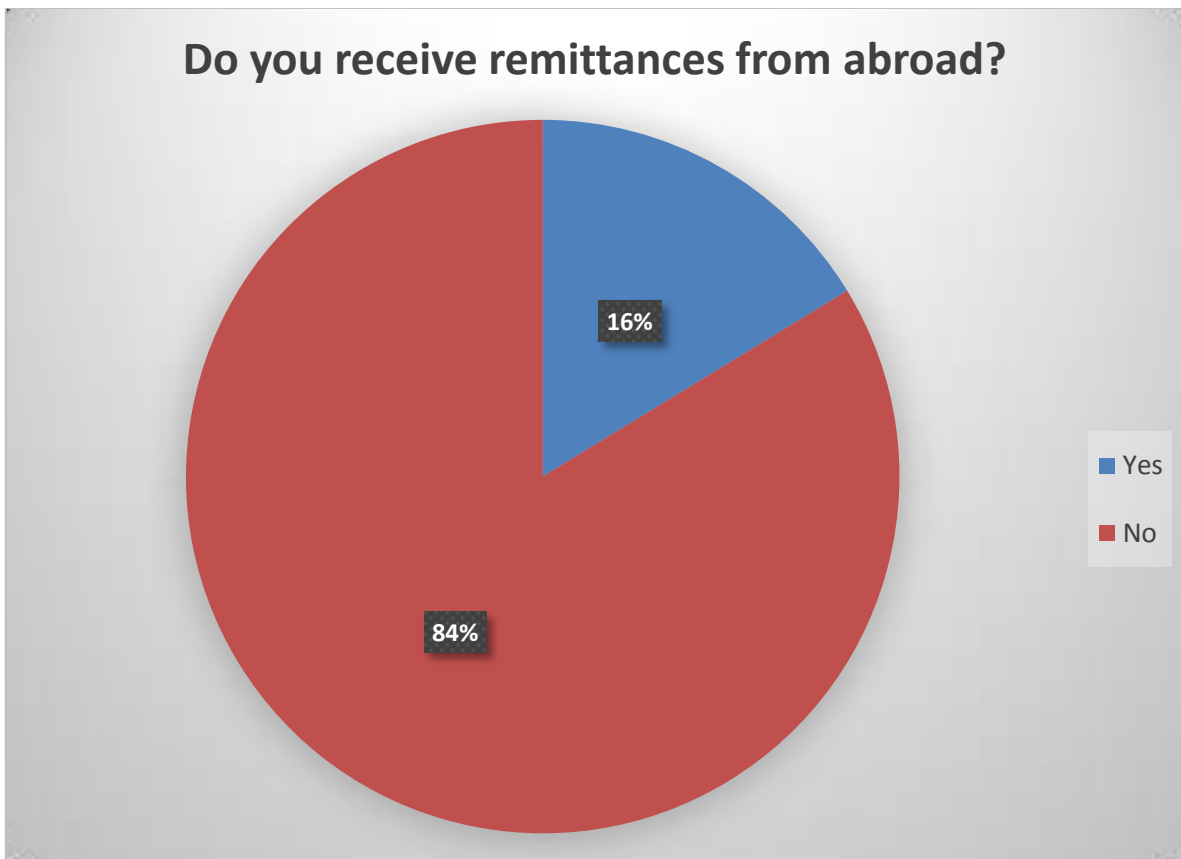


Source: Questionnaire administrated to students from Instituto Nacional General Francisco Menéndez in the Empower Project, year 2015.

Analysis: As shown in the graphic an 84% of students are still living with their parents, and since the Empower Project it's a benefit, there are a lot of possibilities that students enrolled in the courses can provide a better lifestyle to their relatives.

Graph 8

Do you receive remittances from abroad?	Second Year of High School		Third Year of High School		II semester at the University		Total	
	N°	%	N°	%	N°	%	N°	%
Yes	1	6%	6	23%		0%	7	16%
No	15	94%	20	77%	1	100%	36	84%
Total	16	100%	26	100%	1	100%	43	100%

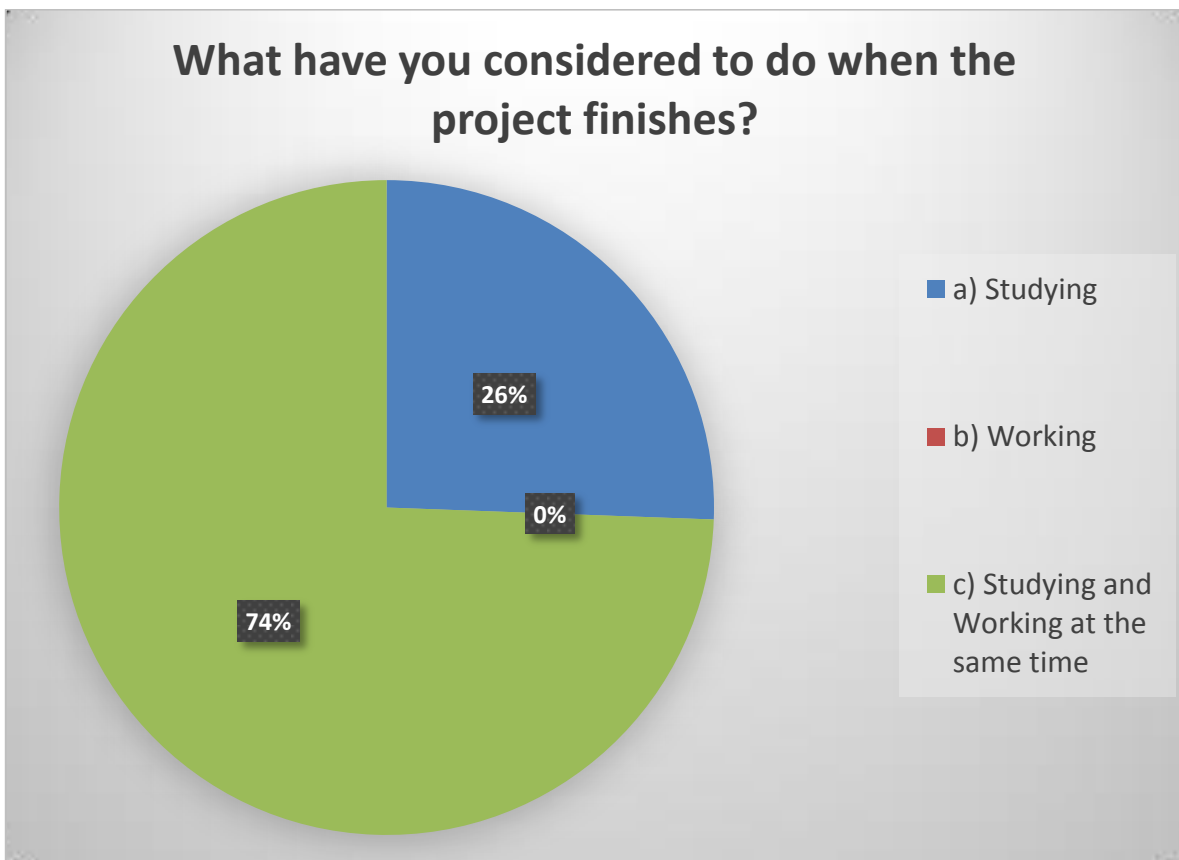


Source: Questionnaire administrated to students from Instituto Nacional General Francisco Menéndez in the Empower Project, year 2015.

Analysis: As shown in the graphic, most of students received remittance at some periods of time and this help them to continue studying while they can obtain a bachelor’s degree or maybe until they can get a job.

Graph 9

What have you considered to do when the project finishes?	Second Year of High School		Third Year of High School		II semester at the University		Total I	
	N°	%	N°	%	N°	%	N°	%
a) Study	4	25%	7	27%		0%	11	26%
b) Work		0%		0%		0%	0	0%
c) Study and Work	12	75%	19	73%	1	100%	32	74%
Total	16	100%	26	100%	1	100%	43	100%



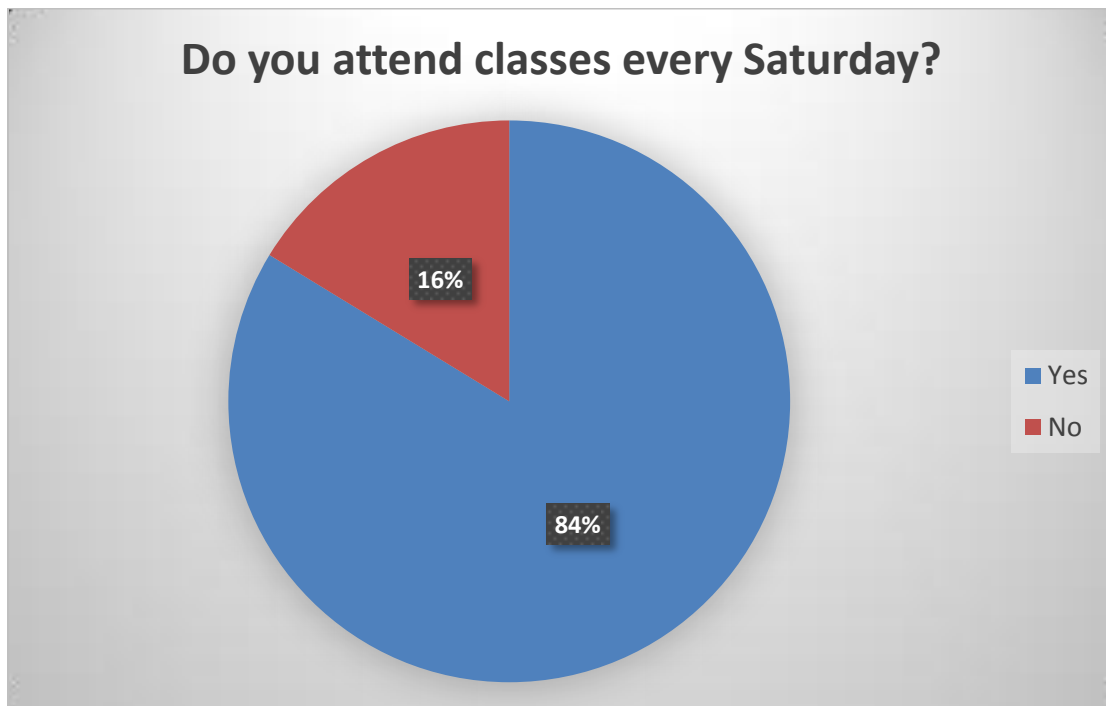
Source: Questionnaire administrated to students from Instituto Nacional General Francisco Menéndez in the Empower Project, year 2015.

Analysis: This graphic represent the amount of students who want to continue either studying or working once the courses get to an end. It can be observed that 74% of students have decided to work and study at the same time and this is a tremendous progress not only for them but also for society.

Part III. Academic Area

Graph 10

Do you attend classes every Saturday?	Second Year of High School		Third Year of High School		II semester at the University		Total	
	N°	%	N°	%	N°	%	N°	%
Yes	13	81%	23	88%		0%	36	84%
No	3	19%	3	12%	1	100%	7	16%
Total	16	100%	26	100%	1	100%	43	100%

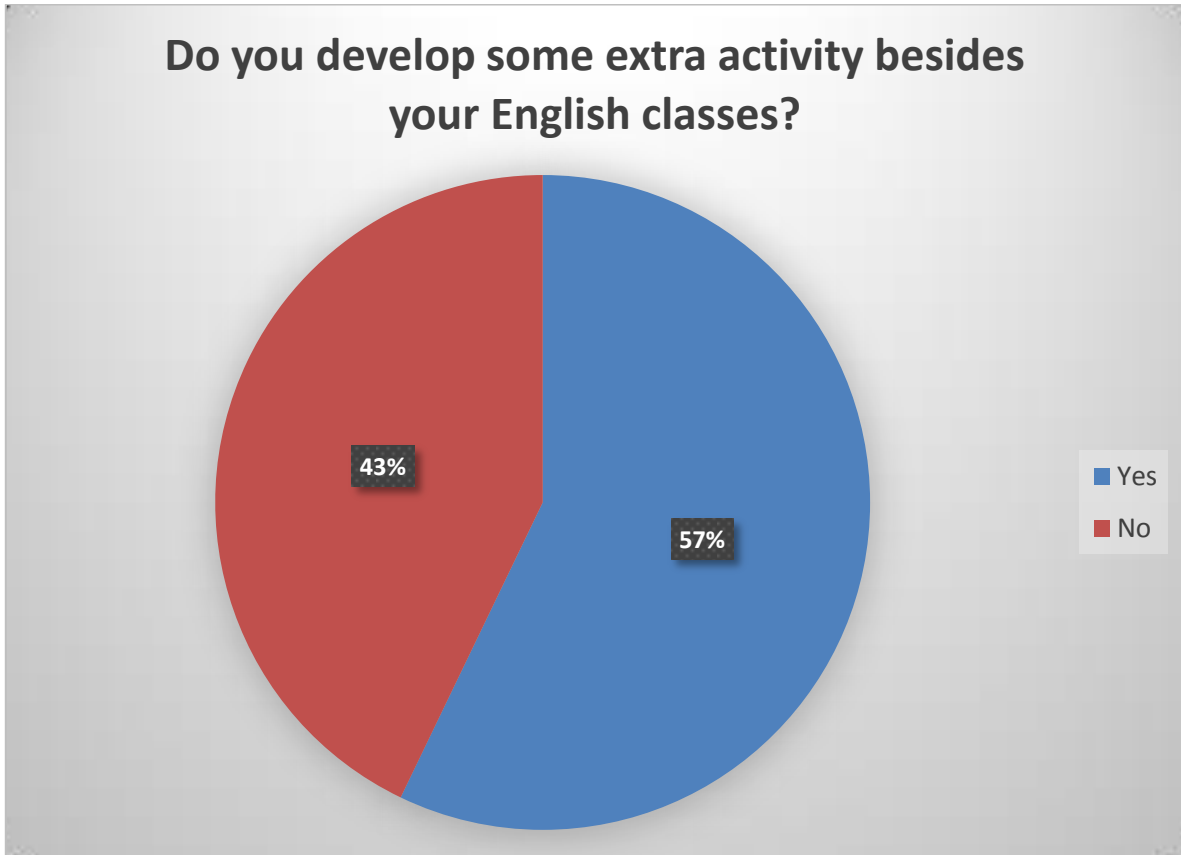


Source: Questionnaire administrated to students from Instituto Nacional General Francisco Menéndez in the Empower Project, year 2015.

Analysis: As shown in the graphic, 84% of students assist to classes every Saturday, this is a positive aspect because it means that students are motivated and they want to improve with their study.

Graph 11

Do you develop some extra activity besides your English classes?	Second Year of High School		Third Year of High School		II semester at the University		Total	
	N°	%	N°	%	N°	%	N°	%
Yes	7	44%	16	64%	1	100%	24	57%
No	9	56%	9	36%		0%	18	43%
Total	16	100%	25	100%	1	100%	42	100%

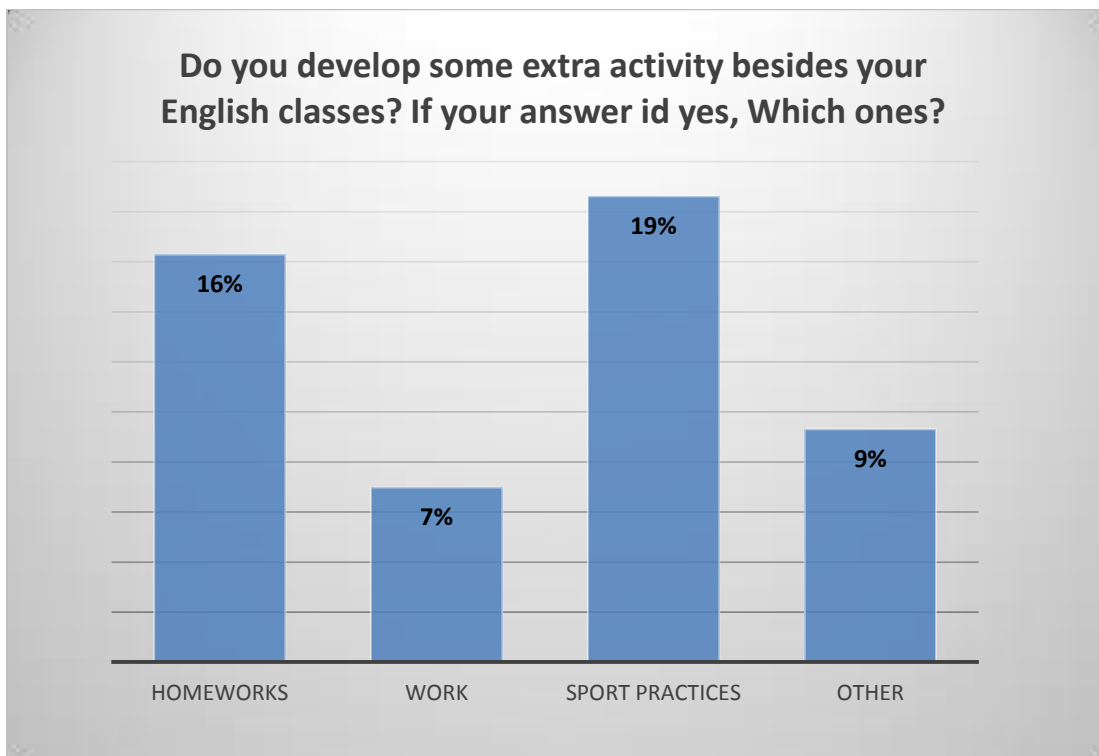


Source: Questionnaire administrated to students from Instituto Nacional General Francisco Menéndez in the Empower Project, year 2015.

Analysis: As shown in the graphics, students enrolled in the Empower Project have been spending their time in some extracurricular activities which it implies more time effort for them at the time of learning a second language.

Graph 12

Do you develop some extra activity besides your English classes? If your answer is yes, Which ones?	Second Year of High School		Third Year of High School		II semester at the University		Total	
	N°	%	N°	%	N°	%	N°	%
Homework	5	31%	2	8%		0%	7	16%
Work	1	6%	2	8%		0%	3	7%
Sport practices	7	44%	1	4%		0%	8	19%
Other	1	6%	2	8%	1	100%	4	9%
Total	14		7		1		22	
Total surveys	16	100%	26	100%	1	100%	43	100%



Source: Questionnaire administrated to students from Instituto Nacional General Francisco Menéndez in the Empower Project, year 2015.

Analysis: Sport practices and study (homework assignments) are the most frequent activities why students enrolled in the Empower Project are dropping their courses; some of them mentioned that, also those courses are important.

Exception: Just 22 answers because some students left this space in blank.

Graph 13

Do you like to learn English?	Second Year of High School		Third Year of High School		II semester at the University		Total	
	N°	%	N°	%	N°	%	N°	%
Yes	16	100%	25	96%	1	100%	42	98%
No			1	4%			1	2%
Total	16	100%	26	100%	1	100%	43	100%

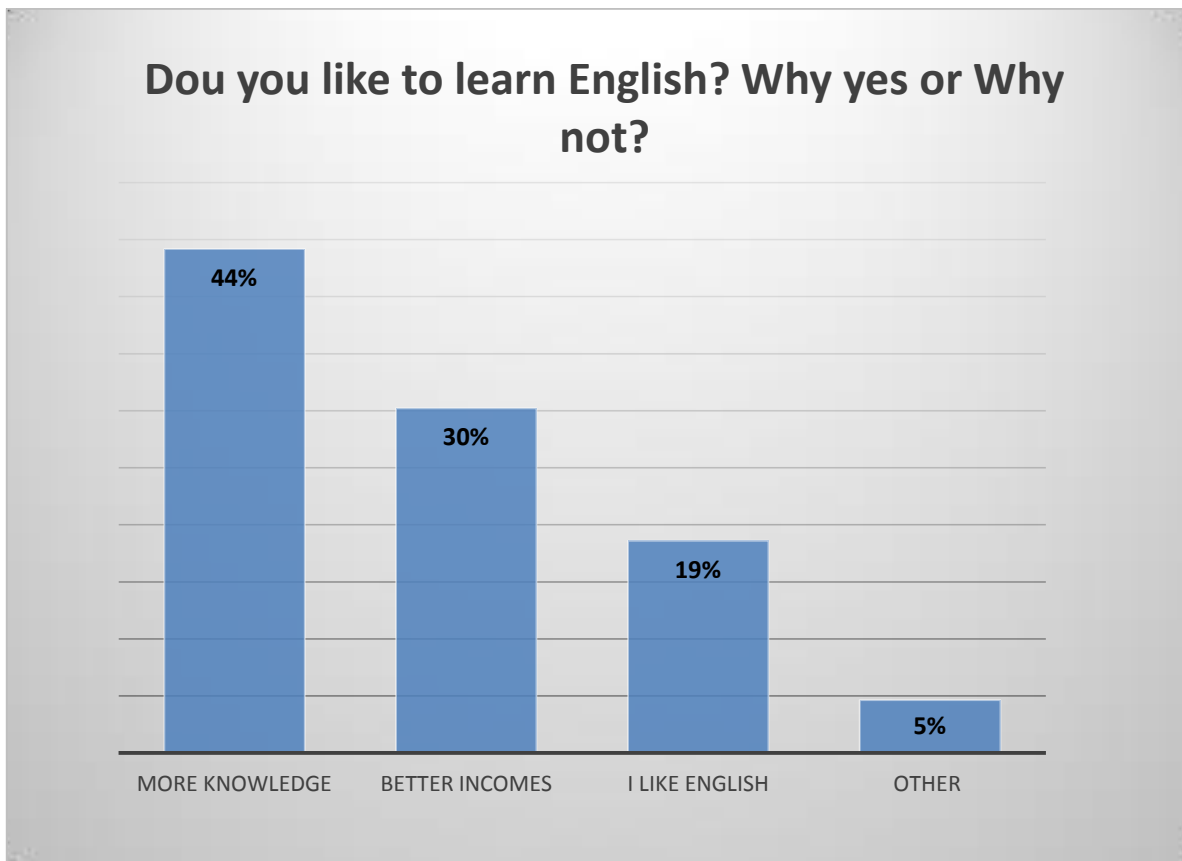


Source: Questionnaire administrated to students from Instituto Nacional General Francisco Menéndez in the Empower Project, year 2015.

Analysis: As the graphic shows, most of students are enrolled at the Empower Project because they like to learn English and this increase the possibility of getting better economic benefits since they are not been forced to learn.

Graph 14

Do you like to learn English? Why yes or Why not?	Second Year of High School		Third Year of High School		II semester at the University		Total	
	N°	%	N°	%	N°	%	N°	%
More Knowledge	8	50%	11	42%		0%	19	44%
Better incomes	5	31%	8	31%		0%	13	30%
I like English	5	31%	3	12%		0%	8	19%
Other (dynamic classes)	1	6%		0%	1	100%	2	5%
Total Overall	19		22		1		42	
Total surveys	16	100%	26	100%	1	100%	43	100%

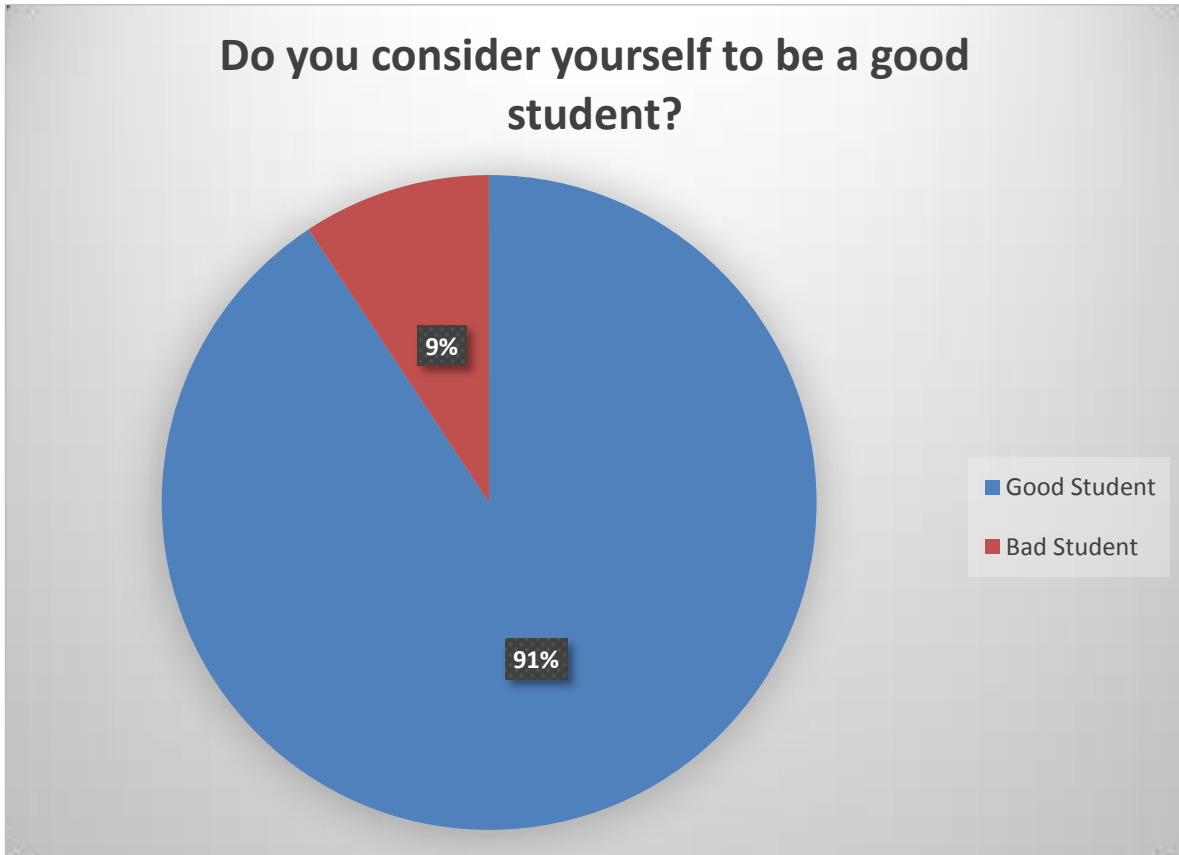


Source: Questionnaire administrated to students from Instituto Nacional General Francisco Menéndez in the Empower Project, year 2015.

Analysis: It can be observed that the main reasons why students are learning English it's because they want to learn more and because they want to get more money at their jobs and they know that english represents a high economic benefit.

Graph 15

Do you consider yourself to be a good student?	Second Year of High School		Third Year of High School		II semester at the University		Total	
	N°	%	N°	%	N°	%	N°	%
Yes	14	88%	25	96%		0%	39	91%
No	2	13%	1	4%	1	100%	4	9%
Total	16	100%	26	100%	1	100%	43	100%

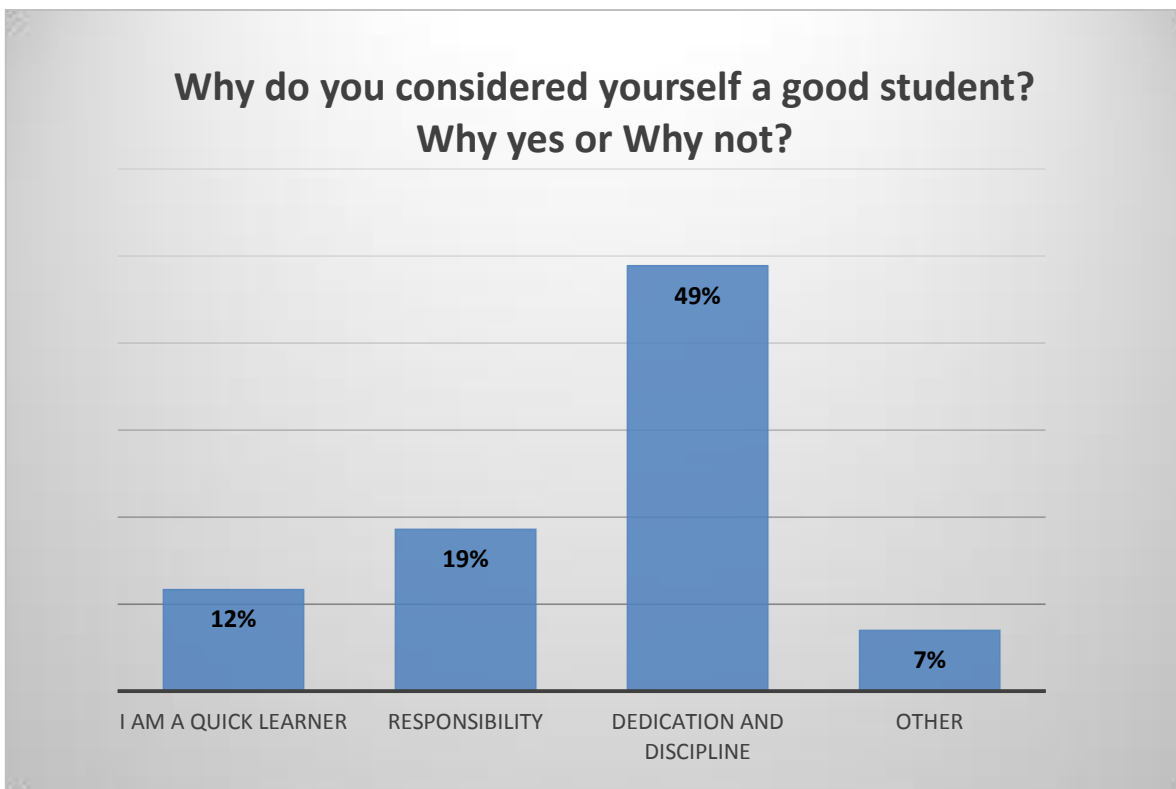


Source: Questionnaire administrated to students from Instituto Nacional General Francisco Menéndez in the Empower Project, year 2015.

Analysis: Honesty to answer was required at the time of applying this questionnaire and as the graphic shows; most of the students consider themselves as good students which it also a good point because they learn better.

Graph 16

Why do you considered yourself a good student? Why yes or Why not?	Second Year of High School		Third Year of High School		II semester at the University		Total	
	N°	%	N°	%	N°	%	N°	%
I am a quick learner	2	13%	3	12%		0%	5	12%
Responsibility	4	25%	4	15%		0%	8	19%
Dedication and Discipline	11	69%	10	38%		0%	21	49%
Other	1	6%	1	4%	1	100%	3	7%
Total	18		18		1		37	
Total surveys	16	100%	26	100%	1	100%	43	100%

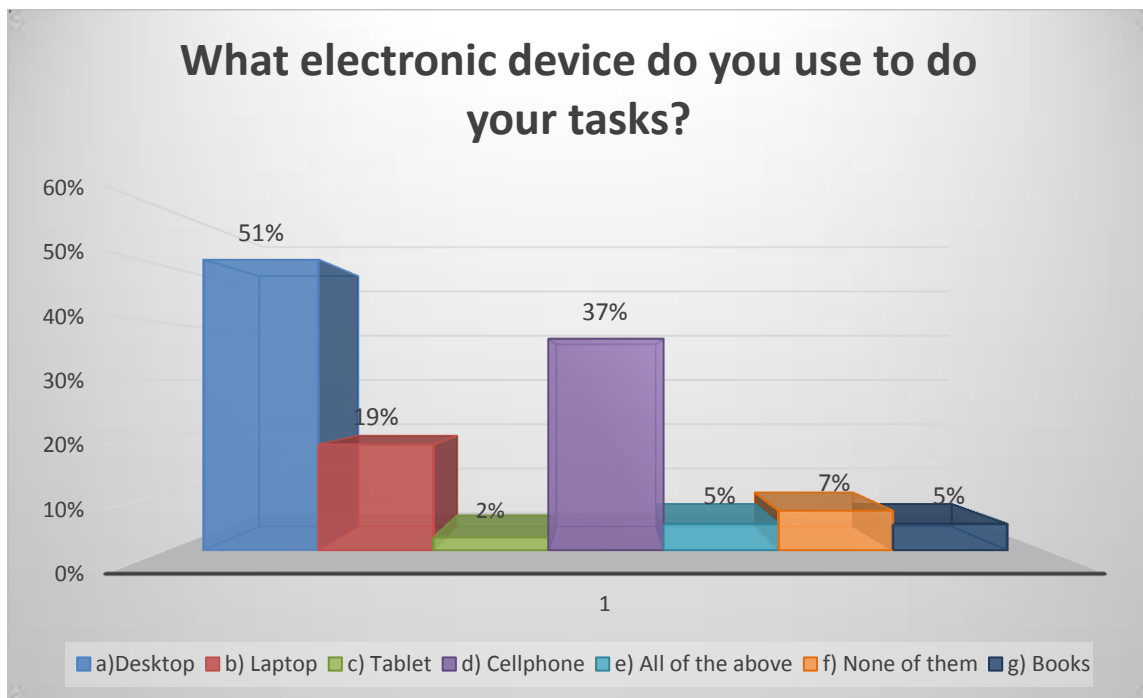


Source: Questionnaire administrated to students from Instituto Nacional General Francisco Menéndez in the Empower Project, year 2015.

Analysis: As shown in the graphic dedication and discipline it's the main reason why students consider themselves as good students. We need to remember there is a high power if students are disciplined and it's even better if they are dedicated to what they have to do.

Graph 17

What electronic device do you use to do your tasks?	Second Year of High School		Third Year of High School		II semester at the University		Total	
	N°	%	N°	%	N°	%	N°	%
a) Desktop	6	38%	16	62%		0%	22	51%
b) Laptop	3	19%	5	19%		0%	8	19%
c) Tablet		0%	1	4%		0%	1	2%
d) Cell phone	6	38%	10	38%		0%	16	37%
e) All of the above		0%	2	8%		0%	2	5%
f) I do not use any	2	13%		0%	1	100%	3	7%
g) Others (books)	2	13%		0%		0%	2	5%
Total	19		34		1		54	
Total Surveys	16	100%	26	100%	1	100%	43	100%

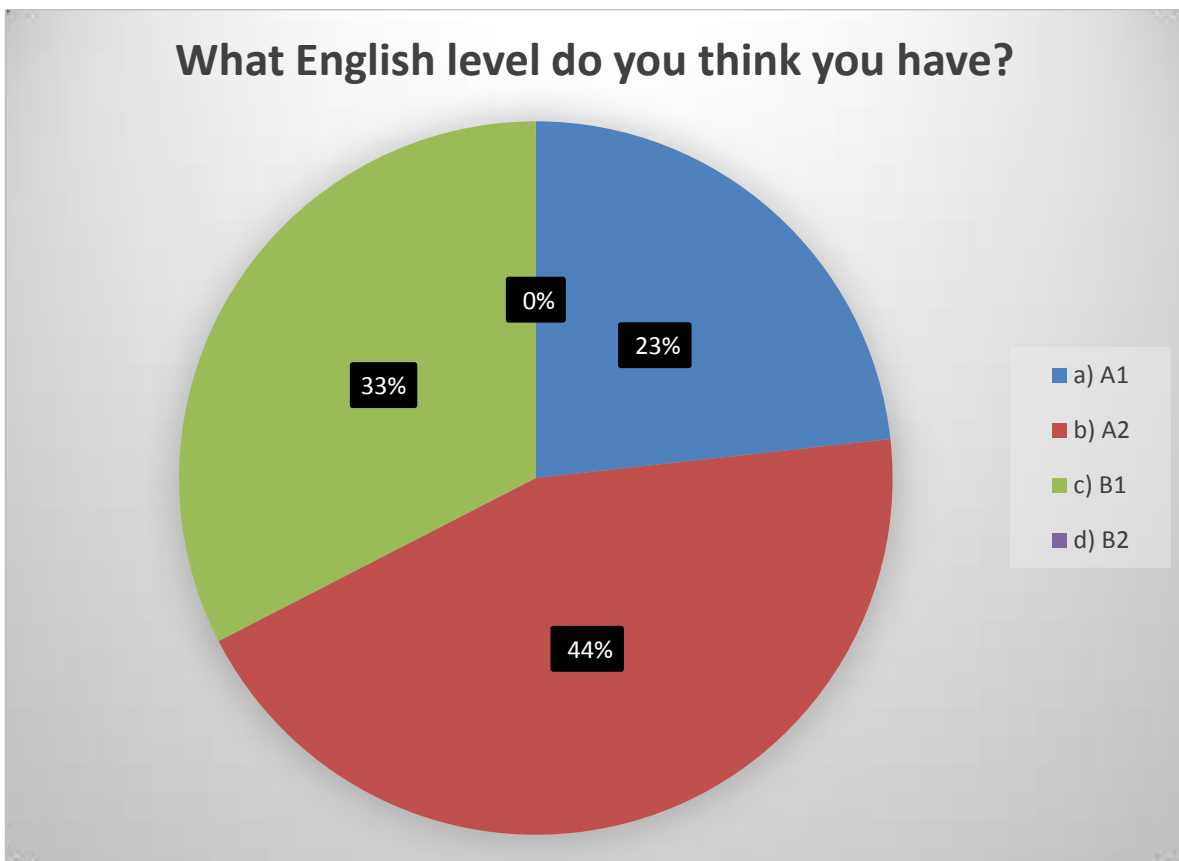


Source: Questionnaire administrated to students from Instituto Nacional General Francisco Menéndez in the Empower Project, year 2015.

Analysis: Desktops and cellphones are leaders in the learning process, students used these devices in order to accomplish with their tasks and in order to learn and study more.

Graph 18

What English level do you think you have?	Second Year of High School		Third Year of High School		II semester at the University		Total	
	N°	%	N°	%	N°	%	N°	%
A1	7	50%	3	21%		0%	10	23%
A2	7	50%	11	79%	1	100%	19	44%
B1	2	14%	12	86%		0%	14	33%
B2		0%		0%		0%	0	0%
Total	14	100%	14	100%	1	100%	43	67%

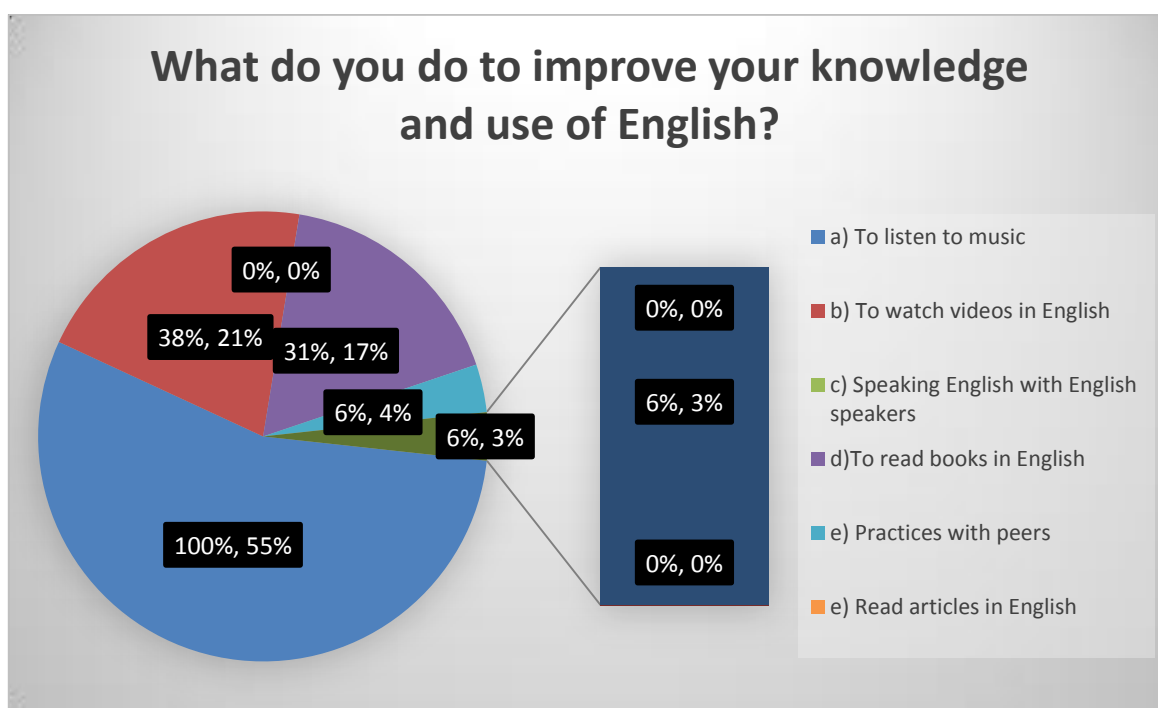


Source: Questionnaire administrated to students from Instituto Nacional General Francisco Menéndez in the Empower Project, year 2015.

Analysis: As the graphic shows, most students considered having A2 level which represents a Basic English level and 0% felt having intermediate English level at that time.

Graph 19

What do you do to improve your knowledge and use of English?	Second Year of High School		Third Year of High School		II semester at the University		Total	
	N°	%	N°	%	N°	%	N°	%
a) Listen to music	16	100%	21	81%	1	100%	38	100%
b) To watch English videos	6	38%	17	65%	1	100%	24	38%
c) To speak in English with English-speakers		0%	3	12%		0%	3	0%
d) To read books in English	5	31%	6	23%		0%	11	31%
e) Other (practice with a classmate that also he learns and memorizes phrases)	1	6%		0%		0%	1	6%
e) Other (read articles in English)		0%	1	4%		0%	1	0%
e) Other (read a dictionary)	1	6%		0%		0%	1	6%
e) Other (practice with friends, researching and reading)		0%	1	4%		0%	1	0%
Total	29		49		2		80	
Total Surveys	16	100%	26	100%	1	100%	43	100%

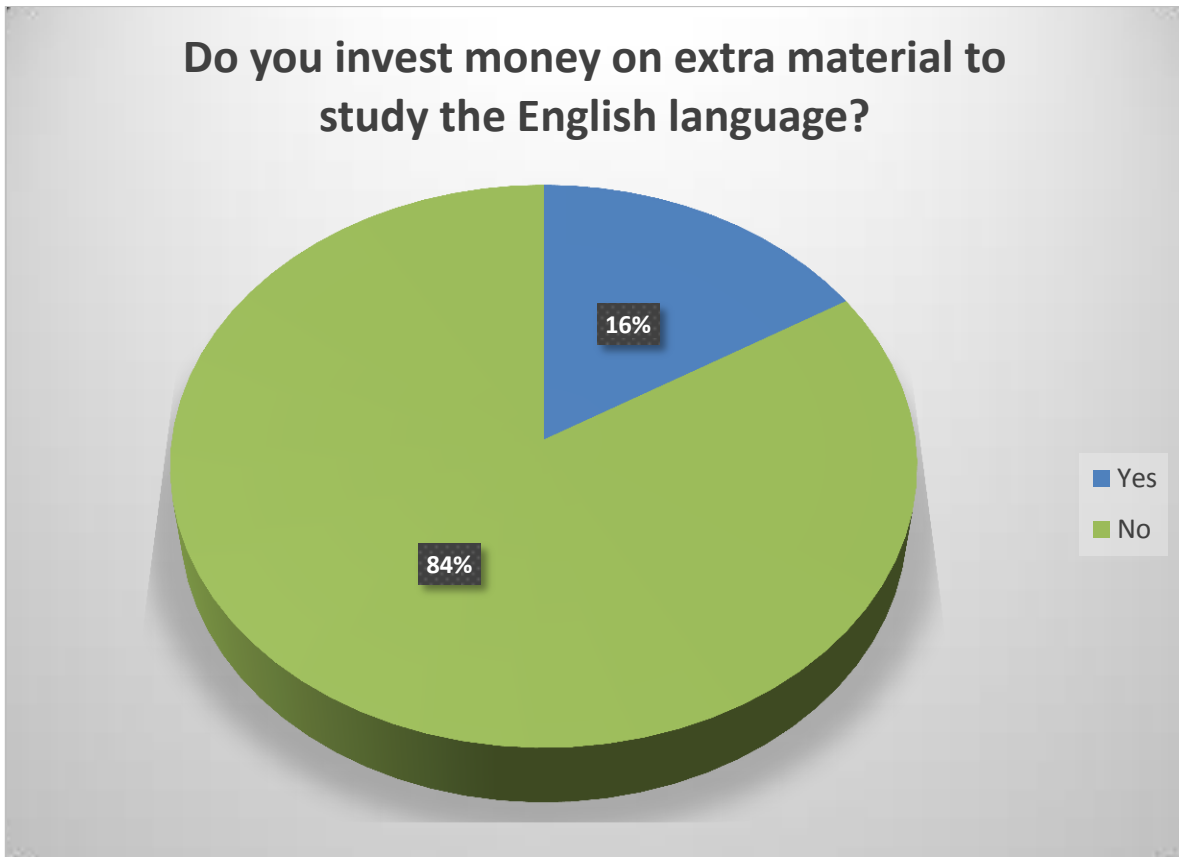


Source: Questionnaire administrated to students from Instituto Nacional General Francisco Menéndez in the Empower Project, year 2015.

Analysis: Listening to music it's the main way for students to learn English and 21% have considered that watching videos it's the second way in order to acquire a second language.

Graph 20

Do you invest money on extra material to study the English language?	Second Year of High School		Third Year of High School		II semester at the University		Total I	
	N°	%	N°	%	N°	%	N°	%
Yes	2	13%	5	19%		0%	7	16%
No	14	88%	21	81%	1	100%	36	84%
Total	16	100%	26	100%	1	100%	43	100%

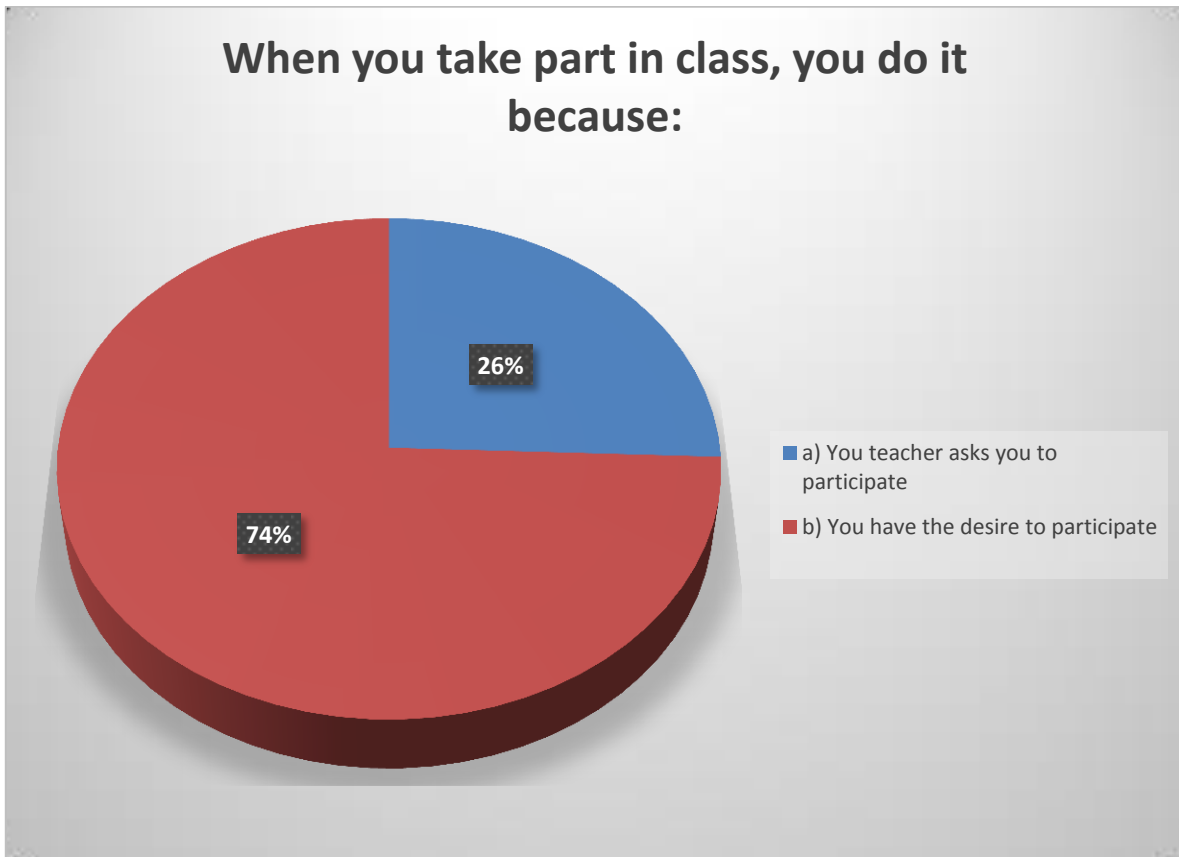


Source: Questionnaire administrated to students from Instituto Nacional General Francisco Menéndez in the Empower Project, year 2015.

Analysis: As shown in the graphic there is a 16% of students that are investing money besides time in order to learn a second language. It is important to consider also that we talk about public institution and most of the students are putting the best efforts since this is a onetime opportunity.

Graph 21

When you take part in class, you do it because:	Second Year of High School		Third Year of High School		II semester at the University		Total	
	N°	%	N°	%	N°	%	N°	%
a) The teacher asks for it	3	19%	8	31%		0%	11	26%
b) You have the desire to participate	13	81%	18	69%	1	100%	32	74%
Total	16	100%	26	100%	1	100%	43	100%

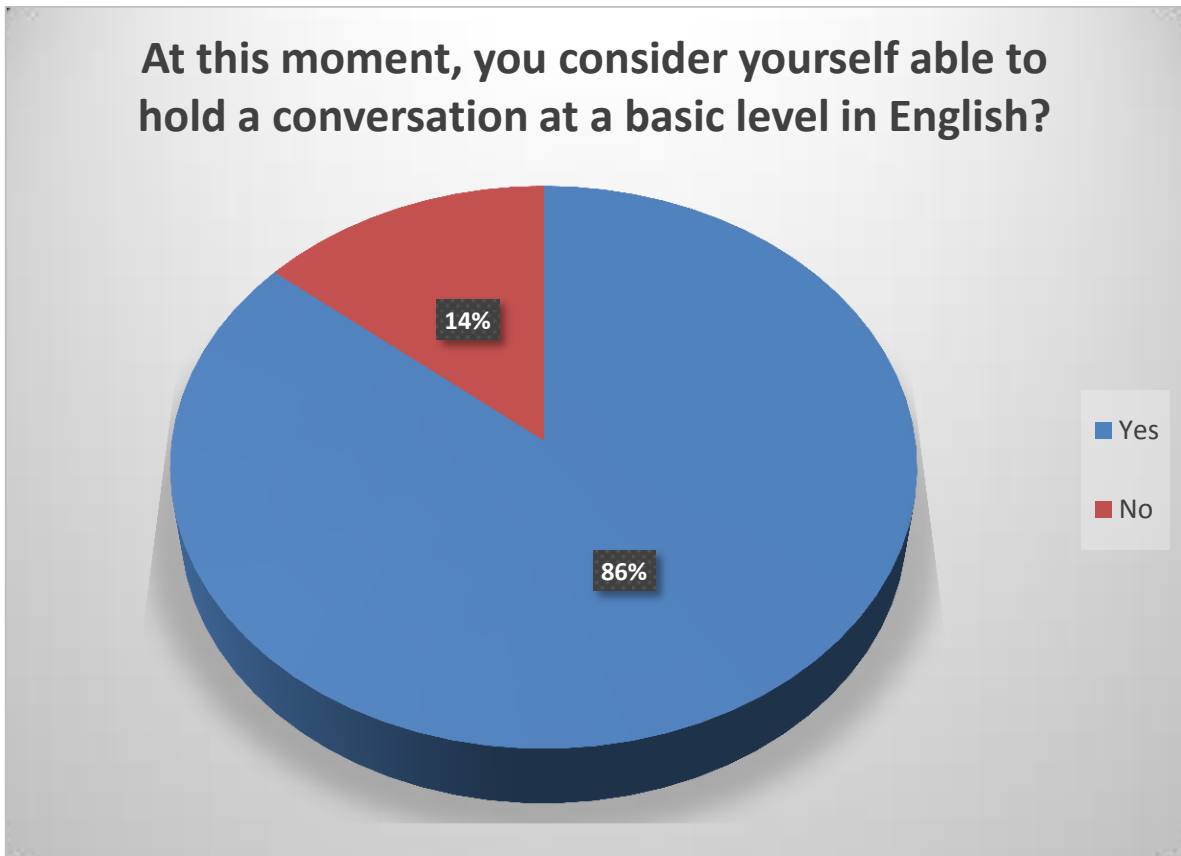


Source: Questionnaire administrated to students from Instituto Nacional General Francisco Menéndez in the Empower Project, year 2015.

Analysis: This graphic reveals how students enrolled in the empower project participate in classes. As it shows, 74% of students have the desire to participate but a 26% of them participate only when the teacher ask them, however some of this students mentioned that they do this because there are some other students that are not letting them to participate.

Graph 22

At this moment, you consider yourself able to hold a conversation at a basic level in English?	Second Year of High School		Third Year of High School		II semester at the University		Total	
	N°	%	N°	%	N°	%	N°	%
Yes	11	69%	25	96%	1	100%	37	86%
No	5	31%	1	4%		0%	6	14%
Total	16	100%	26	100%	1	100%	43	100%

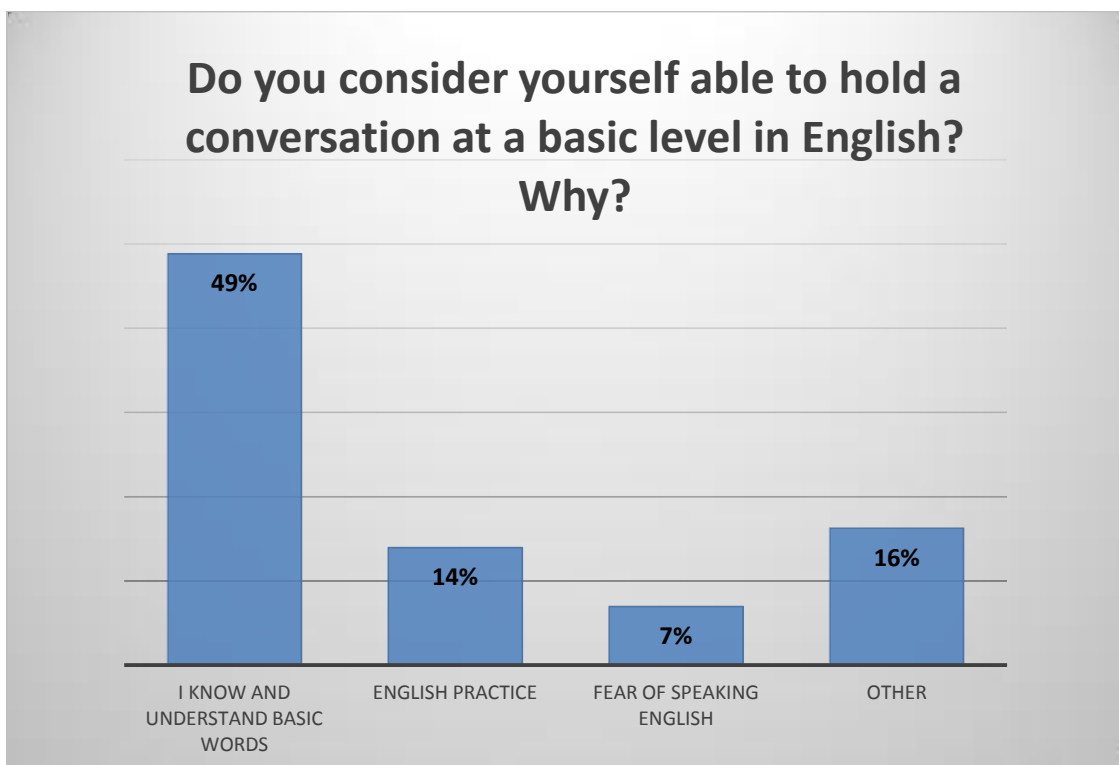


Source: Questionnaire administrated to students from Instituto Nacional General Francisco Menéndez in the Empower Project, year 2015.

Analysis: As shown in the graphic most of the students enrolled in the Empower Project consider themselves as students able to speak English with somebody on a basic level.

Graph 23

Do you consider yourself able to hold a conversation at a basic level in English? Why?	Second Year of High School		Third Year of High School		II semester at the University		Total	
	N°	%	N°	%	N°	%	N°	%
I know and understand basic words	11	69%	10	38%		0%	21	49%
English practice	3	19%	2	8%	1	100%	6	14%
Fear of speaking English	2	13%	1	4%		0%	3	7%
Other	4	25%	3	12%		0%	7	16%
Total	20		16		1		37	
Total surveys	16	100%	26	100%	1	100%	43	100%

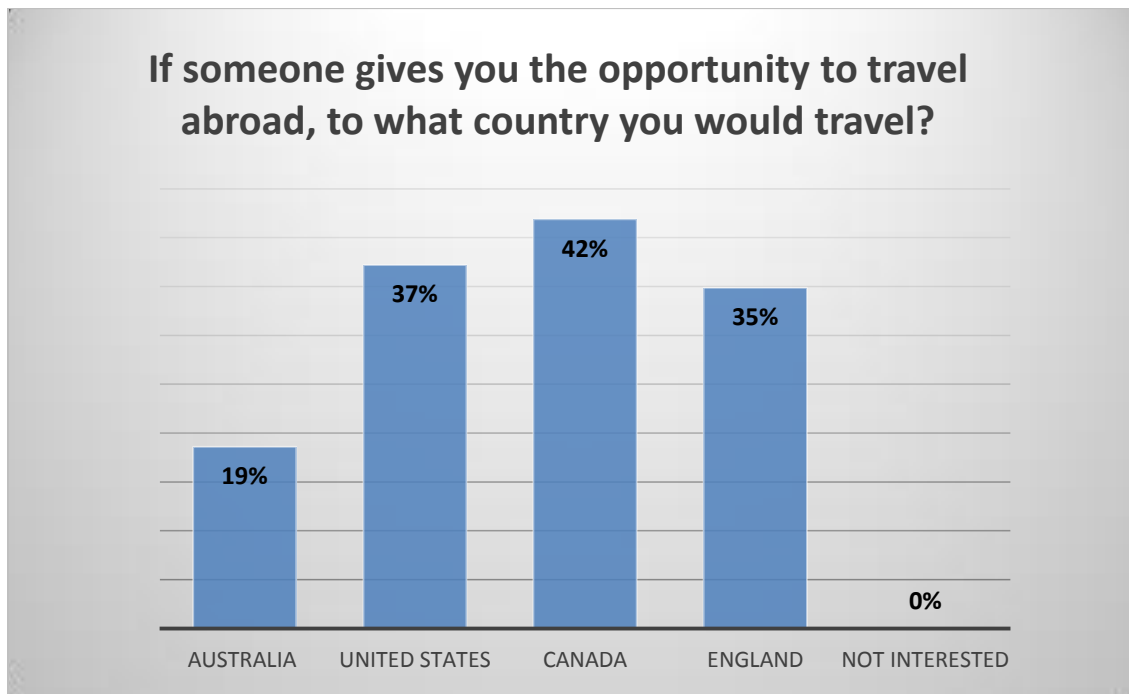


Source: Questionnaire administrated to students from Instituto Nacional General Francisco Menéndez in the Empower Project, year 2015.

Analysis: The graphic shows what is the reason why students consider having a basic English conversation, and based on the answers the most important fact the graphic shows it's that students know and understand basic words already and because they practice English when they have time.

Graph 24

If someone gives you the opportunity to travel abroad, to what country you would travel?	Second Year of High School		Third Year of High School		II semester at the University		Total	
	N°	%	N°	%	N°	%	N°	%
Australia	3	19%	5	19%		0%	8	19%
United States	4	25%	11	42%	1	100%	16	37%
Canada	5	31%	13	50%		0%	18	42%
England	8	50%	7	27%		0%	15	35%
Not interested		0%		0%		0%	0	0%
Total	20		36		1		57	
Total Surveys	16	100%	26	100%	1	100%	43	100%

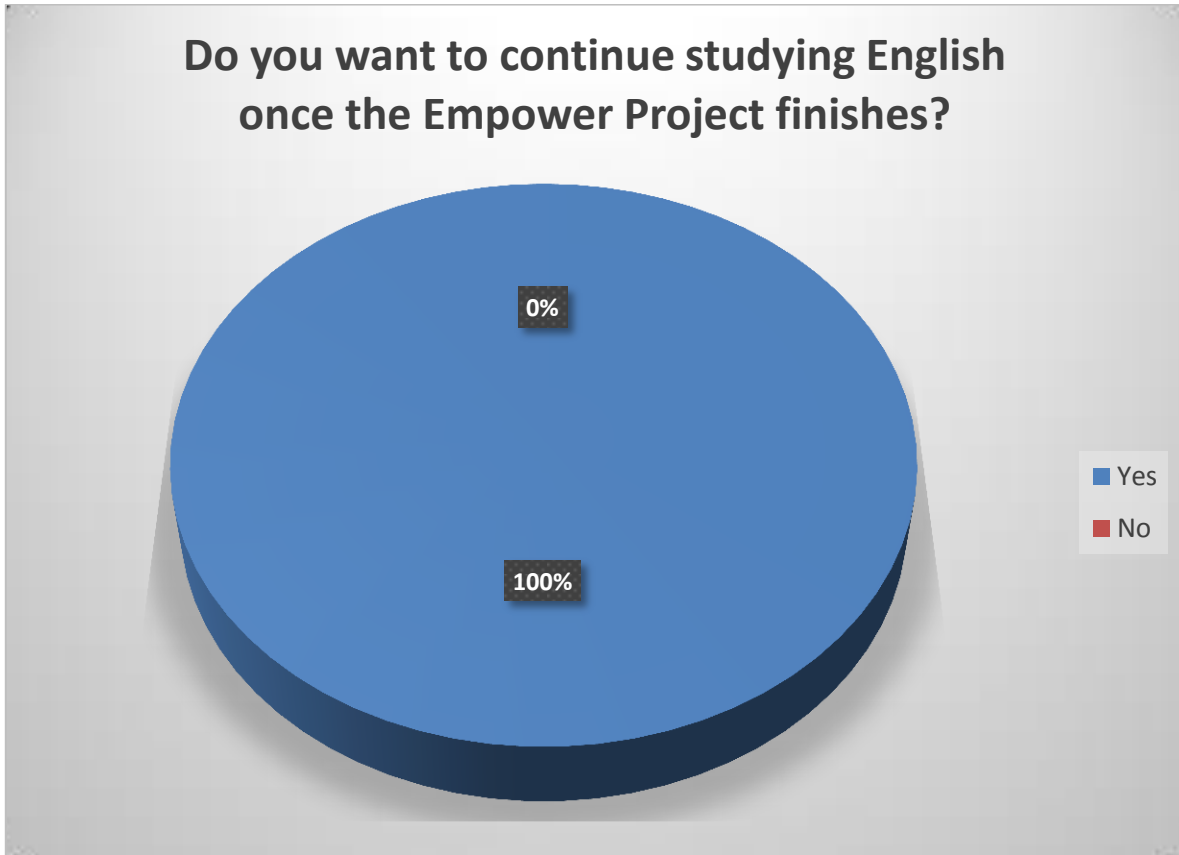


Source: Questionnaire administrated to students from Instituto Nacional General Francisco Menendez in the Empower Project, year 2015.

Analysis: The graphic reveals a high preference of students enrolled in the Empower Project to travel to Canada in case of having a chance of leaving this country.

Graph 25

Do you want to continue studying English once the Empower Project finish?	Second Year of High School		Third Year of High School		II semester at the University		Total	
	N°	%	N°	%	N°	%	N°	%
Yes	16	100%	26	100%	1	100%	43	100%
No		0%		0%		0%	0	0%
Total	16	100%	26	100%	1	100%	43	100%



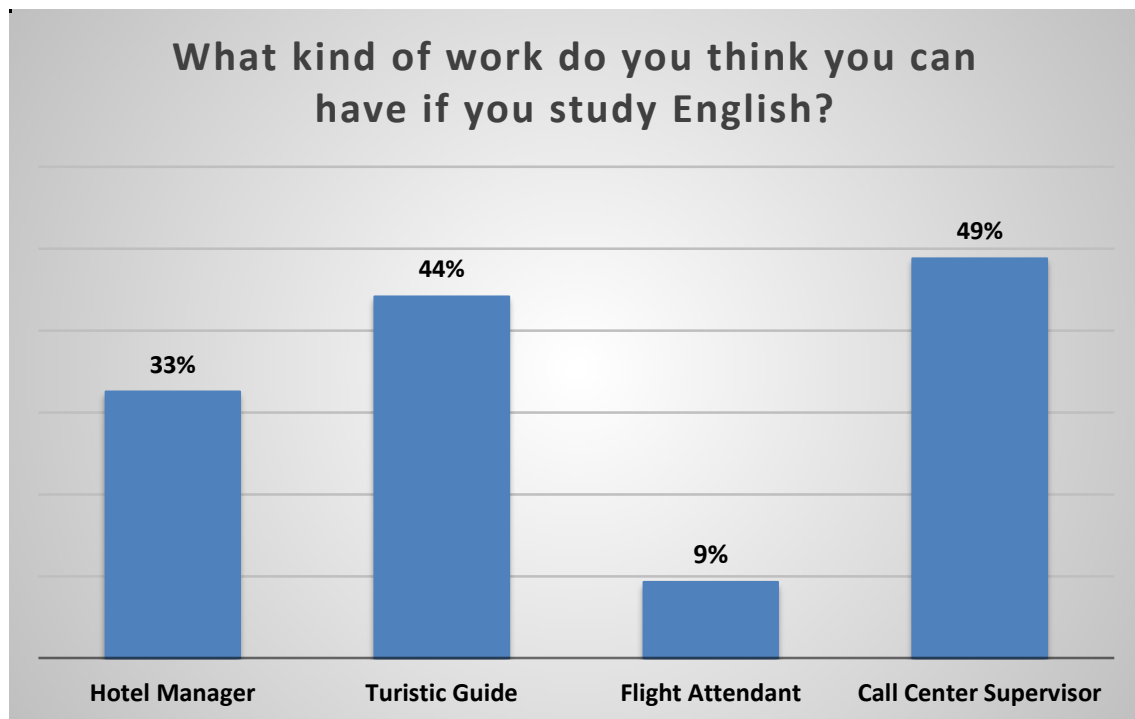
Source: Questionnaire administrated to students from Instituto Nacional General Francisco Menéndez in the Empower Project, year 2015.

Analysis: As it shows 100% of students are decided to continue studying English if an Empower II were created.

Part IV. Economic Area

Graph 26

What kind of work do you think you can have if you study English?	Second Year of High School		Third Year of High School		II semester at the University		Total	
	N°	%	N°	%	N°	%	N°	%
Hotel Manager	5	31%	9	35%		0%	14	33%
Tour Guide	8	50%	11	42%		0%	19	44%
Flight Attendant	2	13%	2	8%		0%	4	9%
Call center Supervisor	6	38%	14	54%	1	100%	21	49%
Total	21		36		1		58	
Total Surveys	16	100%	26	100%	1	100%	43	100%

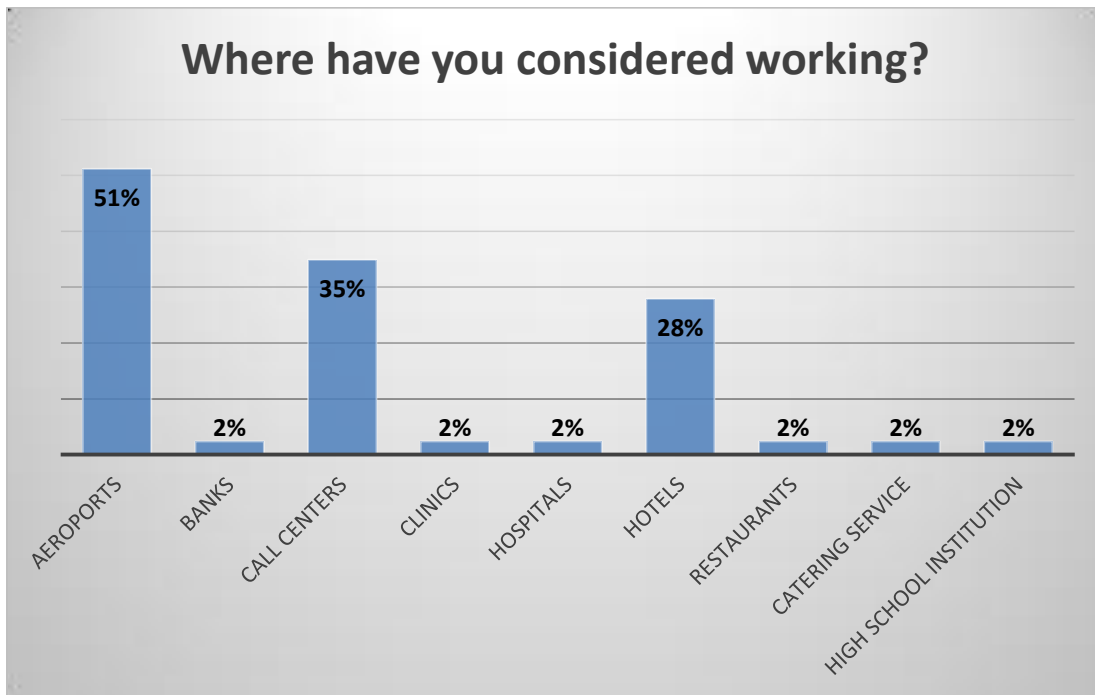


Source: Questionnaire administrated to students from Instituto Nacional General Francisco Menéndez in the Empower Project, year 2015.

Analysis: The graphic reveals that 49% of students enrolled in the Empower Project want to work at a call center. Most of the students said at an interview that the reason it's because they will get more money.

Graph 27

Where have you considered working?	Second Year of High School		Third Year of High School		II semester at the University		Total	
	N°	%	N°	%	N°	%	N°	%
Airports	11	69%	11	42%		0%	22	51%
Banks	1	6%		0%		0%	1	2%
Call Centers	4	25%	10	38%	1	100%	15	35%
Clinics	1	6%		0%		0%	1	2%
Hospitals		0%	1	4%		0%	1	2%
Hotels	5	31%	7	27%		0%	12	28%
Restaurants		0%	1	4%		0%	1	2%
Catering Service		0%	1	4%		0%	1	2%
High School Institution		0%	1	4%		0%	1	2%
Total	22		32		0		55	
Total Surveys	16	100%	26	100%	1	100%	43	100%



Source: Questionnaire administrated to students from Instituto Nacional General Francisco Menéndez in the Empower Project, year 2015.

Analysis: As the chart reveals, most of the students want to work at airports, call centers and hotels; most of the students expressed their preference in working at this places based on the salary they want to receive.

Graph 28

If your financial situation changes, do you have considered living independently?	Second Year of High School		Third Year of High School		II semester at the University		Total	
	N°	%	N°	%	N°	%	N°	%
Yes	8	50%	21	81%	1	100%	30	70%
No	8	50%	5	19%		0%	13	30%
Total	16	100%	26	100%	1	100%	43	100%

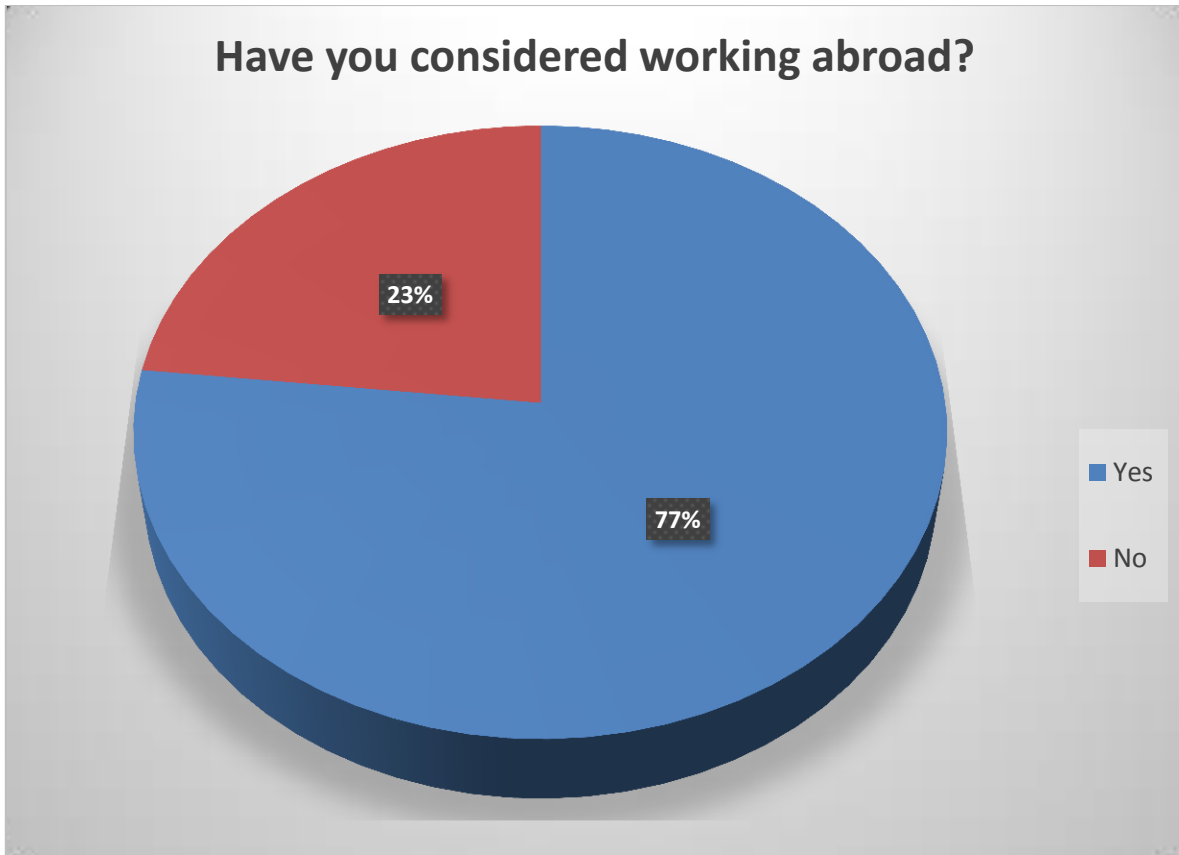


Source: Questionnaire administrated to students from Instituto Nacional General Francisco Menéndez in the Empower Project, year 2015.

Analysis: This graphic shows that the majority of students want to separate from their parents' house, of course this is considered only if they improve their economic benefits.

Graph 29

Have you considered working abroad?	Second Year of High School		Third Year of High School		II semester at the University		Total	
	N°	%	N°	%	N°	%	N°	%
Yes	12	75%	21	81%		0%	33	77%
No	4	25%	5	19%	1	100%	10	23%
Total	16	100%	26	100%	1	100%	43	100%

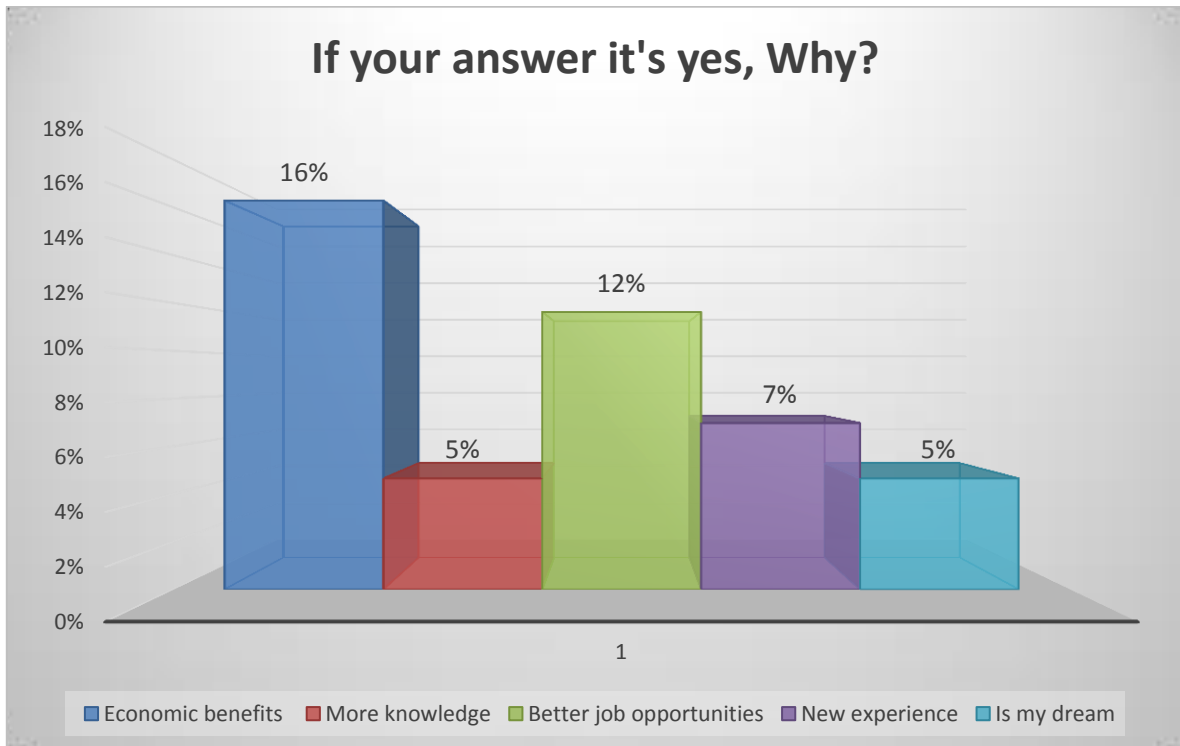


Source: Questionnaire administrated to students from Instituto Nacional General Francisco Menéndez in the Empower Project, year 2015.

Analysis: The graphic reveals that if students had any job opportunity outside this country they would probably take it; of course everything depends of their economic situation, but if students decide to travel, this will also represent a benefit for them because they will be able to help their families and Economy in this country will improve.

Graph 30

Have you considered working abroad? If your answer it's yes, Why?	Second Year of High School		Third Year of High School		II semester at the University		Total	
	N°	%	N°	%	N°	%	N°	%
Economic benefits	3	19%	4	15%		0%	7	16%
More knowledge	2	13%		0%		0%	2	5%
Better job opportunities		0%	4	15%	1	100%	5	12%
New experience	1	6%	2	8%		0%	3	7%
Is my dream		0%	2	8%		0%	2	5%
Total	6		12		1		19	
Total Surveys	16	100%	26	100%	1	100%	43	100%

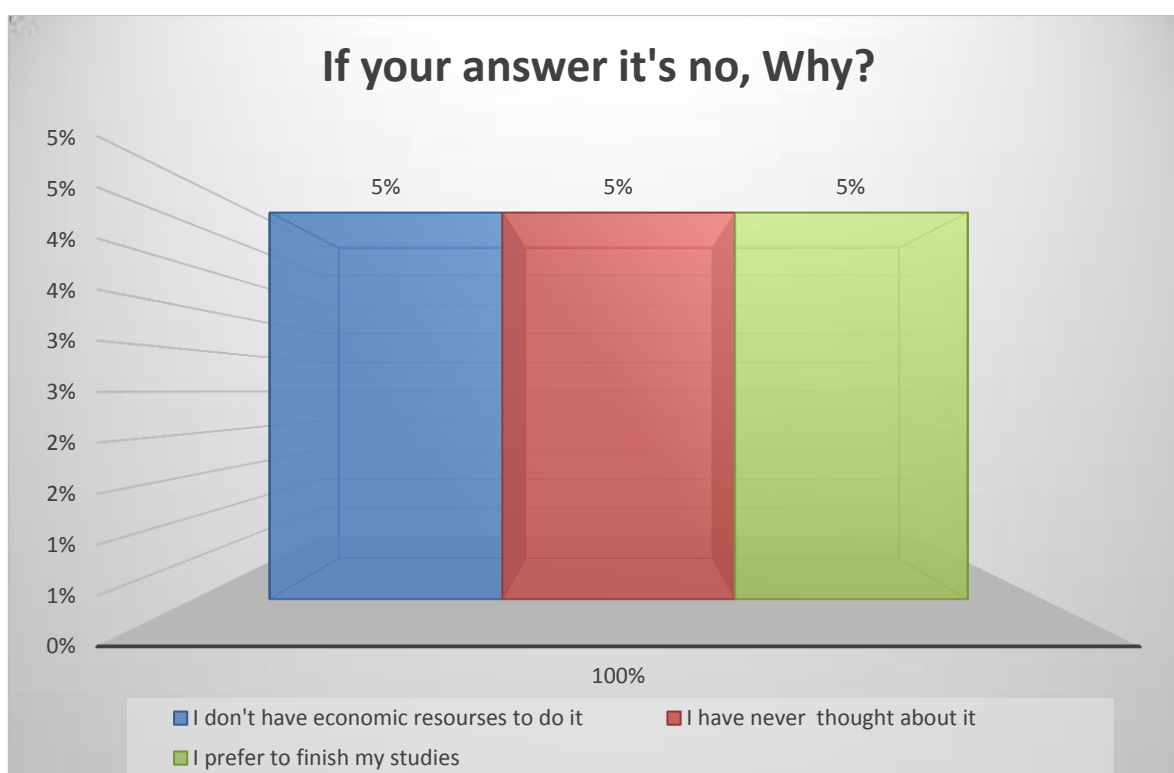


Source: Questionnaire administrated to students from Instituto Nacional General Francisco Menéndez in the Empower Project, year 2015.

Analysis: Based on the graphic as research team can observe that 16% of the students enrolled in the Empower Project consider they can obtain better incomes and better job opportunities to maintain their families.

Graph 31

Have you considered working abroad? If your answer it's not, Why?	Second Year of High School		Third Year of High School		II semester at the University		Total	
	N°	%	N°	%	N°	%	N°	%
I don't have economic resources to do it		0%	2	8%		0%	2	5%
I have never thought about it	2	13%		0%		0%	2	5%
I prefer to finish my studies		0%	1	4%	1	100%	2	5%
Total	2		3		1		6	
Total Surveys	16	100%	26	100%	1	100%	43	100%

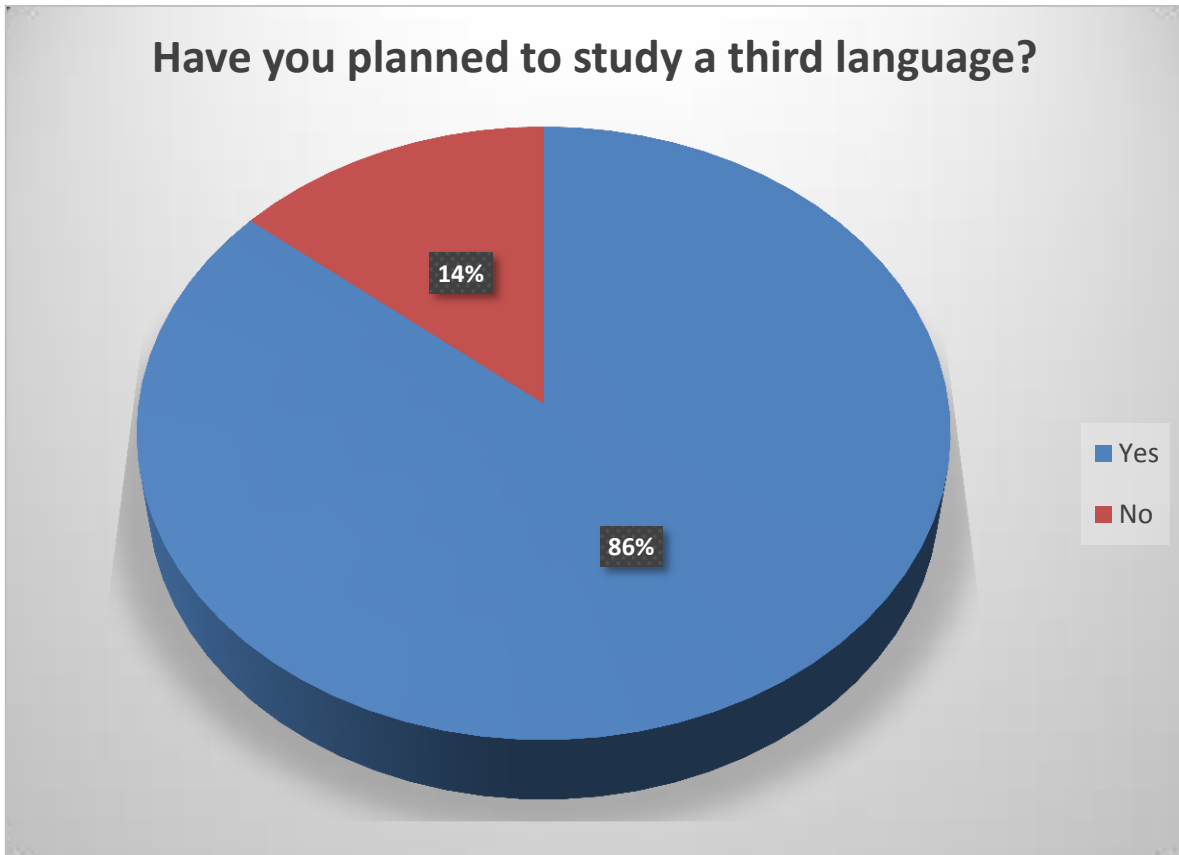


Source: Questionnaire administrated to students from Instituto Nacional General Francisco Menéndez in the Empower Project, year 2015.

Analysis: In this graphic it can be observed that all students have different point of views where some of them think that there are no economic resources to travel, or it has not been considered yet and the rest of them prefer to study first before taking any other actions.

Graph 32

Have you planned to study a third language?	Second Year of High School		Third Year of High School		II semester at the University		Total	
	N°	%	N°	%	N°	%	N°	%
Yes	15	94%	21	81%	1	100%	37	86%
No	1	6%	5	19%		0%	6	14%
Total	16	100%	26	100%	1	100%	43	100%

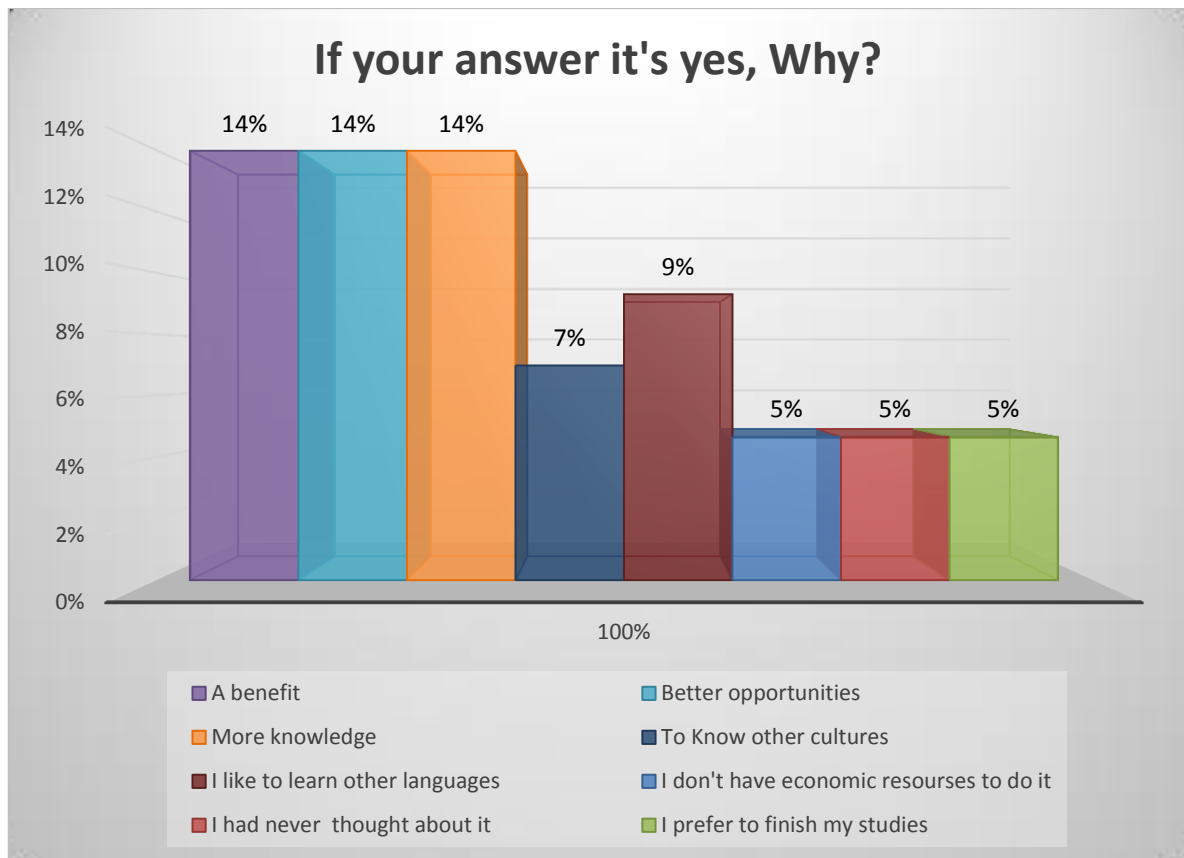


Source: Questionnaire administrated to students from Instituto Nacional General Francisco Menéndez in the Empower Project, year 2015.

Analysis: The graphic reveals that most of the students have considered studying a third language and this is a positive sign because if they decide to do it, the economic benefits will increase and therefore students will be away from terrorist groups.

Graph 33

Have you planned to study a third language?	Second Year of High School		Third Year of High School		II semester at the University		Total	
If your answer it's yes, Why?	N°	%	N°	%	N°	%	N°	%
A benefit	2	13%	4	15%		0%	6	14%
Better opportunities	3	19%	3	12%		0%	6	14%
More knowledge	3	19%	2	8%	1	100%	6	14%
To Know other cultures	2	13%	1	4%		0%	3	7%
I like to learn other languages	1	6%	3	12%		0%	4	9%
Total	11		13		1		25	
Total Surveys	16	100%	26	100%	1	100%	43	100%

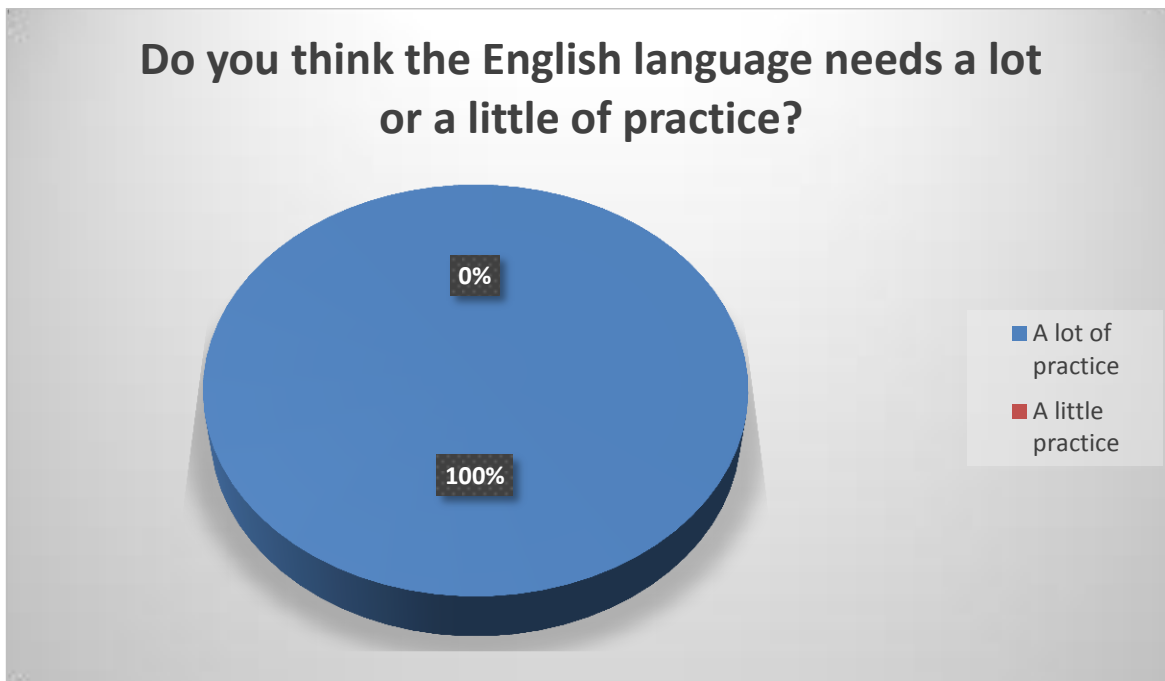


Source: Questionnaire administrated to students from Instituto Nacional General Francisco Menéndez in the Empower Project, year 2015.

Analysis: Based on the graphic the team can observe that students strongly believe that this is a benefit for them and also a stage of getting better opportunities and more knowledge. The rest of students expressed they like to learn foreign languages.

Graph 34

Do you think the English language needs a lot or a little of practice?	Second Year of High School		Third Year of High School		II semester at the University		Total	
	N°	%	N°	%	N°	%	N°	%
A lot of practice	16	100%	26	100%	1	100%	43	100%
Little practice		0%		0%		0%	0	0%
Total	16	100%	26	100%	1	100%	43	100%

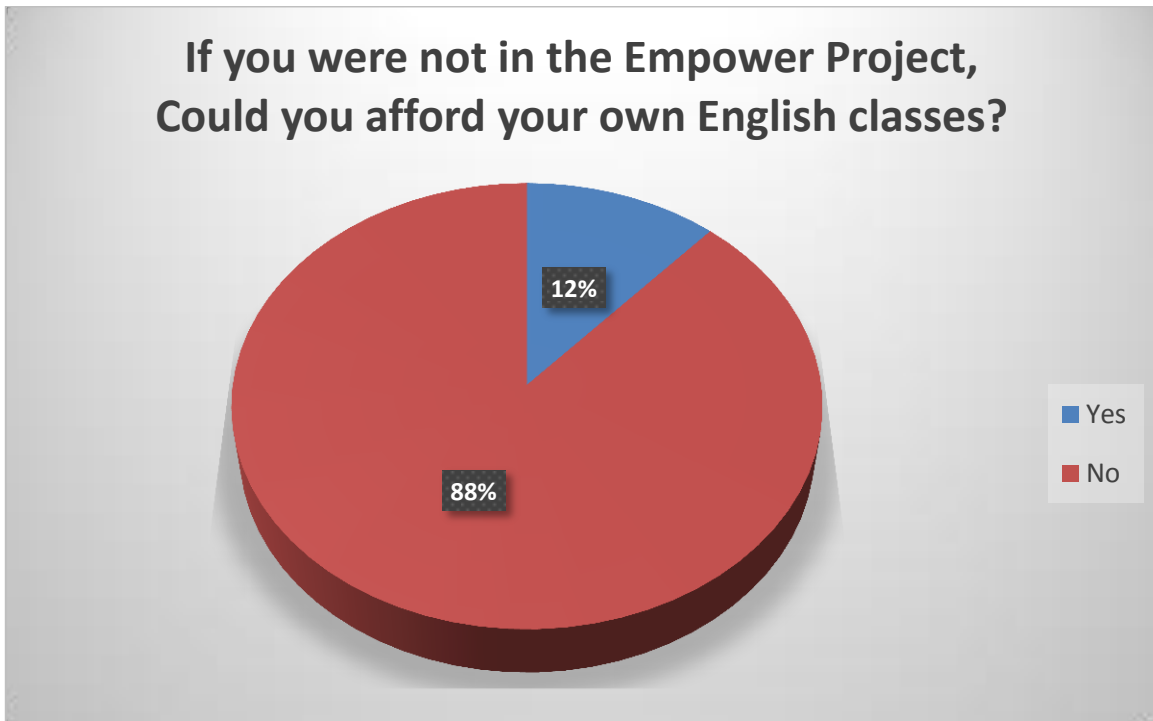


Source: Questionnaire administrated to students from Instituto Nacional General Francisco Menéndez in the Empower Project, year 2015.

Analysis: This graphics shows that students are aware that for learning a second language a lot of practice it's necessary.

Graph 35

If you were not in the Empower Project, Could you afford your own English classes?	Second Year of High School		Third Year of High School		II semester at the University		Total	
	N°	%	N°	%	N°	%	N°	%
Yes	1	6%	4	15%		0%	5	12%
No	15	94%	22	85%	1	100%	38	88%
Total	16	100%	26	100%	1	100%	43	100%

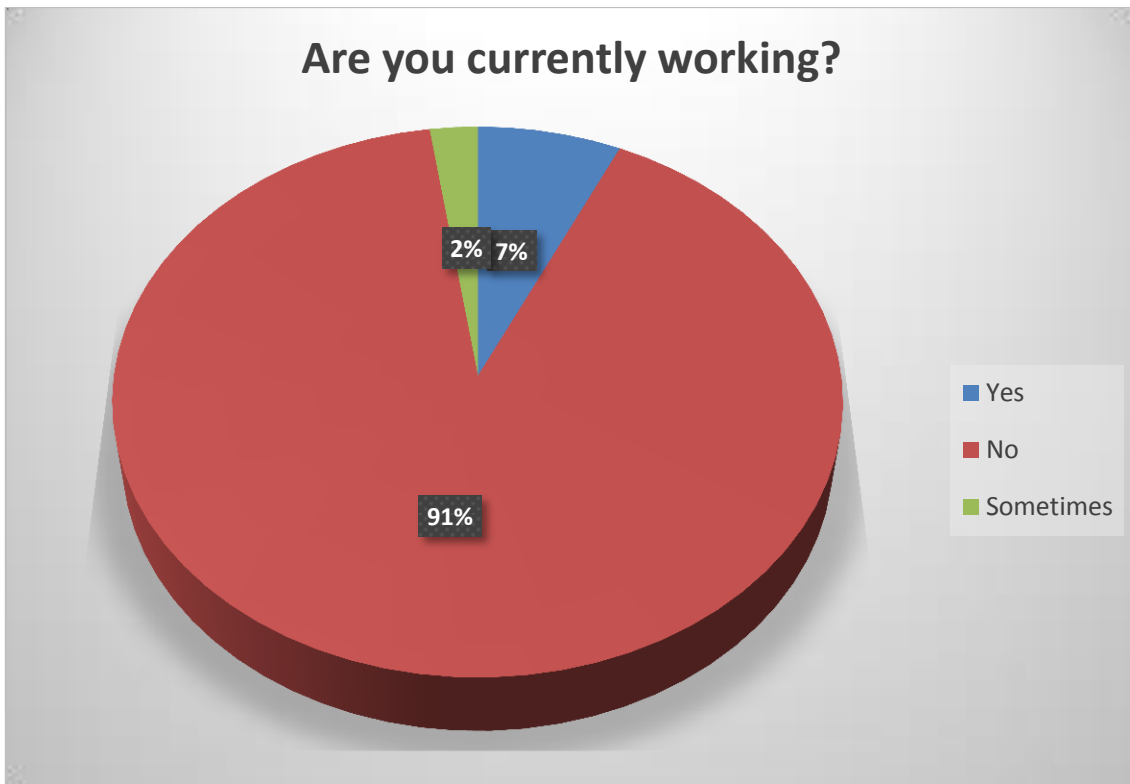


Source: Questionnaire administrated to students from Instituto Nacional General Francisco Menéndez in the Empower Project, year 2015.

Analysis: As it can be observed in this chart, most of the students cannot pay English classes in a private academy or club, the Empower Project represents an important course for them.

Graph 36

Are you currently working?	Second Year of High School		Third Year of High School		II semester at the University		Total	
	N°	%	N°	%	N°	%	N°	%
Yes		0%	2	8%	1	100%	3	7%
No	16	100%	23	88%		0%	39	91%
Sometimes		0%	1	4%		0%	1	2%
Total	16	100%	26	100%	1	100%	43	100%

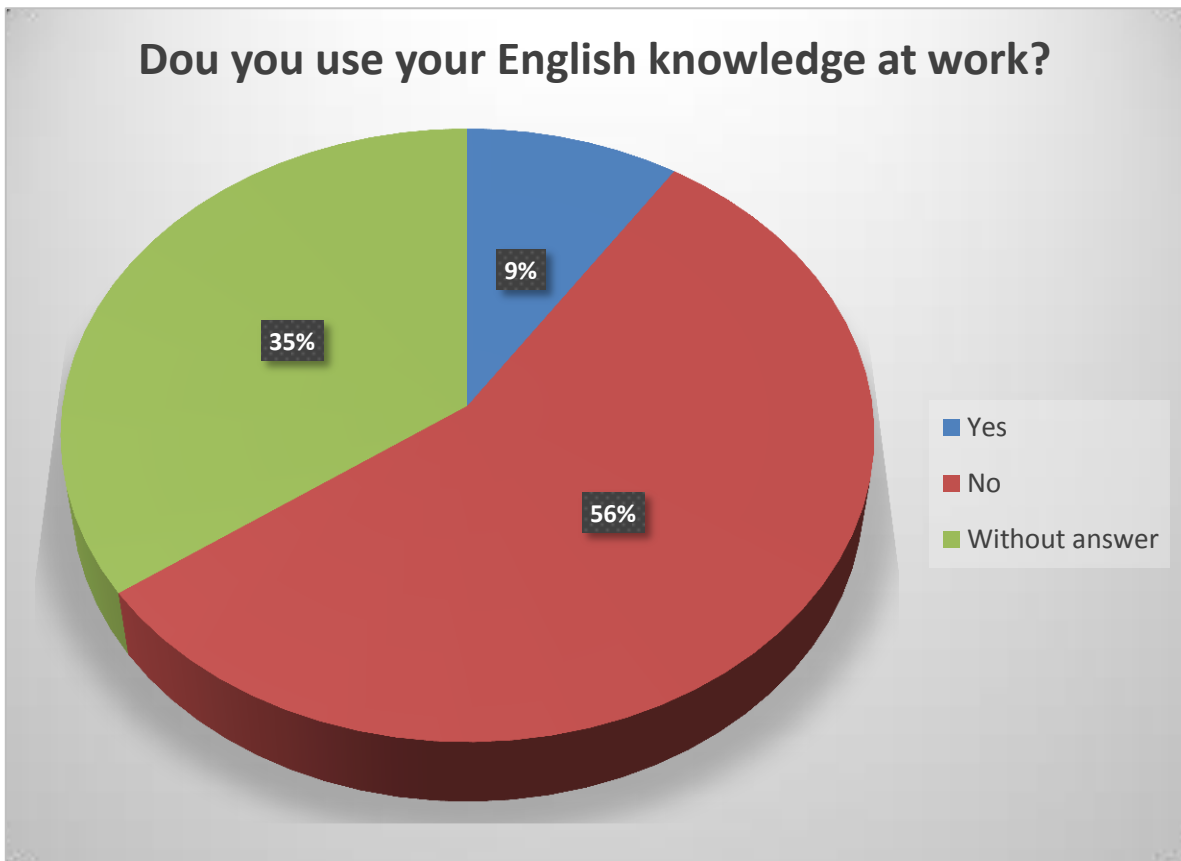


Source: Questionnaire administrated to students from Instituto Nacional General Francisco Menéndez in the Empower Project, year 2015.

Analysis: As the chart reveals, a 7% of students are working already and a 2% work sometimes; based on some interview this job opportunity came thanks to the Empower Project, creating one of the Empower benefits looked by this research.

Graph 37

Do you use your English knowledge at work?	Second Year of High School		Third Year of High School		II semester at the University		Total	
	N°	%	N°	%	N°	%	N°	%
Yes		0%	4	15%		0%	4	9%
No	9	100%	14	54%	1	100%	24	56%
No Answered	7	78%	8	31%		0%	15	35%
Total	9	100%	26	69%	1	100%	43	65%

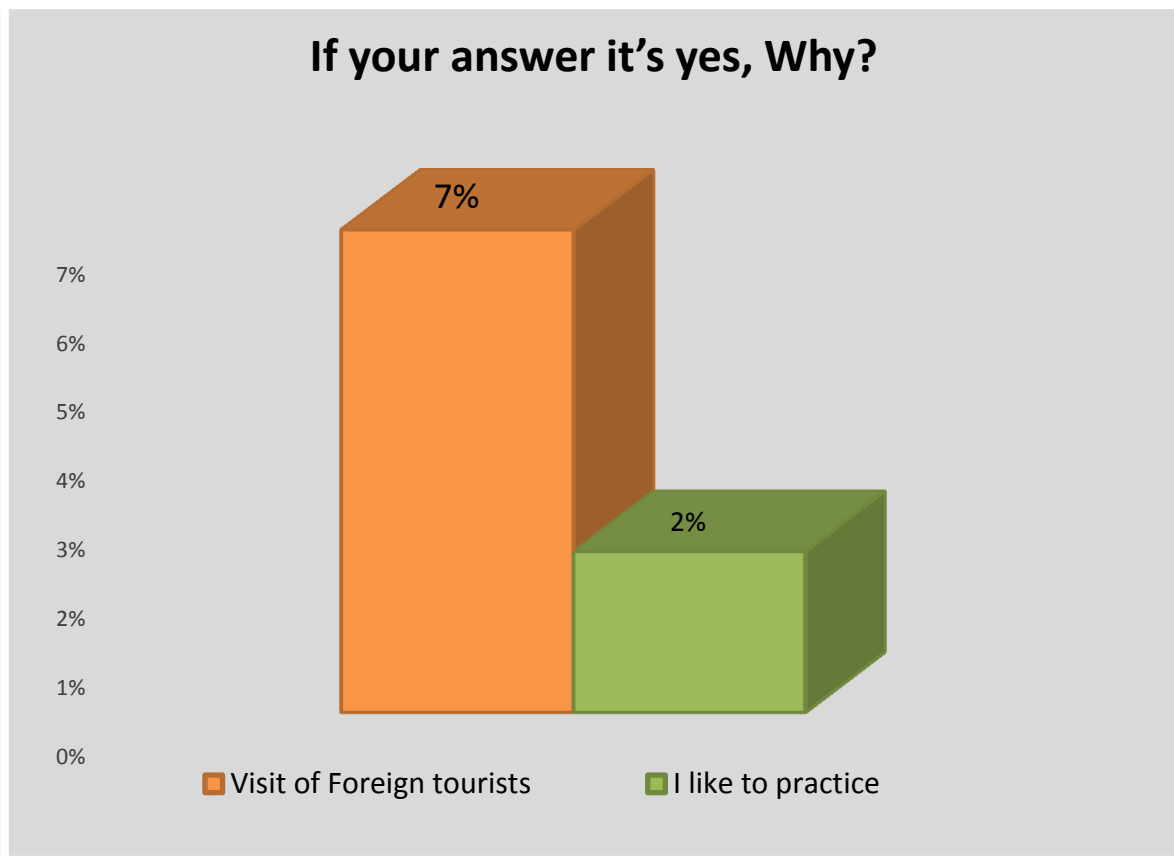


Source: Questionnaire administrated to students from Instituto Nacional General Francisco Menéndez in the Empower Project, year 2015.

Analysis: It can be observed that English knowledge it's being used by students enrolled in the Empower Project at their works, this represent another benefit for students since other job opportunities can emerge for them.

Graph 38

Do you use your English knowledge at work?	Second Year of High School		Third Year of High School		II semester at the University		Total	
	N°	%	N°	%	N°	%	N°	%
If your answer it's yes, Why?								
Visit of Foreign tourists		0%	3	12%		0%	3	7%
I like to practice	1	6%		0%		0%	1	2%
Total	1		3		0		4	
Total Surveys	16	100%	26	100%	1	100%	43	

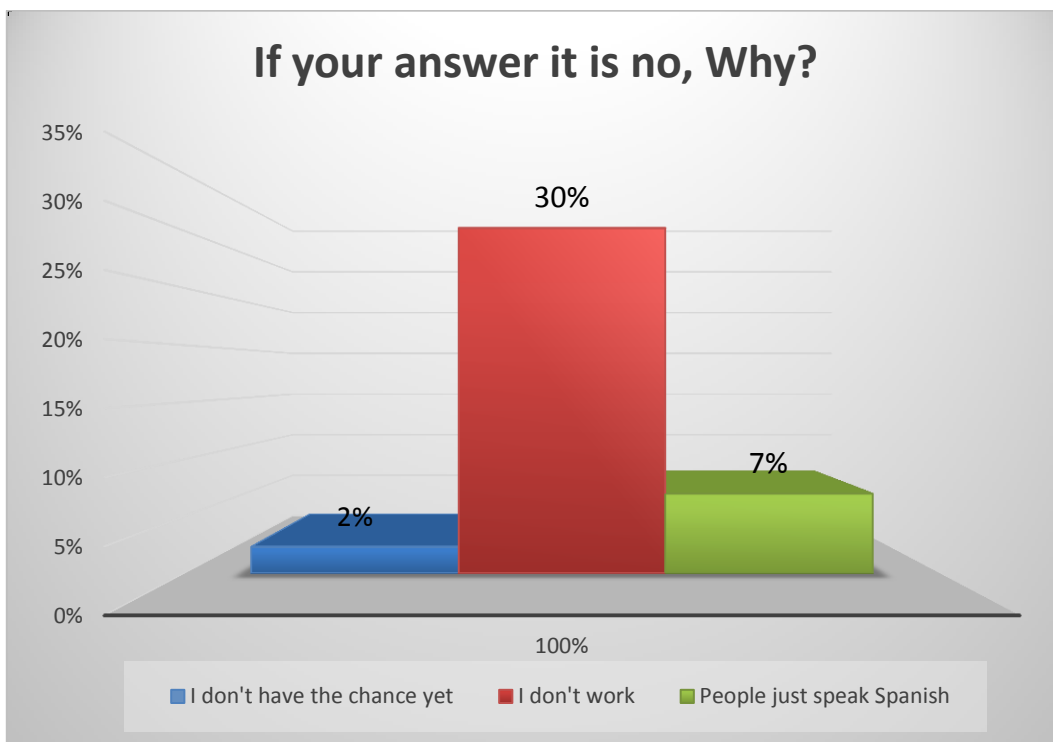


Source: Questionnaire administrated to students from Instituto Nacional General Francisco Menéndez in the Empower Project, year 2015.

Analysis: Based on the graphic, the research team conclude that the 7% of students that answered this question use in their work the English they have learned in the Empower Project and the 2% of them just like to practice it.

Graph 39

Do you use your English knowledge at work?	Second Year of High School		Third Year of High School		II semester at the University		Total	
	N°	%	N°	%	N°	%	N°	%
If your answer it's not, Why?								
I don't have the chance yet	1	6%					1	2%
I don't work	8	50%	4	15%	1	100%	13	30%
People just speak Spanish	2	13%	1	4%		0%	3	7%
Total	11		5		1		17	
Total Surveys	16	100%	26	100%	1	100%	43	100%



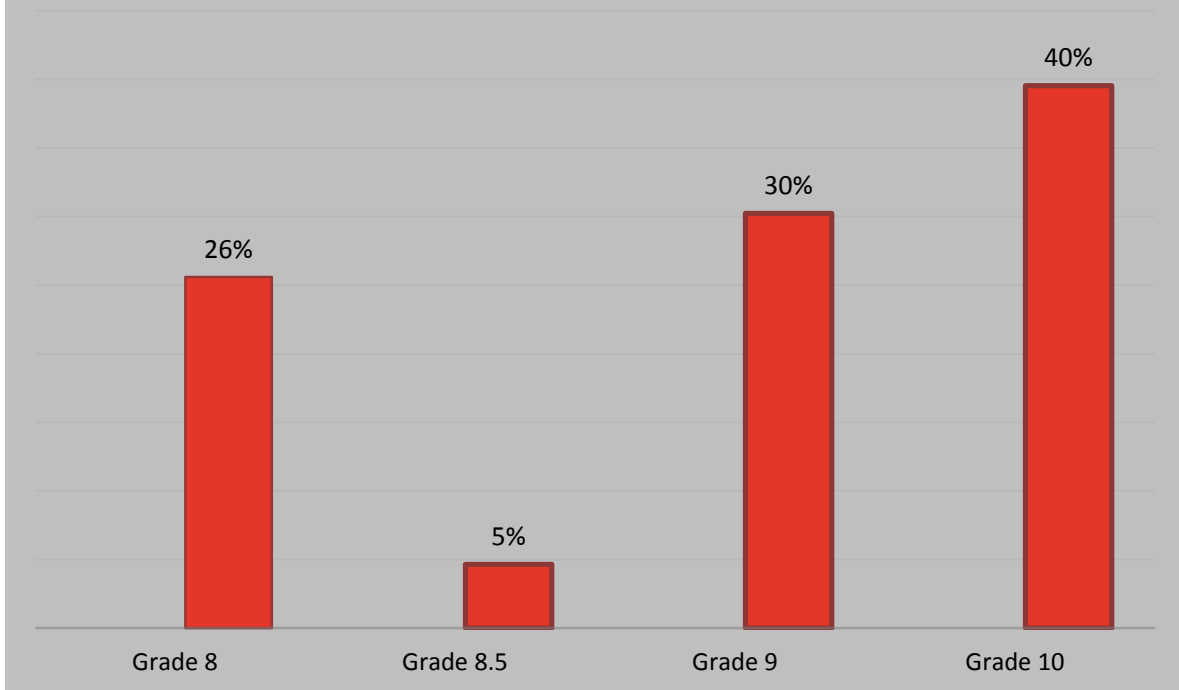
Source: Questionnaire administrated to students from Instituto Nacional General Francisco Menéndez in the Empower Project, year 2015

Analysis: Based on this graphic, the main reasons students have at this moment it is because they do not work yet and because they still have no chance, however it is important to remember that this is a snapshot and the reason expressed at this time will change at a specific time in the future.

Graph 40

On a scale of 1 to 10, How would you rate the Empower Project?	Second Year of High School		Third Year of High School		II semester at the University		Total	
	N° students	%	N° students	%	N° students	%	N°	%
Grade 1		0%		0%		0%	0	0%
Grade 2		0%		0%		0%	0	0%
Grade 3		0%		0%		0%	0	0%
Grade 4		0%		0%		0%	0	0%
Grade 5		0%		0%		0%	0	0%
Grade 6		0%		0%		0%	0	0%
Grade 7		0%		0%		0%	0	0%
Grade 8	2	13%	9	35%		0%	11	26%
Grade 8.5	1	6%	1	4%		0%	2	5%
Grade 9	4	25%	8	31%	1	100%	13	30%
Grade 10	9	56%	8	31%		0%	17	40%
Total	16	100%	26	100%	1	100%	43	100%

On a scale of 1 to 10, How would you rate the Empower Project?



Source: Questionnaire administrated to students from Instituto Nacional General Francisco Menéndez in the Empower Project, year 2015.

Analysis: Due to the data above, it can be stated that most of the students enrolled in the Empower Project have approved this initiative and this can also represent a motivation not only for students but for coordinators to improve and continue helping students from public institutions.

Analysis of the Checklist

Based on the observations done by the research team about the empower project in the Instituto Nacional General Francisco Menéndez the results are:

Criteria	Scales																								
	Attendance Area																								
	1st	2nd	3rd	4th	5th	1st	2nd	3rd	4th	5th	1st	2nd	3rd	4th	5th	1st	2nd	3rd	4th	5th					
	All students					Some students					Few students					None student									
Are all students attending classes?						✓	✓	✓	✓	✓															
Do all the students attend the whole journey?																✓	✓						✓	✓	✓
Do the students attend class just in the morning?	✓	✓	✓	✓	✓																				
Do students attend class just in the evening?																					✓	✓	✓	✓	✓
Are the students from the same educational area?						✓	✓	✓	✓	✓															
Motivation Area																									
Do students show interest in receiving English classes?						✓	✓	✓	✓	✓															
Are students motivated to studying English?								✓	✓	✓	✓	✓													
Are students motivated to continue studying at the university when the course finishes?	✓	✓	✓	✓	✓																				
Do students show interest to work when the course finish?			✓	✓	✓	✓	✓																		
Academic Area																									
Do students speak English in the classroom?											✓	✓	✓	✓	✓										
Do students speak English outside the classroom?																					✓	✓	✓	✓	✓
Do all the students have a book?	✓	✓	✓	✓	✓																				
Do all the students have and instrument to look for a new work on their vocabulary?						✓	✓	✓	✓	✓															
Teacher Evaluation Area																									
Does the teacher motivate students to participate and speak in English during the class?	All the time					Sometimes					Few time					None time									
			✓	✓	✓	✓	✓																		
Does the teacher speak in English during the class?						✓	✓	✓	✓	✓															
Does the teacher speak Spanish during the class?						✓	✓	✓	✓	✓															
Teacher English level	Excellent					Very Good					Good					Poor									
						✓	✓	✓	✓	✓	✓														

Attendance Area:

Based on the observation technique applied and thanks to amount of visits made the research conclude that since there are a lot of activities that students need to develop only few students were not attending classes and staying the whole journey at the institute at the beginning so this is a positive sign because it reflects motivation, dedication and discipline on them. It is important to mention that thanks to this attitude students were attending the whole journey even though there were not classmates during the week since they belong to a different high school specialization.

Motivation Area:

Based on the observation realized by the research team, conclude that some students were interested in attending English classes; during the first visits the team observed few students were motivated to continue studying English but at the end of the Project (Empower) it was observed a radical change because some students seemed to be very motivated to continue studying English. In addition, in the last visits the team did, all students seemed motivated to continue studying at the university and do the admittance test at the UES (University of El Salvador), because they realized that learning English the job opportunities increases therefore the economic benefits are better and they can afford their studies.

Academic Area:

Based on the observation made during the first visits the teachers were giving classes in Spanish and also in English in order to make students to understand the topics being studied at that time however little by little the teacher needed to be more demanding and students had to get used to listen the explanations in English. In the classrooms the research team noticed that all students had cellphones, books and dictionaries that facilitated their learning process. This was a positive sign, but also there were negative signs because students did not practice English outside the classrooms.

Teacher Evaluation Area:

Based on the observation technique applied at the Institution, the researchers were able to notice that teachers were having a difficult time with students' learning process because the previous teachers initiated the English classes by speaking Spanish instead of English and when the new teacher relay arrived and tried to explained topics or try to speak English with students, they could barely understand what the teacher was saying. At this point, motivation was vital for both of them because they needed to get along in order to improve the learning process; and that is why during the first visits it was observed that the teacher tried to motivate their students in some periods of time because it was really hard yet to adapt his methodology. However, in time, the teacher was able to improve and to transition from one class to the next one in a better way since the adaptation process had been completed.

Analysis of the Interviews

Based on what teachers expressed about the learning progress that students enrolled in the Empower project have, the results are:

1. Do your students come to classes every Saturday?

Most of the students enrolled in the Empower Project were attending class on Saturdays; however, there is a certain amount of students that missed classes for some other reasons like sport practices, homework assignments, etc.

2. Do you call the roster every Saturday?

Not all teachers are calling roster because some of them use the observation technique and in this way they save time but the rest call roster every single Saturday.

3. What percentage of students participates in class?

75% of students participate in classes, they tried to speak in English and also they tried to make questions in English in order to practice, also it was noticed that students used to make a lot of questions in regards with the topic they were studying at that time. The 25% of students that did not participate showed to be doubtful and they seemed to be too shy to ask; also it was notice that this students had no chance to participate since there were some students that used to participate all the time and the rest of the time it was the teacher who used to choose a student to participate.

4. Do you see your students motivated to learn a second language?

Most of the students are motivated to learn English and even some students are interested in studying Modern Languages once they finish high school, and there is some other who are interested in learning a third language.

5. What is the English level your students have reached up to this point?

According to the interviews made to teachers, most of students enrolled in this project have reach up to a B1 level however there is a loss of practice and this cause a lot of damage in students' learning progress.

6. Do you think your students are motivated to continue studying and working in the future?

According to the interviewed teachers, all students are interested in studying at the university or at private institutions like the Instituto Tecnológico Centroamericano (ITCA) or the Escuela Superior de Economía y Negocios (ESEN). It is important to mention that students want to learn English because they want to work at a call center because they pay well. Other students are already working and this course represents better job benefits for them.

Based on what Mártir Cardona who is the Empower Project coordinator at **Instituto Nacional General Francisco Menéndez** expressed about the learning progress that students enrolled in the Empower Project has, the results are:

1. At what time do students come to classes and at what time do they leave?

Students needed to be on Saturdays from 7:00 am to 5:00 pm. If a student wanted to leave early, this student had to present a note to the teacher in charge and also to the coordinator in order to provide the order to the police guard at the entrance and leave him or her to go out.

2. During this program, have you witnessed any kind of vandalism?

It's had been two year at that time since this institution ever witnessed a vandalism activity at least inside the institution because they have a high security system in which no student it's able to leave without permission.

3. When monitoring, do you observe student participating?

Based on the interview made to the Empower Coordinator at IFRAMEN, he divided this progress in two sections; the first section was with the group of teachers, who started this year, they motivated more and they were suggested to use any other part of the institution to make an interactive class and therefore to improve the learning progress developed. The second stage started with the change of teachers and this included a suggestion to teacher to be more proactive and more productive since the English progress was decreasing because there was no motivation and students

maybe and teachers were trying to adapt to each other since they were starting a new level. However there was a high decreasing level of participation since there were shy students and teachers as well.

4. What do you think about the empower project?

This project it's really good because there are a lot of benefits included when studying English, better English grades, better job opportunities, and better learning progress was reached thanks to have a project for students who wanted to improve personally and academically. Hopefully next year Empower II will continue helping students and opening job opportunities as this year has done it already.

Based on what students expressed about the learning progress that students enrolled in the Empower project have, the results are:

1. Do you come to classes every Saturday?

Based on the answers given by students enrolled in the Empower Project, the research team concludes that the majority of students attend classes every Saturday; However, this students expressed that there are some other activities involved in their lives, like sports, social activities and homework they have to work and so on. Therefore, there is very limited space of time for studying English.

2. Do you participate in class?

Based on the interviews made to students, the team concludes that most of the students want to participate in classes and are motivated to learn. However, the students that do not participate in class expressed that there are some other students who are more easier and they are left behind when raising their hands at the time of participating and besides this, considering the teacher choose them.

3. Why are you learning English?

Based on the interviews made to students the team concludes that the main reasons why students want to learn English it's because they are interested in learning or improving their English knowledge and getting a better paid job that will allow them to continue studying at the university.

4. Do you like another language besides the English?

Based on the answers given by students enrolled in the Empower project, the team concludes that some of the students are interested in learning another language like French, Arabic, etc. The rest of students expressed their desire to continue studying subjects related to their high school specialization or with the major they select studying once they get admitted at the university.

5. What kind of job do you think you can get if you speak English?

Based on the students opinion, they mentioned job opportunities at: airports, hotels and call centers. However, most of the students expressed they don't actually know what other job opportunities are currently available and that is why they still want to make some research in the possible job areas available.

6. What kind of job do you want to get?

Based on the answers given by students enrolled in the Empower project, the researchers conclude that the majority of students want to work at a call center because they will be able to get more chances to study at the university and once they finish with their studies, they will leave this companies in order to start at a new one based on the major they choose at the university.

7. How much money do you think you can make if you speak English?

Based on the answers given by students enrolled in the Empower project, the team concludes that the majority of students believe the average wages of a person that works at a call center goes from 500usd to 1000usd depending on the area this

person it's working on, therefore students expressed the incomes they may get if they speak English will pretty similar.

8. Are you motivated to continue studying English after this project (Empower)?

Based on the answers given by students enrolled in the Empower project, the research team concludes that the majority of students expressed they have a high motivation in continue studying English once the project ends. However, they are aware that English courses at a private place are expensive and that is why some students expressed they don't know if they can continue studying.

9. What English level do you consider you are at?

Based on the answers given by students enrolled in the Empower project, the team concludes that the majority of students considered having a basic intermediate level (B1). However, students also expressed that they know they have to practice more because they are afraid of speaking and making a lot of mistakes, therefore they conclude that even though they can read, write and listen maybe in an intermediate level, they still need help with the vocabulary and the pronunciation when speaking.

CHAPTER IX: FINDINGS

9. Answers to the research questions

General Question:

1. **What are the main economic benefits arising from the Empower Project in Instituto Nacional General Francisco Menéndez in the Metropolitan area, San Salvador, El Salvador, year 2015?**

The main economic benefits arising from the Empower Project in Instituto Nacional General Francisco Menéndez in the Metropolitan area, San Salvador, El Salvador, year 2015 are:

Students' academic development: Students were able to improve their English grades and also to help their classmates who were not in the empower project.

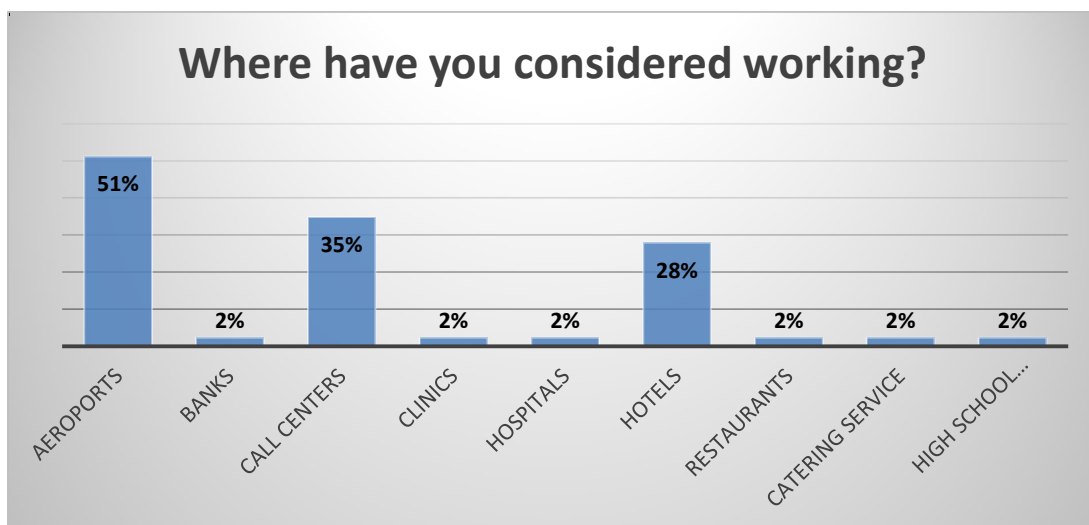
High school workforce development: Students received not only knowledge but a core skill that they need to be successful in future.

Students' professional development: Students developed some professional skills that are necessary for success as self-confidence, responsibility, perseverance, time organization and motivation.

Specific Questions

1. What are the possible workfields students will be able to apply?

Based on the answers that students enrolled in the empower project said, Travel and transportation and customer service are the possible workfields where students can apply because thanks to their study specialization and the Empower Project they have developed a lot of skills that this type of work is looking for.



2. How prepare Empower students are in the case they apply for any kind of work?

According to the evaluation made during the research process and also according to the self-evaluation students made, most of the students had reached an A2 CEFR level which describes students with the ability of:

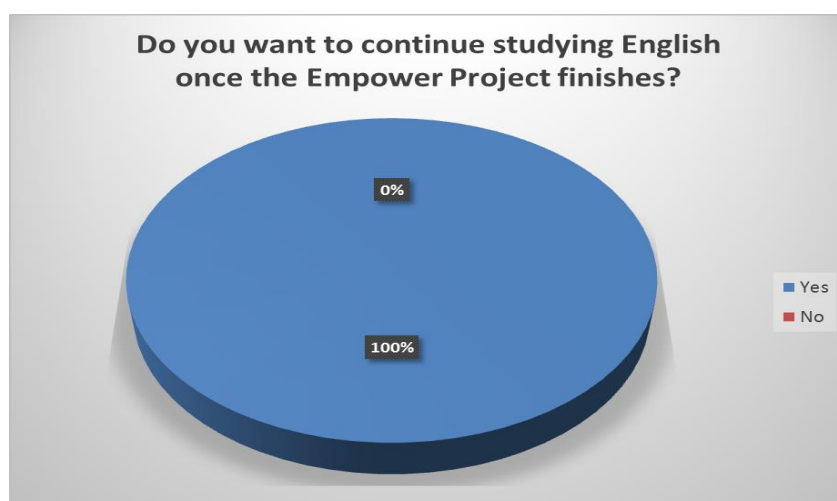
- ✓ Understanding sentences and frequently used expressions related to areas of most immediate relevance.

- ✓ Communicating in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.
- ✓ Describing in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

Therefore if students decide to apply for a job, the customer service area it's a big opportunity for them since this workfield provides English reinforcement course where they can improve their English competence and obtain a job that can allow them to pay their studies or bills at their homes.



3. Are students having any motivation to continue studying English?



Based on the answers that students enrolled in the empower project said on the interviews and also in the questionnaire the team concludes that most of the students are highly motivated to continue studying English even the Empower II were created. It is need to remember that not all the students can afford to pay a private academy however they have the desire to learn more. It is important to mention that from the first visits that the research team made, it was possible to identify intrinsic and extrinsic motivation; attendance and participation demonstrated intrinsic motivation and as extrinsic motivation, a friendly teacher can represent a positive sign for students learning. Based on the interviews the team identified that students want to have a job with high wages.

9.1. Hypotheses' Validation

- 1. The Students from Instituto Nacional General Francisco Menéndez are highly motivated to reach the B2 English level because they want to get better job opportunities rather than entering and ending a university career.**

After carrying out this research and analyzing the results of the instrument administered to the sample, it is possible to conclude that the hypothesis proposed at the beginning of this research is now proven, since 28% of students who were enrolled in the Empower Project were motivated by family advice, which means that this families are aware of the advantages of leaning a second language and a 23% were motivated because they want to learn English and of course a 19% were motivated because they want to have a job opportunity.

- 2. The Students from Instituto Nacional General Francisco Menéndez are enrolled to the Empower Project in order learn English and then to work in the same study field.**

After carrying out this research and analyzing the results of the instrument administered to the sample, it is possible to conclude that the hypothesis proposed at the beginning of this research is now proven, 98% of students were motivated to learn English and most of them want to study in the same study field they have been until then. In addition, 51% of them want to work as flight attendance in the airport which requires English knowledge and 35% of them want to work in a call center that indeed needs English knowledge too.

3. The Students from Instituto Nacional General Francisco Menéndez are not motivated in continuing studying English by their own once the Empower project finishes.

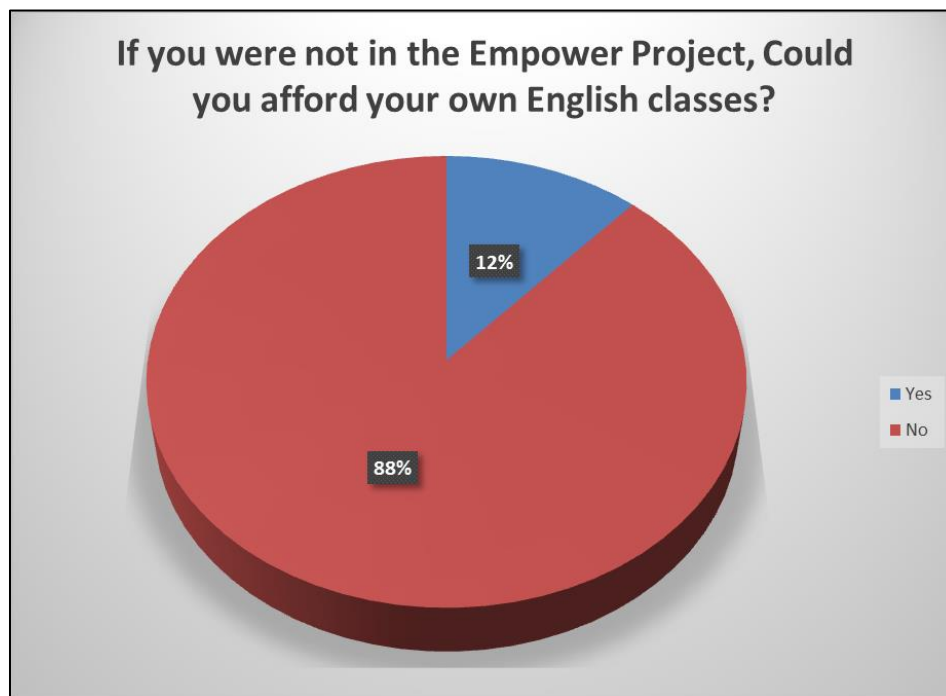
After carrying out this research and analyzing the results of the instrument administered to the sample, it is possible to conclude that the hypothesis proposed at the beginning of this research is refuted, because 100% of students wants to continue studying English however 88% of students cannot pay private English classes and that is why this project meant a lot for them.

9.2. Most outstanding findings

After analyzing all data collected through the instrument, it is now possible to present the main findings of this research.

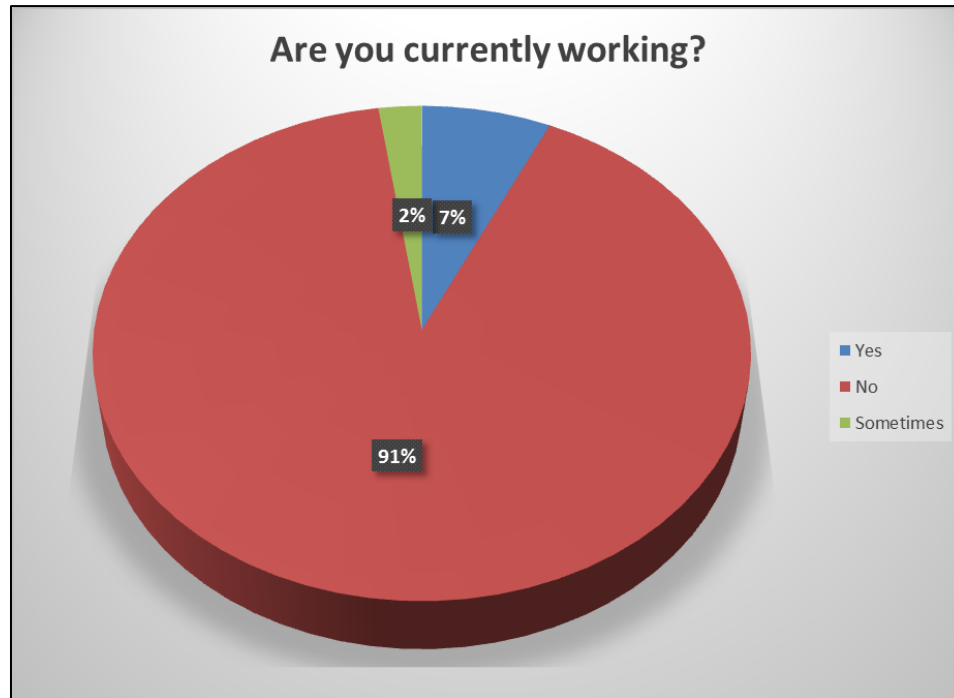
The main purpose of this research was to make a partial evaluation of the economic benefits arising from the empower project in Instituto Nacional General Francisco Menéndez in the Metropolitan area, San Salvador, El Salvador, year 2015.

1. Considering that this project was totally free, an 88% of students had no ways to pay a private English course; therefore, this was a first benefit.



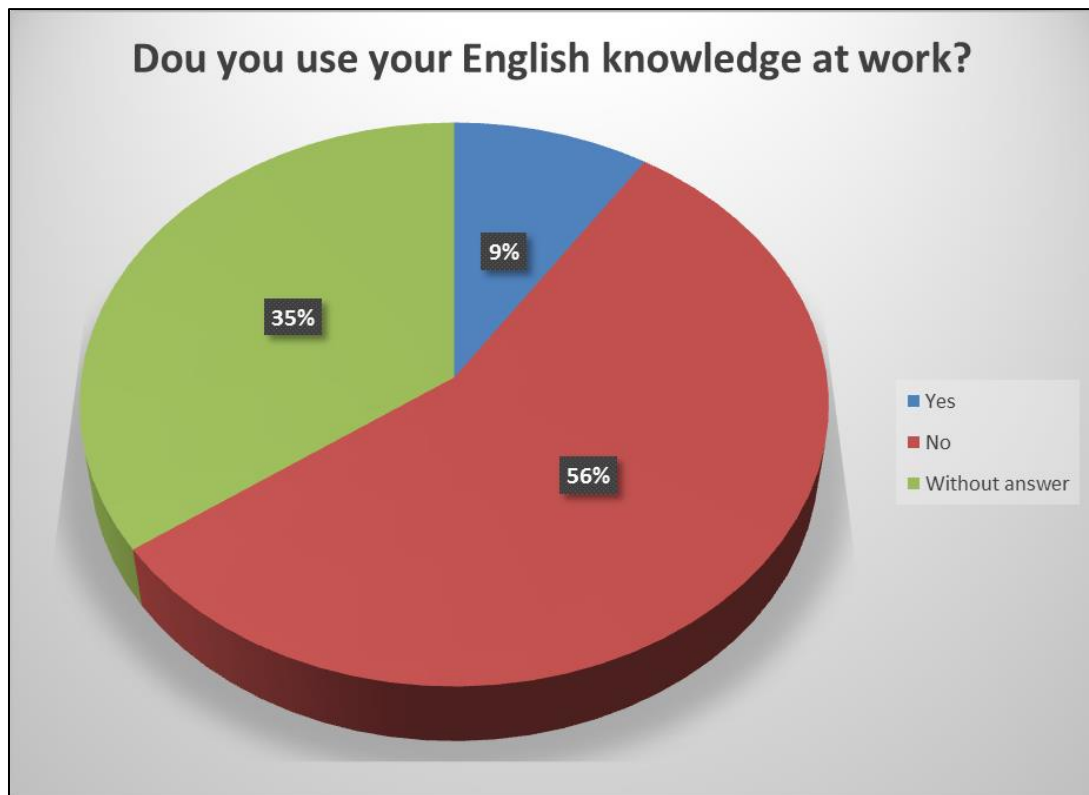
This project represented a huge advantage for students since from now they can continue practicing and improving their English competences and therefore, better job opportunities will come.

2. During the research process it was necessary to know how good this project was going, and it was an amazing surprise to discover that 7% of students were already working thanks to Empower.



Based on the interviews made, it was to possible to discover that this was not only a benefit of getting a job but also a benefit of improving their english levels since students have the desire of succeeding professionally.

3. The Empower project was little by little helping students during the learning process, since students were already helping their classmates with their English classes or homework assignments; this represented a positive sign because they were productive and therefore they had a better academic development. Then based on the interviews and the questionnaire applied the research team was able to discovered that students are using their english knowledge at work as well, which represent not only a workforce development but also a professional development for them.



X. CONCLUSIONS

After accomplishing the research and analyzing the results obtained from the instruments, it is possible to conclude the following:

- Thanks to the instruments applied the research team concluded that the benefits arising from the Empower project on students from Instituto Nacional Francisco Menéndez, in the Metropolitan area, San Salvador, El Salvador are:
 - ✓ **Academic development:** students were able to improve their English classes and also they were able to help their classmates.
 - ✓ **Workforce development:** students were able to get a job thanks to the Empower Project.
 - ✓ **Professional development:** students were able to use their English knowledge at work and possibly this will be a skill that can bring them a better job opportunity.
- It was possible to determine as well that students with the help of Empower Project's classes they can apply to work at the travel and transportation area and the customer service area.
- The research team conclude and thanks to the instruments that students were in the A2 CERF level in which students have the ability of:

- ✓ Understanding sentences and frequently used expressions related to areas of most immediate relevance.
- ✓ Communicating in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.
- ✓ Describing in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

Therefore, students can apply for working at a call center since this industry has English academies where they can reinforce their English competences.

- It was possible to discover that students are highly motivated to continue studying English but they do not have the economic resources needed to do it. However, thanks to the Empower Project students can apply for a job that can provides them with better incomes and consequently they can change their economic status.

XI. RECOMMENDATIONS

11.1. To Students

1. It is truly recommended to practice just a couple of hours English vocabulary to develop their speaking skill.
2. To encourage and motivate students to do all the pertinent research about the topic viewed in class, with the purpose of understanding and acquiring more knowledge.
3. To recommend students to organize their time in order to avoid missing to their Empower classes.
4. To encourage students to participate during the class, with the purpose of eliminating the fear of speaking.

11.2. To Teacher of the Empower Project

1. It is recommended to the community of teachers of the Empower Project to plan their classes with anticipation in order to make an enjoyable class where students can be able to acquire better content.
2. To make an effort in making a dynamic class in order to attire the students' attention.

3. It is recommended to teachers to encourage students to speak English by giving the example and create activities according with the needs of the students.

11.3. To Empower Project authorities

1. It is recommended to prepare teachers with a pedagogic course in order to have them better prepared at the time of teaching high school students and therefore by obtaining better results.
2. It is suggested to have a person in charge to evaluate the development of the teachers and students also to see the weakness of the project and provide them with feedback that can improve the results at the end.
3. The creation of an online group where students can share information, opinions or experience with the purpose of helping other students to clarify doubts that they may have.

CHAPTER XII: RESOURCES

12.1. Human resources

In order to collect the data it was necessary to have the field to work, so the following human resources helped the researchers to prove the hypothesis and answer the research questions.

- 1. Fidel Navidad Morales, M E.d.** Teacher of the FLD of the University of El Salvador and advisor for this research project.

- 2. Magaly Ábrego,** Teacher of the FLD of the University of El Salvador and coordinator for the Empower Project who provide the research team with information.

- 3. Researchers,** (Diana Vanessa Callejas Quijano and Gabriela María Quintanilla Navidad) students of the Modern Languages major: French and English of the University of El Salvador.

- 4. Group of Teachers of FLD who served as panel of experts,** Licda. Francis Aguillón, Licda. Yvette Henríquez and Lic. Jorge Homero Llanes.

- 5. Group of students of Instituto Nacional General Francisco Menéndez enrolled in the Empower Project,** forty three students, divided in four groups of classes who were part of the sample and the instruments were administered to them.

12.2. Geographical resources

1. **The Instituto Nacional General Francisco Menéndez in the metropolitan area of San Salvador**, where all the research was carried out and the administration of the instruments to students.
2. **The Foreign Languages Department of the University of El Salvador**, where the research team received advisories with Fidel Navidad Morales M E.d.

12.3. Financial Resources

Assessment	Amount
Paperwork and office supplies	\$25.00
Photocopies	\$20.00
Printings	\$50.00
Transportation	\$25.00
Internet	\$10.00

CHAPTER XIII: REFERENCES

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ANNEXES



Annex A. Checklist

School of Arts and Sciences Foreign Language Department University of El Salvador	A partial evaluation of the Economic benefits arising from the Empower Project in Instituto Nacional General Francisco Menéndez in the Metropolitan area, San Salvador, El Salvador, year 2015. Objective: To identify possible economics benefits arising from the Empower Project	
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Criteria	Scales			
attendance area				
Are all students attending classes?	All <input type="checkbox"/> students	Some <input type="checkbox"/> students	Few <input type="checkbox"/> students	None <input type="checkbox"/> student
Do all the students attend the whole journey?	All <input type="checkbox"/> students	Some <input type="checkbox"/> students	Few <input type="checkbox"/> student	None <input type="checkbox"/> student
Do the students attend class just in the morning?	All <input type="checkbox"/> students	Some <input type="checkbox"/> students	Few <input type="checkbox"/> student	None <input type="checkbox"/> student
Do students attend class just in the evening?	All <input type="checkbox"/> students	Some <input type="checkbox"/> students	Few <input type="checkbox"/> student	None <input type="checkbox"/> student
Are the students from the same educational area?	All <input type="checkbox"/> students	Some <input type="checkbox"/> students	Few <input type="checkbox"/> student	None <input type="checkbox"/> student
Motivation Area				
Do students show interest in receiving English classes?	All <input type="checkbox"/> students	Some <input type="checkbox"/> students	Few <input type="checkbox"/> student	None <input type="checkbox"/> student
Are students motivated to studying English?	All <input type="checkbox"/> students	Some <input type="checkbox"/> students	Few <input type="checkbox"/> student	None <input type="checkbox"/> student
Are students motivated to continue studying at the university when the course finishes.	All <input type="checkbox"/> students	Some <input type="checkbox"/> students	Few <input type="checkbox"/> student	None <input type="checkbox"/> student
Do students show interest to work when the course finish?	All <input type="checkbox"/> students	Some <input type="checkbox"/> students	Few <input type="checkbox"/> student	None <input type="checkbox"/> student
Academic Area				
Do students speak English in the classroom?	All <input type="checkbox"/> students	Some <input type="checkbox"/> students	Few <input type="checkbox"/> student	None <input type="checkbox"/> student
Do students speak English outside the classroom?	All <input type="checkbox"/> students	Some <input type="checkbox"/> students	Few <input type="checkbox"/> student	None <input type="checkbox"/> student
Do all the students have a book?	All <input type="checkbox"/> students	Some <input type="checkbox"/> students	Few <input type="checkbox"/> student	None <input type="checkbox"/> student
Do all the students have and instrument to look for a new work on their vocabulary?	All <input type="checkbox"/> students	Some <input type="checkbox"/> students	Few <input type="checkbox"/> students	None <input type="checkbox"/> students
Teacher Evaluation Area				
Does the teacher motivate students to participate and speak in English during the class?	All the time <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Few times <input type="checkbox"/>	None time <input type="checkbox"/>
Does the teacher speak in English during the class?	All the time <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Few times <input type="checkbox"/>	None time <input type="checkbox"/>
Does the teacher speak Spanish during the class	All the time <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Few times <input type="checkbox"/>	None time <input type="checkbox"/>
Teacher English level	Excellent <input type="checkbox"/>	Very Good <input type="checkbox"/>	God <input type="checkbox"/>	Poor <input type="checkbox"/>

OBSERVATIONS: _____

Annex B. Survey

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

Tema: A partial evaluation of economic benefits arising from The Empower Project on students from Instituto Nacional Francisco Menéndez, in the metropolitan area of San Salvador, El Salvador, year 2015.

Objetivo: Identificar los posibles beneficios económicos generados por el proyecto Empower en los estudiantes del Instituto Nacional Gral. Francisco Menéndez a fin de evaluar el 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	<input type="checkbox"/>	Femenino	<input type="checkbox"/>								
Edad:	14	<input type="checkbox"/>	15	<input type="checkbox"/>	16	<input type="checkbox"/>	17	<input type="checkbox"/>	18	<input type="checkbox"/>	19	<input type="checkbox"/>
Año de bachillerato:												
Opción de bachillerato:												
Libro que usa actualmente:												

Parte II: Información

1. ¿Qué lo/la motivó a estudiar inglés en el proyecto Empower?

2. ¿Ha estudiado usted inglés en alguna academia o institución privada antes de este proyecto?

Sí
No

Si respondió Sí, ¿En dónde ha estudiado inglés antes?

3. ¿Qué medios de transporte utiliza para asistir a sus clases de inglés?

a) A pie
b) Transporte público
c) Vehículo particular
d) Otro (Explique)

4. ¿Vive con sus padres?

Sí
No

5. ¿Recibe remesas del extranjero?

Sí
No

6. ¿Qué ha considerado hacer cuando el proyecto finalice?

a) Estudiar
b) Trabajar
c) Estudiar y trabajar

Parte III: Área Académica

1. ¿Asiste todos los sábados a clase?

Sí
No

2. ¿Desarrolla alguna actividad extra además de sus clases de inglés?

Sí
No

Si tu respuesta es sí ¿Cuál es o Cuáles son?

3. ¿Le gusta aprender inglés?

Sí
No

Si su respuesta fue sí ¿Por qué?

Si su respuesta fue no ¿Por qué?

4. Se considera buen/ buena estudiante?

Si
No

Si su respuesta fue sí ¿Por qué?

Si su respuesta fue no ¿Por qué?

5. ¿Qué dispositivo electrónico utiliza para hacer sus tareas?

- a) Computadora de escritorio
- b) Laptop
- c) Tablet
- d) Celular
- e) Todas las anteriores
- f) No utilizo ninguno
- g) Otro (Explique)

6. ¿Qué nivel de inglés consideras que tienes?

- a) **A1-** Es capaz de comprender y utilizar expresiones cotidianas de uso muy frecuente así como frases sencillas.
- b) **A2-** Es capaz de comunicarse a la hora de llevar a cabo tareas simples y cotidianas que no requieran más que intercambios sencillos y directos de información sobre cuestiones que le son conocidas o habituales. Sabe describir en términos sencillos aspectos de su pasado y su entorno así como cuestiones relacionadas con sus necesidades inmediatas.
- c) **B1-** Es capaz de desenvolverse en la mayor parte de las situaciones que pueden surgir durante un viaje por zonas donde se utiliza la lengua. Es capaz de producir textos sencillos y coherentes sobre temas que le son familiares o en los que tiene un interés personal. Puede describir experiencias, acontecimientos, deseos y aspiraciones, así como justificar brevemente sus opiniones o explicar sus planes.
- d) **B2-** Es capaz de relacionarse con hablantes nativos con un grado suficiente de fluidez y naturalidad de modo que la comunicación se realice sin esfuerzo por parte de ninguno de los interlocutores. Puede producir textos claros y detallados sobre temas diversos así como defender un punto de vista sobre temas generales indicando los pros y los contras de las distintas opciones.

7. ¿Qué hace para mejorar su conocimiento y uso del idioma inglés?

- a) **Escuchar música**
- b) **Ver videos en inglés**
- c) **Hablar en inglés con angloparlantes**
- d) **Leer libros en inglés**
- e) **Otro (Explique)**

8. ¿Invierte dinero en material extra para estudiar el idioma inglés?

Sí
No

9. Cuando participa en clase, lo hace porque:

- a) **El profesor se lo pide**
- b) **Tiene el deseo de participar**

10. En este momento, se consideras capaz de mantener una conversación a nivel básico en inglés?

Sí
No

Si su respuesta fue sí ¿Por qué?

Si su respuesta fue no ¿Por qué?

11. ¿Si le dieran la oportunidad de viajar al extranjero, a qué país viajaría?

Australia
Estados Unidos
Canadá
Inglaterra
No está interesado/a
¿Por qué?

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

12. ¿Desea continuar estudiando inglés al terminar el Proyecto Empower?

Sí
No

Parte IV: Área Económica

1. ¿Qué clase de trabajos cree que puede tener si estudia inglés?

Guía turístico
Gerente de Hotel
Sobrecargo
Supervisor de call center

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

2. ¿En dónde has considerado trabajar?

Aeropuerto
Hotel
Centro de llamadas
Otros (especifique)

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

3. Si su situación económica cambia, ¿Ha considerado independizarse de sus padres?

Sí
No

4. ¿Ha considerado trabajar fuera del país?

Sí
No

Si su respuesta fue sí, ¿Por qué?

Si su respuesta fue no, ¿Por qué?

5. ¿Ha pensado estudiar un tercer idioma?

Sí
No

Si su respuesta fue sí, ¿Por qué?

Si su respuesta fue no, ¿Por qué?

6. ¿Considera que el idioma inglés necesita mucha o poca práctica?

Mucha práctica
Poca práctica

7. Si no estuviera en el proyecto Empower, ¿Podría costearse sus propias clases de inglés?

Sí
No

8. ¿Trabaja actualmente?

Sí
No

9. ¿Utiliza sus conocimientos del inglés en su trabajo?

Si
No

Si su respuesta fue sí, ¿Por qué?

Si su respuesta fue no, ¿Por qué?

10. En la escala de 1 al 10, ¿Cómo valoraría al proyecto Empower?

Annex C. Teachers, coordinator and student's Interview

Teacher Morena Guadalupe Chicas Interview

1. Do your students come to classes every Saturday?

The majority that are enrolled in the project since I took the group almost always are around 12 -13 students to come to classes and regarding the absences to classes always are 3 to 4 students that don't come every Saturday for unknown reasons.

2. Do you call the roaster every Saturday?

Yes I do it.

3. What percentage of students participates in class?

Students who participates like.... It can be answering questions... It can be voluntarily or involuntarily or... well I make all students participate at all I provide them high participation but that participates for their own are like 30% of them.

4. Do you see your students motivated to learn a second language?

Mmmmm... I think that yes, but practically this depends on the methodology we as teachers use because this methodology sometimes became tedious routine I think students do not dare to learn a new language.

5. What is the English level your students have reached up to this point?

Well, until this moment I think students are in Intermediate level but they still need... well in the writing area in think they are in the intermediate level but in the speaking area, speaking the English language completely maybe they are a little down than the intermediate level, they need some competences to achieve.

6. Do you think your students are motivated to continue studying and working in the future?

Mmmm ...I think that yes, because the majority of them according I know are trying to go to the University and continue studying English and they are confident that this English courses that they are receiving will greatly help them.

7. Do you think in the students that are enrolled in the empower project there are any of them that instead of study wants to work?

Mmmmm... I think that just two of them.

Teacher Tatiana Arias Interview

1. Do your students come to classes every Saturday?

Unfortunately not all of them, the previous said that they were like twenty students at the beginning of the project and now they only come like... the after they were twelve and now they are like eight every Saturday unfortunately this people is coming one Saturday then miss another and are the same students that do this.

2. Do you call the roaster every Saturday?

I don't pass a page I just write in my notebook, but the coordinator call the roster every Saturday.

3. What percentage of students participates in class?

I will say like the 60% some of them...they are always the same ones that likes to participate by their own.

4. Do you see your students motivated to learn a second language?

Someone of them yes I would say that they want to study but some of them you can see that they are bored sometimes in the class because of the type of the project that they have to be all the Saturday here, all the day but not all of them stay the hole journey because some of them have to leave because some extra academic activities.

5. What is the English level your students have reached up to this point?

The level that I have is the model number 6 and it is supposed that is the last one, they have to be really prepared but I can say they are in the Basic Intermediate because it is a whole story they have a background because their former teachers they didn't speak English all the time just Spanish and it's a problem I have to deal with because I want to speak in English all the time but I can see in their faces that they don't understand and I have to translate what I just said.

6. Do you think your students are motivated to continue studying and working in the future?

Yes, I guess they are motivated but some of them but English I don't know but yes they are motivated to continue student but I don't know if will be in English.

7. Do you think in the students that are enrolled in the empower project there are any of them that instead of study wants to work?

Here is a group of Tourism. They are... my group is in the third year and they said that they will go to the university like the 70% of them are going to take the exam to enter to the university next Saturday so I guess they won't come and the 30% of them I guess they are going to work.

Teacher Claudia Panameño Interview

1. Do your students come to classes every Saturday?

No, they don't, they come maybe twice a month but it is because they are students from the third year so they have a lot of projects to do, they have the gastronomic festival so we have... It's a very busy activity and also now that we are doing the thesis project so they didn't come, we are supposed to have nineteen but we only have eight so it's only that.

2. Do you call the roaster every Saturday?

Yes, every single Saturday.

3. What percentage of students participates in class?

Maybe the majority because some of them don't participate because they are afraid of making mistakes and along the course we'll be overcoming the program even if they make mistake now they are more willingness to participate than before.

4. Do you see your students motivated to learn a second language?

Yes, they are very motivated even some of them want to study at the University maybe Mother Languages or teaching.

5. What is the English level your students have reached up to this point?

According to the CEFR, I think it's maybe B1 but what I will say is that they have the knowledge but they don't practice that is the main problem they have so they know how to do things but when they try to practice they... as they don't practice they don't do it and they forget things. I think in terms of knowledge I don't know if they will be at the B2 in terms of knowledge because some of the topics we be studying they already know that and they even don't understand they say it in Spanish but as they don't practice they don't find the way to say what they know, they know and they say it in Spanish so they understand but they cannot express themselves they cannot find the words, vocabulary is the biggest problem they have because structures I see they use it well.

6. Do you think your students are motivated to continue studying and working in the future?

Yes they are, someone of them are even working already, one of them works in a Hotel I don't know if he practices English there but he is working there. An also we had an English festival and in that festival they...they... there was a girl that came from TELUS a call center and they seemed to be very interested.

Teacher Maricela Monge Interview

1. Do your students come to classes every Saturday?

Well I think that most of them yes come every Saturday but there is like probably 20% that doesn't come. They are like one Saturday I have seven those seven the other day doesn't come but came the ones that doesn't come the previous day so I don't know they are like mixing but in every class I have like at least 80% of the students.

2. Do you call the roaster every Saturday?

Yes, every Saturday

3. What percentage of students participates in class?

Well actually, I would say like 5% to be honest because the others must be like pushed to do it or forced to do it abstain to do it. For the ones that doesn't like to participate I think that are different cases for example I have one that I think that is because he doesn't understand and actually he says "I don't understand what you say tell me in Spanish, I don't get the idea" and he is almost every Saturday like that and I think he doesn't participate because of that and also I have some other like because they are shy I can notice that but in the writing exam I have seen she is a very smart girl. I think they could do a good job is a girl she is shy and there are other cases that I think that is because he doesn't like he doesn't care.

4. Do you see your students motivated to learn a second language?

Yes, most of them yes because actually they want to study modern languages so I think because they are interesting on languages. I have one student tat want to learn Arabic and also French most of them.

5. What is the English level your students have reached up to this point?

In speaking I think like probably I would say A2 in Reading probably B1 I think they have the knowledge but they cannot express themselves.

6. Do you think your students are motivated to continue studying and working in the future?

Yes, because we have asked to all of they and I think all of them have said that they are going to study some of them at UES, ESEN but all of them at ITCA all of them have plans and they are doing something. I have two students that work I think one of them is always sleepy because works to 3:00 pm to 1:00 am at a Hotel she is a Chef Assistance I guess. I think they are very smart people some of them have little troubles but most of them are good at everything that they do not only in English I can perceive that.

Teacher Gloria Ramirez Interview

1. Do your students come to classes every Saturday?

Just few of them not all of them, the first day we started with twelve students now we are just seven or five students each Saturday so they didn't come every Saturday. This situation happens from the same student because they said they have a lot of homework to do on Saturdays so they cannot come.

2. Do you call the roaster every Saturday?

Yes, I do.

3. What percentage of students participates in class?

Just the 5% of them and they participate by their own.

4. Do you see your students motivated to learn a second language?

Yes, because the same students that come every Saturday they are the most interested in learn English so the other ones are like that they come just for to come to classes just for to pass the time.

5. What is the English level your students have reached up to this point?

We are in level five but they are like basic students. In the class I speak English and Spanish because they have sometimes problems to understand what I'm saying so I have to translate what I said but most of the class is in English.

6. Do you think your students are motivated to continue studying and working in the future?

Yes, they are interesting in learning because they say they have to work in a call center because they are interested to learn more and like I said they want to work in a call center because they say they pay well.

Teacher Jairo Edemir Campos Interview

1. Do your students come to classes every Saturday?

Well not all of them, some of them are missing classes and sometimes I don't know the reason why they are not coming to classes so it is like from the beginning they have started dropping some classes yes because at the beginning they were like fifteen and right now I have only like eleven and sometimes 3, 4 or more maybe 5 miss classes they are not constant in the class. I would say that is the same people that are missing classes I don't know the reason maybe they have other activities I don't know.

2. Do you call the roaster every Saturday?

Yes, I call the roaster every Saturday

3. What percentage of students participates in class?

Well, sometimes I have to ask them to participate is what we call victims not volunteers right but I try to make them participate that all of them participate so I ask questions to every one so that everyone participate. Maybe the ones that are more confident speaking English are the ones who participate by their own I would say that the 50%.

4. Do you see your students motivated to learn a second language?

Yes they are motivated the thing it is not the language right some of them have difficulties with the language but they are wiliness to learn even thought for some of them is more difficult than for some others.

5. What is the English level your students have reached up to this point?

I would say that is Low intermediate. And now according to the book and the CEFR we are reached the B1 that is the level that is showed in the book so I think that we are in that level the Low intermediate.

6. Do you think your students are motivated to continue studying and working in the future?

Yes, because actually they will go to make the admittance test at the University of El Salvador next Saturday and five of them are going to do the exam so they are motivated to study a major right at the university and some of them are in the second year of the high school and they are visualizing right and yes I would say that they are motivated because most of them are telling me I want to study English and work in this area I think that they are motivated.

Mártir Cardona, Instituto Nacional Francisco Menéndez, Coordinator from the Tourism area Interview.

1. At what time do students come to classes and at what time do they leave?

We as schedule have the entrance for the students at 8:00 am and we close the doors at 8:30 for security then we don't let enter anybody and obviously at 5:00 p.m. is the leave of students and some students leave the institution before but must have permission firstly for the teachers and second for my person in this way give the order at the entrances in order they can leave if not it won't be possible.

2. During this program, have you witnessed any kind of vandalism?

We have inside the institution a security very good in any moment we have had almost during this process that are practically two years never we have had any complaints from the neighbors or for someone else we believe that internally is a safe place. Now we don't see outside those are situations managed for the State, we internally give security we have never had complaints for the students or for the parents.

3. When monitoring, do you observe student participating?

I could divide it into two stages due to the changing of teacher; in the first stage I saw more active participation from the students. In fact I suggested that we had very large installations and the students could use any part of the installation as long as teachers request it with the purpose of made more interactive the work between teacher and student I have seen a very good development in general terms, it could be better, I suggested to teachers to improve the quality of participation of the students that make them speak more

English language and that put them to read, it means I have asked the teachers in general terms I saw an active participation of the students and teachers I'm talking at this time of the previous teachers. And I have seen today with the changes of the news teachers that the situation has declined like the work may be because they are beginning too, I'm thinking that, but we have like 4 or 5 Saturdays I think it is more than enough. However I have seen that the participation has been lost, I see very timid the students and the teachers as well. From the side of the teacher at a given time I was talking with the coordinator of Empower at the University and she knows that someone hasn't come and that is why I asked her some strategic changes because of some teachers miss class, well, you could see today, now some came really late at nine o'clock, talking about teachers, this is some way generates in students a situation well I will say a situation in which students miss class in a moment and that also generates that students came late at class because they see informality, now they came late because the teacher hasn't come and students that are in the entrance and I cannot let the students simple leave the institution if not simply if the teacher has not come the students enter the institution, now, we follow the same schedule at 8:30 is the latest time to allow students enter at the institution but is has to be justified by a parent. So all these are the same issues we have seen in the participation of students in a class, right, when students feel good with a teacher, they make interesting things. Two Saturdays ago we had a festival and we observed how students get involve, work, make the things, despite the teachers are news they did many good things and it is interesting because students see that they are being supported in a very timely manner. I would like and this is a request I made the teachers to return me more active classes and also I have asked them what is the special aim of the course made bilingual students or guide them to a specific area then some don't have a clear idea in that part and that's how it goes situation.

4. What do you think about the empower project?

The project is very good, I see it very good. Moreover, students and authorities of the institution see this with good expectation, the teachers who are here every day with students, have seen a more than significant advance. Indeed, teachers have great confidence in the work that is being done, students have improved the notes and we see it in the first instance on academic area. At the beginning I had the experience with a specific student that is in the Empower Project right now, when we call people to come at the Empower Project courses, he called my attention because he told me, look “I’ll come to the course not because I like English but because I can do nothing, then here I’ll learn”, and this call my attention because the teachers say that this student improved academically, then I think that this is a progress, from that point of view. Now, occupationally speaking, students from tourism specialization, especially the students from the third year, they will go to many companies, in fact, we do professional practices in companies never do internally at the institution, everything is outside, and at some point they have said that they have had opportunities to be with customers and in the real life speaking in English and that is good that the customers understand them at least understand students at a restaurant in everyday life and then we have also seen that with some students, other of the satisfactions we have for example and this is something we have to highlight, from these students we sent some to an interview to a course or we can call it leadership course that was developed by the ESEN and ESEN we know that is high performance institution, but when I consulted directly with the person in charge in this institution this person said students had done a good performance and at one point there are students with the knowledge of two or three languages anyways they aren’t less felt they felt the same as any other.

I think Empower Project has opened an entirely different vision that maybe that language on what they will live maybe not directly but have seen an opportunity to improve both labor and what is projected for a profession academically superior. Therefore, it would be like... Good, for any student to continue with the project would be very good or for institutions that are involved I think it would be better still because they would have more beneficiaries in the project and would have more people who would be willing also to be, in fact I have been asked for some that what will happen with them and if they will not have scholarship, I told them look that's not my decision and also it is no management decision because it is a project that is sponsoring the embassy of the United States then it is not up to us, there are many students who are interested in this project. I really love this project because besides the students are learning for life it keeps them away from many social situation that happens in the country, then the fact of spend here all day they just feel good because this is a safe place I'm aware of everything that happens here, I'm not let them go out, they are here inside, in any situation we are attentive to what happens, then they feel safer here sometimes they have said me they feel safer here than even at home.

Student's Interview

Student Giselle Mayret López Vásquez Interview

1. Do you come to classes every Saturday?

Yes, every Saturday

2. Do you participate in class?

Sometimes.... because in occasions there are students that participate before and I don't have the chance to talk and sometimes because the teacher choose them.

3. Why are you learning English?

Because I like a lot this language

4. Do you like another language besides the English?

Yes, I like the French, but in this institution we doesn't study that language.

5. What kind of job do you think you can get if you speak English?

I can be in a call center or in a Hotel or in an Airport.

6. What kind of job do you want to get?

Mmmm... in relation with the language or in general? Mmmm ok in general, I would like to be a Doctor in general medicine.

7. How much money do you think you can make if you speak English?

Nine hundred dollars and knowing English like mille dollars I think so.

8. Are you motivated to continue studying English after this project (Empower)?

Because I like a lot and I would like to go deeper in the knowledge I have until this moment.

9. What English level do you consider you are at? (Show table/guidelines CEFR)

mmmm... I think I am in the way stage or elementary, because I don't understand easily the things I need to study a little more completely understand.

Annex D. Empower Project development



Source: Embassy of the United States blog, year 2016.

Annex E: Permission and Feedback provided by the group of Teachers:

- ✘ Lida. Yvette Henriquez.
- ✘ Lida. Francis Aguillón.
- ✘ Lic. Jorge Homero Llanes.

Ciudad Universitaria, 30 de Septiembre de 2015

Estimada Licda. Nelda Yvette Henríquez

PRESENTE

Por medio del presente escrito, solicitamos de la manera más atenta y cordial, un espacio aproximado de quince minutos de su tiempo para pasar la revisión de nuestra encuesta relacionada al trabajo de graduación.

El objetivo de solicitar un espacio de su tiempo se debe a que nuestro objeto de estudio son las y los estudiantes que se encuentran asistiendo a los cursos de Inglés impartidos por el proyecto "Empower". Así mismo, crear una encuesta bien elaborada con el punto de vista de usted como experta en el campo de la enseñanza.

El trabajo de graduación consiste en evaluar los beneficios que el factor económico genera en las y los estudiantes de dicho proyecto.

De antemano, agradecemos su comprensión y esperando una respuesta positiva a nuestra solicitud, nos despedimos deseándole éxitos en sus labores.

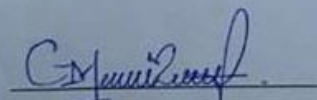

Lic. Fidel Navidad Morales

ASESOR

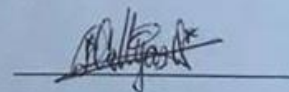



Licda. Nelda Yvette Henríquez

Licda. En idioma Inglés


Gabriela María Quintanilla Navidad

CARNET: QN08001


Diana Vanessa Callejas Quijano

CARNET: CQ09007

Ciudad Universitaria, 30 de Septiembre de 2015

Estimada Licda. Francis Aguillón Rivera

PRESENTE

Por medio del presente escrito, solicitamos de la manera más atenta y cordial, un espacio aproximado de quince minutos de su tiempo para pasar la revisión de nuestra encuesta relacionada al trabajo de graduación.

El objetivo de solicitar un espacio de su tiempo se debe a que nuestro objeto de estudio son las y los estudiantes que se encuentran asistiendo a los cursos de inglés impartidos por el proyecto "Empower". Así mismo, crear una encuesta bien elaborada con el punto de vista de usted como experta en el campo de la enseñanza.

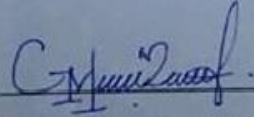
El trabajo de graduación consiste en evaluar los beneficios que el factor económico genera en las y los estudiantes de dicho proyecto.

De antemano, agradecemos su comprensión y esperando una respuesta positiva a nuestra solicitud, nos despedimos deseándole éxitos en sus labores.



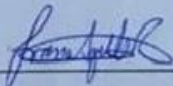
Lic. Fidel Navidad Morales

ASESOR



Gabriela María Quintanilla Navidad

CARNET: QN08001



Licda. Francis Aguillón Rivera

Licda. Francis Aguillón Rivera

Licda. En Lenguas Modernas



Diana Vanessa Callejas Quijano

Diana Vanessa Callejas Quijano

CARNET: CQ09007

Ciudad Universitaria, 30 de Septiembre de 2015

Estimado Lic. Jorge Homero Llanes. M.A

PRESENTE

Por medio del presente escrito, solicitamos de la manera más atenta y cordial, un espacio aproximado de quince minutos de su tiempo para pasar la revisión de nuestra encuesta relacionada al trabajo de graduación.

El objetivo de solicitar un espacio de su tiempo se debe a que nuestro objeto de estudio son las y los estudiantes que se encuentran asistiendo a los cursos de inglés impartidos por el proyecto "Empower". Así mismo, crear una encuesta bien elaborada con el punto de vista de usted como experta en el campo de la enseñanza.

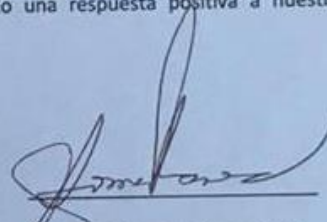
El trabajo de graduación consiste en evaluar los beneficios que el factor económico genera en las y los estudiantes de dicho proyecto.

De antemano, agradecemos su comprensión y esperando una respuesta positiva a nuestra solicitud, nos despedimos deseándole éxitos en sus labores.

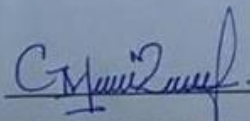

Lic. Fidel Navidad Morales

ASESOR





Lic. Jorge Homero Llanes. M.A

Lic. En Idioma Inglés


Gabriela María Quintarilla Navidad

CARNET: QN08001


Diana Vanessa Callejas Quijano

CARNET: CQ09007

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



TOPIC:

"A partial evaluation of the Economic benefits arising from the Empower Project in Instituto Nacional General Francisco Menéndez in the Metropolitan area, San Salvador, El Salvador, year 2015"

PRESENTED BY:

DIANA VANESSA CALLEJAS QUIJANO

CQ09007

GABRIELA MARÍA QUINTANILLA NAVIDAD

QN08001

FIDEL NAVIDAD MORALES, M.Ed.
 ADVISOR

Teacher	<i>Yvette Henríquez</i>
Observations	<ul style="list-style-type: none"> - There are 2 "part II" - None of questions 1 or 2 are numbered in any section - When you ask "why?", give the students a simpler, longer indication (see example in the questions) - In question 5 of the ACADEMIC area, you should consider if they don't use any device (see question) - In question 6 of the last part, the options shouldn't be SI/NO, but MUCHA/POCA
Date	<i>Sep 30 / 2015</i>
Signature	<i>[Handwritten Signature]</i>

MAIN CAMPUS, SEPTEMBER 30TH 2015

UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
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CQ09007

GABRIELA MARÍA QUINTANILLA NAVIDAD

QN08001

FIDEL NAVIDAD MORALES, M.Ed.
ADVISOR

Teacher	<i>Franisca Aquilón Rivera</i>
Observations	
Date	
Signature	<i>Franisca Aquilón Rivera</i>

MAIN CAMPUS, SEPTEMBER 30TH 2015

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



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CQ09007

GABRIELA MARÍA QUINTANILLA NAVIDAD

QN08001

FIDEL NAVIDAD MORALES, M.Ed.
ADVISOR

Teacher	Jorge Homero Llanes, M.A.
Observations	There are some remarks on the survey.
Date	October 3 rd , 2015.
Signature	Jomares

MAIN CAMPUS, SEPTEMBER 30TH 2015

Annex F: Approval of the topic of the investigation.



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	<p>Andrés Antonio Deras Rodríguez, carnet DR08013</p> <p>Nefi Josué Ortiz Alvarado, carnet OA08010</p> <p>Karol Jeannina Robles Villanueva, carnet RV08009</p> <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.	<p>Lorena Raquel Álvarez Rodríguez, carnet AR07040</p> <p>Helen Susana Girón Pleitez, carnet GP04035</p> <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.-