

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



**“STUDENTS’ PROFILE OF THIRD YEAR STUDENTS OF THE BACHELOR OF ARTS IN ENGLISH,  
EMPHASIS IN TEACHING, IN SEMESTER II/2016, AT THE UNIVERSITY OF EL SALVADOR,  
AND ITS INFLUENCE IN THEIR PROCESS OF LEARNING ENGLISH.”**

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FINAL RESEARCH REPORT IN ORDER TO OBTAIN THE DEGREE OF BACHELOR OF ARTS IN  
ENGLISH WITH EMPHASIS IN TEACHING

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## TABLE OF CONTENTS

Table of contents

Introduction.....	1
<b>Chapter I</b> .....	2
1. Statement of the problem .....	2
1.1 Description of the problem .....	2
1.2 Delimitation of the problem.....	9
1.3 Justification .....	9
1.4 Objectives .....	10
1.4.1 General objective .....	10
1.4.2 Specific objectives.....	10
1.5 Research questions .....	11
<b>Chapter II</b> .....	12
2. Historical framework .....	12
<b>Chapter III</b> .....	13
3. Theoretical framework.....	13
3.1 Environmental factor.....	14
3.2 Socioeconomic factor.....	15
3.3 Educational Background factor .....	17
<b>Chapter IV</b> .....	23
4. Hypothesis .....	23
4.1 Research hypotheses.....	23
4.2 Specific working hypotheses and void hypotheses.....	23
4.3 Operational definition of hypotheses variables.....	24
4.3.1 Operationalization of variables.....	24
<b>Chapter V</b> .....	25
5. Research design .....	25
<b>Chapter VI</b> .....	26

6. Population and sample .....	26
6.1 Population .....	26
6.2 Sample.....	26
<b>Chapter VII</b> .....	28
7. Analysis of data .....	28
7.1 Data gathering process.....	28
7.2 Data analysis.....	28
7.2.1 Analysis of survey results .....	28
7.2.2 Analysis of teachers’ interviews.....	45
<b>Chapter VIII</b> .....	48
8. Main Findings, Conclusions, recommendations and limitations .....	48
8.1 Main Findings .....	48
8.2 Conclusions .....	50
8.3 Recommendations .....	52
8.4 Limitations.....	53
<b>Annexes</b> .....	54
Annex 1 .....	55
Annex 2 .....	56
Annex 3 .....	57
Annex 4 .....	60
Annex 5 .....	61
Annex 6 .....	62
Annex 7 .....	65
Annex 8: students’ survey.....	66
Annex 9: teachers’ interview .....	69
Annex 10: Feedback from Members of the Evaluating Committee .....	71
Bibliography.....	72
Webgraphy.....	75

## INTRODUCTION

The students' profile and the factors that influence it to learn a new language is the general purpose of this research that will be carried out in the Foreign Language Department of the University of El Salvador.

The factors that influence in some way the acquisition of a new language can be classified into environmental, socioeconomic, and educational background. Since each student is a unique human being and he develops in a different environment, he cannot react to an action in a same way, because the students' needs are different, "anyone who has learned a language abroad can say that is not an easy task. They should practice and develop multiple skills where many factors can help or hinder the learning process" (Johnson, 2006). Following this, the profile of each student is different.

The population of this research will be the students in third year of BA in English Language, semester II/2016 of the University of El Salvador and it will be verified if the profile of this population influences or not in learning a foreign language. This study is orientated to the descriptive type, since it is tent to describe characteristics of a population or phenomenon. This one will be a study with the intention of describe a new facet of the development of future professional in English learning at the Bachelor of Arts in English at the Foreign Languages Department.

Quantitative data will be obtained through this research by using two different techniques. These techniques are: the survey and the interview. The survey will be administered to students of the previously mentioned, the interviews will be conducted with some of the teachers of the FLD.

## CHAPTER I

### 1. STATEMENT OF THE PROBLEM

#### 1.1 DESCRIPTION OF THE PROBLEM

The college students come from different family structures, but what is a family structure? "It is an open system composed by human elements that form a functional unit, governed by their own rules, with their own and unforgettable history and constantly evolving." (Cibanal, 2013). In El Salvador, it is possible to identify some common family structures. Currently, there are several family structure organization and kinship; among them it has been distinguished four types of families: **nuclear or elementary** family where the basic family unit consists of husband (father), wife (mother) and children. This one may be the biological offspring of the couple or adopted by the family members. **Extensive or consanguineous** family consisting of more than one nuclear unit, extends beyond two generations and is based on blood ties a lot of people, including parents, children, grandparents, uncles, aunts, nephews, cousins and others; for example, three generation family includes parents, their married children or single, to politicians and to the grandchildren. **The single- parent family** is that family that is constituted by one of the parents and their children. And finally **the assembled family** that consists of two or more families (e.g. single mother with her children meets widowed father with his children), and other types of families, those formed solely by brothers by friends who live together in the same place for a considerable time. (EducarChile; 2013) Nowadays, due to many problems our country has lost many of the numbers of family since the twentieth century up to now. Because El Salvador suffers a civil war between 1982 and 1992, our country experienced different changes in the family structure. Before the civil war, the nuclear and extensive family began their development and were consolidated with the urbanization process originated since the second period on the twentieth century at the same time of the manufacturing process. Certainly, the rise of the nuclear family didn't indicate the disappearance of the extensive family, but the coexistence and connective between both family structures categories: visit to the grandparents on weekends, annual meetings with

the family, all these activities proved the link between both types of families structures, as well as its weakness, since the beginning of the nuclear family. On the Eighties, when the nuclear family's autonomy was growing, the extensive family was being reduce as the main type of family in El Salvador. But on the fifties and sixties, people started to make colonies and these events open the beginning of nuclear family with its values, and traditions as the main type of family in our country. It was not easy for all these families to dispense with their parents, grandfathers and son, to begin their own families. (González, L. 2004)

Family could have a crucial effect on the learning process of its members, being this, one of the major institutions that have the rights to educate and have the major influence on it. (Fínez Silva, M.J, 2004). The family is the fundamental basis of the society, such as transmitting the inherence received and lived, for socializing new members, saving and reproducing this society, although assimilating innovative elements that make this will change over time in different generations. In urban areas of El Salvador, it is common to find households of one parent, one or two children with communication problems and dependence. In rural areas, they are often extended families where the head of household is the mother or grandmother, who have gathered in a physical place to a group of more or less related persons, overwhelmed by the precarious economic situation, with problems of overcrowding, alcoholism, domestic violence, low educational level and employment, and with little time by adults to devote to children and young people. The home in which one is born may mean the promise of a life full of options or perspective, almost irreversible, a life in poverty (UNDP, 2013). Also, the family is generally vulnerable because they do not have social support networks, because if it is small, depends very heavily on one or two people, and one or two salaries. According to UNDP in its *Human Development Report 2013. El Salvador Imagine a new country. Do the possible. Diagnosis and proposal*. "A child living in a house with some material deficiency can accumulate up to 3 years less of study other than the suffering. A similar effect has in years of education grow up in a home with deprivation of utilities (electricity, water and sanitation)." That's why the type of family in which students develop, can be crucial in the acquisition of a foreign language and its training as a student on the FLD at the University of El Salvador.



Socioeconomic status, on the other hand, can be an influential profile of a student of a foreign language factor. Socioeconomic status as a measure of economic and social position of a family or an individual based on education, income, and occupation is defined. (Vera R., 2013). If we talk about the economy as a crippling factor in the Salvadoran family, simply cite the reports thrown by different newspapers across the country and government institutions which reports on the current economic situation. An example of this is the cost of the market basket, which is defined as the set of previously defined goods and services that households buy and use directly or indirectly for the satisfaction of their own needs and desires, according to General Directorate of Statistics and Censuses (DIGESTYC, for its acronym in Spanish). If we compare both the total increase in market basket with the increasing of the minimum wage, we can find that this increase is not enough to meet the expenditure of all the needs of a home in El Salvador since the minimum wage varies by sector. According to the law, the minimum wage in our country should be checked every three years to verify the possibility of some increase, taken into account factors such as current inflation and other economic issues. In an official study carried out in the month of October 2014, it was concluded that the cost of the basic basket in El Salvador is \$193.10 and \$139.06 to rural areas; taking into account the minimum inputs to live.

The following table shows the labor and wage their respective sectors.

TABLE 1<sup>1</sup>

<b>LABOR SECTOR</b>	<b>MINIMUM WAGE USD</b>
Agricultural sector	\$118.20
Trade and service	251.70
Industry:	246.60
Manufacturing, textiles and clothing	210.90
<b>CROB HARVEST</b>	
Short coffee	\$129.00
Cotton crop	98.70
Sugar cane harvest	109.20
<b>SEASONAL AGRICULTURAL INDUSTRY</b>	
Benefits of coffee	\$171.00
sugar industry	124.20
Benefits of cotton	124.20

<sup>1</sup> Annex 1 Wages up to December 31<sup>st</sup> 2016.

Therefore, El Salvador has a serious problem of growth in its economy. As a relevant fact, this study shows that from 1991 to 2006 poverty dropped from 60% to 30% in the country, this reduction in poverty may be being influenced by remittances from Salvadoran emigrants. (Monge y Rodríguez, 2009). It could not be further from the truth the fact that students in the FLD receive remittances from a relative abroad, being somehow a support for their academic development. For other type of students the chance to study at university may be limited by the poverty of the country. In addition to this the lack of space within a public university, as it is the University of El Salvador, which is limited to accept a limit of students from either public or private institutions. According to Sol (2014) “The demand of the University of El Salvador as the only public university in the country is very large and resources in terms of infrastructure, equipment and staff are very limited. It is estimated that in the last decade, the number of applicants has increased to an average of 20,000 when the installed capacity is about 10 thousand new seats per year.”

The following table shows the demand of students that want to be accepted at the UES in the last six years.

TABLE 2<sup>2</sup>

<b>YEAR</b>	<b>APPLICANTS</b>	<b>ADMITTED</b>	<b>NO SELECTED</b>
2010	23,804	10,995	12,809
2011	25,063	9,887	15,176
2012	24,122	10,143	13,979
2013	19,610	10,357	9,253
2014	23,538	9,406	14,132
2015	23,621	9,868	13,753

Moreover, the academic training of students in El Salvador is divided into two sectors: public education and private education. Referring briefly to public education is that provided by state authorities. According to the Academic Administration (ADACAD) of the

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<sup>2</sup> Annex 5

University of El Salvador, 31.94% of students of the UES comes from the private education sector compared to 68.06%<sup>3</sup> from the public sector (2015). The curriculum of schools is designed by the Ministry of Education of El Salvador and also it provides the infrastructure of schools and institutions to develop the process of learning of the different cycles, from nursery up to high school. From a total of 5,212 public schools in the country, the 57.55% of “schools do not have enough classrooms to adequately serve the students, which affects the quality of education” (News, 2015). Public school receives every student at every level and do not make any aptitude test to assess the student's level to check whether they are in the capacity to develop within the school properly. If we talk about the academic quality that these sectors provide, we can say that is variable and this can be observed at the results of the *Test of learning and aptitude for education graduates media*, known as PAES, for its acronym in Spanish. Which shows that in the last six years the private institutions have obtained better average grades than public institutions.

TABLE 3<sup>4</sup>

<b>YEAR</b> <b>SECTOR</b>	2010	2011	2013	2013	2014	2015
PUBLIC	4.94	4.7	4.8	5.12	4.98	5.26
PRIVATE	5.79	5.3	5.6	5.81	5.86	6.01

According to the columnist, Helga Cuéllar-Marchelli from El Diario de Hoy, an analyst specializing in International and Comparative Education / Economics of Education, says: “Those who are in favor of private education, say that this is the result of a marked efficiency in school management and a greater commitment to learning. In contrast, advocates of public education, point out that the differences are due to the private sector has students from high-income families with access to books, technology guardians, etc., and leaves the public system the complicated task of educating the poorest. In practice, it is difficult to compare the quality of public sector with the private, when the former is much larger and very heterogeneous. Moreover, public schools do not operate with the same flexibility as

<sup>3</sup> Annex 2

<sup>4</sup> Annex 3

private, when evaluating the performance of teachers and principals, hire staff and allocate resources.”

Comparing the payment of tuition and fees from one sector to another, the economic separation is very large, because the public sector does not pay monthly tuition or tuition, in spite of the budget that the State provides to the MINED. In 2016 a budget of \$ 942,206,294<sup>5</sup> was approved and there has been an increase to the budget of \$ 210, 692,615 for its use and development of MINED during the past five years (GPGEC, 2016).

Tuition and school fees of the private sector, of different categories from A to C, where category A schools meet the requirements MINED calls for them to provide education; Category B schools are those that despite meeting the requirements need to improve a given requirement; and colleges in category C are those who are ready to close, they range from \$ 50 to \$ 400 in tuition and \$ 10 to \$ 189 in monthly payments. Students of the private sector can have large classrooms, teaching materials such as computers, internet, among others. Unlike students from public institutions where conditions could be different. In either case, the economic and social status has a strong influence on the student profile and therefore it is important to clarify the fact that neither high or low economic conditions will produce a good or bad English language learner as a foreign language, but it can have an effect on student profiles and consequently in the development of courses and the development in language learning.

After establishing differences between public and private education sector is important to return to the main theme of this research, and it is necessary to know if the educational background, whether it comes from public or private school, student of the third year of the degree in English language can have an influence on each of their profiles.

It is also important to know through this research not only the external factor (family, socioeconomic status, place of origin) and the incidence of this profile of students, but also

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<sup>5</sup> Annex 4

the internal factor (motivation, age, self-concept, self-esteem) and their importance in learning of each individual. One of those internal factors that cannot be ignored in understanding this process is intrinsic motivation. "The motivation in general can be defined as the set of physical or psychological needs, values and social models built, not always aware that guide the behavior of the individual towards achieving a goal" (Psico., 2009). In this particular case is the intrinsic motivation, which according to Lorenzana is defined simply as conduct that takes place frequently and without any external contingency, which influences positively or negatively on the performance of students both in their daily lives and important decisions they take. This important part of human being can help students have a better learning the language or can cause them difficulty on learning this.

Finally, we can say that students of the third year of the degree in English Language come from different backgrounds and areas of our country, many of them lack the basic requirements for a development worthy of a human being so it would be wrong drop it in the investigation. According to The World Bank, poverty in El Salvador it has declined from 40.6% of the population in 2011 to 29.6% in 2013. Although these data vary greatly from the Salvadoran reality, and the Social Investment Fund for Local Development (FISDL, for its acronym in Spanish) reports that in the 262 municipalities in El Salvador there is extreme poverty, where 32 of these municipalities have severe extreme poverty, with five municipalities in the department of Morazán the poorest in our country, among these is Torola municipality that has an extreme poverty rate of 60.4% of its total population is 1,801. In contrast, San Salvador only it has extreme poverty rate of 6%. For example, we can to weigh the advantages that a student who lives in the municipality of San Salvador where it has the necessary resources for their daily life as electricity, water, adequate housing and the best of computer cases and Internet would for their studies and disadvantages of a student from the town of Torola having travel long distances to get to their school so he must get up very early and arriving late to his home, where in most cases not They not even have electricity or running water for survival and find it difficult to have access to a

computer and perform tasks that some professors tend to allocate on the platform of the FLD of the UES, so their academic performance is affected.

## **1.2 DELIMITATION OF THE PROBLEM**

This research will reach the student population in third year of BA in English Language , semester II / 2016 of the University of El Salvador and verify as the profile of this population influences or not learning a foreign language.

## **1.3 JUSTIFICATION**

Because daily demand in the acquisition of a foreign language is increasing, this to improve skills and competences in the workplace, many universities have seen the need to increase capacity in their classrooms for training teachers specialized in teaching a foreign language. The Foreign Languages Department (FLD) of the University of El Salvador (UES), which offers racing BA in English Language Teaching and Bachelor option Modern Languages specialty French and English is no exception. According to ADACAD only this year 2016, the number of students who make up the student population at FLD is 930. In comparison to registration or entry to FLD 1136, 1052, 1022 and 1057 in 2011, 2012, 2013, 2014 and 2015 respectively. The requirements to study in the FLD are:

- a) If the student is newly enrolled, the approval of the admission test is needed and has reached the required score to study the desired career.
- b) If the student income is old and has chosen career change must have studied one year at the UES and make the career change process.

However, this test evaluates only general knowledge that students acquire during their passage through secondary education regardless of the student profile and circumstances that have shaped him.

It is for this reason that this research aims to determine the influence of students' profile on learning English, of third year students of the Bachelor of Arts in English of the Foreign Languages Department at the University of El Salvador in semester II- 2016, since it is in the

sixth semester of the major that students complete intensive English courses and began to pursue training for their future as teachers of English subjects.

“The whole learning process has always conditioned by a number of factors and when we refer to the acquisition of a language, the way forward is characterized by a diverse complexity.” (Nolasco, 2004).

Each student is a unique human being and with it, he develops in a different environment, therefore, to ensure that they have the same reaction to an action is wrong because the student needs are different, “anyone who has learned a language abroad can say that is not an easy task. They should practice and develop multiple skills where many factors can help or hinder the learning process” (Johnson, 2006). Following this, the profile of each student is different.

## **1.4 OBJECTIVES**

### **1.4.1 General Objective**

- To analyze to what extent the students’ profile influence in the learning process of English as a foreign language through a survey and whether or not the socioeconomic, the environmental and the educational background factors influence the learning process in order to improve the acquisition of English as a foreign language.

### **1.4.2 Specific Objectives**

- ✓ To determine the influence of the socioeconomic factor in the students’ profile during the learning process.
  
- ✓ To determine the influence of the environmental factor in the students’ profile during the learning process.

- ✓ To determine the influence of the educational background factor in the students' profile during the learning process.

### **1.5 RESEARCH QUESTION**

To what extent the process of learning English as a foreign language is influenced by the students' profile of the third year of the Bachelor of Arts in English, emphasis in teaching, in semester II/2016, at the University of El Salvador?



## **2. HISTORICAL FRAMEWORK**

As time passes and technologies increase nowadays on the twentieth century, it is more difficult for the Salvadorian society to be at the forefront to get a job; that is why it is very necessary to learn a new language; in this case, we are talking about learning English as a foreign language. For that reason, the Foreign Language Department (FLD) at the University of El Salvador (UES) has been providing with language training in both English and French since its foundation as a general language academy and it was formally accredited as Foreign Language Department in 1956. The FLD has taken the lead for 59 years and it has been training professionals in language teaching up to the present.

At the University of El Salvador, specifically at the FLD, it can be found different kinds of students very concerned and enthusiastic about learning a new language. Every student has a personal notion about life and that is because they come from different places and they develop their personality according to their life style and it's because of those factors that students develop a unique profile that makes them have a different learning style. On this research we are going to detailed every factor that makes students opt to study a foreign language and how those factors have an influence or not during this process.

## **CHAPTER III**

### 3. THEORETICAL FRAMEWORK

Today speaking a second language like English is one of the requirements that Salvadorans need to fulfill when applying for a job at any company or place that requires staff, so people decide to enroll into free courses where they will be taught everything related to language. The students who graduate from high school and decide to continue their higher studies, opt for a career where English is taught and this is confirmed by the statistics provided by the ADACAD from the School of Sciences and Arts in its online portal, where enrollment of students that went to the FLD during 2016 in its first semester was 986 students. However, enrollment of students who wish to join the DIE has decreased compared to previous years.

The following chart presents the number of students in the Foreign Languages Department (FLD).

TABLE 4<sup>6</sup>

YEAR	TOTAL OF STUDENTS
2015	1057
2014	1022
2013	1052
2012	1136
2011	1139

Even though, there is a reduction of 18.21% of students coming to the FLD there are still companies in where the people have to have at least 80% of domain in the English language in order to apply to a job, not only in the educational area but also commercial or industrial area. It has been said before that learning a second language is essential to function in a globalized world, comprising to know about different cultures, societies, economies and technologies, and to help students to achieve their goals. However, learning the language will be influenced either by external and internal factors. As Engine says in his article *“Second Language Learning Success and Motivation”*:

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<sup>6</sup> Source available in: [https://academica.ues.edu.sv/estadisticas/poblacion\\_estudiantil.php](https://academica.ues.edu.sv/estadisticas/poblacion_estudiantil.php)

“There are a number of variables and factors that influence students’ learning achievement in school, both directly and indirectly. It is important to have enough information about the students in order to be prepared for teaching them.” (2009)

### **3.1 ENVIRONMENTAL FACTOR**

Among external factors that can influence the students’ profile and thus their way of learning, we have the environmental factor in which the students have developed at different stages of life, socioeconomic status, in which students live and develop and their previous knowledge of English. Being the environment in which a person grows, one of the external factors influencing the life of any individual, it is important to know the environment in which students have grown. Part of that environmental in which students develop and live is the family. According to the Constitution of El Salvador in its article 33 says that “the law shall regulate the family relation resulting from a stable union of a man and a woman.” and within the framework of the Family Code in its article 2 “Family is the permanent social group, consisting of the marriage, not marriage union or kinship.” which dictate that the family is made up of the marriage, father and mother. However, in recent years the need of finding a better economic stability has led Salvadoran families to separate, leaving the caring of the children either to the mother or the father, or in more difficult situations, leaving them to care by a close relative (grandparents or uncles). Family disintegration consisting in breaking the family unit, cause destabilization in the family. According to a study conducted in 2005 by the United Nations Development Program (UNDP) “there is no accurate data on the number of Salvadoran families impacted by migration.” This situation is one of the major causes in the environmental factor in which students are forced to live, thus losing the interest and motivation in their studies and thus affecting their academic performance and causing other problems such as seek 'refuge' in organizations as are criminal gangs.

### **3.2 SOCIOECONOMIC FACTOR**

Second causal within the environment in which the student develops is violence. Violence in El Salvador has increased abruptly. El Salvador is the sixth country with the highest rate of homicides per 100,000 inhabitants has a rate of 43.9 (WHO, 2014).

These numbers published by the World Health Organization shows the degree of violence in the country to which students are daily exposed. While it is true that many may not be directly affected somehow indirectly affect them so that make an influence in their profile both as a student as a person.

Adding to the environmental factor in which the students develop; it is the socioeconomic status as a second factor that may influence the students' profile. In a society where Salvadoran socioeconomic status is not balanced it is not difficult to see cases where students have to work and study at the same time to help their parents to cover the needs at the home. As a result, many students do not have the enough financial resources to acquire original material (textbooks, workbooks, etc.) that will be used in each of the subjects who may be pursuing during the course of study. Also the educational gap between the private and public sector is part of socioeconomic differences among students from the FLD as there are students from private schools where they are taught English as a second language and even students are taught basic subjects in that language. While in public schools, students are taught English as a subject and as a superficial way. According to Martinez (2009) students in public institutions are not taught the English language for more than 500 hours from the seventh grade until the second year of high school. "Most studies compare students of all socioeconomic levels to reach the conclusion that low socioeconomic status affects negatively a number of educational outcomes" (Considine & Zappalà, 2001). Through this statement can be said that students from public institutions have a disadvantage over those from private institutions, that due to their socioeconomic

difference and since, as written before, the Salvadoran families where their income is the minimum wage<sup>7</sup>.

Considering that many of these families are single parent, students from schools or public institutions will be difficult to access to the necessary tools for learning a foreign language (internet, books, CDs, DVDs, dictionaries, etc.) compared to those from private schools where students pay tuition that do not drop the \$150, possessing the necessary tools at hand.

According to Considine and Zappalà in their work *“Factors Influencing the Educational Performance of Students from Disadvantaged Backgrounds”*, there are a number of patterns that students from low socioeconomic status reflect, which are:

- have lower levels of literacy, numeracy and comprehension;
- have lower retention rates (children from low SES families are more likely to leave school early);
- have lower higher education participation rates (children from low SES families are less likely to attend university);
- Exhibit higher levels of problematic school behavior (for instance truancy);
- are less likely to study specialized math and science subjects;
- are more likely to have difficulties with their studies and display negative attitudes to school; and
- have less successful school-to-labor market transitions.

These patterns may or may not be alien within Salvadoran society depending, obviously, of socioeconomic status that the students have, and impact in learning English as a foreign language. In order to erase or diminish differences of the English learning among students who come from a public or a private institution it should “be made structural changes in all

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<sup>7</sup> Table 1 is within the statement of the problem that shows the different minimum wages for a Salvadoran earns monthly, depending on the sector in which it operates.

areas that make up the educational act to ensure the change from a purely traditional model teaching to one more communicative and more practical since is requested in this XXI century” (Pineda, 2013). This is reflected in the FLD, since teachers use the *communicative language teaching* (communicative approach) which helps students to interact with their counterparts since that is the means and the ultimate goal in learning English as a foreign language.

However, these external factors are not the only ones who develop the students’ profile as internal factors tend, like external, to mark the students’ profile.

“Students’ immediate environment: their family and friends, and the broader socio-economic context play an important role in goal setting, attitude formation and in influencing students’ self-efficacy beliefs and the effort and persistence with which they carry out learning tasks.” (Kormos & Kiddle, 2013)

### **3.3 EDUCATIONAL BACKGROUND FACTOR**

#### EDUCATION IN EL SALVADOR

All learning process is conditioned by various factors, which for this research, have been divided into three groups. As the third of them, it can be the educational background, in which most of FLD students have been developed. For this reason, it is necessary to study the kind of education these students have acquired. In this research, the educational background has been divided into two branches: public education and private education.

#### PUBLIC EDUCATION

The Constitution of the Republic of El Salvador, in Article 53 establishes the right to education and culture as an inherent right of the person, recognizing that this is essential for human beings in order to live in dignity, which assigns to the State, obligation and primary purpose of preservation, promotion and dissemination. The State, in compliance with that mandate, has the responsibility to establish institutions and services necessary (Art. 54). As part of that process, the State has created the Ministry of Education as the body should develop and implement educational policies. It has also formed a legal framework

regulating the education system; within this framework legal are General Education Law of El Salvador (LGE, for its acronym in Spanish), the Teaching Profession Act (LCD, for its acronym in Spanish) and Higher Education Act (LES, for its acronym in Spanish).

Within the education system, education is understood as “a process of training permanent, personal, cultural and social that is based on an integral concept of human person, their dignity, their rights and their duties” (LGE, Art. 1). The education system recognizes two ways to train people: formal education and non-formal (LGE, Art. 8). The LGE defines formal education as one that “is taught in educational establishments authorized in a regular sequence of years or teaching cycles, and subject to progressive curriculum guidelines leading to degrees and diplomas”; while non-formal education is recognized as “being offered in order to complete, update, supply knowledge and training in academic or labor issues, without being subject to system levels and degrees of formal education”. In both cases, the governing body and make norms is the Ministry of Education (MINED).

In non-formal education, there are educational opportunities for young people and adults that, because of different circumstances, did not start or continue their studies at the time. It has literacy and flexible forms, which are articulated to the formal system, mechanisms defined to establish equivalence with grades of formal education, since second grade until the second year of high school.

As for the levels of study, the General Education Act recognizes five levels:

#### INITIAL EDUCATION:

Begins at the conception of a child until four years old. It seeks to promote the development socio-affective, psychomotor, sensorperceptive, language and play, through adequate early stimulation (LGE, Arts. 16 and 17). Actions at this level require a very active participation with family and community.

#### PRESCHOOL EDUCATION:

It consists of three years of study, attention focused on four to six years. Involving family, school and community in the development of curricular components to promote the comprehensive development of this age group (LGE, Art.18).

#### BASIC EDUCATION:

It comprising nine years of study, the first to the ninth grade, and is organized into three cycles of three years each, usually starting at seven years of age (LGE, Art 19).

#### MIDDLE EDUCATION:

This level includes two types of education, one general and another technique, which have a duration of two and three years respectively. When this level is finished, it allows the continuation of higher education or their incorporation into working life (LGE, Art. 22).

#### HIGHER EDUCATION:

It is any systematic effort of post-secondary education and training includes technology education and university education. It comprises seven academic degrees: coach, teacher, technologist; graduate, engineer and architect; teacher, doctor and specialist (LES Arts. 4 and 5).

In addition to these levels, the educational system recognizes Adult Education, Special Education, Arts Education, Physical Education and School Sports.

The Constitution of the Republic was reformed in 2009, extending the right of free more educational levels. Currently it states: "The early childhood education, primary, secondary and special will be free when provided by the State" (second paragraph of Article 56, ratified and published in the Official Gazette on June 4, 2009).



Despite the legislation, the structure and composition of the education system remains pyramidal, concentrating on basic education coverage, but decreased in early childhood education, secondary education and higher education.

#### AVERAGE SCHOOLING AND LITERACY

According to the Household Survey of Multiple Purposes (EHPM, for its acronym in Spanish), average schooling is conceived as the number of years, people approved six years and older. Their analysis allows inferring on the educational situation of a country, while refers to number of degrees approved by the population average.

It is conducted by the Ministry of Economy, meaning through the Department of Statistics and Census (DIGESTYC, for its acronym in Spanish). It is a statistical instrument for the country, to provide information on the socioeconomic situation of Salvadoran households, which allows planning and implementing public policy actions for development of the country and on the other hand, facilitating the monitoring of the effects that social policy measures produce.

The gaps in rural areas have not been able to overcome. According to DIGESTYC in the year, 2011 nationwide, average schooling was 6.2, but in rural areas is 4.3 degrees<sup>8</sup>. These data are a warning of what happens in the formal education system: problems of desertion, repetition and survival directly influence levels schooling country.

As already mentioned, in rural areas, opportunities to complete at least Basic Education (Ninth grade), are limited by factors of poverty and little social value of education. This assessment is supported by the results of EHPM several years, which has been drawing the above factors as limiting parents' family to send their children to school. In addition, the chances of completing the Basic education are related to the offer, which decreases at that level, especially in rural areas.

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<sup>8</sup> Annex 7

## LITERACY

With regard to literacy, according to EHPM 2012, the percentage of people aged 10 and more on condition of illiteracy declined from 18% in 1999, which was 12.8% in 2011. In rural communities, this percentage decreased from 29% to 20% over the same period. In the last case, the reduction is 9 percentage points in 11 years, less than one point per year<sup>9</sup>.

Overall, educational indicators have shown progress, but fails to the leap in quality, equity and relevance expected. The Salvadoran government has not invested necessary resources to fulfill international commitments, challenges and goals. Investment percentages have been 3% of gross domestic product (GDP) and average investment costs per student are not competitive by investing in the latest decade and average of \$172, in Preschool, \$ 262 and \$ 285 Basic Education and in High School Education, this according to the Ministry of Education and Ministry of Finance.

## PRIVATE EDUCATION

According to the columnist, Helga Cuéllar-Marchelli from El Diario de Hoy, an analyst specializing in International and Comparative Education / Economics of Education, said: "Those who are in favor of private education say that this is the result of a marked efficiency school management and a greater commitment to learning. In contrast, advocates of public education, point out that the differences are due to the private sector has students from high-income families with access to books, technology, tutors, etc., and leaves the public system the complicated task of educate the poorest. In practice, it is difficult to compare the quality of public sector with the private, when the former is much larger and very heterogeneous. Moreover, public schools do not operate with the same flexibility as private, when evaluating the performance of teachers and principals, hire staff and allocate resources. "

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<sup>9</sup> Annex 7

Comparing the payment of tuition and fees from one sector to another, the economic separation is very large, because the public sector does not pay monthly tuition or tuition, in spite of the budget that the State provides the MINED. In 2016 a budget of \$ 942,206,294<sup>10</sup> was approved and there has been an increase to the budget of \$ 210,692,615 for its use and development of MINED during the past five years (GPGEC, 2016).

Tuition and school fees of the private sector, of different categories from A to C, where category A schools meet the requirements MINED calls for them to provide education; Category B schools are those that despite meeting the requirements need to improve a given requirement; and colleges in category C are those who are ready to close, they range from \$ 50 to \$ 400 in tuition and \$ 10 to \$ 189 in monthly payments. Students of the private sector can have large classrooms, teaching materials such as computers, internet, among others, unlike students from public institutions where conditions could be different. In either case, the kind of education has a strong influence on the student profile and therefore it is important to clarify the fact that neither a private or public institutions, will produce a good or bad English Language Learner as a foreign language, but it can have an effect on student profiles and consequently in the development of courses and the development in language learning.

If talking about the academic quality that these sectors provide, it can be said that is variable and this can be observed at the results of the test known as PAES, which shows that in the last five years the private institutions have obtained better average grades than public institutions.

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<sup>10</sup> Annex 4

## CHAPTER IV

### 4. HYPOTHESES

#### 4.1 RESEARCH HYPOTHESIS

The students' profile of third year of third year of the Bachelor of Arts in English at the Foreign Language Department of the University of El Salvador during semester II/2016 influence in learning English as a foreign language.

#### 4.2 SPECIFIC WORKING HYPOTHESES AND VOID HYPOTHESES

H<sub>1</sub>. The types of profile that affect learning English as a foreign language are: socioeconomic, environmental and academic.

H<sub>01</sub>. Profiles such as socioeconomic, environmental and academic have no impact on the student profile.

H<sub>2</sub>. The students' profile is related to learning English as a foreign language.

H<sub>02</sub>. Learning English as a foreign language has no relation to the student profile.

H<sub>3</sub>. The students' profile and their learning styles are related when learning English as a foreign language.

H<sub>03</sub>. The students' profile and their learning styles are not related when learning English as a foreign language.

### 4.3 OPERATIONALIZATION OF THE HYPOTHESIS VARIABLES

- ✓ Independent variable: Students' profile
- ✓ Dependent Variable: Learning English as a foreign language.

#### 4.3.1 OPERATIONALIZATION OF VARIABLES

HYPOTHESIS	VARIABLES	INDICATORS
Hg. The students' Profile of third year of third year of the Bachelor of Arts in English at the Foreign Language Department of the University of El Salvador during semester II/2016 influence in learning English as a foreign language.	I.V The student`s profile	- emotional growth - students' age - students' genre - residence - family structure - high school background - socioeconomic level
	D.V Learning English as a Foreign Language	- attitudes to get new knowledge - aptitudes to learn a new language - learning styles - learning strategy - teaching method

## CHAPTER V

### 5. RESEARCH DESIGN

This study is oriented to the descriptive type, since it is tent to describe characteristics of a population or phenomenon. This one will be a study with the intention of describe a new facet of the development of future professional in English learning at the Bachelor of Arts in English at the Foreign Languages Department.

The design is a non-experimental and cross-correlational research as this research will be responsible for describing the relationship between the two variables at a given time, which will be during the semester II 2016 in the DIE of the University of El Salvador.

## CHAPTER VI

### 6. POPULATION AND SAMPLE

#### 6.1 POPULATION

It will be taken as a basis all the individuals or elements from which it is desired to refer.

In this research, the population that has been considered will be the total active students of the third year of the Bachelor of Arts in English at the Foreign Language Department during the Semester II 2016, 600 students approximately. In addition, 3 teachers from the DIE will be interviewed, the Director of the School of Social Sciences, an analyst from Diario de Hoy and a teacher from the Pedagogical University of El Salvador.

- MsC. Alexander Landaverde (teacher from DIE)
- MsC. Nicolás Ayala (teacher from DIE)
- MsC. Juan Carlos Cruz (teacher from DIE)
- Lic. Ernesto Pineda (Director of the Social Sciences School)
- MsC. Helga Cuéllar-Marchelli (Analyst specializing in International and Comparative Education / Economics of Education from El Diario de Hoy)
- MsC. Dalila Alcira Cruz (teacher from Universidad Pedagógica, Administration of Education)

#### 6.2 SAMPLE

Having already defined the population that will be the subject of study in this research is necessary to have a sample of the total, which will make use of a random probability probabilistic sampling since all students will have equal opportunity to participate in the research.

### **6.2.1. Procedure for determining the sample size.**

A 15% of the total student population will be taken into account in order to administer the survey, this 15% correspond to 90 DIE students.

### **6.2.2. Sampling Type**

The probabilistic sampling will be used.



## CHAPTER VII

### 7. ANALYSIS OF DATA

#### 7.1 DATA GATHERING PROCESS

The data were gathered during the final months of semester II/2016. First, the techniques to be used were selected based on the specific information that wanted to be collected. It was decided that the survey and the interview were going to be the techniques to be used in the research. The objective of using these techniques was to obtain more reliable and valid information at the end of the research and to collect the information taking into account the perspective of those involved in the problematic situation: the teachers and the students. Besides, the perspective of the research team as include to finally comparing all perspectives. Then the instruments to be used were selected, created, and tested. These instruments were a questionnaire and an interview.

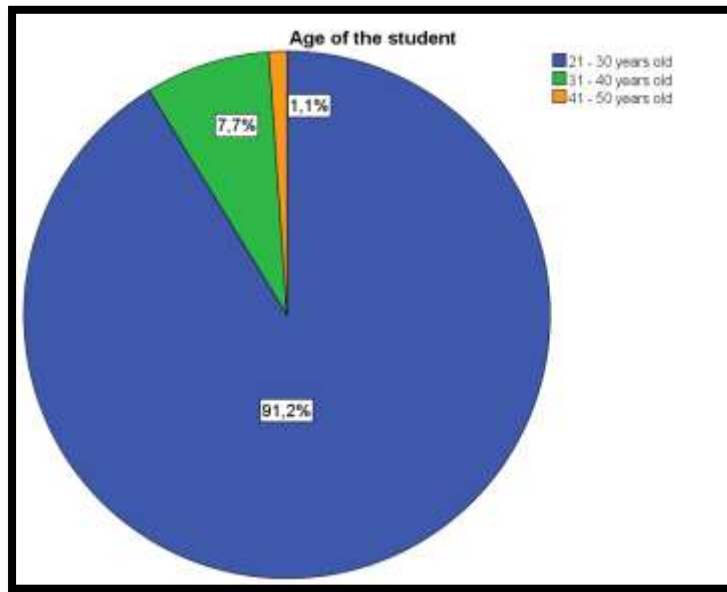
First, in the month of November and December 2016, the survey was administered to students of the third year. Finally, in the same month of December 2016, the interviews were carried out with teachers of the FDL, a teacher from Universidad Pedagógica and the analyst. For this, a list of prepared questions was used as an instrument. The interviews were semi-structured interviews since teachers were given the opportunity to extend on their answers if necessary and not just answering questions providing short answers.

#### 7.2 DATA ANALYSIS

##### 7.2.1 ANALYSIS OF SURVEY RESULTS

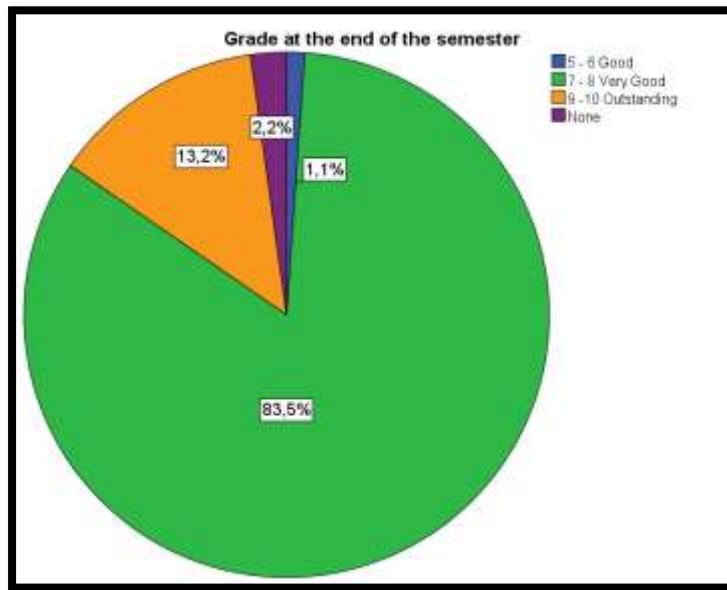
Based on the data that was collected in the Foreign Languages Department from the students of the Bachelor of Arts in English, emphasis in Teaching, in semester II/2016, it was found the following general information.

### GRAPHIC ONE



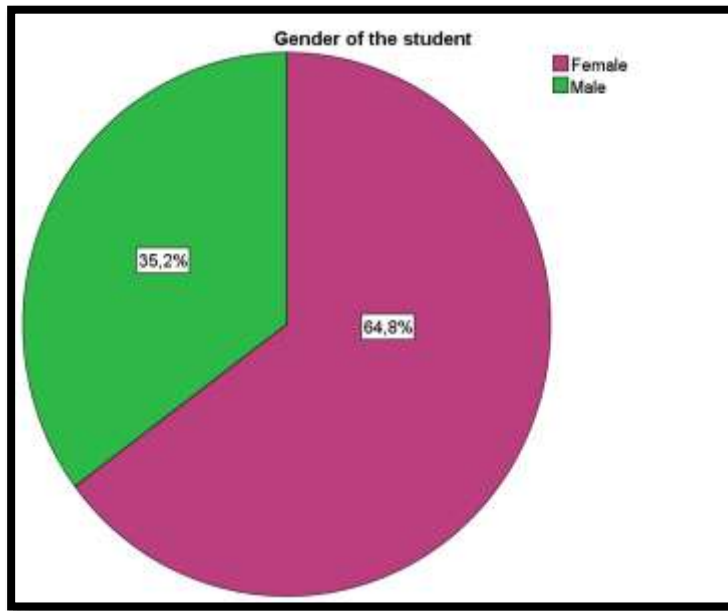
The age of the students was ranked in three groups, where 91.2% are students from 21 to 30 years old; 7.7% from 31 to 40; and 1.1% between 41 and 50 years old.

### GRAPHIC TWO



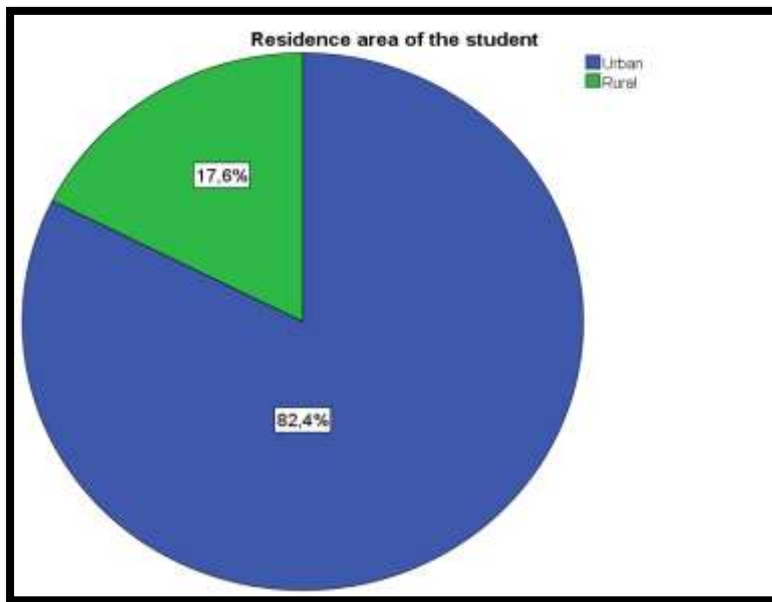
Most of the surveyed students (83.5%) have a GPA between 7 and 8, what is satisfactory since the minimum average to pass a subject is a GPA of 6.

**GRAPHIC THREE**



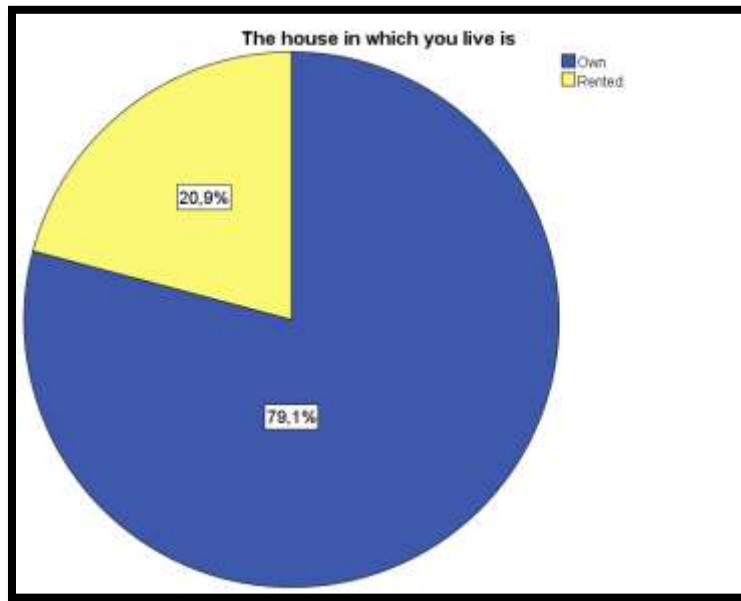
Related to the gender of the population, most of the surveyed students were women, 64.8%, while 35.2 % were men.

**GRAPHIC FOUR**



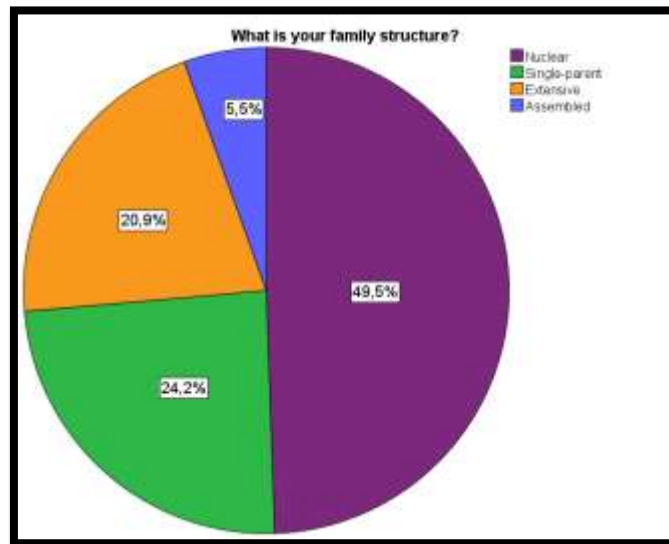
It was found that most of them live in the urban area of the country, with 82.4%, and 17.6 % live in the rural area.

**GRAPHIC FIVE**



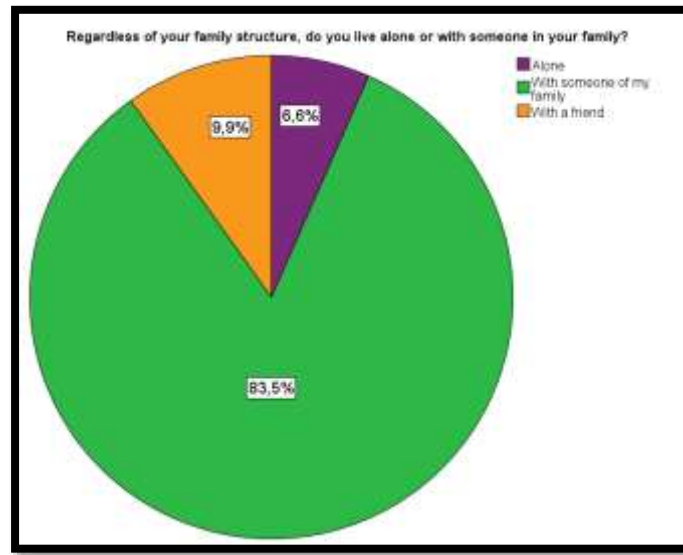
Most of the surveyed population lives in its own house (79.1%).

**GRAPHIC SIX**



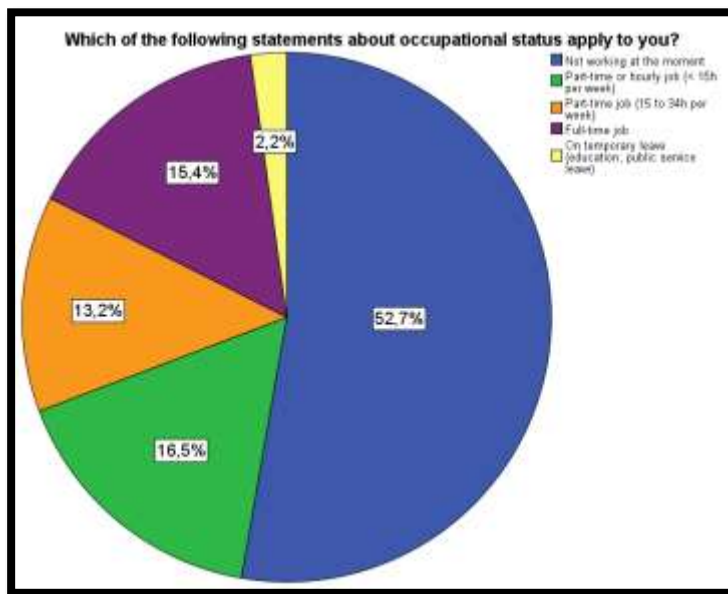
Students were asked about their family structure to which most of them are part of a nuclear family, which means, they live with their parents and brothers or siblings. While a minority of 5.5% is part of an assembled family.

### GRAPHIC SEVEN



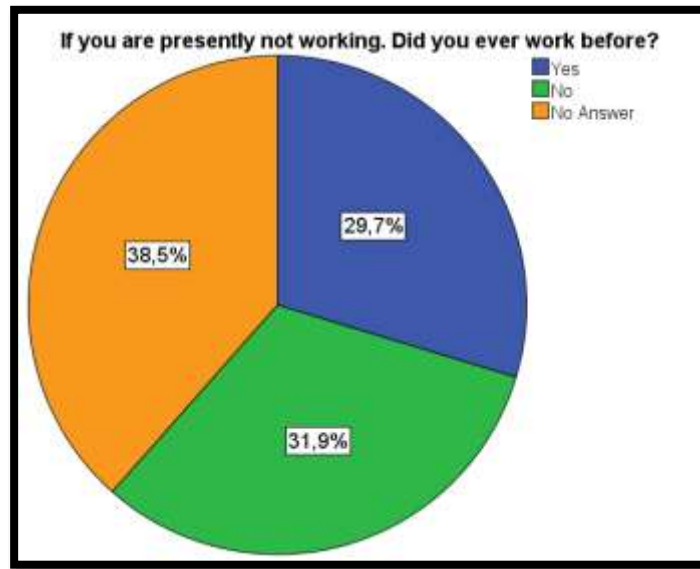
For this question, 83.5% of the surveyed students live with at least one member of their family, while just 6.6% of the population lives alone.

### GRAPHIC EIGHT



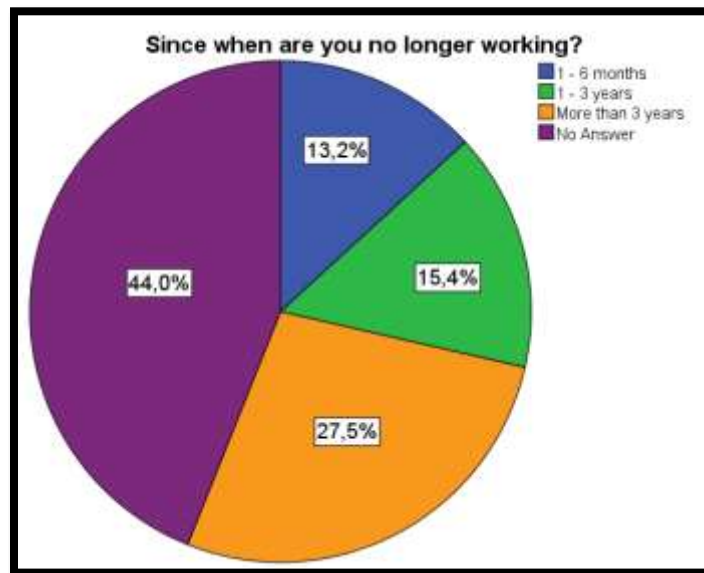
In this question, it was necessary to know any occupation of the students. It was found that most of them are not working at the moment; and 45.1% is working in different areas.

### GRAPHIC NINE



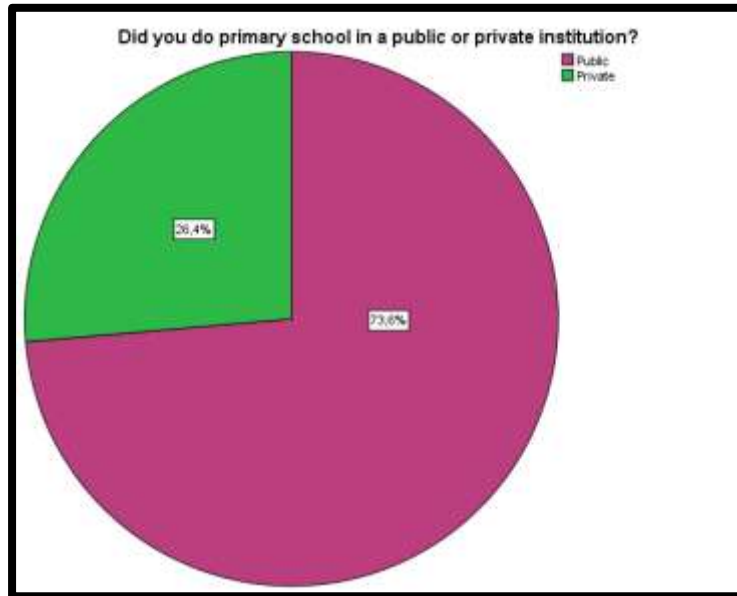
This graph shows that most of the population has never worked before, but almost the same amount has worked at some time.

### GRAPHIC TEN



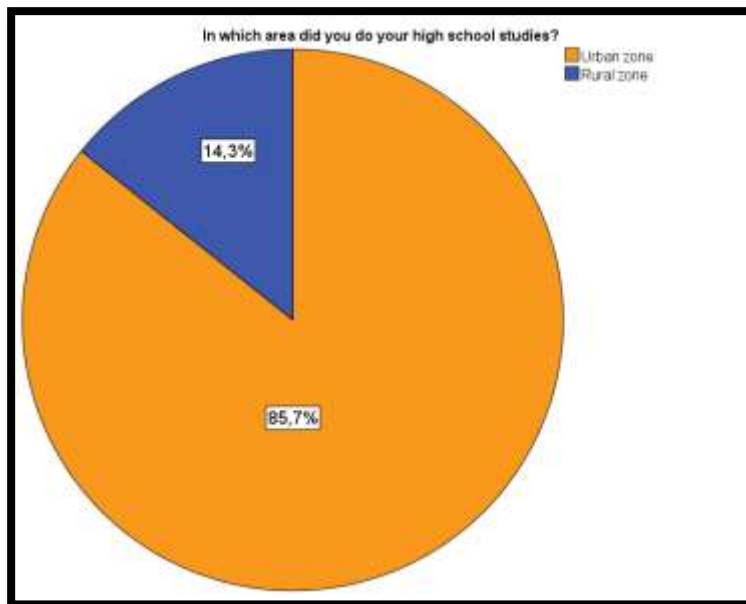
This graphics shows that 27.5% has 3 or more years without a job, this can be because of the lack of opportunities in the country, or because they have decided not interrupting their studies.

### GRAPHIC ELEVEN



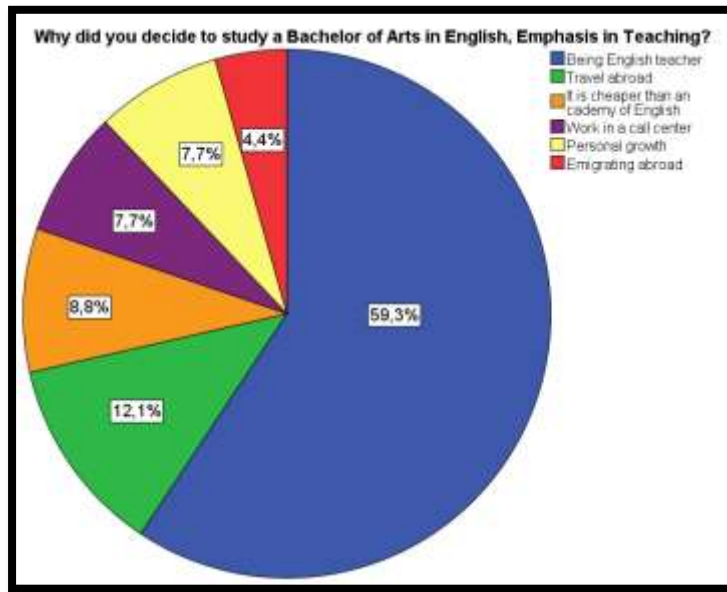
Just 73.6 percent of the students' did their primary school in a public school. On the other hand, just 26.4 did their primary school on a private institution.

### GRAPHIC TWELVE



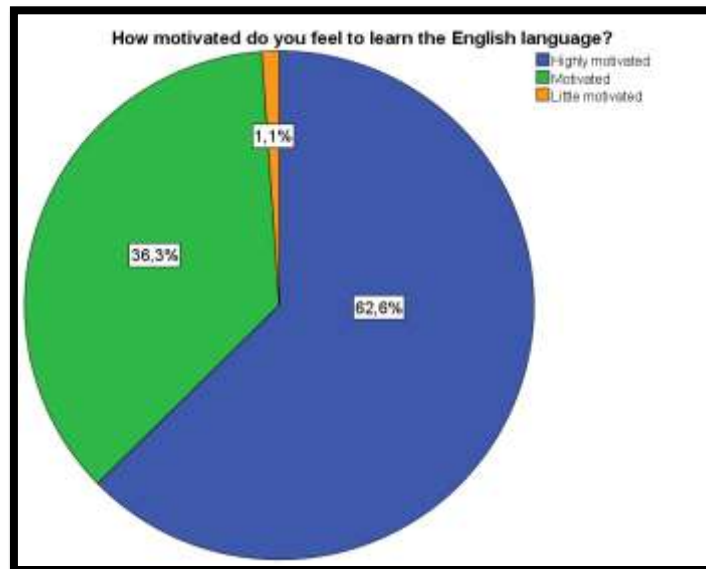
Just 87.7% of the students' did their high school in the urban zone of our country. On the other hand, only 14.3% have developed their high school in the rural zone.

### GRAPHIC THIRTEEN



It is clear that the majority of the students chose the English major to be an English teacher, and just 4.4% chose the major because it is cheaper than an English academy.

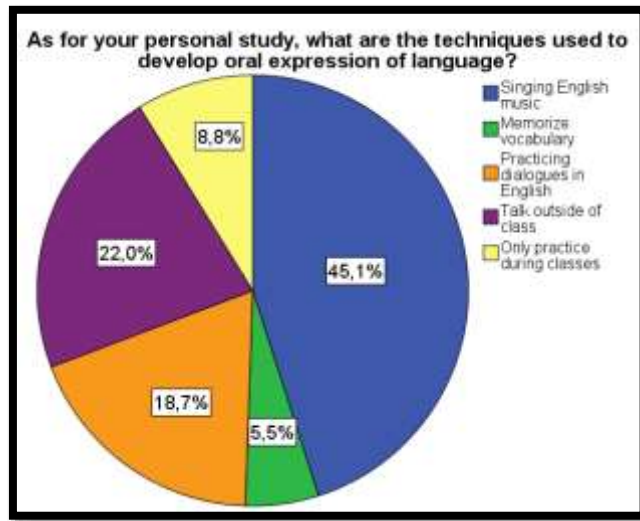
### GRAPHIC FOURTEEN



Just 62.6% of the students felt highly motivated to study English, meanwhile 1.1% felt less motivated.

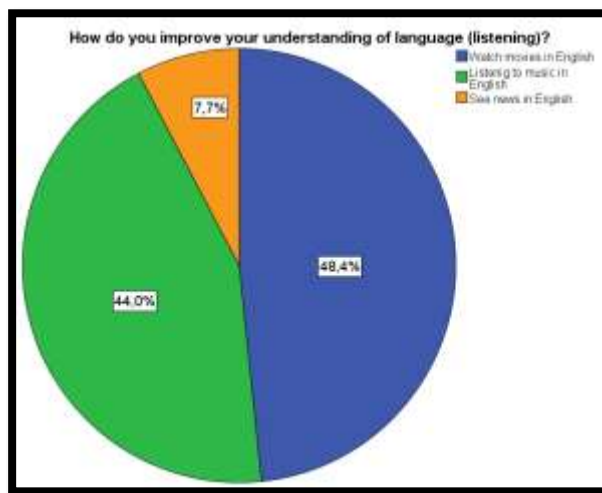


### GRAPHIC FIFTEEN



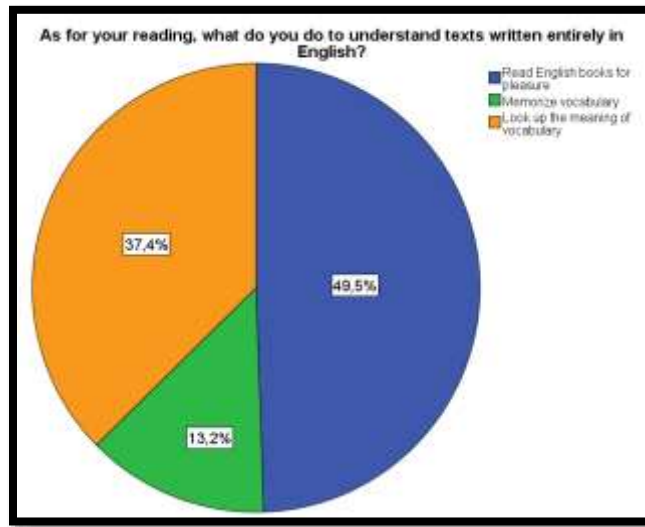
The majority of the students are used to sing in English to develop their oral expression. On the other hand, 22% of the students tried to speak outside of the classroom in order to practice. In addition, 18.7% practiced dialogues in English to improve their speaking, meanwhile 5.5% of the students' used to memorize vocabulary in English.

### GRAPHIC SIXTEEN



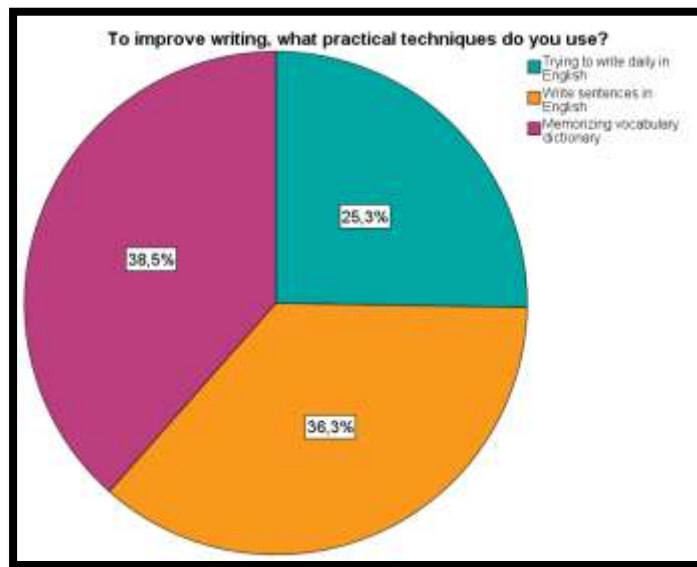
On the listening skill 48.4% of the students are used to watching movies in English to improve this skill, on the contrary only 7.7% of the students tried to watch the news in English.

### GRAPHIC SEVENTEEN



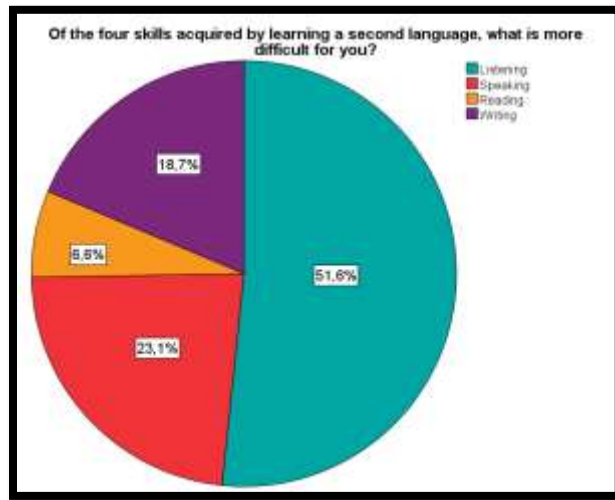
In order to improve their Reading skills, 49.5% of the sample of students at the FLD read book in English for pleasure. A 37.4% look up the meaning of the unknown vocabulary and 13.2% of the sample memorize vocabulary.

### GRAPHIC EIGHTEEN



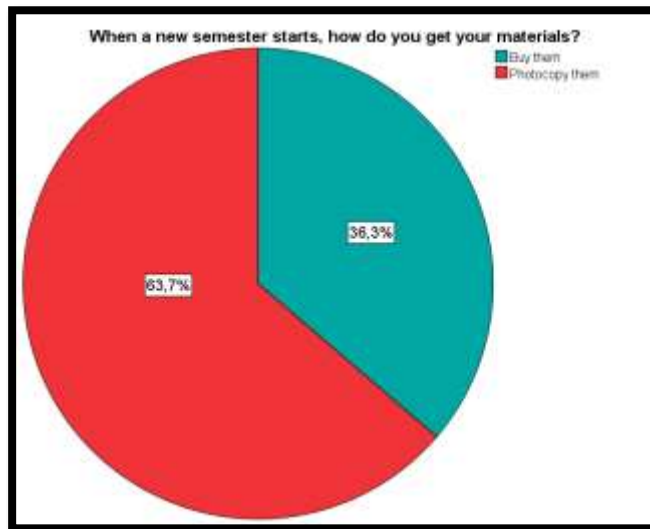
To improve their writing, 38.5% of the simple of students at the FLD memorize vocabulary from the dictionary, 36.3% of the sample just write sentences in English and 25.3% try to write in English daily.

### GRAPHIC NINETEEN



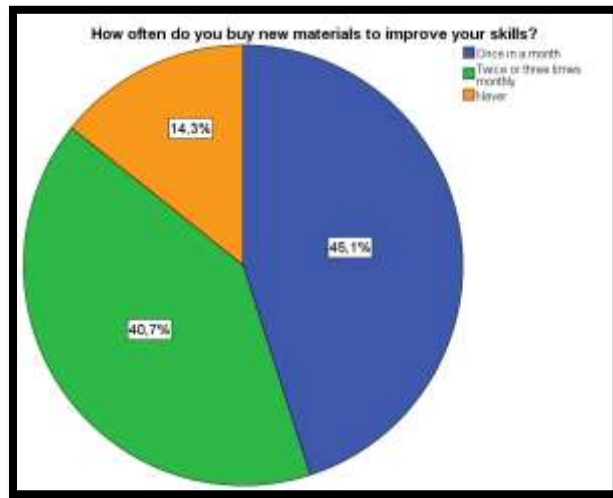
As known, it is very important to develop the four English skills in order to get full knowledge about the language. Taking into account that information it is clear that 51.6% of the students agreed that listening is the most difficult skill for them, meanwhile just 6.6% agreed that reading is the most difficult skill for them.

### GRAPHIC TWENTY



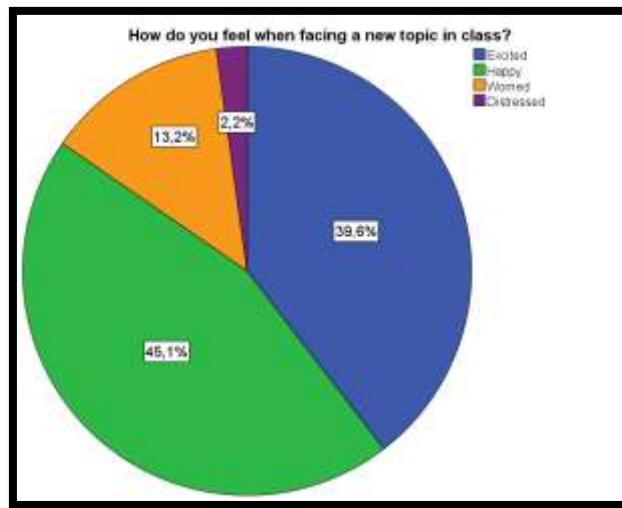
When a new semester starts students have to buy their daily materials, because of the economy 63.7% of the students photocopy them and just 36.3% of the students buy new material.

### GRAPHIC TWENTY-ONE



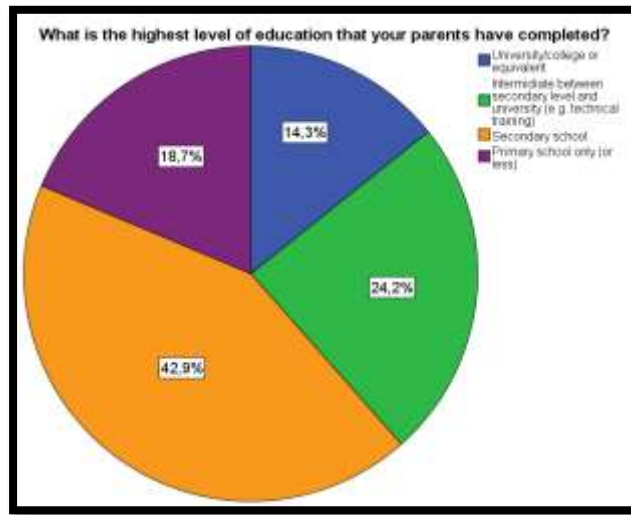
It was found that from the total of person interviewed 45.1% buy new materials just once in a month. While 40.7% buy new material twice or 3 times and 14.3% said that they never buy new material in order to improve their skills.

### GRAPHIC TWENTY-TWO



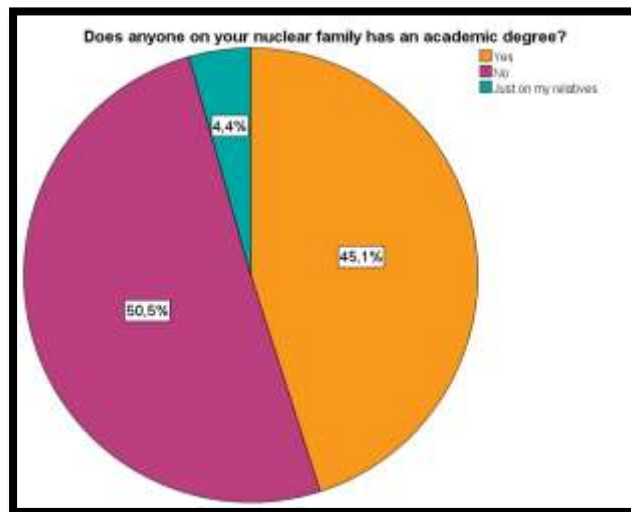
It was found that from the total of people interviewed 45.1% feel excitement when facing a new topic. While a 39.6% feel happiness. Just 13.2% feel worried and 2.2% feel distress when facing a new topic in class.

### GRAPHIC TWENTY-THREE



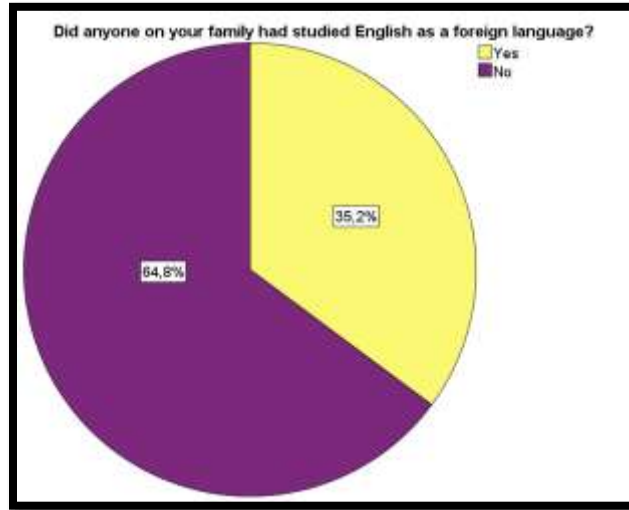
It was found that from the total of person interviewed 42.9% said that their parent have a university level of education. While 24.2% have a secondary (technical training) level. Just 18.7% have a Secondary school level and 14.3% have a Primary school or less level of education.

### GRAPHIC TWENTY-FOUR



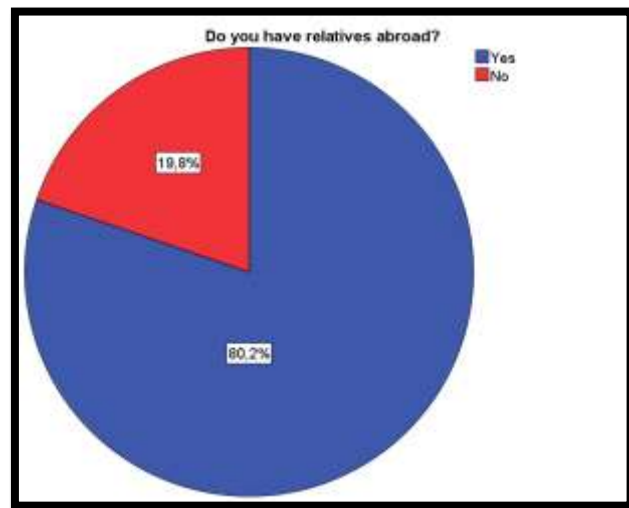
It was found that from the total of person interviewed the 50.5% have an academic degree. 45.1% said that they do not have any. While 4.4% said that just one of their relatives have an academic degree.

### GRAPHIC TWENTY-FIVE



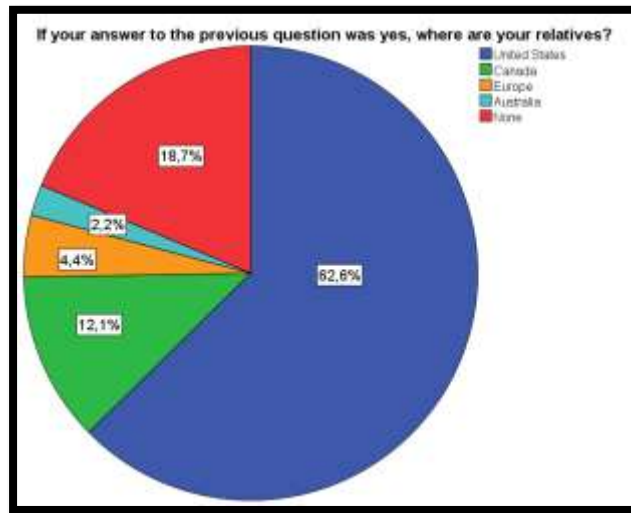
It was found that from the total of person interviewed 64.8% of them said that someone in their family had studied English. On the other hand, 35.2% said that no one in his or her family had studied English as a foreign language.

### GRAPHIC TWENTY-SIX



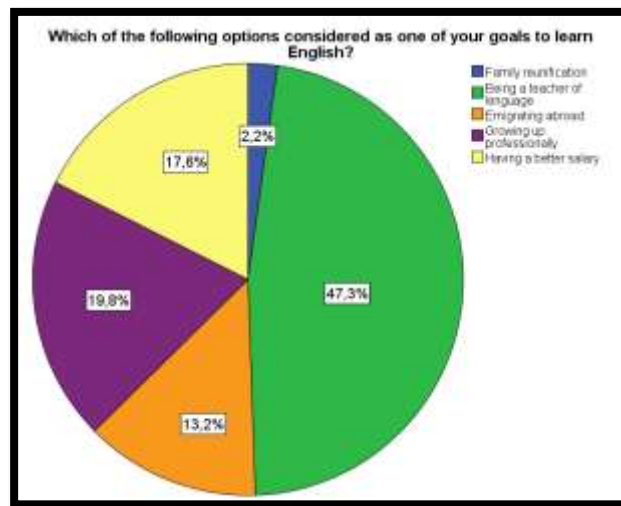
It was found that from the total of person interviewed 80.2% have relatives abroad. While 19.8% do not have relatives abroad.

### GRAPHIC TWENTY-SEVEN



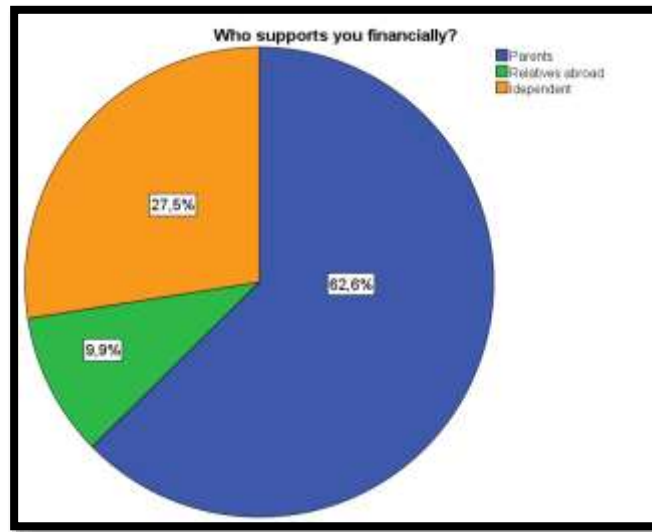
It was found that from the total of person interviewed 62.6% have relatives in United States. Another 12.1% have relatives in Canada. 4.4% have relatives in Europe. While 2.2% have in Australia. However, 18.7% said they do not have relatives in any country.

### GRAPHIC TWENTY-EIGHT



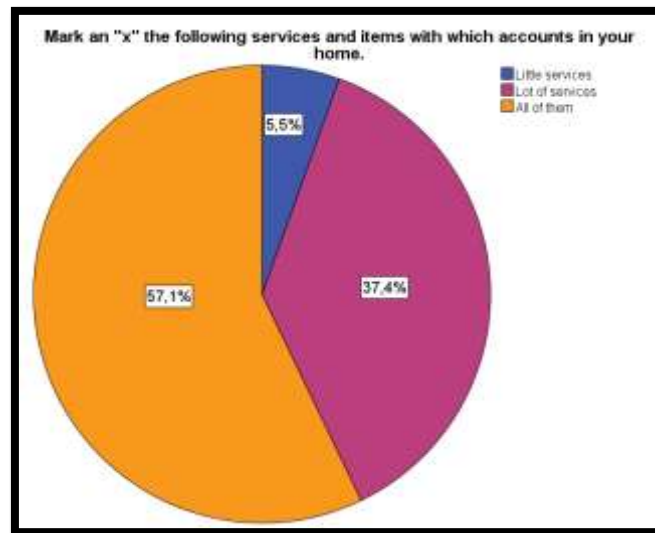
Through the interview, it was discovered from the total of person interviewed, 47.3% said that their bigger goal is being a teacher. While 19.8% have as goal growing up professionally in other areas. 17.6% have as goal a better salary. 13.2% is emigrating abroad. In addition, 2.2% of the interviewed have as goal the family reunification.

### GRAPHIC TWENTY-NINE



The data analysis found that from the total of person interviewed 62.6% said that their parents support them. Just 27.5% are independent and 9.9% said that have relatives abroad that support them financially speaking.

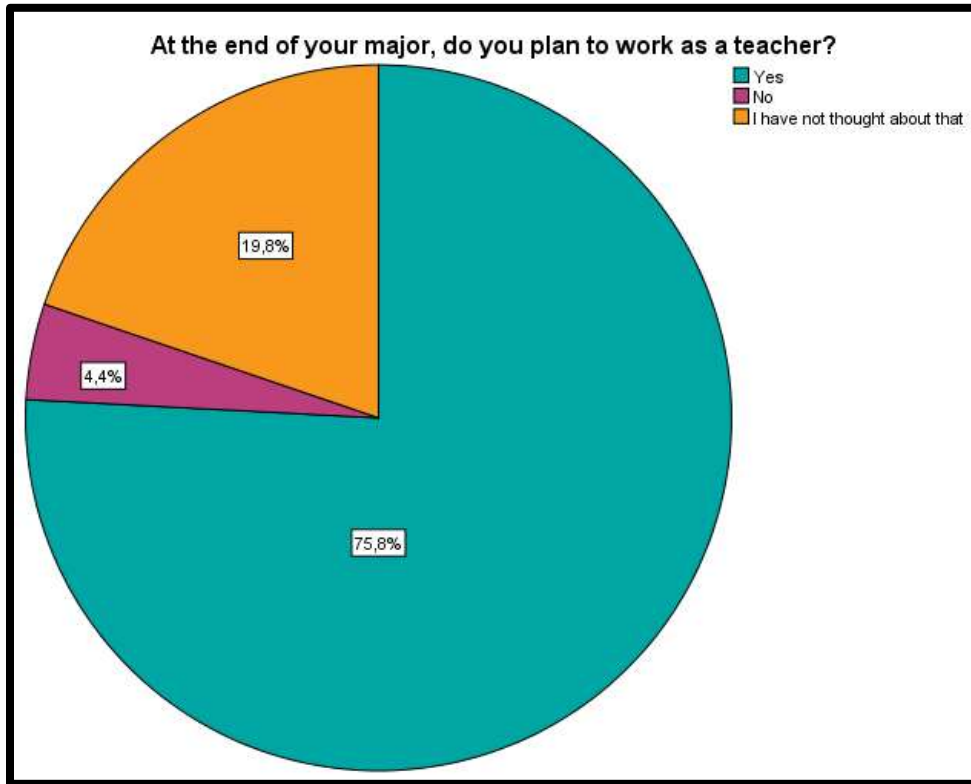
### GRAPHIC THIRTY



It was found that from the total of person interviewed 57.1% have all the service and items that a student needs. Just 37.4% have lot of the services. While 5.5% have little service and items that, a student needs in order to develop academic and personal speaking.



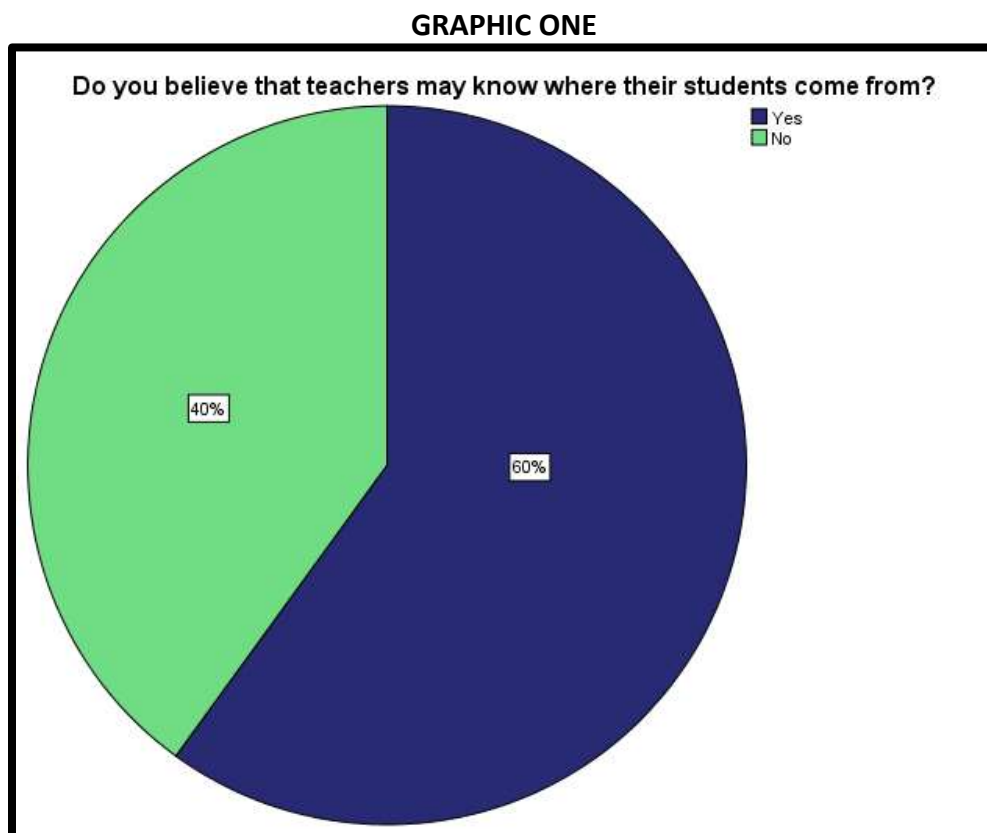
GRAPHIC THIRTY-ONE



The analysis from the data that was gathered shows that from the total of person interviewed 75.8% plan to work as a teacher. 19.8% of the interviewed said that have not thought about if working as teacher or not. While 4.4% said that, they are no planning to work as teacher at the end of their major.

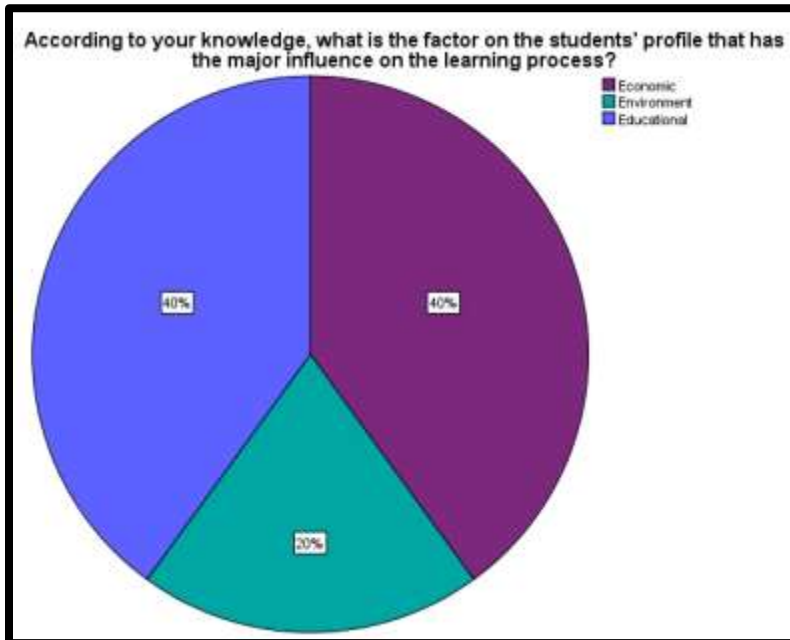
### 7.2.2 ANALYSIS OF TEACHERS' INTERVIEW RESULTS

As part of this research, different teachers of the Foreign Languages Department working and a teacher from the Pedagogical University and an analyst were interviewed. It is important to mention that the teachers interviewed have a vast experience in the English teaching field, as well as many years working in the Foreign Languages Department. This is the information we collected from the interviews:



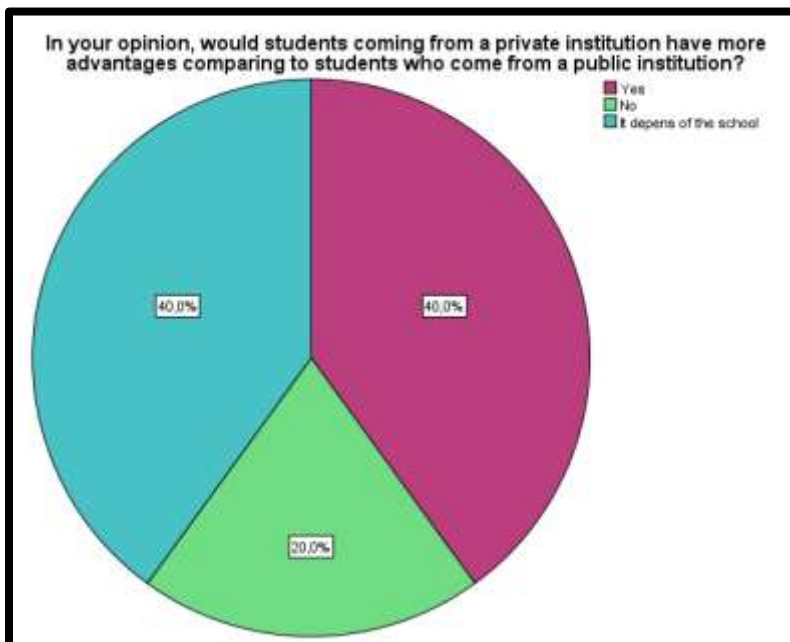
According to what the teachers said, the 60% said that teachers might know where their students come from. While the 40% of them said that it is not necessary to know.

**GRAPHIC TWO**



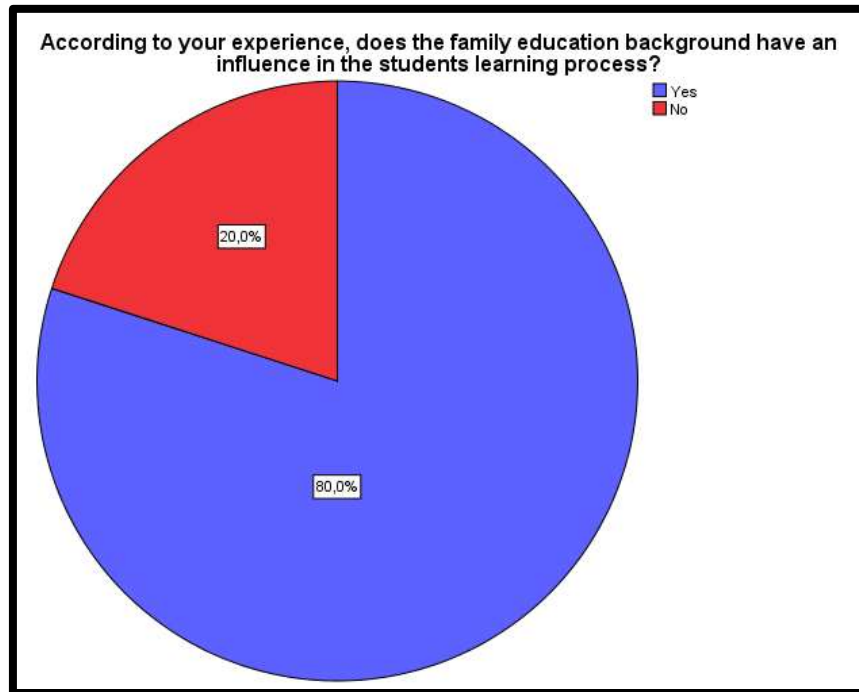
It was found that from the total of teachers interviewed 40% think that the economic factor has influence. 40% said is the educational. While 20% think that environment makes a major influences.

**GRAPHIC THREE**



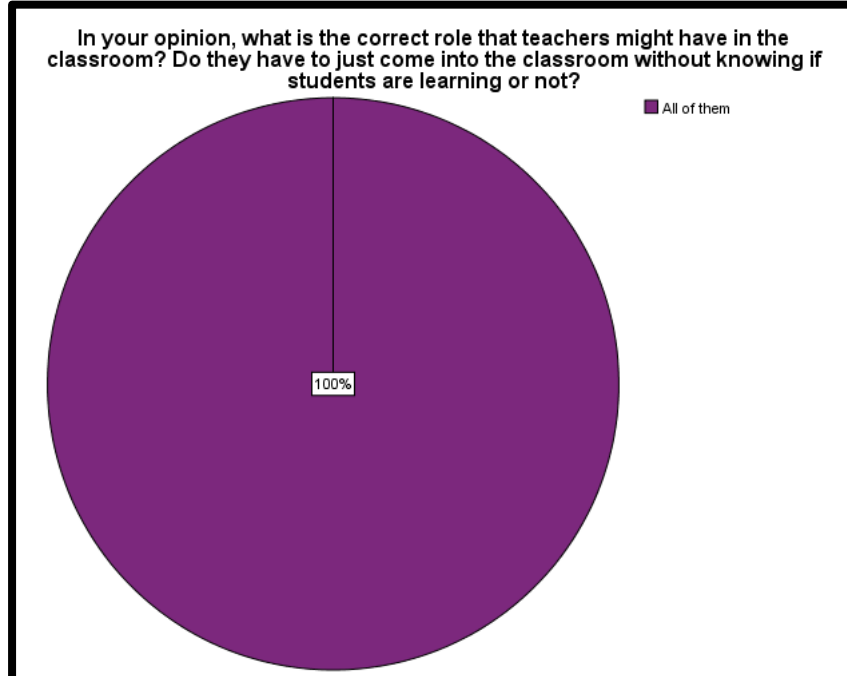
It was found that from the total of teachers interviewed 40% said students would have more advantage. 40% said it would depend on the institution they studied before. While 20% think said no. While 20% think that it does not influence.

**GRAPHIC FOUR**



According to the total of teachers interviewed 80% said yes. While 20% said no.

**GRAPHIC FIVE**



According to the results from the interviews 100% of the interviewed teachers said that teachers might be counselor, guide, tutor, etc.

## CHAPTER VIII

### 8. MAIN FINDINGS CONCLUSIONS, RECOMMENDATIONS AND LIMITATIONS

#### 8.1 MAIN FINDINGS

After analyzing and comparing, the gathered data and its results with the hypotheses that were included in this research it can be said that:

- ✚ The students from the third year of the Bachelor of Arts in English, emphasis in teaching and respecting to the socioeconomic factor they do not face any difficulties because the majority of them have their parents or any relative abroad who help them and even there were some students who said that they can afford what they need by themselves. Saying this, the students from the third year of the Bachelor of Arts in English, emphasis in teaching have no trouble to get material that can help in the learning process of English as a foreign language. Furthermore, students count on with the service and items that may help them to improve their development through their studies in the Bachelor. So that, socioeconomic factor does not have an influence on the learning process of the language.
- ✚ According to the given results, the educational background has not made a significant influence on students of third year of the Bachelor of Arts in English, emphasis in Teaching, since around an 84% of the students have a GPA no less than 7 and 8, which means that are in a valid average according to university grades requirements. When it was asked about the education sector where high scholars got their education, the majority of them assured they came from the public system, and because of this, most of them did not have a real contact with English Language what made Speaking and Listening, the more difficult skills to acquire when they practice English. In addition to this, Students in the Foreign language department from the Major in English have satisfactory results but they could be even better, since they have most of the resources that a languages student can take into advantage to be more profitable in his/her learning. Finally,

even though a percentage of the students live in rural areas, they affirmed they have enough resources to practice the language.

✚ Following with the Environmental Factor it can be said that those students at the Foreign Language Department who come from a nuclear family do not have any kind of advantages from the ones that come from any other type of family. Moreover, according to the results it cannot be said that the students that do not come from a nuclear family cannot be develop as the same way of the other students. In addition, it is important to mention that the academic background or knowledge of the language that the parents or any member of the family do not affect students in order to learn a new language. To conclude it can be said that Environmental Factor does not have any influence in students profile and as a result, it does not affect the learning process.

## 8.2 CONCLUSIONS

Because of the data gathering obtained from the Students of the Bachelor of Arts in English, Emphasis in Teaching and the analysis of it, it is conclude that:

### **Educational Background factor conclusions**

Most of the students from the major before mentioned have a GPA (Units of Merit Coefficient, for its acronym in Spanish) no less than eight and adding the fact that most of them come from a public institution. So that, it is important to say that the educational background may not influence in the students' profile because the 83.5% have a CUM between seven and eight. Furthermore, the data gathering shows that a little more of the

50% of the students chose the Bachelor of Arts in English, Emphasis in Teaching because they want to become English teachers, even though there is not the only reason for the students to study the career before mentioned, the students interviewed feel motivated to learn English language.

The students from Bachelor of Arts in English, Emphasis in Teaching said that they practice several techniques in order to improve their skills. Some of the techniques that they practice are singing, memorizing vocabulary, watching movies and others. However, in order to acquire the second language most of the students said that listening is the most difficult skill of the four, while one of the quarter part said that speaking is the most difficult while acquire English as a second language. Because the majority of them did their high school in public schools and they did not have much contact with the language before they have to use many techniques to improve their level of English.

Students in the Foreign Languages Department from the Major in English have satisfactory results but they could be even better, since they have most of the resources that a languages student can take into advantage to be more profitable in his/her learning.

### **Socioeconomic factor conclusion**

Most of the students count with the main basic and extra service in order to live and improve the learning process of the language. In addition, we can mention that the majority of the students' have relatives abroad and the majority of them live in the United States so students can be in contact with the language. Even though a percentage of the students live in rural areas, they affirmed they have enough resources to practice the language. So we can conclude that socioeconomic factor do not have an influence in the students' profile during the learning process.

### **Environmental Factor conclusion**

It is concluded that environmental factor does not affect the students profile during the learning process because they feel high motivated to face new topics and the majority of them are planning to work as teachers.

Even though the majority of people on the nuclear family of the students do not have an academic degree, the majority of the parents had finished university, but none of them had studied English as a foreign language.



### 8.3 RECOMMENDATIONS

Due to the results that the survey showed when being administered and the analysis of the data, the following recommendations are made concerning the improvement of students of the Bachelor of Arts in English, emphasis in Teaching, in semester II/2016, at the University of El Salvador, and its influence in their process of learning English. So that their profile does not interfere but helps them to.

- ✚ Open extra courses in order to improve listening and speaking or extent some courses such as pronunciation and conversation for the same porpoise.
- ✚ Since Listening is one of the most difficult skills to acquire, the University has to create special media centers or laboratories to practice the language.
- ✚ Give more use to the tools that the FLD has like the laboratory and the computer center for the English intensive courses and others so students can have more real and diary material in order to use them in their daily routine.
- ✚ They should take more advantage of the resources they have in order to improve their skills in learning English.
- ✚ Implement the use of WIFI outside of the FLD so student can find tools to improve the use of the language
- ✚ Update the English major curricula
- ✚ Since this research was carried out to give a general view of the issue is recommended to give a follow up research about the topic but only focusing in one factor at the time.

## 8.4 LIMITATIONS

During the research process the group encountered some difficulties or limitations, among the most important ones we have:

- ✚ The period in which the student population is going to be surveyed will be semester II comprising from July to December, which for possible unforeseen may not be achieved in the time stipulated.
- ✚ The apathy of students, taken into account as sample collection can affect the desired data.
- ✚ The lack of participation by experts to be part of this research for gathering information can generate the failure to obtain the desired results.

# ANNEXES

**MINISTERIO DE TRABAJO Y PREVISIÓN SOCIAL**  
**TARIFAS DE SALARIOS MÍNIMOS VIGENTES A PARTIR DEL 1º DE ENERO 2015**  
**(PUBLICADAS EN EL DIARIO OFICIAL Nº119, TOMO 400 DEL 1º DE JULIO DE 2013)**

RAMA DE ACTIVIDAD Y SUBGRUPOS	UNIDAD DE PAGO	MONTO
Trabajadores Agropecuarios (D.E. Nº 103 del 1º DE JULIO 2013)	Por día	\$ 3.94
	Por hora	\$ 0.494
	(*) Por mes	\$ 118.20
Comercio y Servicio (D.E. Nº 104 del 1º DE JULIO 2013)	Por día	\$ 8.39
	Por hora	\$ 1.049
	(*) Por mes	\$ 251.70
Industria. (D.E. Nº 104 del 1º DE JULIO 2013)	Por día	\$ 8.22
	Por hora	\$ 1.028
	(*) Por mes	\$ 246.60
Maquila Textil y Confección (D.E. Nº 104 del 1º DE JULIO)2013)	Por día	\$ 7.03
	Por hora	\$ 0.879
	(*) Por mes	\$ 210.90
<b>Recolección de Cosechas (D.E. Nº 105 del 1º DE JULIO 2013)</b>		
- Café	Por día	\$ 4.30
	Por hora	\$ 0.538
	(*) Por mes	\$ 129.00
	Por arroba	\$ 0.86
	Por libra	\$ 0.034
- Algodón	Por día	\$ 3.29
	Por hora	\$ 0.411
	(*) Por mes	\$ 98.70
	Por libra	\$ 0.033
- Caña de azúcar	Por día	\$ 3.64
	Por hora	\$ 0.455
	(*) Por mes	\$ 109.20
	Por tonelada	\$ 1.82
<b>Industria Agrícola de Temporada (D.E. Nº 106 del 1º DE JULIO 2013)</b>		
- Beneficio de café	Por día	\$ 5.70
	Por hora	\$ 0.713
	(*) Por mes	\$ 171.00
- Ingenio azucarero	Por día	\$ 4.14
	Por hora	\$ 0.518
	(*) Por mes	\$ 124.20
- Beneficio de algodón	Por día	\$ 4.14
	Por hora	\$ 0.518
	(*) Por mes	\$ 124.20

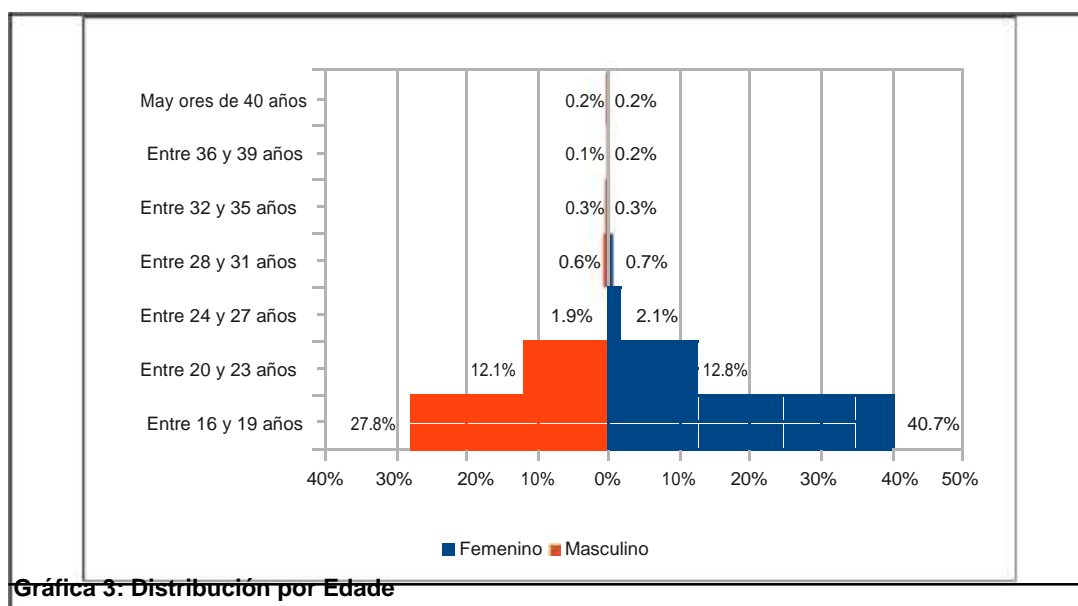
FUENTE: CONSEJO NACIONAL DE SALARIO MINIMO

(\*) Mes comercial: (30 días)

### 4.3 Sector de la Institución



### 4.4 Edad





MINISTERIO DE EDUCACIÓN  
DIRECCIÓN NACIONAL DE EDUCACIÓN  
GERENCIA DE SEGUIMIENTO A LA CALIDAD  
DEPARTAMENTO DE EVALUACIÓN DE LOS APRENDIZAJES

## Comparación de resultados por sector

Sector	2010	2011	2012	2013	2014
Público	4.94	4.7	4.8	5.12	4.98
Privado	5.79	5.3	5.6	5.81	5.86

Fuente: Dirección Nacional de Educación, Ministerio de Educación (2014). *Resultados PAES 2014*. Gerencia de Seguimiento a la Calidad. Departamento de Evaluación de los Aprendizajes. [En línea]. 24 de noviembre de 2014. [Fecha de consulta: 15 de agosto de 2015.] Disponible en: [https://www.mined.gob.sv/jdownloads/PAES/PAES%202014/Resultados%20PAES%20Ordinaria%202014/resultados\\_paes\\_2014.pdf](https://www.mined.gob.sv/jdownloads/PAES/PAES%202014/Resultados%20PAES%20Ordinaria%202014/resultados_paes_2014.pdf)

# SOBRE LA PAES 2015

## Opinión

La comunicación oficial de los resultados de la PAES ordinaria 2015 permite hacer consideraciones sobre las cifras derivadas de la prueba.

19 de Diciembre de 2015 a la(s) 6:00 / José Roberto Osorio

Archivado en [Educación MINED PAES rendimiento escolar Resultados](#)

La PAES es organizada y administrada en cumplimiento del art. 57 de la Ley General de Educación que pone: “El Ministerio de Educación establecerá una prueba obligatoria orientada a medir el aprendizaje y las aptitudes de los estudiantes, que permita establecer su rendimiento y la eficacia en las diferentes áreas de atención curricular.

Dicha prueba será diseñada, aplicada y procesada bajo la responsabilidad del Ministerio de Educación”.

“Someterse a la prueba es requisito para graduarse de bachillerato y...”.

81,663 estudiantes se examinaron en la prueba ordinaria, 2,143 alumnos menos en relación con 2013, que en el período de 2011 a 2015 exhibe la cifra más alta de participantes. En 2014 participaron 82,191 estudiantes; 558 más que en 2015.

De los participantes, el 52 % eran alumnas (42,204) y el resto estudiantes varones. En cifras absolutas se examinaron 2,725 señoritas más que alumnos.

El 71 % de los estudiantes procedía del sector público (57,972) y 23,661 (29 %) de centros educativos privados. Estudiantes del sector privado obtuvieron puntajes relativamente mayores que los del público. El puntaje global del sector privado fue de 6.01 para un resultado del sector público de 5.26: una diferencia de 0.75 décimas.

Estudiantes del sector privado obtuvieron un puntaje de 5.02 en Matemática (los del público, 4.43), un nivel de 6.8 en Estudios Sociales (6.09 los del sector público); 6.05 en Lenguaje y Literatura (5.31 los alumnos del sector público); y en Ciencias Naturales, 5.84, a diferencia de los examinados del sector público, que fue de 5.35.

Los estudiantes de San Salvador representaron el 31.6 % de los examinados. En cuatro departamentos: San Salvador, (25,772), La Libertad (10,025), Santa Ana (6,744) y San Miguel (5,995), se concentró el 59.5 % de los estudiantes que se sometieron a la prueba, dato de interés para focalizar acciones de mejora de puntajes de la prueba.

Cabañas fue el departamento con menos estudiantes examinados: 1,726, y enseguida La Unión con 2,107.

El puntaje más bajo en Matemática se reporta en el departamento de La Paz, el de Estudios Sociales y Cívica en Usulután, lo mismo que el puntaje más bajo en Lenguaje y Literatura. La Paz se repite con el menor puntaje obtenido en Ciencias Naturales. Este mismo departamento muestra el menor puntaje global de todos los territorios. Los mejores puntajes se concentraron en La Unión, con excepción de la asignatura Estudios Sociales y Cívica, que exhibe un resultado más alto en San Salvador. El porcentaje global más alto por departamento se lo asignó La Unión y enseguida San Salvador.

Estas cifras resultan de importancia para los fines de iniciar acciones piloto a efecto de mejorar los resultados. ¿Dónde focalizar esfuerzos para mejorar resultados?: en La Paz, Usulután, Cuscatlán, San Vicente, Cabañas, por ejemplo.

En cuanto a los puntajes obtenidos por asignatura y competencia, los relacionados con Estudios Sociales y Cívica obtuvieron mayores resultados, siguiéndole Ciencias Naturales. En la asignatura y competencias de Matemática, los estudiantes obtuvieron menores puntajes, en particular en la competencia de “Aplicación de la Matemática al entorno”, con 3.67.

Los 738 estudiantes que estudiaban bajo el sistema “Calendario Norte” obtuvieron un puntaje promedio de 7.71. Se trata normalmente de centros privados, con enseñanza bilingüe. Estudiantes del sistema regular puntuaron en promedio 5.50, los organizados en CIE, 3.94, y los de EDUCAME, 4.27.

Los informes de resultados son una buena base para la formulación de acciones y medidas conducentes a mejorar el rendimiento de los estudiantes en la PAES.

*Fuente:* Osorio, J.R. (2015). *Sobre la PAES 2015*. Opinión, La Prensa Gráfica. [En línea.] 19 de diciembre de 2015. [Fecha de consulta: 21 de septiembre de 2016.] Disponible en: <http://www.laprensagrafica.com/2015/12/19/sobre-la-paes-2015#sthash.4h5su6QI.dpuf>



## ANNEX 4

Entre los principales presupuestos del Órgano Ejecutivo se destacan las siguientes instituciones con sus actividades y proyectos a realizar durante el ejercicio financiero fiscal 2016:

### Ministerio de Educación: US\$942,206,294.

- Desarrollar acciones para lograr la efectividad de la educación, con criterios de equidad, pertinencia, eficacia y eficiencia en las áreas de currículo, desarrollo profesional docente, gestión escolar y fortalecimiento de la educación superior.

- Desarrollar acciones que permitan integrar la investigación, ciencia y tecnologías al sistema educativo, bajo la estrategia de "enseñar a pensar, a crear conocimiento y a aplicar conocimiento".
- Desarrollar acciones que permitan dar cobertura y mejorar las prácticas de enseñanza aprendizaje en la educación inicial y parvularia de 0 a 6 años.
- Desarrollar acciones que propicien que todos los niños y niñas, completen sus nueve grados de educación básica, bajo un enfoque integral e inclusivo.
- Desarrollar acciones para lograr que la población salvadoreña complete sus once grados de educación formal, desarrollando además estrategias innovadoras para atender las necesidades de formación general de los y las jóvenes y adultos que nunca fueron a la escuela, que ingresaron tardíamente a ella o que la abandonaron sin completar su educación.
- Desarrollar acciones para rehabilitar y atender centros escolares que actualmente no reúnen las condiciones de seguridad y funcionalidad.
- Contribuir a la implementación y ejecución de la Política Nacional de Innovación, Ciencia y Tecnología.

Los proyectos de inversión a realizar durante el 2016 que fueron consignados en la Ley de Presupuesto son:

Proyecto	Monto (Mill. US\$ )
- Mejoramiento de la Calidad de la Educación.	18.6
- Programa Espacios Educativos Agradables, Armónicos y Seguros para el Sistema Educativo en El Salvador.	1.7
- Mejoramiento de la Infraestructura de dos Centros Escolares ubicados en los Caseríos El Mozote y el Barrial del Municipio de Meanguera, Departamento de Morazán.	0.4
- Reparaciones menores en 6 Centros Escolares ubicados en el Caserío El Mozote y zonas aledañas ubicados en los Municipios de Meanguera y Arámbala del Departamento de Morazán.	0.3
- Obras Complementarios en tres Centros Escolares ubicados en los municipios de Juayúa, Santiago Nonualco y San Vicente de los departamentos de Sonsonate, La Paz y San Vicente.	0.3
- Programa de Apoyo a Comunidades Solidarias en El Salvador (UE-AECID_PACSES).	0.2
- Fortalecimiento Educativo para docentes en servicio del sector público en el marco de la estrategia EITP a nivel nacional.	0.2
- Programa Potenciando la Escuela Inclusiva a Tiempo Pleno.	0.2
<b>Total</b>	<b>21.9</b>

## ANNEX 5

Existe una tercera fase que es la de reconsideración por cupo incompleto. El artículo 49 del reglamento establece que si el cupo de las carreras de acuerdo al estudio de factibilidad inicial, no se completa, las Juntas Directivas de cada Facultad podrán tomar decisión al respecto, siempre y cuando el resultado del aspirante en la prueba específica no sea inferior a 30 puntos.

Esta reconsideración por cupo se hace por medio de la coordinación entre jefes de departamento, vicedecanos, juntas directivas y las asociaciones estudiantiles de cada facultad, cabe señalar que estas últimas juegan un papel fundamental en esta fase. Sin embargo, tal como se menciona en el artículo 49, todo dependerá de las condiciones particulares de cada facultad.

Estas evaluaciones que realiza la universidad cada año a los aspirantes, se convierten en una especie de termómetro para medir las capacidades o deficiencias que traen los estudiantes del bachillerato. Pero en sí, dibuja un cuadro lamentable en cuanto a las deficiencias académicas que reflejan los resultados de los exámenes, si de un aproximado de 20 mil bachilleres, solo un promedio de mil obtienen una calificación de 50 puntos o más.

Como dato relevante, las mejores calificaciones las obtienen estudiantes que proceden de centros educativos privados de prestigio, al contrario de lo que ocurría en el pasado, cuando los mejores resultados eran de los bachilleres de provenían de institutos públicos. Pero este fenómeno es algo que deberán analizar las autoridades competentes en su debido momento.

### **Comportamiento del ingreso universitario en la última década**

<b>Año</b>	<b>Total Aspirantes</b>	<b>Total Admitidos</b>	<b>Total No Seleccionados</b>
2005	20,297	11,653	8,644
2006	16,852	9,391	7,461
2007	17,701	10,597	7,104
2008	18,294	10,803	7,491
2009	21,417	12,238	9,179
2010	23,804	10,995	12,809
2011	25,063	9,887	15,176
2012	24,122	10,143	13,979
2013	19,610	10,357	9,253
2014	23,538	9,406	14,132

### **Las facultades con mayor demanda en la UES**

No todas las facultades dentro de la universidad tienen igual demanda, de ahí que muchos estudiantes logran una oportunidad para ingresar, aunque no sea en la carrera de su elección. Entre las facultades con mayor población estudiantil están la de Ciencias y Humanidades, la Facultad de Medicina y la Facultad de Ingeniería y Arquitectura.



Dentro de estas facultades también hay carreras que tienen mayor demanda, por ejemplo en la Facultad de Ciencias y Humanidades, el Departamento de Idiomas Extranjeros, el Departamento de Psicología y el Departamento de Periodismo son carreras que no dan abasto. En la Facultad de Medicina la carrera de Doctorado en Medicina ha sobrepasado por mucho su capacidad, por mencionar algunos casos.

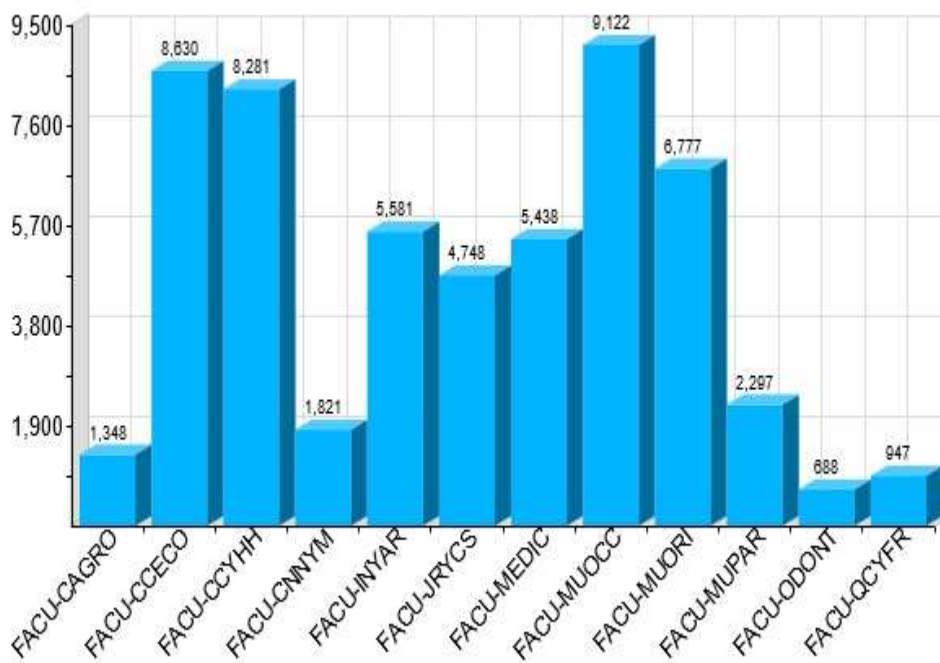
Fuente: Sol, M. (2014). *Nuevo ingreso sobrepasa capacidad de la UES*. El Universitario [en línea.] 23 de abril de 2014. [Fecha de consulta: 24 de septiembre de 2016.] Disponible en: [http://www.eluniversitario.ues.edu.sv/index.php?option=com\\_content&view=article&id=3474:nuevo-ingreso-sobrepasa-capacidad-ues-ya-no-da-abasto&catid=42:temadelmes&Itemid=54](http://www.eluniversitario.ues.edu.sv/index.php?option=com_content&view=article&id=3474:nuevo-ingreso-sobrepasa-capacidad-ues-ya-no-da-abasto&catid=42:temadelmes&Itemid=54)

## ANNEX 6

### POBLACIÓN DE ESTUDIANTES PARA EL AÑO: 2016

(pulse sobre el nombre de la Facultad para ver la distribución por carreras)

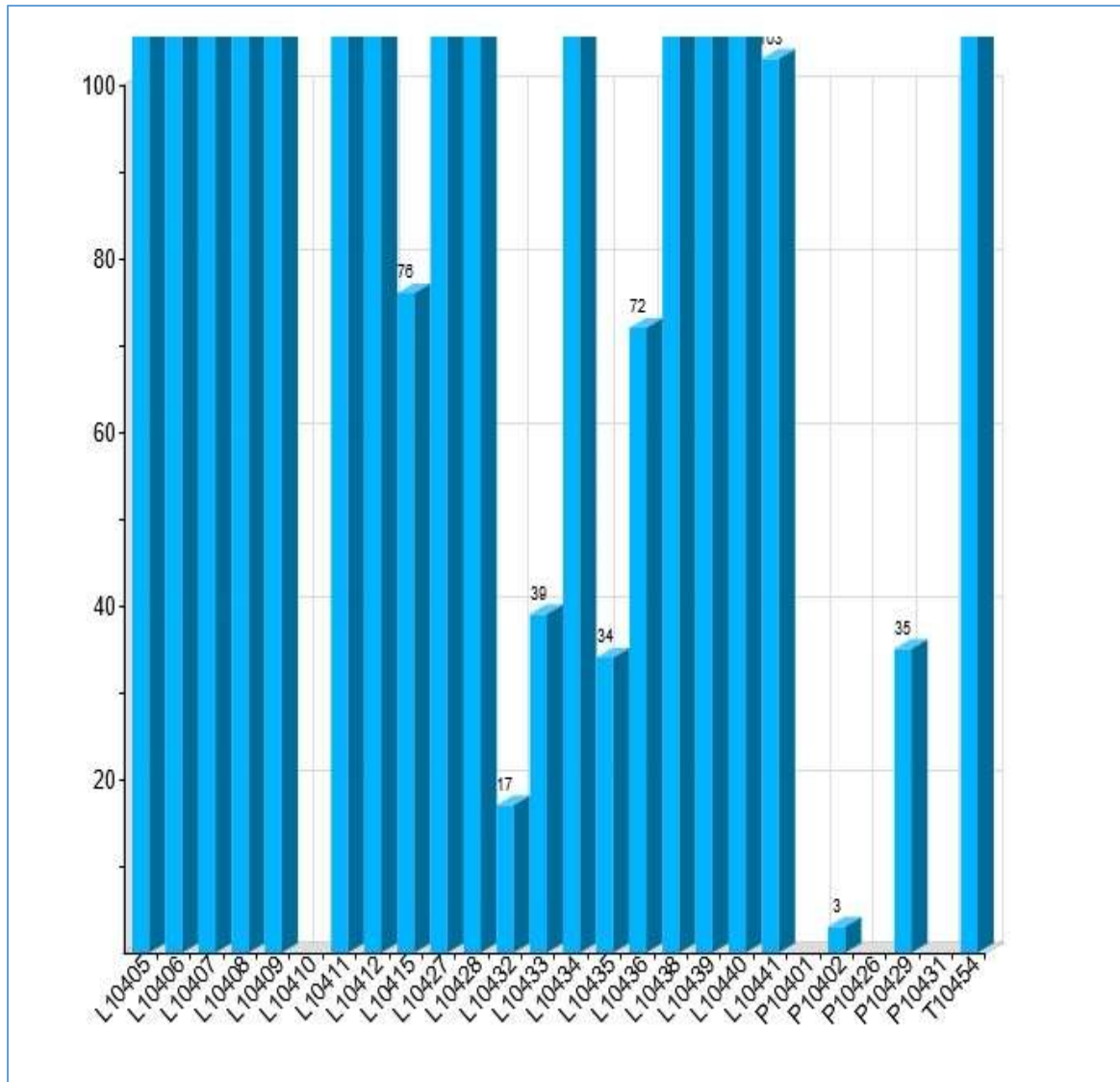
FACULTAD	CANTIDAD		
	M	F	Total
<a href="#">Facultad de Ciencias Agronómicas</a>	628	720	1,348
<a href="#">Facultad de Ciencias Económicas</a>	3,717	4,913	8,630
<a href="#">Facultad de Ciencias y Humanidades</a>	3,308	4,973	8,281
<a href="#">Facultad de Ciencias Naturales y Matemática</a>	920	901	1,821
<a href="#">Facultad de Ingeniería y Arquitectura</a>	3,999	1,582	5,581
<a href="#">Facultad de Jurisprudencia y Ciencias Sociales</a>	1,788	2,960	4,748
<a href="#">Facultad de Medicina</a>	1,920	3,518	5,438
<a href="#">Facultad Multidisciplinaria de Occidente</a>	4,365	4,757	9,122
<a href="#">Facultad Multidisciplinaria Oriental</a>	3,176	3,601	6,777
<a href="#">Facultad Multidisciplinaria Paracentral</a>	1,071	1,226	2,297
<a href="#">Facultad de Odontología</a>	230	458	688
<a href="#">Facultad de Química y Farmacia</a>	358	589	947
<b>TOTAL:</b>	<b>25,480</b>	<b>30,198</b>	<b>55,678</b>



Fuente: Estadísticas – Población Estudiantil (2016). Población de estudiantes para el año: 2016. Administración Académica – UES. [En línea]. [Fecha de consulta: 17 de septiembre de 2016]. Disponible en: [https://academica.ues.edu.sv/estadisticas/poblacion\\_estudiantil.php?&npag=1&anio=2016](https://academica.ues.edu.sv/estadisticas/poblacion_estudiantil.php?&npag=1&anio=2016)

**FACULTAD DE CIENCIAS Y HUMANIDADES**  
**POBLACIÓN DE ESTUDIANTES PARA EL AÑO: 2016**

CARRERA	CANTIDAD		
	M	F	Total
L10405 Licenciatura en Filosofía	165	164	329
L10406 Licenciatura en Sociología	165	127	292
L10407 Licenciatura en Psicología	327	792	1,119
L10408 Licenciatura en Letras	152	284	436
L10409 Licenciatura en Periodismo	400	523	923
L10410 Licenciatura en Idioma Inglés	0	3	3
L10411 Licenciatura en Idioma Inglés opción Enseñanza	407	579	986
L10412 Licenciatura en Lenguas Modernas Especialidad en Francés e Inglés	390	641	1,031
L10415 Licenciatura en Enseñanza del Inglés	41	35	76
L10427 Licenciatura en Ciencias de la Educación	165	543	708
L10428 Licenciatura en Ciencias de la Educación: Especialidad en Educación Física, Deportes y Recreación	413	140	553
L10432 Licenciatura en Artes Plásticas	10	7	17
L10433 Licenciatura en Artes Plásticas, Opción Cerámica	16	23	39
L10434 Licenciatura en Artes Plásticas, Opción Diseño Gráfico	192	214	406
L10435 Licenciatura en Artes Plásticas, Opción Escultura	22	12	34
L10436 Licenciatura en Artes Plásticas, Opción Pintura	46	26	72
L10438 Licenciatura en Historia	107	89	196
L10439 Licenciatura en Trabajo Social	109	480	589
L10440 Licenciatura en Antropología Sociocultural	97	114	211
L10441 Licenciatura en Biblioteconomía y Gestión de la Información	39	64	103
P10401 Profesorado en Educación Parvularia	0	4	4
P10402 Profesorado en Educación Básica para Primero y Segundo Ciclos	1	2	3
P10426 Profesorado en Educación Media para la enseñanza del Idioma Inglés	1	0	1
P10429 Profesorado en Lenguaje y Literatura para Tercer Ciclo de Educación Básica y Educación Media	13	22	35
P10431 Profesorado en Ciencias Sociales para Tercer Ciclo de Educación Básica y Educación Media	1	0	1
T10454 Técnico en Bibliotecología	29	85	114
<b>TOTAL:</b>	<b>3,308</b>	<b>4,973</b>	<b>8,281</b>



Fuente: Estadísticas – Población Estudiantil (2016). Facultad de Ciencias y Humanidades. Población de estudiantes para el año: 2016. Administración Académica – UES [En línea]. [Fecha de consulta: 17 de septiembre de 2016]. Disponible en: [https://academica.ues.edu.sv/estadisticas/poblacion\\_estudiantil.php?npag=2&anio=2016&facultad=FACU-CCYHH](https://academica.ues.edu.sv/estadisticas/poblacion_estudiantil.php?npag=2&anio=2016&facultad=FACU-CCYHH)

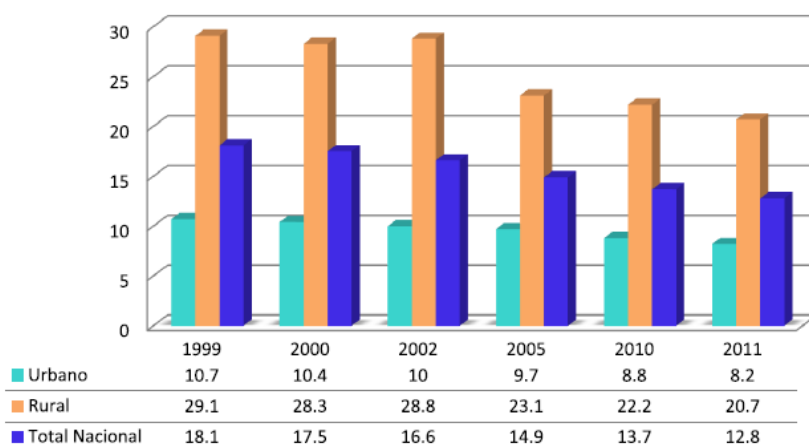
**ANNEX 7**

**GRÁFICO 1. TASA DE ESCOLARIDAD PROMEDIO NACIONAL, URBANA Y RURAL (PERIODO 1992-2011)**



Fuente: Elaborado con datos DIGESTYC-EHPM, años 1992 al 2011 y resultados al primer semestre del período 2012.

**GRÁFICO 2. POBLACIÓN ANALFABETA POR ÁREA GEOGRÁFICA (EJES DE 10 AÑOS Y MÁS)**



Fuente: Elaboración con datos MINED, DIGESTYC, EHPM, años 1999 a 2011 y resultados al primer semestre del período 2000-2012.

ANNEX 8: Student's survey

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



“STUDENTS’ PROFILE OF THIRD YEAR STUDENTS OF THE BACHELOR OF ARTS IN ENGLISH, EMPHASIS IN TEACHING, IN SEMESTER II/2016, AT THE UNIVERSITY OF EL SALVADOR, AND ITS INFLUENCE IN THEIR PROCESS OF LEARNING ENGLISH.”

**Objective:** To analyze to what extent the students’ profile influence in the learning process of English as a foreign language through a survey and whether or not the socioeconomic, the environmental and the educational background factors influence the learning process in order to improve the acquisition of English as a foreign language.

**Instructions:** Read carefully the following questions and choose, by underlining, the answer according to your personal situation.

1. CUM: \_\_\_\_\_
2. Gender  
1) Female            2) Male
3. Age  
1) 21 – 30            2) 31 – 40            3) 41 – 50            4) 51 – 60
4. What is your residence area?  
1) Urban            2) Rural
5. The house in which you live is  
1) Own            2) Rented
6. What is your family structure?  
1) Nuclear            2) Single-parent            3) Extensive            4) Assembled
7. Regardless of your family structure, do you live alone or with someone in your family?  
1) Alone            2) With someone of my family            3) With a friend

8. Which of the following statements about occupational status apply to you?  
 1) Not working at the moment    2) Part-time or hourly work (< 15 hours per week)  
 3) Part-time work (15 to 34 hours per week)    4) Full-time work  
 5) On temporary leave (education, public service leave)    6) In training (apprentice)
9. If you are presently not working. Did you ever work before?  
 1) Yes    2) No
10. Since when are you no longer working?  
 1) 1-6 months    2) 1-3 years    3) More than 3 years
11. Did you do primary school in a public or private institution?  
 1) Public    2) Private
12. In which area did you do your high school studies?  
 1) Urban zone    2) Rural zone
13. Why did you decide to study a Bachelor of Arts in English, Emphasis in Teaching?  
 1) Being English teacher    2) Work in a call center    3) Travel abroad  
 4) Personal growth    5) Emigrating abroad    6) Personal growth  
 7) It is cheaper than an academy of English
14. How motivated do you feel to learn the English language?  
 1) Highly motivated    2) Motivated    3) Little motivated
15. As for your personal study, what are the techniques used to develop oral expression of language?  
 1) Singing English music    2) Memorize vocabulary  
 3) Practicing dialogues in English    4) Talk outside of class  
 5) Only practice during classes
16. How do you improve your understanding of language (listening)?  
 1) Watch movies in English    2) Listen to music in English    3) See news in English
17. As for your reading, what do you do to understand texts written entirely in English?  
 1) Read English books for pleasure    2) Memorize vocabulary  
 3) Look up the meaning of vocabulary
18. To improve writing, what practical techniques do you use?  
 1) Trying to write daily in English    2) Write sentences in English  
 3) Memorizing vocabulary dictionary
19. Of the four skills acquired by learning a second language, what is more difficult for you?  
 1) Listening    2) Speaking    3) Reading    4) Writing



20. When a new semester starts, how do you get your materials?  
 1) Buy them                      2) Photocopy them                      3) Don't get them
21. How often do you buy new materials to improve your skills?  
 1) Once in a month    2) Twice or three times monthly    3) Never
22. How do you feel when facing a new topic in class?  
 1) Excited                      2) Happy                      3) Worried                      4) Distressed
23. What is the highest level of education that your parents have completed?  
 1) University/college or equivalent  
 2) Intermediate between secondary level and university (e.g. technical training)  
 3) Secondary school  
 4) Primary school only (or less)
24. Does anyone on your nuclear family has an academic degree?  
 1) Yes                      2) No                      3) Just on my relatives
25. Had anyone on your family studied English as a foreign language?  
 1) Yes                      2) No
26. Do you have relatives abroad?  
 1) Yes                      2) No
27. If your answer to the previous question was yes, where are your relatives?  
 1) United States    2) Canada                      3) Europe                      4) Australia
28. Which of the following options considered as one of your goals to learn English?  
 1) Family Reunification                      2) Being a teacher of language  
 3) Emigrating abroad                      4) Growing up professionally  
 5) Having a better salary
29. Who supports you financially?  
 1) Parents                      2) Relatives abroad                      3) Independent
30. Mark an "x" the following services and items with which accounts in your home.  
 1) Electricity \_\_\_    2) Water \_\_\_    3) Internet \_\_\_    4) Computer \_\_\_  
 5) Telephone \_\_\_    6) Television \_\_\_    7) Refrigerator \_\_\_    8) Cable \_\_\_  
 9) Books \_\_\_    10) Audios \_\_\_
31. At the end of your major, do you plan to work as a teacher?  
 1) Yes                      2) No                      3) I have not thought about that

ANNEX 9: Teacher's interview

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



“STUDENTS’ PROFILE OF THIRD YEAR STUDENTS OF THE BACHELOR OF ARTS IN ENGLISH, EMPHASIS IN TEACHING, IN SEMESTER II/2016, AT THE UNIVERSITY OF EL SALVADOR, AND ITS INFLUENCE IN THEIR PROCESS OF LEARNING ENGLISH.”

**Objective:** To analyze to what extent the students’ profile influence in the learning process of English as a foreign language through a survey and whether or not the socioeconomic, the environmental and the educational background factors influence the learning process in order to improve the acquisition of English as a foreign language.

**Instructions:** Read carefully the following questions and give an answer for each one.

1- Do you believe that teachers may know where their students come from?

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2- According to your knowledge, what is the factor on the students’ profile that has the major influence on the learning process?

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3- In your opinion, would students coming from a private institution have more advantages comparing to students who come from a public institution?

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4- According to your experience, does the family education background have an influence in the students learning process?

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5- In your opinion, what is the correct role that teachers might have in the classroom? Do they have just come into the classroom without knowing if students are learning or not?

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## Annex 10: Feedback from the Evaluating committee.

After given a resume and the results from this research, members from the evaluating committee gave some feedback and observation in order to improve the research paper, here presented. Some of the observations and feedback were:

- ✚ Congratulations for the effort that you have done in the research.
- ✚ The paper looks well organized.
- ✚ Modify or correct some typos that were found in the paper
- ✚ There was a problem with the way in which the research question was written down, so it is needed to change to give a second look to the structure and make the arrangements.
- ✚ After the analysis of the data and presented into graphics are the conclusions, recommendations and limitations. However, it gives the impression that something is missing between those items. So that, you should include the most important part of the job: the main findings. In order to know if any of the factor influence or not in the students' profile.
- ✚ To give a follow up. Since the research project was considered to give a general view of the issue, the following research about the topic should be specific, focusing in one of the three factors that were taken into account in this research.

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