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SCHOOL OF SCIENCES AND HUMANITIES  
FOREIGN LANGUAGE DEPARTMENT



**Graduation Work**

“The main factors that have influenced students who enrolled in English Teaching Major at the Foreign Language Department of the University of El Salvador not to finish their study plan during the period 2010-2015”.

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## INTRODUCTION

The following research paper was done with the purpose of showing the main factors that have influenced students who enrolled in English Teaching Major at the Foreign Languages Department of the University of El Salvador not to finish their study plan during the period 2010-2015.

The research paper includes:

- ❖ Statement of the problem: this involves the bases of the research.
- ❖ Research questions: General and specific questions that will be answered during the development of the research project.
- ❖ Objectives: General and Specific Objectives show the main goals of the research project.
- ❖ Type of research: A brief explanation about the methodology, type of study and the type of instrument used to collect the data.
- ❖ Justification: A brief explanation why the research topic was selected, giving many reasons that support the research project.
- ❖ Theoretical framework: The research presents citations of researchers involved with the topic, which provide a strong base that enriches the content of the research.
- ❖ Survey : It also presents the analysis and interpretation of the data, collected using a survey with the purpose of knowing the main factors that have influenced students who enrolled in English Teaching Major at the Foreign Language Department of the University of El Salvador not to finish their study plan during the period
- ❖ Conclusions and recommendations: the results of the survey provide information that help present recommendations to decrease the amount of students who did not finish the major in five years.
- ❖ Bibliographic References: It contains the sources consulted to develop the research and support all information.
- ❖ Appendices: It contains all documents that help improve the research project.

## **CHAPTER I: RESEARCH DESIGN**

### **STATEMENT OF THE PROBLEM**

The study program of bachelor in English Teaching (1999) at the Foreign Language Department of the University of El Salvador has a total amount of 36 subjects that are required to take in order to start working in the undergraduate work to obtain the degree of Bachelor in English Teaching. For those who have CUM (Coeficiente de Unidad de Mérito) equal or higher than 8.00 do not need to go through the process of the undergraduate project; after they finish the 36 subjects required by the study program, students can start the process to get the degree. Thirty –three out of the 36 subjects are mandatory and three of them are optional but still part of the study program.

As per the main Secretary of the University of El Salvador (Secretaría General), bachelor in English Teaching establishes a communicative proficiency oriented approach. Within the mandatory subject there are five types of areas involved in the study program; Growth and Skills, Linguistic, Methodological, Teaching Practice, and Research in general areas. On the other hand, the optional subjects, which are part of the 36 subjects required in the study program, are Japanese, French, and Translation among others.

According to Reglamento Académico from UES, article 111: before starting next semester or to enroll in new courses, students with a CUM lower than 7.0 need to

take an extra course which aims changing students' minds regarding their results in the past semester.

The study program of bachelor in English Teaching 1999 was designed to be completed in a period of five years, meaning ten semesters, based on the information provided by the academic of the School of Science and Humanities (Academica de Ciencias y Humanidades) of the University of El Salvador, many students who enrolled in English Teaching major in 2010 had not finished their studies by 2015 as the study program establishes. The fact of not finishing the major within the established time can be considered as an academic failure.

There are some studies related to academic failure. Some authors describe it as something catastrophic; others think it is a simple drop in performance or a repetition of subjects or courses. Rodriguez Neita 1978 says that there are a number of causes that leads to academic failure such as; emotional deprivation, social maladjustment, pathological features, age and others.

Another example is the author Lopez Martinez 1982 mentioned the study of the autonomous community of Madrid with vocational students, the author says that the causes of failure were: social origin of students, deficiencies of the education system recharged program, poor school schedules and bad approach of the subjects.

According to The Academic of The School of Sciences and Humanities of the University of El Salvador in 2010, out of 101 students selected in the major 12 of them dropped out the major. In 2011 the Foreign Language Department of the



University of El Salvador accepted 72 fresh students but 9 of them dropped out. Similar situation in 2012 out of 84 students selected 9 of them dropped their studies. In 2013, only 30 students were selected to start the major but 4 of them did the same, drop out. The statistics continues because in 2014, 69 students started the major but 21 of them dropped out. Last statistics but encouraging, in 2015 out of 112 students who were selected only 4 dropped out.

Based on the worrying statistics provided by The Academic of The School of Sciences and Humanities regarding students who enrolled in the major English Teaching in 2010 and had not finished their studies by 2015, the research team wanted to deepen in the topic. Data was also gotten regarding students, during the same period 2010-2015, who have inactivated their studies.

According to Rosa M. Gonzales Tirado (analysis of the causes of academic failure at the Polytechnic University of Madrid 1989) school failures are determined, in a vast majority by a number of factors that influence the behavior of the learner. There is not a single factor that produces student failure in particular if not a conglomeration of factors. That is why the following research question arises: what are the main factors that have influenced students who enrolled in English Teaching Major at the Foreign Language Department of the University of El Salvador not to finish their study plan during the period 2010-2015?

## **SUBSIDIARY QUESTIONS**

1. Did students who enrolled in English Teaching Major in 2010 drop out or inactivate their studies because they decided to work?
2. Did students who enrolled in English Teaching Major in 2010 drop out because they moved to another major?
3. Did the age of students who enrolled in English Teaching Major in 2010 make them drop out?
4. Did the violence in our country make students drop out or inactivate the studies?
5. Did the economic situation force students who enrolled in English Teaching Major in 2010 drop out or inactivate the learning process established to be completed in 5 years?
6. Did professor's attitudes influence students who enrolled in English Teaching Major in 2010 to drop out or repeat once again the same subject?
7. Did the lack of English teaching job opportunities make students who enrolled in English Teaching Major in 2010 drop out?

8. Did maternity/paternity leave make students who enrolled in English Teaching Major in 2010 drop out or inactivate their studies?
  
9. Did the lack of background from high school make students who enrolled in English Teaching Major in 2010 drop out, inactivate their studies or repeat the subject in the next semester?
  
10. Did an emotional problem make students who enrolled in English Teaching Major in 2010 drop out, inactivate their studies or repeat the subject in the next semester?
  
11. Did complexity of the Study Program (1999) force students who enrolled in English Teaching Major in 2010 drop out, inactivate their studies or to repeat the subject in the next semester?
  
12. Did the lack of willingness affect students who enrolled in English Teaching Major in 2010 to drop out, inactivate their studies or to repeat the subject in the next semester?

## RESEARCH METHODOLOGY

The researchers used a non-experimental study design since the purpose of non-experimental design is describing current existing characteristics such as causes, attitudes, relationships; and the main purpose of this research is to study the causes that made students who enrolled in English Teaching Major at the Foreign Language Department of the University of El Salvador not to finish their study plan during the period 2010-2015.

The type of study used in this research is descriptive study. This type of study provides some aspects from the sample without changing the characteristics of the samples, which means nothing is going to be manipulated.

The instrument applied helped the researchers get qualitative data to describe, explain, and validate findings. The sample responses provided information to know the factors that influenced students not finish the major in the 5 years established by the study plan 1999.

The research team used a qualitative approach. This is used when little is known about a topic or phenomenon. Qualitative research is commonly used to understand people's experiences and to express their perspective. The research group wanted to know the main factors that have influenced the students who enrolled in English teaching in 2010 not to finish their study plan in 2015.

The population in this research was the students who enrolled in English Teaching Major at the Foreign Language Department of the University of El Salvador but had not finished their study plan during the period 2010-2015.

The sample was purposive since it was accessible for the researchers by using the technology. A Facebook group called "Ingreso Idiomas 2010" was created that pretended to get together all students who enrolled the major in 2010 but they had not finished it. There were 40 members who were more than willing to cooperate in the research, this represented almost a 40% of the 101 students who enrolled the major in 2010. By using this Facebook group the research team was able to get the data from the sample.

The technique used was the interview which aimed to discover and interpret the phenomena on studied. A platform called Survey.com was used in order to create a survey that was the instrument used in this research (see annexes pag. 92). The survey was designed focused in three main aspects. The first one was focused on people who had dropped out the major and they did not have any intention to continue their studies. The second aspect of the instrument aimed to get information from people who had stopped their studies but they planned to return. Lastly, the survey was designed focused on people who were still studying but they had not finished their studies in the period established by the Study Plan 1990.

The interview link was posted on the Facebook group (see annexes pag. 94). The sample had two months to fill out the survey. It took two months since there were some participants who did not have the time to fill it out and the research team needed to encourage them to do it.

## **OBJECTIVES**

### **GENERAL OBJECTIVE**

To study the factors that have influenced students who enrolled in English teaching at the FLD of the University of El Salvador not to finish their study plan during the period 2010-2015.

### **SPECIFIC OBJECTIVES**

To identify the reasons that have influenced students who enrolled in English teaching at the FLD of the University of El Salvador in 2010 to drop out their studies.

To determine the causes that have made students who enrolled in English teaching at the FLD of the University of El Salvador in 2010 to inactivate their studies for a period of time.

To find out the reasons that have influenced students who enrolled in English teaching at the FLD of the University of El Salvador in 2010 to take more than once the subjects established by The Study Program for Bachelor in English Teaching (1999).

## **RATIONALE**

The following research aims to identify the main factors that have influenced students of the B.A. in English Teaching who started their studies in 2010 and they had not become undergraduates in 2015. The research team has decided to investigate the multiple reasons that led students not to finish the major in 2015 since the issue of students failing courses and dropping out their studies is a concern for students, faculty and academic leaders and schools.

As Per University of Alabama Center for Academic Success, failing or dropping out courses is a student concern because the impact of college failure can cause lasting damage to self-esteem, and the consequences can influence an entire lifetime.

According to Rosa M. Gonzales the university failure can be grouped into three blocks: Inherent factors to students that refer to the lack of preparation to access to higher education or inadequate levels of knowledge to the University; (Study by Diaz Allue 1973), learning styles do not match the chosen major. Secondly, factors inherent to the teacher: educational deficiencies, lack of individualized treatment to the student due to the students overcrowding because it prevents dialogue, team work, and tutorials. And last but not least, Inherent factors to the college major, absence of clearly defined objectives, lack of coordination of different subjects and criteria for evaluation.

The statistics section and file of the central academic administration of UES, has identified the types of student desertion: the reported, in other words, students who manifest to the university his/her decision not to continue studying, this allows them to reserve enrollment for next semester or academic year; and the second type of students are the ones who leave the semester without officially inform the authorities (Administración Académica) as a result they do not have chance to reserve enrollment for next semester. Every year many students enrolled to the B.A. in English teaching major but just a few of them follow the established program.

By doing this research the team pretends to give a tool to the Foreign Language Department of the University of El Salvador in order for them be aware of the factors that lead the students to drop out the established Study Program (1999) and in that way, look for options that can help the Foreign Language Department avoid future fresh students fail the study plan and they can finish the major within 5 years as it has been established.



## **CHAPTER II: THEORETICAL FRAMEWORK**

### **2.1 DROPOUT: FINDINGS AND REASONS**

When students are admitted to a University or to a higher education institution, it is commonly expected that they will finish their studies successfully, within the period established by the program to be studied but what happens with students who, for whatever reason, are not able to accomplish the target?

According to Psychology Dictionary (World's Most Comprehensive Online Psychology Dictionary) academic failure is a no successful attempt at academic achievement, generally stemming from poor capacity as an academic or a marked decrease in academic success that was once present.

Cambridge Dictionary states that drop out refers to the action of leaving school, college or university before completing the course.

Makki (2007) in his study found that majority of students who drop out do not have any intention of continuing their studies either because they have given up for social or economic reasons, they have gone to study in another country, they have changed disciplines or they have already built a satisfactory major without the need for educational qualifications.

#### **Academic Background Factors**

There are researches that have shown relationship between previous academic performance and university performance (Baker and Siryk, 1984; Clark and Ramsay, 1990; Everett and Robins, 1991; Gerdes and Mallinckrodt, 1994; Pascoe, McClelland, and McGaw, 1997; Power, Robertson, and Baker, 1987). Power,

Robertson, and Baker (1987) reported that the correlation between secondary school grades and Grade Point Average (GPA) at university is generally about 0.5. However, the predictive capacity of secondary school grades is different for different individuals and groups. Power, Robertson, and Baker (1987) found that secondary school grades are not as good predictors for mature age student's performance as they are for school leaver's performance.

### **Family factors**

Many research studies have specified that family factors are significantly related to the decision of students to drop out (Noth and Neill, 1981). Studies found that the dropout's family was less solid, less influenced by a father, less likely to interact in leisure activities, and less able to communicate. Research studies also indicated that loss of a family member due to death or divorce and other family problems influence a student's decision to drop out. In addition, the level of education and the occupation of dropouts' parents were significant factors. The finding shows that the focus of the study is on the failure due to family matters.

### **Study Habits**

Study skills have been found to influence academic performance. Factors predicting academic performance 5 Creedon (1975) found that students with poor study habits are more likely to withdraw from university or to have academic adjustment problems in the transition from high school to university.

Abbott-Chapman, Hughes, and Wyld (1992) found that “those students classified as “academics”, for instance, whose profiles include an active “liking for study”, are

more likely to perform well at university than those students who don't have this motivation".

### **Psychosocial Factors**

There is a wide set of research that highlights the importance of psychosocial. Several psychosocial predictors of academic performance have been identified such as student institution integration, commitment to university, satisfaction with university, financial difficulty, career orientation, social support, and psychological health.

Tinto (1975) developed a student integration model which emphasizes the academic and social integration and the educational and institutional commitment of the student as the most important predictors of student attrition. Academic and social integration are defined a sense of compatibility or dissonance with the University and its students" (Spady, 1971, p. 44). The model suggests that a match between the academic ability and motivation of the student with the social and academic qualities of the institution foster academic and social integration into the university system. This leads to the development of two commitments: an educational commitment and an institutional commitment. Commitment refers to both the degree of importance the student places on achieving their academic and career goals, and the degree to which the student identifies and is committed to the university at which they are studying. According to the model, if the student is not integrated into the university, they will develop a low commitment to university. While this model does not deny the academic history of the student, it does not see

academic history as predictive of student withdrawal. Instead, academic history influences the process of student integration.

Terenzini and Pascarella (1978) found the most significant predictors of student attrition were academic and social integration variables, with previous academic performance and personality variables accounting for only four percent of the variance in attrition status. Power, Robertson, and Baker (1987) established “the most important variable distinguishing between those who proceed successfully to second year and those who dropout or fail, is course commitment” (p. 40).

Lecompte, Kaufman, and Rousseeuw (1983) discovered the fewer students made use of student services (academic/social integration), the more likely a student was to withdraw from university. However, the prediction that social integration is associated with academic achievement is arguable.

McInnis, James and McNaught (1995) found a higher percentage of students achieving average marks worked in social groups to study, while students achieving the highest and lowest marks were less social in their academic work.

Researchers have also shown that other psychosocial factors influence academic performance. These include satisfaction with university, financial situation, career orientation, and social support. Rickinson and Rutherford (1996) found dissatisfaction with the course of study was the reason most commonly endorsed for leaving university. Wince and Borden (1995) found satisfaction with university was related to both higher GPA's and lower withdrawal rates. Lecompte, Kaufman, and Rousseeuw (1983) found financial difficulties were also common reasons for

leaving university. However, Lecompte, Kaufman, Rousseeuw, and Tassin (1983) found financial difficulty was not significantly related to academic performance.

Other studies have also found a negative correlation between financial difficulties and student retention (Braxton, Brier, and Hossler, 1988; Pantages and Creedon, 1975), but few studies have examined the relationship between financial difficulties and academic performance.

Social support has also been found to influence academic performance. Several researchers have found that the presence of a person who provides strong support and support from family or spouse are important predictors of student retention and academic success (Gerdes and Mallinckrodt, 1994; Pantages and Creedon, 1975; Tracey and Sedlacek, 1982).

**Cognitive Appraisal as a Predictor of Academic Performance** Cognitive appraisal research tends to fall into one of two categories in academic performance literature: studies of self-efficacy and studies of attributional style.

Self-efficacy needs to be distinguished from attributional style. Self-efficacy refers to “the belief’s about one’s ability to perform successfully a given task or behavior” (Lent, Brown and Larkin, 1987, p. 293). In academic performance literature, self-efficacy has referred to a belief that one will achieve good grades in a given course or subject (Gerdes and Mallinckrodt, 1994; Lecompte, Kaufman, and Rousseeuw, 1983; Lecompte, Kaufman, Rousseeuw, and Tassin, 1983; Lent, Brown and Larkin, 1984, 1987).

Other studies have found that mature students, having a clearer career orientation and lower integration needs, are more likely to achieve higher academic results (McInnis, James and McNaught, 1995). Employment responsibilities have been found to influence student retention. Pantages and Creedon (1975) found full-time students who worked more than 15 hours per week were more likely to withdraw than full-time students who worked less than 15 hours per week. McInnis, James and McNaught (1995) state: "The pressures of part-time, and in Factors predicting academic performance 13 a minority of cases, full-time work, make it extremely difficult for some students to fulfil course expectations" (p. 69).

### **Environment influences the academic performance**

In many classrooms this is the key factor that supports an effective learning environment. Five Factors for Effective Teaching 93 Stipek (1996) lists six practices that support the idea that an effective classroom is a classroom of opportunity and experience, where learners can explore and experiment in a climate that recognizes the process of learning as the measure of success rather than the right answer approach (p.105). It acknowledges the vital role of intrinsic motivation in creating an environment where students can feel that they are the masters of their own learning (p.102).

In a different environment, but following the same basic philosophy, Alton-Lee (2003) suggests, 'quality teaching provides sufficient and effective opportunity to learn' (p.53). Both of these writers highlight the need for the classroom environment to be a place that allows students to learn. That may be a very obvious statement but in considering the average class of senior students, many

factors would in fact mitigate against a good learning environment being created and not through lack of trying or experience on behalf of the teacher.

### **Professors as factor of influence on academic performance**

The effective teacher will be one who engages with the students in the class in a way that highlights mutual respect and an acknowledgement of the learning process that is in place.

Eisner's suggestion that teaching is a caring exercise is very much part of the effective learning process. Learning is an emotional exercise. Students will engage in something that appeals to them emotionally. The teacher who brings a sense of personal involvement to the classroom, who wants to share the knowledge with the members of the class, who is prepared to show that he/she is also a part of the learning cycle, will be setting up a relationship which will encourage a good learning environment. Crooks (undated) emphasizes that 'good learning needs time and patience'. Wolk (2001) argues that students need time 'to own their learning' (p.59).

The working environment that is generated by the interaction and the enthusiasm of the teacher will remove the stigma of 'working' and turn the learning process into something that is rewarding and therefore to strive towards. In effect, the creation of an effective learning environment would generate a positive learning atmosphere throughout a school.

In the University of El Salvador in the period 2010-2015, there have been many students who have faced the academic failure. The Central Academic of the

University of El Salvador provided with information within that period regarding statistics of students who have failed a subject and the ones who needed to repeat the subject not only once but twice. Besides, The Central Academic of the University of El Salvador presented data about the amount of students who had dropped out the major during 2010-2015 period.

The tables with the information are found below.

*TABLA DE ESTUDIANTES QUE REPITEN ASIGNATURA DE LA CARRERA LICENCIATURA EN IDIOMA INGLÉS OPC. ENSEÑANZA (L10411) AÑO*

*2011 table1*

CICLO I/2011 CICLO I/201	MATRICULA	
	SEGUNDA	TERCERA
ASIGNATURAS		
Práctica Docente I	1	0
Literatura II	7	1
Francés II	0	0
Seminario I	4	0
Pintura I	0	1
Expresión Visual	17	2
Gramática Española	24	8
Psicopedagogía I	35	9
Filosofía General	2	0
Francés I	1	0
Ética de los Valores	3	0



Sintaxis	13	2
Japonés I	5	0
Psicología General	2	1
Inglés Básico Intensivo	21	4
Traducción I	0	0
Didáctica General I	6	6
Dibujo I	0	0
Gramática Inglesa I	49	9
Pronunciación Inglesa	28	3
Composición Inglesa I	0	0
Introducción a la Linguística	6	1
Composición Inglesa II	6	2
Didáctica del Idioma Inglés II	7	1
Lectura y conversación en Inglés II	2	1
Dibujo II	1	0
Inglés Intermedio Intensivo I	0	0
Inglés Intermedio Intensivo II	20	1
Inglés Avanzado Intensivo I	0	0
Inglés Avanzado Intensivo II	7	3
Sociología General	1	0

TABLA DE ESTUDIANTES QUE REPITEN ASIGNATURA DE LA CARRERA LICENCIATURA EN IDIOMA INGLÉS OPC. ENSEÑANZA (L10411) AÑO

2011 table2

CICLO II/2011	MATRICULA	
	SEGUNDA	TERCERA
ASIGNATURAS		
Estadística Aplicada a la Educación	9	2
Gramática Avanzada	15	0
Métodos de Investigación	11	2
Japonés II	1	0
Traducción II	0	0
Seminario II	0	1
Administración y Supervisión Escolar	0	0
Filosofía General	0	0
Francés I	2	0
Ética de los Valores	0	0
Redacción en Español	4	2
Inglés Básico Intensivo	0	0
Didáctica General I	0	0
Dibujo I	0	0
Composición Inglesa I	21	1
Gramática Inglesa I	22	2
Fonología Y Morfología Inglesa	5	2
Literatura I	4	1
Lectura y conversación en Inglés I	2	0
Inglés Intermedio Intensivo I	25	8

Inglés Intermedio Intensivo II	0	0
Historia de El Salvador y CentroAmérica	9	0
Inglés Avanzado Intensivo I	24	5
Inglés Avanzado Intensivo II	0	0
Práctica Docente II	1	1
Sociología General	0	0
Didáctica del Idioma Inglés I	13	2
Inglés Intermedio Intensivo II	5	0

TABLA DE ESTUDIANTES QUE REPITEN ASIGNATURA DE LA CARRERA LICENCIATURA EN IDIOMA INGLÉS OPC. ENSEÑANZA (L10411) AÑO

2012 table3

CICLO I/2012	MATRICULA	
	SEGUNDA	TERCERA
ASIGNATURAS		
Práctica Docente I	2	0
Literatura II	2	0
Francés II	0	0
Seminario I	2	0
Pintura I	0	0
Expresión Visual	14	2
Gramática Española	32	8
Psicopedagogía I	34	4
Filosofía General	2	1
Francés I	0	1

Ética de los Valores	1	0
Sintaxis	11	4
Japonés I	2	0
Psicología General	0	2
Inglés Básico Intensivo	32	4
Traducción I	0	0
Didáctica General I	5	0
Dibujo I	0	0
Gramática Inglesa I	22	12
Pronunciación Inglesa	15	1
Composición Inglesa I	0	0
Introducción a la Linguística	18	1
Composición Inglesa II	19	1
Didáctica del Idioma Inglés II	7	0
Lectura y conversación en Inglés II	5	0
Dibujo II	0	0
Inglés Intermedio Intensivo I	0	0
Inglés Intermedio Intensivo II	20	8
Inglés Avanzado Intensivo I	0	0
Inglés Avanzado Intensivo II	11	3
Sociología General	0	0

TABLA DE ESTUDIANTES QUE REPITEN ASIGNATURA DE LA CARRERA LICENCIATURA EN IDIOMA INGLÉS OPC. ENSEÑANZA (L10411) AÑO

2012 table4

CICLO II/2012	MATRICULA	
	SEGUNDA	TERCERA
ASIGNATURAS		
Estadística Aplicada a la Educación	15	1
Gramática Avanzada	15	3
Métodos de Investigación	6	0
Japonés II	1	0
Traducción II	0	0
Seminario II	0	1
Administración y Supervisión Escolar	0	0
Filosofía General	1	0
Francés I	2	1
Ética de los Valores	0	0
Redacción en Español	5	1
Inglés Básico Intensivo	0	0
Didáctica General I	0	0
Dibujo I	3	0
Composición Inglesa I	12	5
Gramática Inglesa I	18	3
Fonología Y Morfología Inglesa	3	1
Literatura I	5	1
Lectura y conversación en Inglés I	5	1
Inglés Intermedio Intensivo I	18	9

Inglés Intermedio Intensivo II	0	0
Historia de El Salvador y CentroAmérica	11	0
Inglés Avanzado Intensivo I	13	2
Inglés Avanzado Intensivo II	0	0
Práctica Docente II	0	0
Sociología General	0	0
Didáctica del Idioma Inglés I	12	0
Inglés Intermedio Intensivo II	1	0

TABLA DE ESTUDIANTES QUE REPITEN ASIGNATURA DE LA CARRERA LICENCIATURA EN IDIOMA INGLÉS OPC. ENSEÑANZA (L10411) AÑO

2013 table5

CICLO I/2013	MATRICULA	
	SEGUNDA	TERCERA
ASIGNATURAS		
Práctica Docente I	2	1
Literatura II	3	1
Francés II	0	0
Seminario I	1	0
Pintura I	0	0
Expresión Visual	8	4
Gramática Española	25	6
Psicopedagogía I	33	9
Filosofía General	0	0
Francés I	0	0

Sintaxis	8	0
Japonés I	1	0
Psicología General	0	0
Inglés Básico Intensivo	22	6
Traducción I	4	0
Didáctica General I	12	2
Dibujo I	0	0
Gramática Inglesa I	30	8
Pronunciación Inglesa	6	2
Composición Inglesa I	0	0
Introducción a la Linguística	10	3
Composición Inglesa II	11	1
Didáctica del Idioma Inglés II	4	2
Lectura y conversación en Inglés II	13	1
Dibujo II	2	0
Inglés Intermedio Intensivo I	0	0
Inglés Intermedio Intensivo II	23	4
Inglés Avanzado Intensivo I	0	0
Inglés Avanzado Intensivo II	7	1
Sociología General	1	0

TABLA DE ESTUDIANTES QUE REPITEN ASIGNATURA DE LA CARRERA LICENCIATURA EN IDIOMA INGLÉS OPC. ENSEÑANZA (L10411) AÑO

2013 table6

CICLO II/2013	MATRICULA	
	SEGUNDA	TERCERA
ASIGNATURAS		
Estadística Aplicada a la Educación	6	3
Gramática Avanzada	15	7
Métodos de Investigación	3	1
Japonés II	0	0
Traducción II	0	0
Seminario II	0	0
Francés I	4	0
Japonés I	2	0
Redacción en Español	6	3
Didáctica General I	0	0
Dibujo I	0	0
Composición Inglesa I	9	4
Gramática Inglesa I	13	1
Fonología Y Morfología Inglesa	3	1
Literatura I	6	0
Lectura y conversación en Inglés I	9	0
Inglés Intermedio Intensivo I	25	3
Historia de El Salvador y CentroAmérica	9	1
Inglés Avanzado Intensivo I	15	3



Práctica Docente II	0	0
Sociología General	1	0
Didáctica del Idioma Inglés I	9	2
Didáctica del Idioma Inglés III	4	2

TABLA DE ESTUDIANTES QUE REPITEN ASIGNATURA DE LA CARRERA LICENCIATURA EN IDIOMA INGLÉS OPC. ENSEÑANZA (L10411) AÑO

2014 table7

CICLO I/2014	MATRICULA	
	SEGUNDA	TERCERA
ASIGNATURAS		
Práctica Docente I	0	0
Literatura II	0	0
Francés II	0	0
Seminario I	1	0
Pintura III	1	0
Expresión Visual	5	0
Gramática Española	16	4
Psicopedagogía I	17	8
Filosofía General	0	0
Francés I	0	0
Sintaxis	6	0
Japonés I	0	0
Psicología General	1	0
Inglés Básico Intensivo	16	7

Traducción I	2	0
Didáctica General I	5	0
Gramática Inglesa I	24	12
Pronunciación Inglesa	7	2
Composición Inglesa I	1	0
Introducción a la Linguística	9	2
Composición Inglesa II	8	1
Didáctica del Idioma Inglés II	6	0
Lectura y conversación en Inglés II	3	0
Dibujo II	0	0
Inglés Intermedio Intensivo II	13	5
Inglés Avanzado Intensivo II	5	0
Sociología General	0	0

TABLA DE ESTUDIANTES QUE REPITEN ASIGNATURA DE LA CARRERA LICENCIATURA EN IDIOMA INGLÉS OPC. ENSEÑANZA (L10411) AÑO

2014 table8

CICLO II/2014	MATRICULA	
	SEGUNDA	TERCERA
ASIGNATURAS		
Estadística Aplicada a la Educación	7	0
Gramática Avanzada	14	4
Métodos de Investigación	0	1
Japonés II	0	0
Traducción II	1	0

Seminario II	1	0
Francés I	1	0
Japonés I	2	0
Redacción en Español	2	1
Didáctica General I	0	0
Dibujo I	4	0
Composición Inglesa I	13	1
Gramática Inglesa I	12	0
Fonología Y Morfología Inglesa	7	0
Literatura I	1	0
Lectura y conversación en Inglés I	5	0
Inglés Intermedio Intensivo I	12	4
Historia de El Salvador y CentroAmérica	6	2
Inglés Avanzado Intensivo I	16	3
Práctica Docente II	2	0
Sociología General	3	0
Didáctica del Idioma Inglés I	12	4
Didáctica del Idioma Inglés III	1	0

TABLA DE ESTUDIANTES QUE REPITEN ASIGNATURA DE LA CARRERA LICENCIATURA EN IDIOMA INGLÉS OPC. ENSEÑANZA (L10411) AÑO

2015 table9

CICLO I/2015	MATRICULA	
	SEGUNDA	TERCERA
ASIGNATURAS		
Práctica Docente I	1	0
Literatura II	2	0
Seminario I	0	0
Expresión Visual	1	0
Gramática Española	26	4
Psicopedagogía I	10	3
Filosofía General	0	0
Sintaxis	11	0
Japonés I	3	0
Psicología General	0	0
Inglés Básico Intensivo	14	3
Traducción I	3	0
Didáctica General I	4	1
Gramática Inglesa I	13	1
Pronunciación Inglesa	3	3
Composición Inglesa I	1	0
Indtroducción a la Linguística	8	0
Composición Inglesa II	8	3
Didáctica del Idioma Inglés II	5	0
Lectura y conversación en Inglés II	4	0

Dibujo II	1	0
Inglés Intermedio Intensivo II	4	0
Inglés Avanzado Intensivo II	9	1
Sociología General	0	0

TABLA DE ESTUDIANTES QUE REPITEN ASIGNATURA DE LA CARRERA LICENCIATURA EN IDIOMA INGLÉS OPC. ENSEÑANZA (L10411) AÑO

2015 table10

CICLO II/2015	MATRICULA	
	SEGUNDA	TERCERA
ASIGNATURAS		
Estadística Aplicada a la Educación	6	0
Gramática Avanzada	13	2
Métodos de Investigación	3	0
Traducción II	0	0
Seminario II	1	0
Francés I	3	0
Japonés I	1	0
Redacción en Español	3	1
Didáctica General I	0	0
Dibujo I	1	0
Composición Inglesa I	9	1
Gramática Inglesa I	21	2
Fonología Y Morfología Inglesa	2	0
Literatura I	0	1

Lectura y conversación en Inglés I	7	1
Inglés Intermedio Intensivo I	6	0
Historia de El Salvador y CentroAmérica	2	2
Inglés Avanzado Intensivo I	8	3
Práctica Docente II	0	0
Sociología General	4	0
Didáctica del Idioma Inglés I	9	3
Didáctica del Idioma Inglés III	6	0

*DESERCIÓN DE ESTUDIANTE DE LA CARRERA LICENCIATURA EN IDIOMA INGLÉS OPC. ENSEÑANZA (L10411) table11*

AÑO	INGRESO	INSCRITOS	DESERCIÓN
2010	101	89	12
2011	72	63	9
2012	84	77	7
2013	30	26	4
2014	69	48	21
2015	112	108	4

## Glossary

The following chapter aims to deepen and to make clear the terminology used in this investigation paper for the reader to have a better understanding of the complete analysis.

**Bachelor:** a person who has completed the undergraduate curriculum of high school.

**Drop out:** leave the school, colleague or university before completing the course.

**Failure:** it is the lack of success in doing or achieving something in a particular activity.

**Intrinsic motivation:** an environment where students can feel that they are the masters of their own learning.

**Major:** a subject or field of study chosen by a student to represent his or her principal interest and upon which a large share of his or her efforts are concentrated: History was my major at college.

**Middle school:** a school intermediate between elementary school and high school, usually encompassing grades five or six through eight.

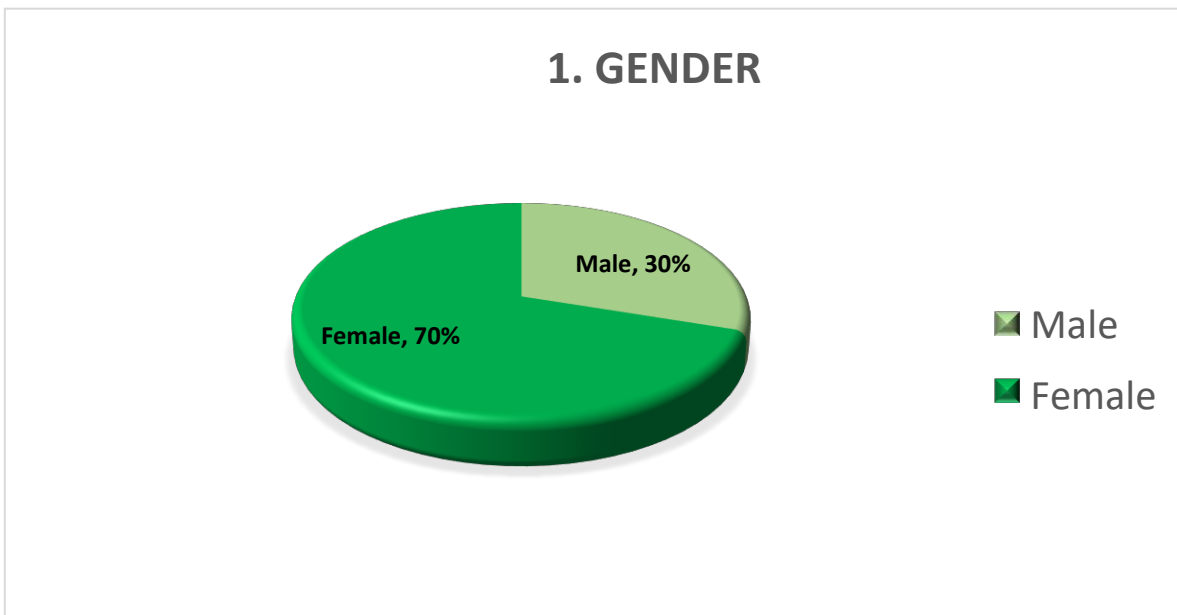
**Self-efficacy:** the belief's about one's ability to perform successfully a given task or behavior, that will help the students to achieved good grades.

**Survey.com:** platform online used to get data from a certain group with similar characteristics.

## CHAPTER III: DATA PRESENTATION

### 3.1 DATA ANALYSIS AND INTERPRETATION

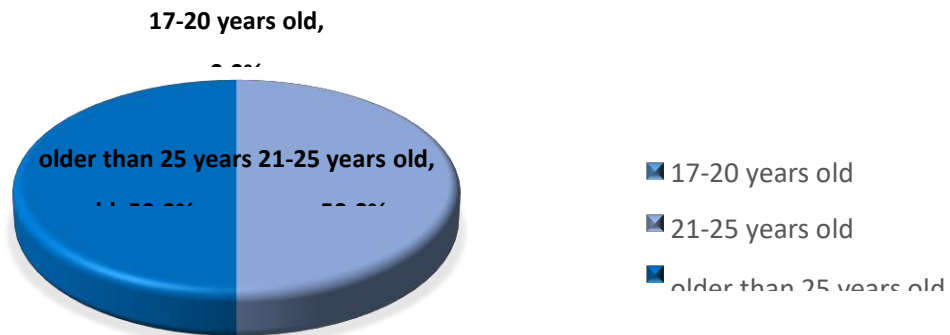
The results obtained through the survey are presented in the following graphics. The survey was applied to the students of the Foreign Language Department of the teaching major that could not finish the major in the five years required in the study plan 1999. A total of 40 students were taken as a sample from 100% of the population of the students of FLD.



Taking into account 40 respondents, it is notable that the majority is women with a representation of 70% in comparison to the result of men with a percentage of 30%, it means that in 2010 the majority of fresh students were women.



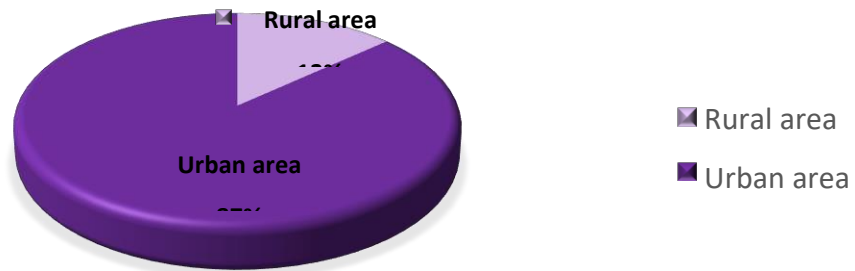
## 2. AGE



As a result of the instrument applied, the 50% of the students are between 21-25 years old, while the other 50% of the students are older than 25 years old, .any of the respondents are under 21 years old.

In the English Teaching Major there is a diversity of ages however none of the sample taken was under 21 years old.

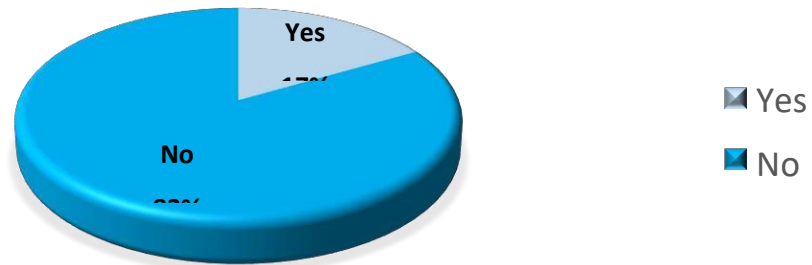
### 3. WHERE DO YOU LIVE?



The instrument applied to the sample shows that the 13% of the students live in rural area, however, the rest of the sample that is the 87% lives in the urban area.

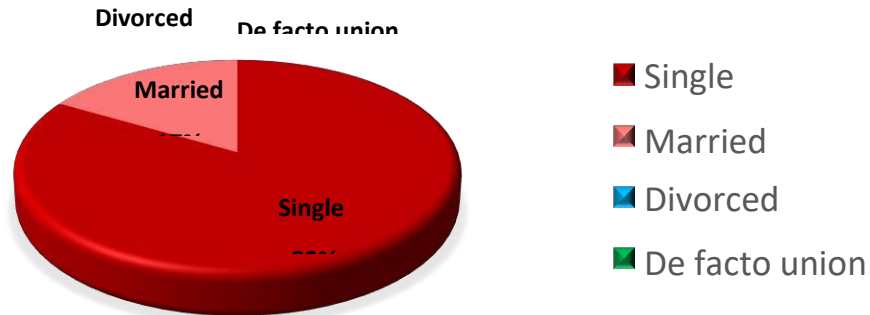
13% of the respondents live in rural areas which mean that the sample needed to travel from different places of the countries to have the opportunity to study. This caused them not be on time to attend classes, spend more money to travel. On the other hand, 87% of the sample lived in urban areas which gave them the opportunity to be on time and save money since they did not pay an expensive cost to travel. Technological resources were easily available for students in urban areas.

#### 4. Do you have children?



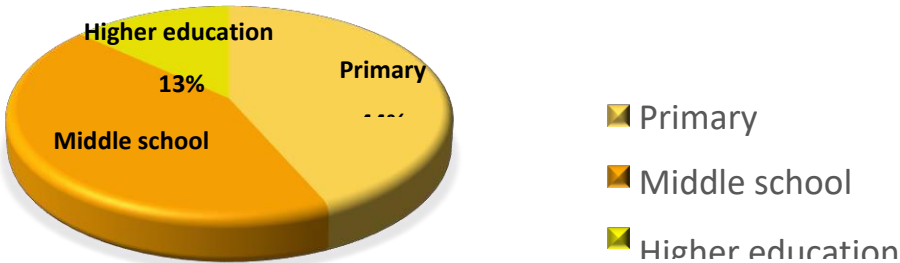
As the graphic shows the 17% of the English teaching major had children while 83% did not. Having children is a responsibility that consumes time, time that can be used to be focused on their studies. The majority of the sample did not have children so they had the time to focus on the major so having children is not a factor that influenced students not to finish the major in five years.

## 5. WHAT IS YOUR MARITAL STATUS?



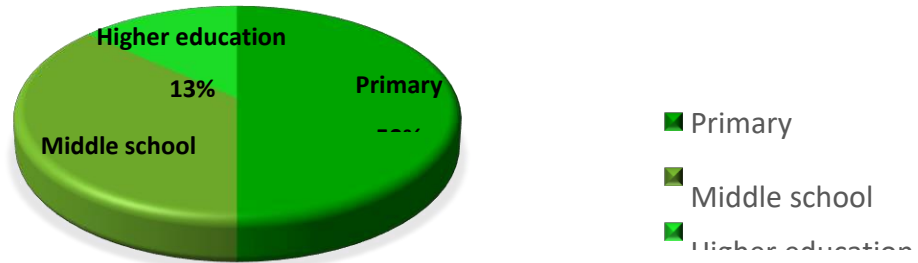
The result obtained by the survey shows that 83% of sample is single, while 16% of the sample is married. The majority of the selected sample is single so students had the opportunity to be focused on their studies rather than being focused on their mates. Being married consumes time, in a certain way, since they need to take care about their home and all the responsibilities that a married person has. However, the selected sample considered that marriage was not the factor influencing their academic performance in the five years.

## 6. WHAT IS THE EDUCATION LEVEL OF YOUR FATHER?



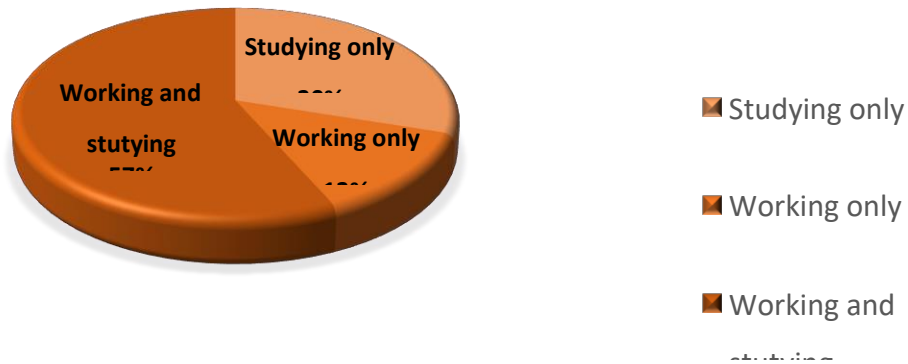
As revealed by the graph, 43% of the sample's fathers have primary education, while the 43% have middle school education, as the results show only the 13% of the sample, their fathers have higher education. This tells that the majority of the sample's father did not have the opportunity to study a higher degree. The 44% of the sample's fathers did not have the opportunity to go even to middle school.

## 7. WHAT IS THE EDUCATION LEVEL OF YOUR MOTHER?



As revealed by the graph, 50% of the sample's mothers have primary education, while the 37% have middle school education, as the results show only the 13% of the sample, their mothers have higher education. Several factors such as housework, child care affected sampling mother could not even reach middle school certificate.

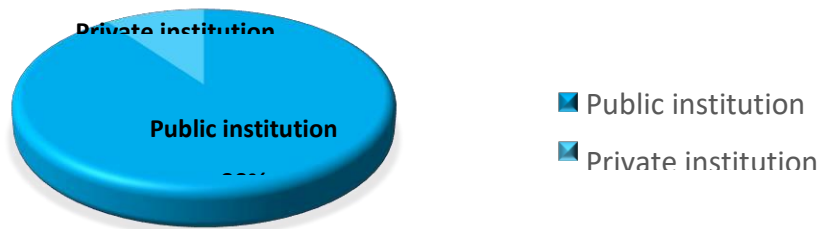
## 8. WHAT IS YOUR CURRENT CONDITION?



As seen in the result obtained from the instrument, the 30% of the sample are studying only the major and the 13% of the sample are currently working only. On the other hand, 57% of the sample are working and studying at the same time. For the ones who are studying and working at the same time this is more challenging since working consumes a lot of time and this affects their performance in their classes.

Most of the jobs in our country are 10 hour schedule for a full time and from 4 to 6 hours part time. Students who have a full time job only have 14 more hours to attend to class, to do homework assignments, to travel and to sleep. This affects students either not to take the required subjects in each semester or not to pass all the subjects in each semester. As a result the sample selected could not finish the major in the five years established by the study program 1999

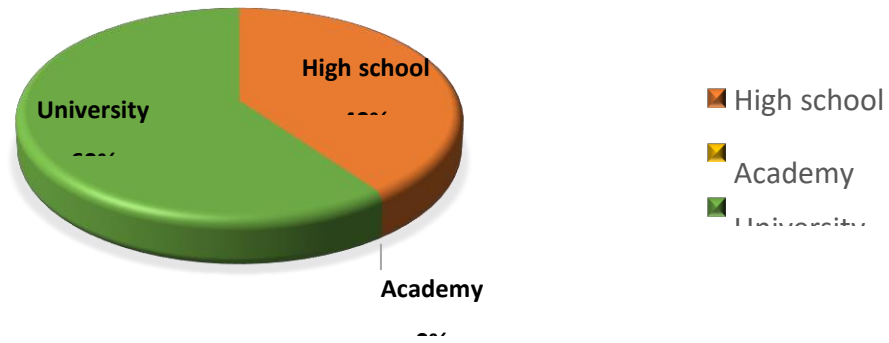
## 10. WHERE DID YOU GRADUATE FROM HIGH SCHOOL?



90% of the students graduated from a public institution, while 10% of the students they graduated from a private institution. The public education system in our country has showed that it has many limitations coming from the government, school managements and even coming from the study program. Limitations such as economic issues, lack of a study program that can fulfill the requirement to enter to the university. A clear example is of the most famous exam that all students from second year of high school do called PAES, every year students from private schools get higher score than students from public schools. Even though this is only an exam and it is not enough to determine whether a student will be successful or not in the university, it gives visibility of the public versus the private education system. This had impacted students' background since in most of the public schools English is not a priority however for private it is. So students from private schools had better knowledge of the English language.



## 11. WHERE DID YOU LEARN ENGLISH?

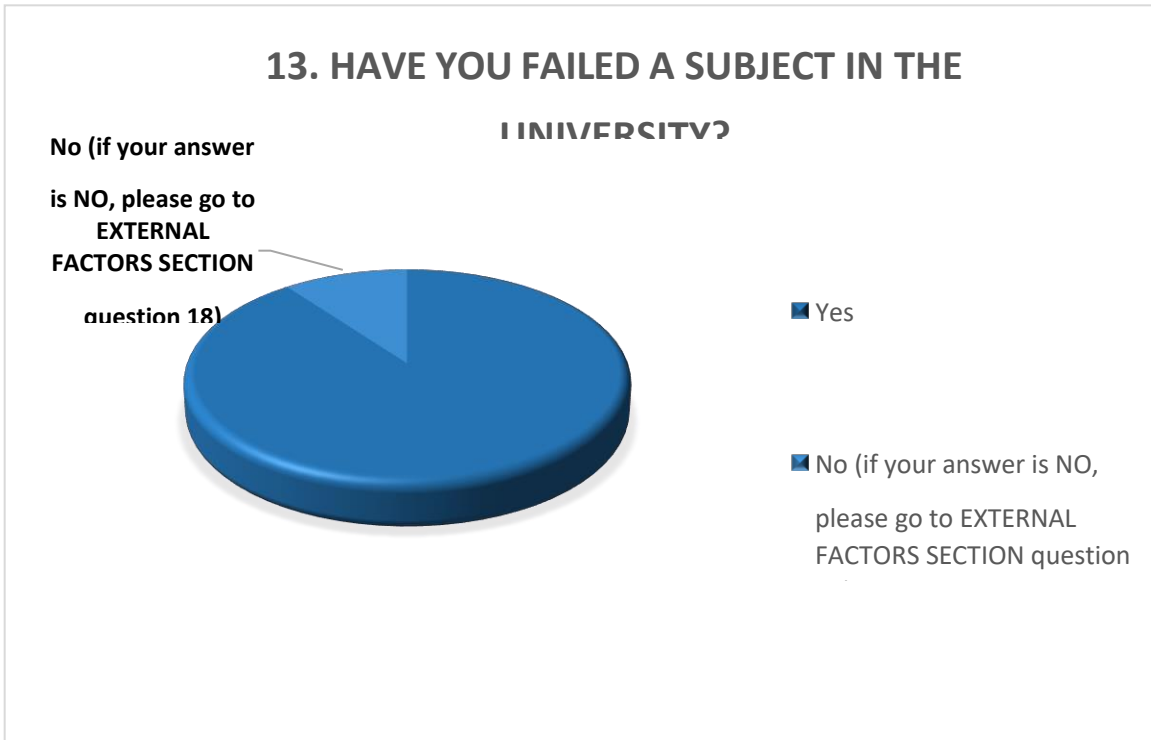


The 40% of the sample said that they learned English while they were studying in high school and the 60% of the sample said that they learned English while they were studying the teaching major in the university. Even though the high school education system in our country does not prepare students with the sufficient resources or a well-built background in the English area, a large of group of the sample taken said that was the only preparation they had when they started the major. However, the majority learned English until they got to the university.

**12. DO YOU CONSIDER THAT YOUR HIGH SCHOOL PREPARATION WAS GOOD ENOUGH FOR YOU TO FACE THE SUBJECTS' DEMANDS OF THE STUDY PLAN 1999 OF THE LICENCIATURA EN IDIOMA**



The 27% of the sample considers that their High school preparation was good enough to face the subjects' demands of the study plan 1999 of the major, while the 73% that is the majority of the sample said that their High school preparation was not good enough to face the subjects' demands that the English teaching major has in the University of El Salvador. This made students fail a subject, inactivate their studies or even worse drop out the major since they were not able to fulfill all the study requirements in each subject established by the program 1999.



90% of the sample answered that they failed a subject while they were studying the teaching major and only the 10% said that they never failed a subject during the major. As it is known in the University of El Salvador, when someone fails a subject, this takes them longer to finish the major selected since the subjects are not taught every semester, in most of the cases, students need to wait one year to enroll the subject again. This was one of the most common factors in the sample taken that influenced them not to finish the major in five years.

#### 14. WHAT WAS THE FAILED SUBJECT RELATED TO?



The 82% of the sample said that the subject (s) that they failed was related to linguistic matters, the 6% said that the subject (s) that they failed was related to didactic matters and the 12% said that the subject(s) failed was related to research matters. As the results show, students had more problems with Linguistics related subjects. This is linked to the fact that students did not have a strong background from high school. Most of students failed a subject related to linguistic that made them delay their studies.

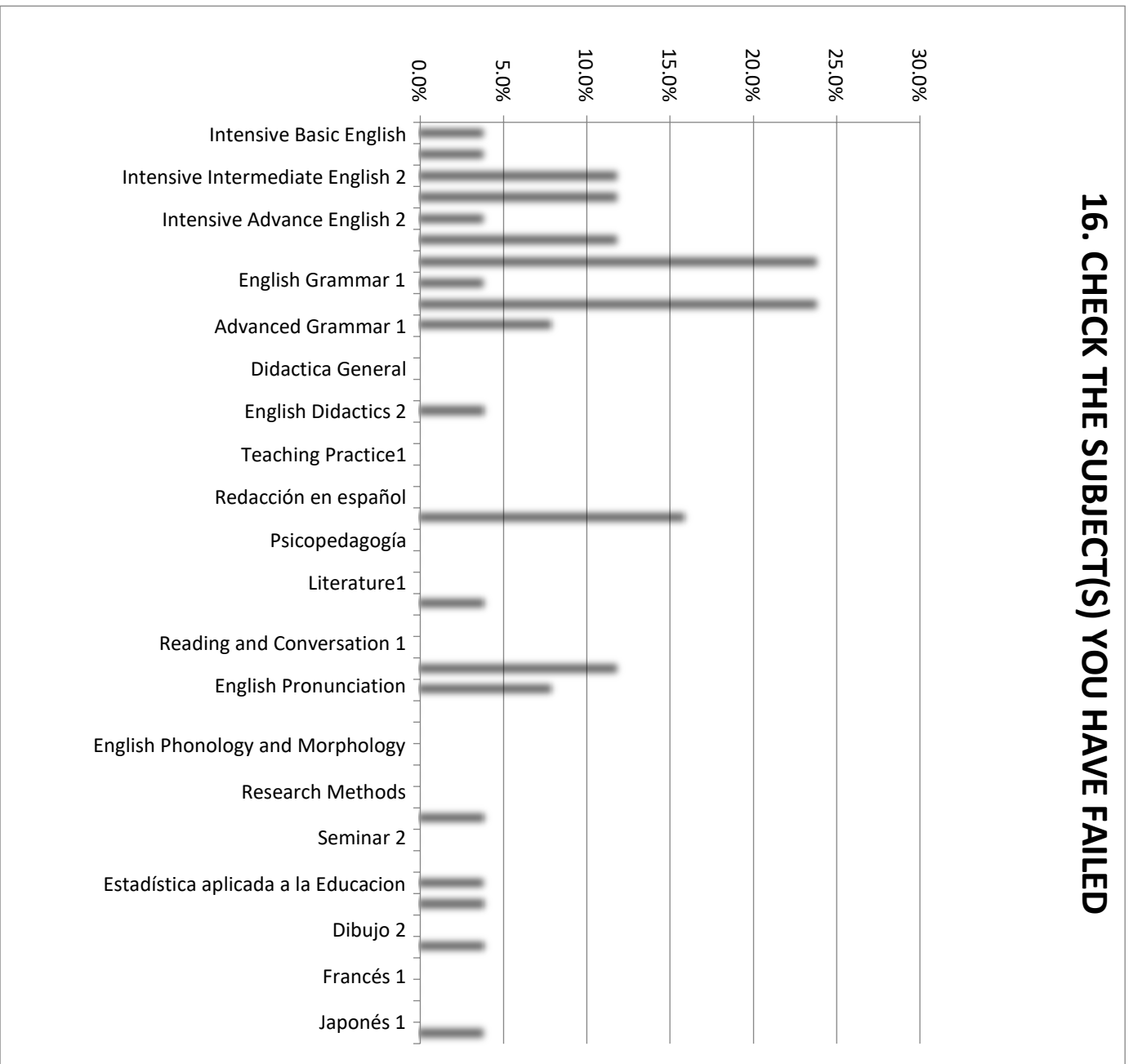
### 15.DID THE FACT OF FAILING A SUBJECT AFFECT YOU THE NEXT ACADEMIC SEMESTER?



69% of the sample surveyed recognized that failing a subject affected the development in the next semester, because it did not allow them to take the next subject according to the study plan. It means that they took more time to finish the major. On the other hand, only the 30% said that the fact of failing a subject did not affect them the next semester and they could follow the study plan since the failed subject was not prerequisite or it was not an obligatory subject.

Also, it is important to mention that among the students who answered failing a subject was not a factor that influenced them to delay their studies, there were students who failed a subject but the next semester they took five subjects in order not to delay their studies but unfortunately, due to another different factors they were not able to finish the major in five years.

## 16. CHECK THE SUBJECT(S) YOU HAVE FAILED



Traducción 1

Filosofía general

In general terms the 89% of the sample answered that they failed at least one subject during their academic process, that did not allow them finish the major in five years, meanwhile the 11% of the sample who answered they did not fail a subject says that they did not finish the major in five years for other reasons.

The subjects on the study plan 1999 were divided into five categories:

**Linguistics which includes:**

- |                                      |                                      |
|--------------------------------------|--------------------------------------|
| 1- Intensive Basic English           | 11- English Composition II           |
| 2- Intensive Intermediate English I  | 12- Literature I                     |
| 3- Intensive Intermediate English II | 13- Literature II                    |
| 4- Intensive Advanced English I      | 14- Reading and Conversation I       |
| 5- Intensive Advanced English II     | 15- Reading and Conversation II      |
| 6- Gramatica Española                | 16- English Pronunciation            |
| 7- English Grammar I                 | 17- Linguistics Introduction         |
| 8- English Grammar II                | 18- English Phonology and Morphology |
| 9- Advanced Grammar                  | 19- Syntax                           |
| 10- English Composition I            |                                      |

**Didactics includes :**

- 1- Didáctica General
- 2- English Didactics I
- 3- English Didactics II
- 4- English Didactics III
- 5- Teaching Practice I
- 6- Teaching Practice II

**The research subjects include:**

- 1- Researchs Methods
- 2- Seminar I
- 3- Seminar II



## **The optional subjects**

### **Includes:**

- Dibujo I
- Dibujo II
- Ética y Teoría de los Valores
- Francés I
- Francés II
- Japonés I
- Japonés II
- Traducción I

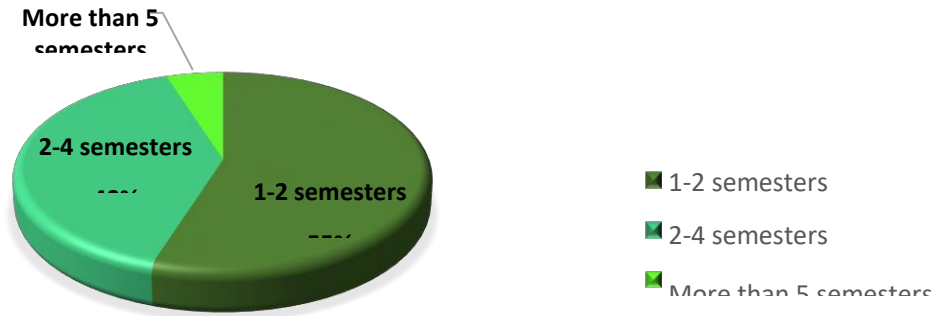
- Traducción II
- Filosofía General

### **And others category are:**

- 1- Redacción en Español
- 2- Expresión Visual
- 3- Psicopedagogía
- 4- Historia de El Salvador y Centro America
- 5- Estadística aplicada a la educación

Talking about the categories, the 82% answered that they failed one of the linguistics subjects, in the didactics category the 3% of the sample failed a subject, the 11% of the sample failed a subject related to the optional subject category and nobody failed a subject related to research category. It means the linguistics category was the group that was more difficult for the sample.

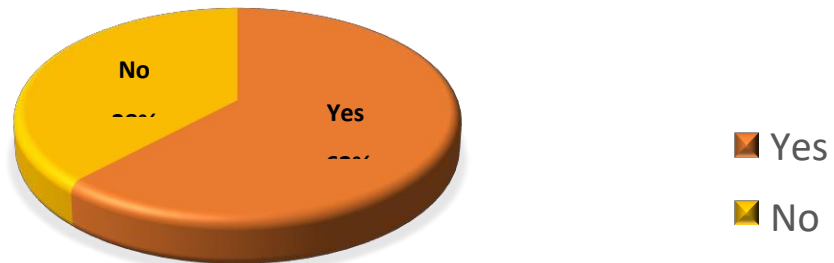
**17. IF YOUR ANSWER WAS YES, HOW MANY SEMESTERS DID YOU POSTPONE YOUR MAJOR ACCORDING TO THE STUDY PLAN 1999?**



Out of the percentage of the sample who answered that was affected by the fact of failing a subject, the 55% said that they were affected one or two semesters according to the study plan.

The 40% of the sample were affected and postponed their studies two or four semesters, and only the 5% of the sample were affected and they postponed their studies for more than five semesters, it means that the fact of failing a subject really affected them. Failing a subject did not allow them to take the correlative subjects as per the study program 1999.

## 18. DO YOU WORK AND STUDY AT THE SAME TIME?

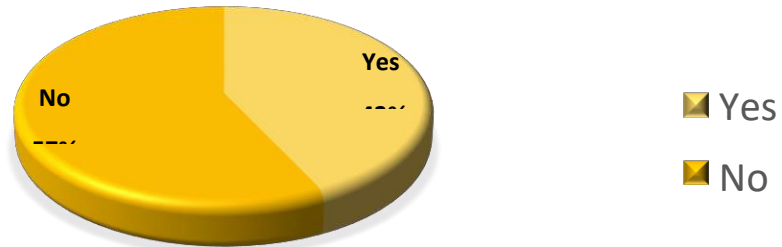


The 62 % of the sample said that they worked and studied at the same time and they considered that it was a factor that did not allow them to finish the major in five years according to the study plan 1999.

Working and studying at the same time did not provide them enough time to study in advance for the class or to prepare homework assignment as they had to do.

The 38% of the sample said they only study, so that they did not consider it as a factor to postpone their studies, because they have time to be focused on their studies only.

**19. HAVE YOU EVER DROPPED OUT A SUBJECT BECAUSE IT  
INTERFERED WITH YOUR WORK SCHEDULE?**



Question number 18 showed 62% of the sample worked and studied at the same time so out of that percentage the 43 % decided to drop out a subject because it interfered with their work schedule, and they were forced to drop out the subject because they had bad economic status at that time and they needed to work.

57% were not affected by the work schedule, so they did not drop out a subject for that reason. It means that the fact of studying and working at the same time can affect academic development above the ones who only study.

**20. HAVE YOU EVER DROPPED OUT A SEMESTER BECAUSE YOU DID NOT HAVE THE NECESSARY INCOMES TO AFFORD YOUR STUDIES?**

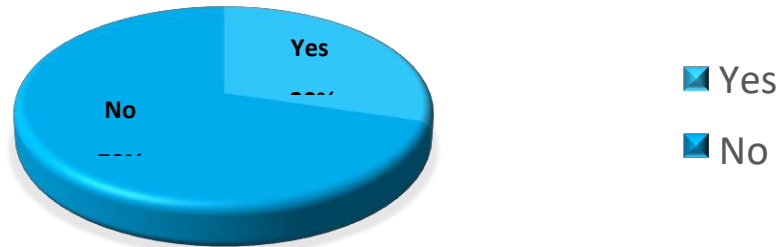


Only 29% of the sample considered that they dropped out the major because they did not have the necessary incomes to afford their studies, it involves the ones who worked and studied at the same time and the ones who only studied.

On the other hand, the 71% of the sample was not affected by the lack of economic incomes. It is not considered a big factor that influenced students not to finish the major in five years.

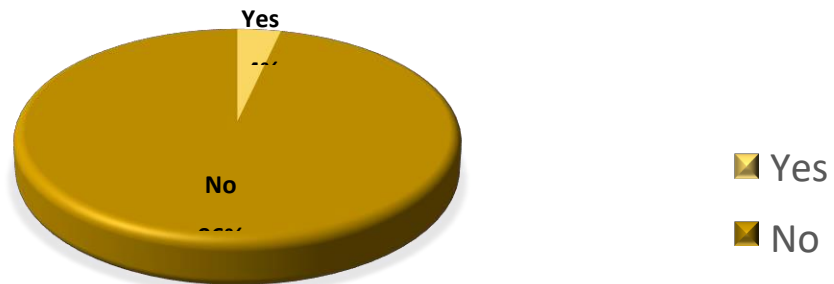
## 21. DID YOUR ECONOMIC SITUATION MAKE YOU INACTIVE

YOUR STUDIES FOR A PERIOD OF TIME ONLY?



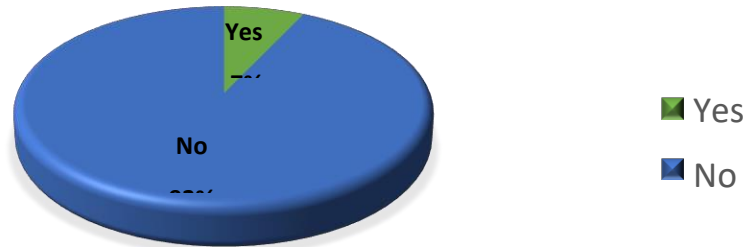
Out of the sample taken, 30% answered that they did not have good economic status, it involves the fact of being unemployed and they depended on their parents or others, so they inactivated their studies for a period of time and did not follow the study plan, but the 70% were not affected by the economy and did not consider the economy like a factor to postpone their studies.

## 22. DID YOU FAIL A SUBJECT DUE TO VIOLENCE IN OUR COUNTRY?



Nowadays, everybody is affected by violence, every day many people are being forced to leave their houses, to travel abroad, to change life style because violence affects their own lives or their relatives' life, but only the 4% were affected and did not follow the study plan because they failed a subject due to violence. It is because they were young, they lived in a dangerous place, or they had to travel to dangerous places but the 97% of the population, even though they were affected by violence, they did not fail any subject due to violence issues.

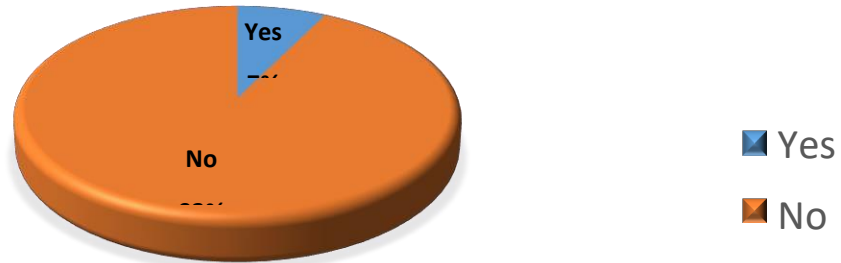
**23. DID THE VIOLENCE IN OUR COUNTRY MAKE YOU BE  
INACTIVE IN YOUR STUDIES FOR A PERIOD OF TIME ONLY?**



From the data obtained, the 7% of the sample said that they decided to inactivate their studies because it was a risk to take, students decided inactivate studies and wait the situation went better, because they were afraid of losing their lives. On the other hand, 93% says that it was not a factor to inactivate studies.

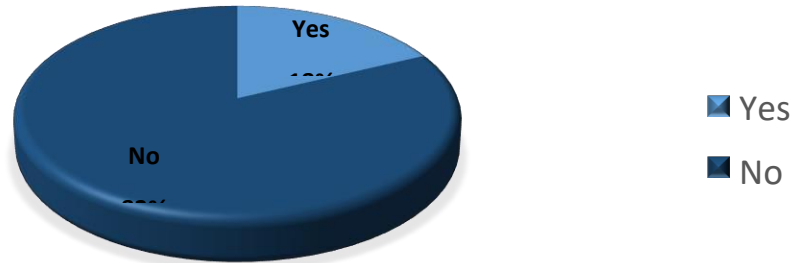


## 24. DID THE VIOLENCE FORCE YOU TO DROP OUT THE MAJOR?



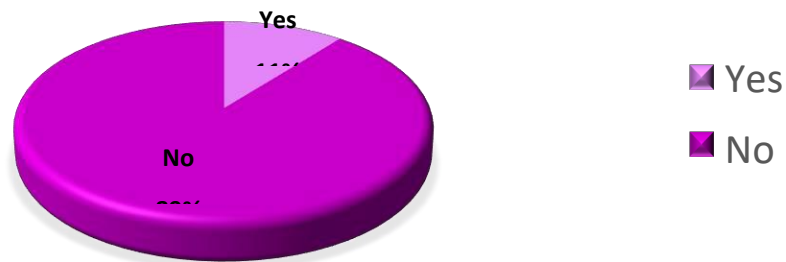
The 7% of the sample says that violence plays a big role on the academic field because it forced them to inactivate the major during a period of time. Violence affected not only physically but also psychologically, affect students concentration and health because they got involved in a mental conflict that made them drop out the major. However, 93% of the sample said violence affected their studies but it did not force them to drop out the major.

**25.DID THE MATERNITY/PATERNITY STATUS FORCE YOU TO FAIL A SUBJECT?**



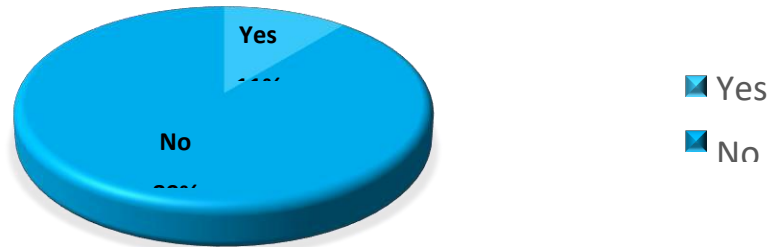
The fact of being mother or father during the study process affected the 18% of the sample. Being parents brought more responsibility and consumed more time since students needed to take care of their children. They did not have enough time to complete all the assignments each subject required which made them to fail a subject during the major while 82% were not affected by maternity/paternity.

**26. DID THE MATERNITY/PATERNITY STATUS MAKE YOU INACTIVATE YOUR STUDIES FOR A PERIOD OF TIME?**



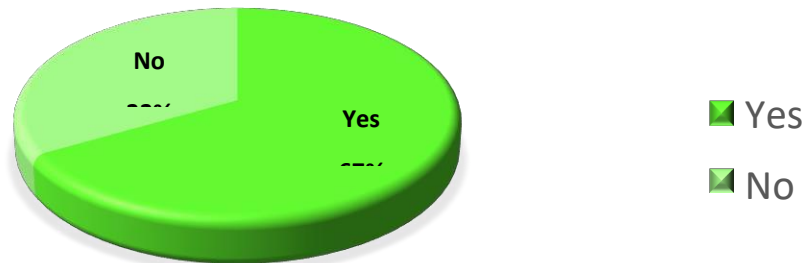
Based on the data gotten, the 11% of the sample inactivated their studies due to maternity or paternity status. They agreed that children needed time at least in the first 3 years of life. Students decided to inactivate their studies planning to return once their children have a specific age that can be more suitable for their children and for them to continue with their studies. On the other hand, 89% of the sample was not forced to inactivate the studies because they had help from their families to take care of children, they had the opportunity of having a baby sitter or simply they did not have children.

**27. DID THE MATERNITY/PATERNITY STATUS INFLUENCE  
ON YOUR DECISION TO DROP OUT THE MAJOR?**



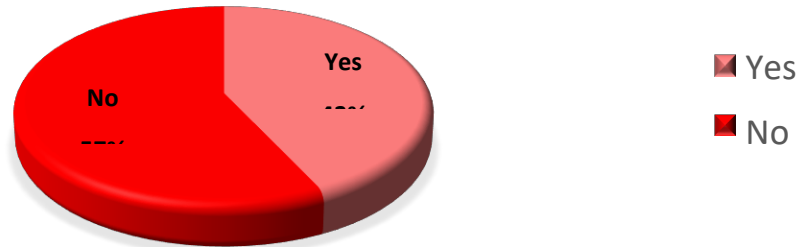
The 11% of the sample, who experienced maternity or paternity during the academic process, were influenced on their decision of dropping out the major. This percentage of the sample who were affected agreed that being a parent is a big responsibility and that they needed to decide whether they continue with studies and neglect their children or they take of their children and forget about the dream of being a professional. Students needed to work and take care about their children so they did not have time to handle with the demands of being a student. On the other hand, 89% confirmed that being parents did not affect them and they decided not to drop out the major or this was not a factor affecting at all because they did not have kids.

**28. DO YOU THINK PROFESSORS' ATTITUDE CAUSE YOU FAILED A SUBJECT?**



During the academic process the relationship between students and professors plays an important role on the students' performance. According to the sample in this research, every participant experienced and lived different situations during their academic process. 33% said they were inspired by teachers who motivated them to continue with the major. Students were encouraged by some teachers to make an effort in order to succeed in their studies. However, 67% of the sample agreed that professors' attitude affected them to fail a subject. Students shared experiences in which they were frustrated because the professor was more focused on their mistake rather than the solution or the action plan to overcome students' mistakes. Students faced moments in which professors were arrogant or offensive and they were affected by professors. Students ended up failing the subject.

**29. DO YOU THINK PROFESSORS' ATTITUDE MAKE YOU TO  
INACTIVATE YOUR STUDIES FOR A PERIOD OF TIME?**



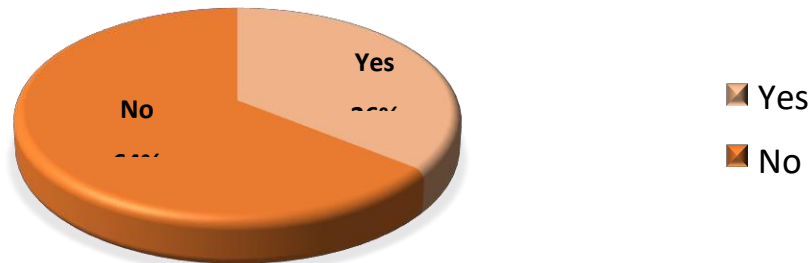
Taking the professor's attitude as a factor that influences in the learning process, the results show that 57% of the interviewed agreed that professor's attitude was not the factor that made them stop their studies for a period of time. However, 43% of the sample considers the professor's attitude made them inactivate their studies for a period of time either short or long. Even though the result shows that most of the students did not inactivate their studies due to professors' attitude, the contrast is very high since almost half of the sample was affected, indeed. Students said that after having a bad experience with a specific professor they decided to inactivate their studies hoping when they return that specific professor does not teach the subject they needed to enroll. Cases like this, gives a big red alarm of how professors' attitude is in the Foreign Language Department of the University of El Salvador.

**30. DO YOU THINK PROFESSORS' ATTITUDE  
INFLUENCE YOU TO DROP OUT THE MAJOR?**



Analyzing the data gotten from the instrument implemented, 71% considered that the fact that they dropped out the major does not have to be with professor's attitude and only 29% agreed that professor's attitude influenced them to drop out the major. There were different aspects that influenced students to drop out the major but professors' attitudes was not the most common one among the sample.

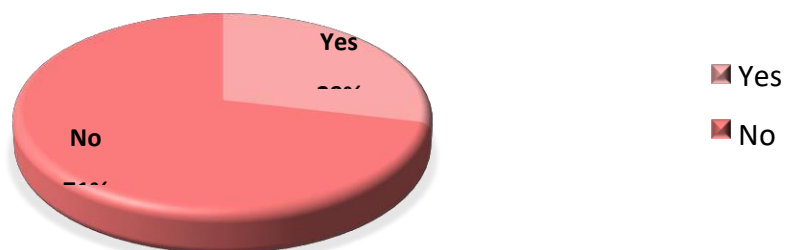
### 31. DID THE SIZE CLASS INFLUENCE YOU TO FAIL A SUBJECT?



Failing a subject was a common answer found in the research instrument; however, regarding the size class only 36% of the sample said that it was a factor that contributed to fail a subject. On the other hand, 64% said size class was not a factor of failing a subject. The Foreign Language Department of the University of El Salvador does not have enough classrooms for the students' population as a result each course has at least 40 students enrolled. With larger classes there is a risk that the teaching-learning process will be affected but the selected sample in this research agreed that being taught in large class did not influence in their academic failure. The size of the class is not a factor that influenced students who did not finish the major in five years.

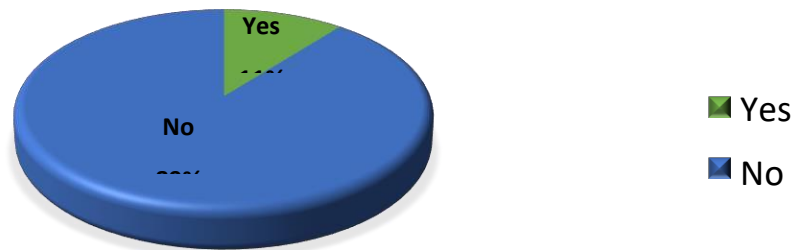


**32. DID THE LACK OF ENOUGH CLASSROOM  
INFLUENCE YOU TO INACTIVE YOUR STUDIES?**



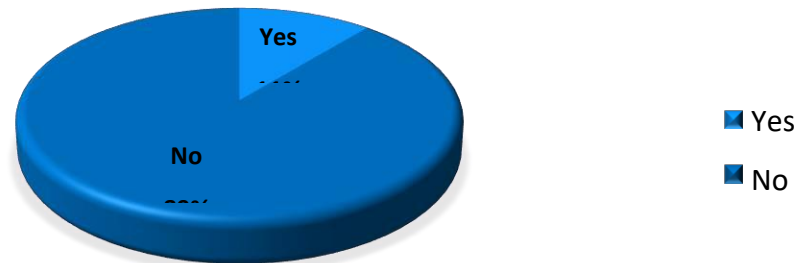
According to the data obtained, only 29% of the sample considered the fact of not having enough classrooms made them inactivate their studies and 71% considered that inactivating their studies is not related to the amount of classrooms the Foreign Language Department has. Even though the Foreign Language Department and the University itself does not have the sufficient incomes to have the enough classrooms to fit students' population, the sample selected confirmed that the lack of classrooms did not affect them to inactivate their studies.

### 33. DID THE CLASSROOM ATMOSPHERE INFLUENCE YOU TO DROP OUT THE MAJOR?



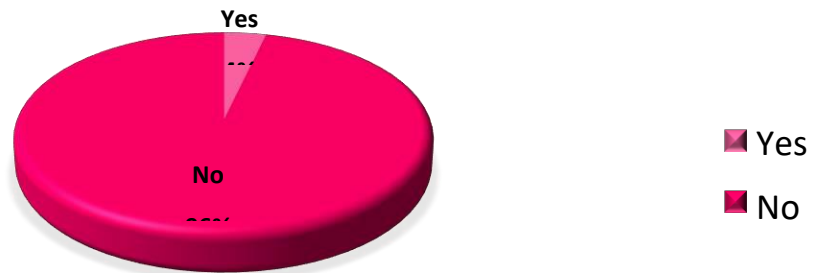
Even though students of the English teaching major have spent most of their time sitting in a classroom, 89% of the sample do not consider the classroom environment in the Foreign Language Department influenced them to drop out the major and only a low percentage equals to 11% confirmed that this was one of the factors that forced them to drop out their studies.

### 34. DID A SENTIMENTAL RELATION MAKE YOU FAIL A SUBJECT?



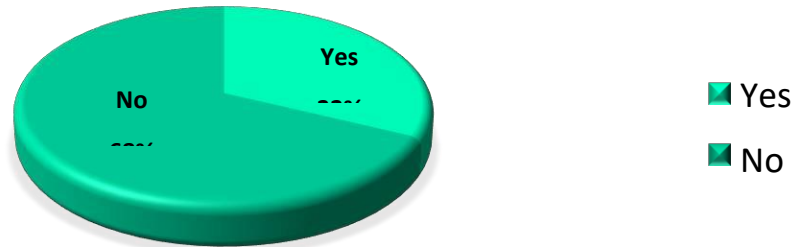
When someone is facing a bad sentimental relation the frontal lobes, the brain changes, leaving humans in a heightened stress response where fear, anxiety, frustration and sadness take over the thinking and humans are focused on that situation, as a result humans forget about the rest of the world and about things, people or any other issue around them. As per data obtained only 11% of the sample said that a sentimental relation influenced them to fail a subject and the majority that represents the 89% said that sentimental relation did not influence in failing a subject.

**35. DID A SENTIMENTAL RELATION MAKE YOU  
STOP YOUR STUDIES FOR A PERIOD OF TIME?**



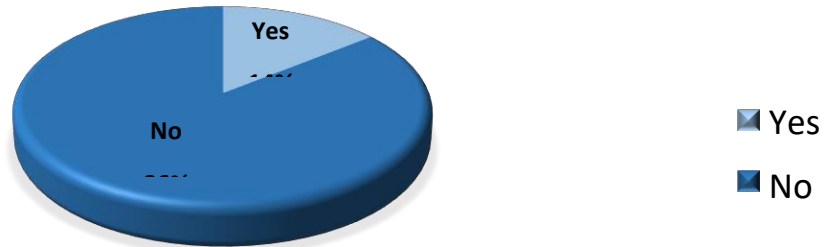
The results show that having a sentimental relation did not affect the 96% of students to inactivate their studies only 4% was affected by a relationship. Having a relation did not affect students to inactivate their studies since they were able to separate academic with personal issues.

**36. DID SHYNESS AFFECT YOUR ACADEMIC PERFORMANCE BECAUSE OF SUBJECT FAILURE?**



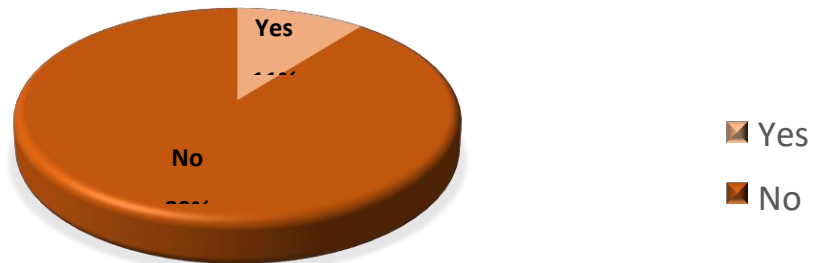
In relation with question 35, the results show that shyness was not a factor that did not affect students' academic performance since only 32% of the sample was affected, but the majority that is 68% was not.

**37. DID SHYNESS MAKE YOU INACTIVATE YOUR STUDIES FOR A PERIOD OF TIME ONLY?**



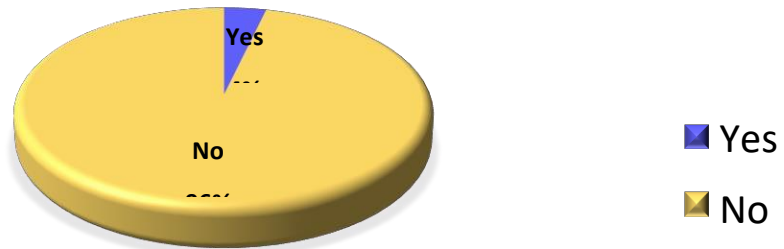
In relation with question 37, the results show that shyness was not a factor that made students inactivate their studies since only 14% of the sample was affected, but the majority that is 86% was not. Shyness was not a barrier that stopped students to continue with their studies.

### 38. DID SHYNESS FORCE YOU TO DROP OUT THE MAJOR?



Even though shyness has not represented a big percentage of affecting students in previous answers, according to the results, there was 11% that decided to drop out the major due to shyness. When the selected sample entered to the university, they were above 18 years old, an age in which most of human beings have already reached a high self-esteem, so shyness is an uncommon problem in daily or academic life.

**39. DID YOU DECIDE TO DROP OUT THE MAJOR BECAUSE  
YOU REALIZED THERE WERE NOT MANY JOBS**



Lack of jobs opportunities was not a factor that influenced the majority of the sample which represents the 96% and only a minor percentage equal to 4% said they dropped out the major due to lack of jobs opportunities. Students agreed that English teaching major makes them earn enough to live modestly.



**40.DID YOU DROP OUT THE MAJOR BECAUSE YOU  
STARTED A NEW MAJOR?**

Yes (if you answer  
YES go to answer  
the next questions,  
question 46)



- Yes (if you answer YES go to answer the next questions, if
- No

Within the selected sample there were no people who dropped out the major in order to start a new one.

## IV CONCLUSIONS

After conducting this research, it can be concluded that there were multiple factors that influenced students who enrolled the English Teaching Major in 2010 not to finish their studies in 2015.

Dropping out the major is a big issue in the University of El Salvador, and according to the research there are many reasons why students could not finish the major in the five years required by the study plan 1999. Some of them were mentioned in the research paper, one of the reasons that was mentioned is the sample's parents did not have good level of education and they did not have the opportunity to go to the university or finish their middle school. The fact of working and studying at the same time is another reason why students could not finish the major in the five years as established by the study program 1999; due to the lack of time to be devoted only on their studies. Out of the sample taken 57% considered that working and studying at the same time did not allow them to finish the major in the 5 years according to the study plan 1999 because it consumed a lot of time that affected their performance. Another reason why students did not finish their major in 5 years is the learning background, the ones who had more difficulties were the students who enrolled to the English Teaching Major, according to the data obtained during the research, 60% of the sample did not have the sufficient resources to learn English and consider they did not have a good preparation to face the study program. From the sample taken only 10% got graduated from a private institution while the 90% graduated from high school from a public institution. Students who graduated from a public school agreed that the

background they had of the English language was not enough when they started the major, as a matter of fact, 60% of the sample learnt English until they were already taking the courses established by the program of the English Teaching Major. Students did not have the opportunity to take an English course previously to enter to the University.

The fact of not having a solid background of the English language made students to fail the subjects for the first year of studies since they faced a totally different scenario of learning. Students came from a learning environment in which they were only taught some vocabulary; they needed to repeat the words and that was all what they were taught in most of the public schools. However, when the students came to the university and realized that nobody was allowed to speak in Spanish in the classroom and that the professor spoke in English only they got frustrated and failed a subject or even worst, they dropped out the major.

According to the data obtained, the subjects with the highest percentage of failure were related to linguistics, such as English Grammar, English Phonology and Morphology, among others. The data obtained shows that the 67% of the sample states they failed due to professors' attitude that did not help them to be confident with themselves.

The 90% of the sample researched failed a subject during the major studies, so that they postponed one or two semesters since they failed a subject and that subject was a requirement to take the next one, as a result the 40% of the sample

delayed their studies three or four semesters, and the 5% of the sample postponed their studies more than five semesters.

Economy in El Salvador is one of the least developed around the world. Economy is a factor of influence in learning. Even though the data obtained shows that only 29% of the sample dropped out the major due to lack of incomes to afford their studies, the 60% agreed that they needed to study and work at the same time. Students needed to start working to be able to continue with the major. It made most of the sample fail a subject or inactivate their studies. Having a full time job means from 8 to 10 hours per day, having a part time job is around 4 to 6 hours spent. Students did not have enough time to take the four subjects required in each semester. They decided to inactivate one or two of the subject or even worse they did not fulfill with all the activities, homework assignments, exams in each subject so they ended up failing it.

Class schedule and work schedule were the same so students needed it to quit the subjects that interfered with their work schedule. Some other students, decided to take the risk and taking the subject and continue working. They attended to class only when there were exams or an activity that at the end made them fail the subject anyways.

Students who started working liked earning money so decided to inactivate their studies to be focused on working in order to save money and once they had saved money they would continue their studies; however, there are some people who still do not plan to continue with their studies since they consider being working in a call

center or in an English academy is good enough and they do not want to finish the major.

Professors play a big role in the learning process regardless the academic level: basic, middle or high education. According to the data obtained, students agreed that professors' attitude made them fail a subject or inactivate a specific subject. Students said that in the Foreign Language Department of the University of El Salvador there are professors who made them get inspired to continue with their studies. On the other hand, they agreed there were some professors that helped their academic failure. Professors did not provide feedback and a certain way students could feel encouraged to continue with the major as a matter of fact, they ashamed students when they made mistakes, affecting students who were shy, mainly. There were some students who failed the subject due to shyness since they were afraid of making mistakes and being ashamed by professors or even classmates. There were professors who were not friendly and they were not flexible at all when students had a problem, denying the opportunity of being evaluated, being scored in a different day than scheduled even when students missed classes due to extenuating circumstances. These professors' attitude made students fail or inactivate their studies.

Some other factors that were found during the research are classroom environment or the size of the class that even though they did not create a big impact in students' academic process they are important to be mentioned since it is a useful finding that university government can take into consideration at the moment of looking for academic improvement.

Having a sentimental a relationship did affect some students that needed to inactivate their studies or they failed a subject. The same happened with students who were parents, there were some students who failed a subject since they needed to take care their children, paying less attention to their studies which made them fail, inactivate or even drop out the major.

Last factor that did not impact the majority of the sample but it is important to list it is violence in the country. A few students said that violence in our country made them inactivate or drop out the major, mainly. Students lived in dangerous areas that did not allow them to continue with their studies.

## V RECOMMENDATIONS

### To the Government

- Without any doubt, the main recommendation the research team can give is a better academic preparation from high school. The lack of a built background from high school to University affected the students who enrolled the major in 2010 and they could not finish it in 2015. This is a recommendation to the Government. It is important public schools can make an emphasis in English subject not only for students who want to be English language teachers but also for every student since English has become one of the requirements in any formal job.
- Increase the University budget and especially for the Foreign Language Department in order to have another building with more classrooms to facilitate the learning process. Hiring more professors will help have a personalized education so that students who need support can receive it.

### To the Foreign Language Department

- Create an introduction program in which students who plan to start the major can be exposed to the learning environment before they enroll in the major to make sure they really want to study English Teaching in order to avoid dropping out after first semester.

- Have a monthly survey in which they can send feedback about their professors.  
This will help administrators have visibility of professors' performance.
- Promote more English support groups. Fresh students need groups oriented in Grammar, Linguistics, pronunciation issues.
- Provide more Schedule flexibility for people who study and work at the same time.

### **To Professors**

- Established a friendly relationship with their students, providing feedback according to students' needs. Teachers can establish a positive relationship with their students by communicating with them and properly providing feedback to them. Respect between teacher and student with both feeling enthusiastic when learning and teaching.
- Have flexible schedules for people who work and study.

### **To Students**

- Be responsible with all assignments required by the program.
- Organize time between work and study.



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University of El Salvador Foreign  
Language Department School of  
Arts and Sciences

This survey is meant to study the factors that have influenced students who enrolled in English teaching at the FLD of the University of El Salvador not to finish their study plan during the period 2010-2015, taking into consideration three main categories. Students who have failed a subject and as a result they did not finish their studies in 2015. Secondly, students who decided to inactivate their studies within this period 2010-2015, but they planned to return; and the last category will be the students who enrolled the major in 2010 but they decided to drop out the major without planning a return.

The research team would like you to answer all of the following questions based on your own experience. Your help will provide us important information to carry out the research.

**SOCIODE MOGRAFIC SECTION.** Circle the option based on your current condition.

1. Gender:        Male                                  Female
2. Age: \_\_\_\_\_ years old
3. Where do you live?  
a). Rural area                                  b). Urban area
4. Do you have children?  
a). Yes                                  b). No
5. What is your marital status?  
a). Single                                  b). Married                                  c). Divorced
6. What is the education level of your father?  
a). Primary                                  b). Elementary                                  c). Higher education
7. What is the education level of your mother?  
a). Primary                                  b). Elementary                                  c). Higher education

8. What is your current condition?

- a). Studying only                      b). Working only                      c). Working and studying

**BACKGROUND SECTION.** Circle the option better describes your own life.

9. When did you graduate from high school? (write the year) \_\_\_\_\_

10. Where did you get graduated from High School?

- a). Public Institution                      b). Private Institution

11. Where did you learn English?

- a). High School    b). Academy                      c). by your own    d). University

12. Do you consider that your high school preparation was good enough for you to face the subjects' demands of the study plan of 1999 of the major?

- a). Yes                      b). No

13. Have you failed a subject in the university?

- a). Yes                      b). No

***\*If your answer was NO, in the previous answer, please go to EXTERNAL FACTORS section***

14. What was the failed subject related to?

- a). Linguistic matters                      b). Didactic matters                      c). Research matters

15. Did the fact of failing any subject affect you the next academic semester?

- a). Yes                      b). No

16. White the subject (s) that you failed, and how many times did you fail it.

_____	_____
_____	_____
_____	_____
_____	_____

17. Was the failed subject a pre-requirement to study another subject next semester?

- a). Yes                      b). No

18. If your answer was YES, How many semesters did you postpone your major according to the study plan 1999?
- a). 1 semester                      b). 2 semester                      c). 3 semester                      d). More

**EXTERNAL FACTORS SECTION.** Circle the option better describes your own life.

**Economic Factors**

19. Do you work and study at the same time?
- a). Yes                                      b). No
20. Have you ever dropped out a subject because it interfered with your work schedule?
- a). Yes                                      b). No
21. Have you ever dropped out a semester because you did not have the necessary incomes to afford your studies?
- a). Yes                                      b). No
22. Did your economic situation make you inactivate your studies for a period of time only?
- a). Yes                                      b). No

**Social Factors**

23. Did you fail a subject due to the violence in our country?
- a). Yes                                      b). No
24. Did the violence in our country make you be inactive in your studies for a period of time only
- a). Yes                                      b). No
25. Did the violence force you to drop out the major?
- a). Yes                                      b). No
26. Did maternity/paternity status force you to fail a subject?
- a). Yes                                      b). No

27. Did maternity/paternity status make you inactivate your studies for a period of time?  
a). Yes                      b). No

28. Did maternity/paternity status influence on your decision to drop out the major?  
a). Yes                      b). No

### **Professors as an external factor**

29. Do you think professors' attitude caused you fail a subject?  
a). Yes                      b). No

30. Do you think professors' attitude make you inactivate your studies for a period of time only?  
a). Yes                      b). No

31. Do you think professors' attitude influenced you drop out the major?  
a). Yes                      b). No

### **Academic Environment factor**

32. Did the size class influence you fail a subject?  
a). Yes                      b). No

33. Did the lack of enough classrooms influence you inactivate your studies?  
a). Yes                      b). No

34. Did the classrooms atmosphere influence you drop out the major?  
a). Yes                      b). No

**INTERNAL FACTORS SECTION.** Circle the option better describes your own life.

35. Did a sentimental relation make you fail a subject?  
a). Yes                      b). No
36. Did a sentimental relation make you stop your studies for a period of time?  
a). Yes                      b). No
37. Did a sentimental relation force you to drop out the major?  
a). Yes                      b). No
38. Did shyness affect your academic performance because of subject failure?  
a). Yes                      b). No
39. Did shyness make you inactivate your studies for a period of time only?  
a). Yes                      b). No
40. Did shyness force you to drop out the major?  
a). Yes                      b). No
41. Did you decide to drop out the major because you realized there were not many job opportunities?  
a). Yes                      b). No
42. Did you drop out the major because your started a new major?  
a). Yes                      b). No

***\*If your answer was YES, go to the next question, if it is NOT go to the last question.***

43. What major are you in? \_\_\_\_\_
44. What was the main reason that made you drop out the major?  
a) Money    b) Failed too many subjects    c) Lack of options in schedules    d) Other
45. Did you ever feel that the major was not your true calling?  
a). Yes                      b). No

46. Do you think that the current major you are in right now will provide you better opportunities than a teaching major?

a). Yes

b). No

What would you suggest to decrease the rate of students who do not finish the studies within the five years the study plan establishes?

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THANK YOU FOR YOUR HELP



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THE MAIN FACTORS THAT HAVE INFLUENCED STUDENTS WHO ENROLLED IN ENGLISH TEACHING MAJOR AT THE FOREIGN LANGUAGE DEPARTMENT OF THE UNIVERSITY OF EL SALVADOR NOT TO FINISH THEIR STUDY PLAN DURING THE PERIOD 2010-2015 Creada 21.09.2016	4.10.2016	30					

+ Crear encuesta

TODAS LAS ENCUESTAS: 1 de 1

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## THE MAIN FACTORS THAT HAVE INFLUENCED STUDENTS WHO ENROLLED IN ENGLISH TEACHING MAJOR AT THE FOREIGN LANGUAGE DEPARTMENT OF THE UNIVERSITY OF EL SALVADOR NOT TO FINISH THEIR STUDY PLAN DURING THE PERIOD 2010-2015

The research team would like you to answer all of the following questions based on your own experience. Your help will provide us important information to carry out our research.

Choose the option based on your current condition.

**SOCIODEMOGRAPHIC SECTION**

1 Gender

Male

Female

2 Age

- 17-20 years old
- 21-25 years old
- older than 25 years old

3 Where do you live?

- Rural area
- Urban area

4 Do you have children?

- Yes
- No

5 What is your marital status?

- Single
- Married
- Divorced
- De facto union

6 What is the education level of your father?

- Primary
- Middle school

6 What is the education level of your father?

- Primary
- Middle school
- Higher education

7 What is the education level of your mother?

- Primary
- Middle school
- Higher education

8 What is your current condition?

- Studying only
- Working only
- Working and studying

Sig.

Desarrollado por  
**SurveyMonkey**  
Ve lo fácil que es crear una encuesta.

Circle the option that best describes your own life.

**BACKGROUND SECTION**

9 When did you graduate from highschool?

10 Where did you graduate from high school?  
 Public institution  
 Private institution

11 Where did you learn English?  
 High school  
 Academy  
 University

12 Do you consider that your High school preparation was good enough for you to face the subjects' demands of the study plan 1999 of the Licenciatura en Idioma Inglés?  
 Yes  
 No

**Universidad de El Salvador**  
*Hacia la Libertad por la Cultura*

Ingreso Idiomas 2010  
 Grupo cerrado

Eres miembro | Compartir | Notificaciones

Conversación | Miembros | Fotos

Publicación | Foto/video | Encuesta | Más

Escribe algo...

**ACTIVIDAD RECIENTE**

Vane Vaquero actualizó la foto del grupo.  
 29 de abril de 2016

**Universidad de El Salvador**  
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Me gusta | Comentar

Becky García, Tatto Martínez y una persona más | Visto por 19

Escribe un comentario...

**ANTERIORES**

Vane Vaquero actualizó la descripción.  
 14 de marzo de 2016

this group has been created for graduation project purposes... if you have

**AGREGAR MIEMBROS**

+ Ingresar un nombre o correo electrónico...

**MIEMBROS** 40 miembros

**MIEMBROS SUGERIDOS** Ocultar

- Mauricio Ramirez [Agregar miembro]
- May Guardado [Agregar miembro]
- Marlene Elizabeth Avalos [Agregar miembro]

Ver más

**DESCRIPCIÓN**  
 this group has been created for graduation project purposes.. if you have been joined is because we count with your help

**CHATS EN GRUPO**  
 No hay chats en grupo, empieza uno ahora.

+ Iniciar un nuevo chat

**CREAR GRUPOS NUEVOS**  
 Crear grupos similares

