

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

**THESIS PROJECT:**

**DIAGNOSIS OF THE STATUS OF THE TEACHING OF ENGLISH  
OFFERED IN THE DIFFERENT MAJORS IN THE MAIN CAMPUS  
OF THE UNIVERSITY OF EL SALVADOR - 2008.**

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## I. INTRODUCTION

Nowadays, English is a necessary tool that should be included in every curriculum. This is not only necessary for the future graduates to become competent professionals, but also it is necessary for getting a good job. It is useful to know why most of majors at the UES do not have English as a required course within their curricula or do not have English at all. This is a problem since it is a component that completes every student's education and professional needs. Therefore, this diagnosis has been divided into two parts. The first part is about finding out which careers of the University of El Salvador (UES) have English as required or as an optional course, and the second part is about getting real facts and proves on how useful English can be for students of the UES, and also to know why English is not included in the curriculum of some majors.

The elements that take part in this project are as follows: first, there is a brief introduction prepared to guide the reader through a brief description of the project. Second, the general and the specific objectives are those that have been stated to lead the research to make a diagnosis of the current status of English at the UES. After that, the statement of the problem has been written to provide a description of the situation to be treated. Later on, the justification has been made to present the importance of making a diagnosis of the English status. Also, it has shown who will be benefited with the final results. Then, the theoretical framework has been developed to provide information about previous curricula that have been modified to include or to remove English classes, and also it provides a range of reasons that support that English has been an important tool for the students of the UES not only as part of their classes but also as future professionals. Besides, the analysis of data is intended to provide facts that can give good reasons why English should be taught at the UES, all those reasons given by the students themselves, and to make those reasons be heard by the authorities so English can be included in every single curriculum, since English has become an outstanding language used worldwide. They should also take into account that English takes an important part in the different profiles that the national and international enterprises demand to their new hired people due to international affairs, cultural treatments, business opportunities, and others.

Then, the methodology has been designed to show the steps to follow a specific order to make sure that the information provides satisfactory results. The methodology describes how to carry out the gathering, analyzing and processing of the data. Next, there is a description of all those resources that took part in this research, such as: human, material and financial resources.

And after that, there is a list of books, website addresses and magazines consulted to find information about the topic.

Finally, there are some conclusions and recommendations to show the results and all those important facts to improve the status of English as a subject matter in the majors offered by the UES.

## II. OBJECTIVES

### General:

- To carry out a diagnosis of the current status of English taught in the different majors of the University of El Salvador in order to know all the benefits that students from the different majors get when they speak it and the opportunities that they will have to get a job when they graduate

### Specifics

- To find out the majors of the University of El Salvador which include English as part of their curricula so that the authorities in charge realize of the population of students that need to learn the language.
- To determine the advantages for academic development that studying English provides to students of the different faculties of the University of El Salvador in order to find out all the benefits that students get when they speak English.
- To determine the advantages that English provides to students of the University of El Salvador for better job opportunities at the end of their major so as to give every student the opportunity and the access to learn the language.

### III. STATEMENT OF THE PROBLEM

English has become very important for most Hispanic countries so that it is seen as a key that gives anyone access to better job opportunities, access to technology, sciences and the globalization itself. This language can provide great amount of updated information to the future graduates of the University of El Salvador. However, English is not taught in many majors of the UES. That fact causes a problem for all those students who do not have access to lots of information in books, articles, the internet, researches, and others. English is the language for science, technology, media and communication; all these aspects are part of every student's performance, since those will let them complete what a good education involves. Once students finish their majors, they would like to apply for a good job and of course good enterprises will require English speakers.

As stated before, English is an important tool for the future graduates of the UES to accomplish their academic and professional needs. So it is important to develop the second part of the diagnosis to find all the problems that not learning English at the UES would cause to future professionals, all those experiences that students must go through to learn such an important language, all those advantages that the language can provide them if they learn it, and the possible solutions to carry out to solve this problem.

Taking this into account, it is important to know the reason why the University of El Salvador is not giving their students the opportunity of being competent professionals and having a complete education to be part of the globalization that is taking place in everyone's life.

#### IV. JUSTIFICATION

Nowadays, the necessity of learning the English language has become increasingly important for study and work development, English has become an important tool for the students of the University of El Salvador (UES) since it has become an international language around the world. It is spoken by several hundred million people as mother tongue, as second language, as a vehicle of education, in science, in business, and many other areas.

Learning English provides access to hundreds of information, for instance, over a billion pages of information offering almost all knowledge on the internet, books in different languages are usually translated into English, most important magazines and newspapers are written in English, the 95% of articles in the Science Citation Index (A list of scientific texts from all over the world, taken from thousands of scientific journals. It is made by the Institute for Scientific Information) are made in English. By the above the English language can complete students' education since by having knowledge in this language they will have more opportunities to find more information on a specific topic than a Spanish speaker student would have.

After students graduate there is a big challenge afterwards, finding a job. There are hundreds of international enterprises in El Salvador most of them use English as a means of communication. It could be for a reception desk, marketing, computers knowledge, call centers among others, English is a requisite either as a basic, intermediate or advanced level.

For all these reasons, it is necessary to make a diagnosis of the current status of English in the different majors offered at the UES. Since, it can give specific information about the advantages that learning English provides to the students to improve their academic development and to get better job opportunities. Besides, the project will find out which majors offer English in their curricula or to identify the reasons why English is not offered in many other majors, and also it could find out the quality of education that the English students are receiving.



By doing this diagnosis, the authorities of the UES will realize that including English as a required course in every major would bring a lot of benefits to students; such as, the access to lots of information and opportunities that the language can provide them to improve their academic performance and professional development. This diagnosis will find the problem in the teaching-learning process and also it will find the most convenient solutions to benefit every student in their different areas. Bilingual professionals will graduate from the UES, professionals who will be able to properly perform at any enterprise. In other words, English will become a means of globalization, communication and education.

## V. THEORETICAL FRAMEWORK.

Nowadays, the necessity of learning English has become increasingly important for study and work development. Therefore English courses are essential to be taught to students at the University of El Salvador (UES) so that they can obtain those benefits as well. According to the coordinators of English areas of the different faculties of the UES, it is important for their students to learn English in order to become competent professionals and to get an integral education.

Some curricula of the different majors are modified regularly, depending on the students needs and depending on what the enterprises require from their employees in the different profiles. For instance:

- At the Natural Sciences Faculty, specifically at the Biology School, the 1977 and 1982 curricula had a subject called Idioma I and II having the option of either to study English or French, but in the 1983, 1984 and 1997 curricula they had to take Basic English I; and then in the 2003 curriculum English was included as Technical English. The Chemistry School continues using the same curriculum since 1978, which includes Basic English I and II. The Statistics major includes Technical English since the 2003 curriculum, also Physics includes English I and II since 1986. Although, there are more majors in this Faculty which since they started their activities they have never included English in their curricula, such as: Geophysics, Mathematics and its different options, Natural Sciences professor and others.
- The Engineering Faculty also has modified some of its curricula. In the 1978 curriculum in the Mechanical Engineering and the Chemical Engineering they just had Basic English I; and at the Food Engineering major, which was previously called Food Sciences and Techniques, as well as the Physics Professors and Programming and Statistics professors used to study English I and II. Unfortunately, during the war in the 1989 attach, their building got totally burned and all the information was lost. Since there is no previous information, it can be said that the Architecture major, Civil Engineering, Industrial Engineering, Mechanic Engineering, Electric Engineering and Computer Systems Engineering have not included English since the 1998 curriculum.
- The Economy School made just one change in the 1994 curriculum, which included Technical English I and II for the Administration, Accounting and Economics majors. In

2005, a new major was created, Marketing, which includes English I, II, III, IV and V among the courses.

- In the Agronomy School there are three majors: Zootechnic, started in the year 2000 and it includes English as a subject; Ciencias Agronómicas started in the year 1964 but they have never included English in their curriculum; and there is a new major, Ingeniería Agroindustrial. This began its functioning this year 2010 and includes 3 English courses.
- The Odontology School has always had English included as a subject, but in the year 2003 they modified their curriculum; they now study Technical English since the teachers realized that the students already had basic knowledge about the language.
- In the Chemistry and Pharmacy School, during the year 1973, they had Basic English in their curriculum, but in 1978 it was modified to technical English I and II.
- In 1993, the Law School included English in the curriculum, but in the year 2003 the curriculum was modified and English was removed. The International Relations major started in 1973. Since the Law School did not have the resources, the students had to go to the Foreign Languages Department to take a diagnose exam to know if they had to take English classes or if that was not necessary, but in 1986 English was included as a subject in their curriculum.

It is good to see that the tendency of most of these faculties is to include English in their curricula, but it really causes concern to know that there are still some majors at the University of El Salvador that have never included English as part of their curricula. Nowadays, there is a raising demand for English given that English is viewed as a key that can give access to science, technology, world culture, business and more. According to Linguist Federico Miguel Huguet (2004), more than the 70% of scientists in the world read English documents; 90% of information in the media is stored in English, around the 80% of scientific magazines are written in that language, and around the 85% of the world mail is in English

For the students' benefit, the goal is simply personal enrichment because English has social and communicative functions within the community where it is learned. According to John Bransford (1993): "Students have a variety of reasons for studying English, sometimes they want to communicate with people from another group or survive in another culture. Often they may want to get a job that requires them to be bilingual". Learners often have very

focused perceptions about which aspects of this language they find difficult and about the status of it in comparison to any other languages.

To say that English is the most important language in the world might be false, but to say that it is one of the most spoken, and besides the most relevant language because of its use, might be correct, as it is seen in the following chart:

**Most spoken languages in the world in millions of native speakers according to the ENGCO model and Linguist Joseph Grimes (1996) research.**

(The ENGCO, The English Company (UK) Ltd, forecasting model was developed by The English Company (UK), Ltd to estimate the numbers of speakers of the world's major languages and to develop forecasts based on demographics, human development and economic data.)

LANGUAGE	ENGCO MODEL	Grimes (1996)
Chinese	1.113	1.123
English	372	322
Hindi	316	236
Spanish	304	266
Arabic	201	202
Portuguese	165	170
Russian	155	288
Bengali	125	189
Japanese	123	125
Germany	105	98

French	70	72
Italian	57	63
Malayan	47	47

The perspective of the future of the English language implies, in part, a decrease of native speakers (related to the worldwide population) and besides, an increase of non-native speakers, finally being the last ones superior in number than the first ones. For Example Linguist David Crystal (1995) indicates 98 millions English speakers as a second language from which he comments that some sources speak between 300 and 350 millions. In a posterior work (1997) helped by approximated calculations, he establishes about 350 millions of non-native speakers of English as the most approximated to the real situation, foreseeing that it will raise to 462 millions in 50 years. It does not make alike to the calculations offered by David Graddol (1999) who foresees that from a total of 518 millions of native speakers of English as a foreign language in 1995 goes to 880 millions in 2050 around the world. For this reason, the importance of learning English increases continuously; people are becoming more interested in this language.

## VI. ANALISYS OF DATA

The information presented is from the 9 schools of the University of El Salvador (UES) on the main campus, which were the object of study. The results are not to be shown per Faculty but as a whole sample just as a part of the UES.

The information gathered through the questionnaires provided the next results:

At the beginning of the questionnaire there were general questions to find information about the student themselves such as, studies level, age, gender, marital status, etc. So it can be said that the 96.24% of the interviewed students were in between the 3rd and 5th year of their major. The ages of the students range between 20 and 23 years old, and the 53.76 % were female students.

Among leadership techniques, sales, marketing, technical studies, computer knowledge, English, any other language and others, English was the most selected for those students who think English can help them to improve their academic and professional development. Most of the students think that English is one of those areas that they are interested in learning.

At the UES the 57.89% have English included in their curricula and the 13.91% have it as an optional subject. But 25.94% of the students do not study English at the UES as part of their majors or in any other way.

Students were asked if they considered English should be included in their particular major and the 49.62% agreed that it should be a required course since they said that it would improve their academic development and would offer better and more job opportunities. Besides, they thought that it would give them access to updated information regarding their major and would open the doors to the globalization since they perceive it as the most spoken language worldwide. While just the 4.14% considered that English should not be included at all, because some of them do not like the language at all and they think it does not provide any

benefits during their current studies nor their professional activities. Also the 16.54% thought that it should be just an optional course after all of them said that learning English is just a waste of time.

The needs for each student are different depending on the major they are studying, the kind of information they search for and the field where they will professionally develop in several enterprises. According to the students' answers, it was found that the 78.57% of them agreed that English is relevant for their major due to many reasons, such as more information is available, access to technology and the globalization, they think it is the most spoken language around the world, better international relationships, better job opportunities, among others. On the other hand, the 21.43% said that English is not important for their development since it is not frequently used in their specific area or they simply do not like the language. Although English is one of the most used languages in El Salvador, the 56.02% of the students at the UES do not study this language.

At the UES the 56.02% of the students interviewed do not study English at all, and the 43.23% study the language but only the 21.80% studies it because it is included in their curriculum. So those students who would like to learn the language take some time to study taking any free course either in the university or at any other institution. Also they try to learn the language by themselves.

In the second part of the questionnaire students were asked to give a numerical value to ten statements regarding the status of English in their lives. The values given were from 5 to 1 and N/A. Where 5 was Totally agree, 4 was Agree, 3 was Does not make difference, 2 was Disagree, 1 was Totally disagree and N/A was Not Applicable. The answers are the following:

The first statement, students decide how learning English helps them to complete their professional development, and the 36.47% said that they totally agreed that English completes them. The 13.91% of them just agreed. Although, just the 4.89% totally disagreed and the 6.77% just disagreed. But, the 21.43% said that knowing English does not really complete their professional knowledge.

In the second statement, the students valued the contribution of English during their academic development, finding that the 36.84% totally agreed with the help that English provides and the 16.54% of them just agreed. On the other side, the 8.27% totally disagreed with the statement, and also the 7.52% just disagreed with this statement. But the 18.05% of the students think that knowing English does not make any difference with their academic growth and the 12.78% said that English is not applicable in their major

The interest for the language depends on the motivation the students get in classes. The study shows that the 32.33% the sample said that they totally agreed that English classes have increased their interest for the language, besides the 17.67% said that they just agreed with that statement. While the 9.77% totally disagreed that English classes have not increased their interest for the language, also the 9.40% just disagreed. On the other hand, the 14.29% said that English classes do not make any difference with their interest for the language and the 16.54% said that they do not receive English classes.

According to the experiences of each student in their own professional field, the 63.91% totally agreed that English is an important tool for their professional development and also the 16.5% agreed with that statement. Contrary, just the 3.01% totally disagreed and there was the same percentage for those who disagreed. In addition, the 6.39% considered that it does not make any difference to have English as a tool for their professional development. And the 7.14% said that English has nothing to do with their professional development.

Depending on the major that each student studies, English may become significant for their academic development. The study shows that the 29.32% totally agreed that English improves such development, as well as the 15.79% who just agreed on that statement. Furthermore, the 13.16% totally disagreed together with the 9.02% just disagreed that English is not significant in their majors. Also, the 14.66% considered that it is not necessary to have



English knowledge for their major improvement. And the 18.05% said that English is not applicable in their academic development.

Enterprises like: Central Logistics, S.A. de C.V.; Ocym, S.A. de C.V.; LC S.A. de C.V.; AK Soluciones; Discovery Consulting Group S.A. de C.V.; Hotel Radisson; RC CONOCIV and TACA among others, require a level of English in their profile for applying for any open position, such as, an engineer, an accountant, a nurse or even a salesperson, a receptionist, a mechanic, etc. The study shows that the 63.53% of the sample totally agreed that English will help them find a good job, more over the 15.79% agreed with that statement. At the opposite pole, just the 1.88% totally disagreed and the 2.26% disagreed with the declaration that English will help them find a good job. While the 7.52% said that to know English does not make any difference with finding better job opportunities, the 9.02% think that English is not applied in the field where they develop.

Some students consider English an important tool for their professional improvement, the 56.02% totally agreed with that English is significant for getting a better job, as well as the 17.29% who agreed. However, the 3.01% totally disagreed and the 1.88% just disagreed with that declaration. Also, the 11.65% thought that English is not really significant in some positions, to know the language does not make any difference. And the rest of them, the 10.15% said that English is not a significant language they would apply for finding a good job.

According to the students, English does help everyone in their career because of all the advantages it provides. For instance, just the 13.53% totally agreed that English will not help them in their career, also the 7.52% agreed with that statement. On the other hand, the 42.48% totally disagreed that does not contribute with their academic development, as well as the 4.89% who disagreed. Also, the 6.77% think that English does not make any difference in their major. And, the 24.81% said that English is not applied in their particular major.

Lots of updated information can be found in books, magazines, news, articles online, etc usually that data is written in English. Reason why, the 33.83% of the students totally

agreed that they apply English when they try to find important information about any particular theme, also the 13.91% agreed with that declaration. Opposite, only the 8.65% totally disagreed and the 7.14% disagreed that English provides access to more information. As well, the 20.30% thought that to know English does not make any difference whenever they look for information, and the 16.17% said that they do not use English to find information.

English may open new doors to everyone who uses it. It is one of the most spoken languages in the world and speaking the language is a plus for the students to improve their academic development. So that, the 53.76% of the students totally agreed and the 15.04% agreed that English helps them to get an integral academic development. But the 5.26% who totally disagreed and the 6.39% who disagreed think just the opposite. In addition, the 13.16% considered that English does not provide any advantages for an integral improvement in their particular major. And, the 6.39% thought that they do not apply English for an academic growth.

## ANALISYS OF DATA

The information is from the 9 faculties of the University of El Salvador(UES). The results will not be shown per faculty but as a whole sample just as a part of the UES.

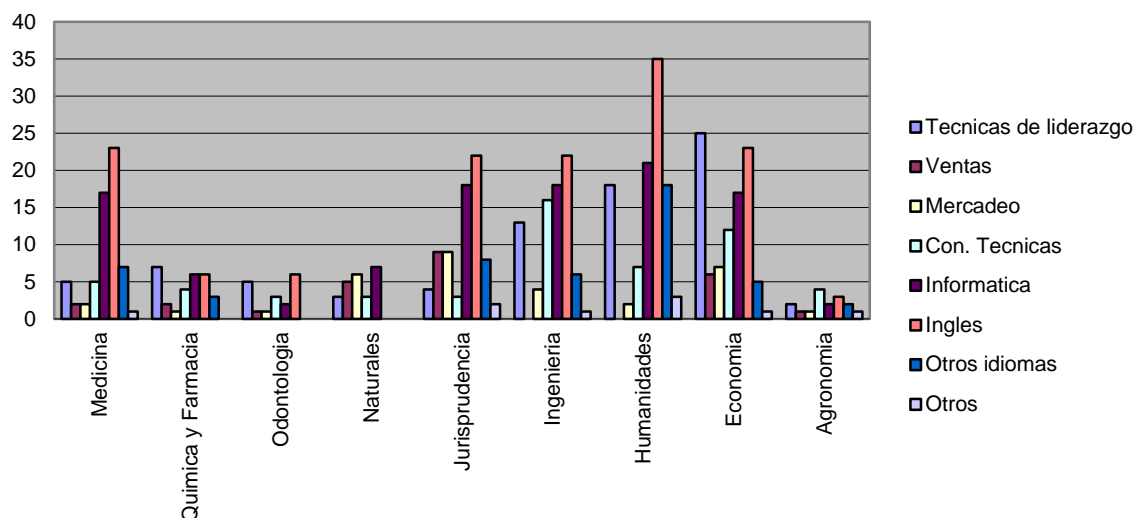
The information gathered through the questionnaires provided the next results:

At the beginning of the questionnaire there were general questions to find information about the student themselves such as, studies level, age, gender, marital status, etc. So it can be said that the 96.24% of the students were in between the 3<sup>o</sup>, 4<sup>o</sup> and 5<sup>o</sup> year of their major. Also 67.67% were students in between 20 and 23 years old, and most of them the 53.76 % were female students.

In the first part there were multiple-choice questions, those provided the next information:

- Question 1: ¿Cuál o cuáles de éstas áreas le interesan para su desarrollo académico y profesional?

The next chart and its graphic show the results for the first question:



Among leadership techniques, sales, marketing, technical studies, computer knowledge, English, any other language and others, English was the most selected for those students

Criterios	Técnicas de liderazgo	Ventas	Mercadeo	Conocim. Técnicos	Informática	Inglés	Otros idiomas	Otros	Total
Medicina	5	2	2	5	17	23	7	1	62
Química y Farmacia	7	2	1	4	6	6	3	0	29
Odontología	5	1	1	3	2	6	0	0	18
Naturales	3	5	6	3	7	0	0	0	24
Jurisprudencia	4	9	9	3	18	22	8	2	75
Ingeniería	13	0	4	16	18	22	6	1	80
Humanidades	18	0	2	7	21	35	18	3	104
Economía	25	6	7	12	17	23	5	1	96
Agronomía	2	1	1	4	2	3	2	1	16
<b>Total</b>	<b>82</b>	<b>26</b>	<b>33</b>	<b>57</b>	<b>108</b>	<b>140</b>	<b>49</b>	<b>9</b>	<b>504</b>

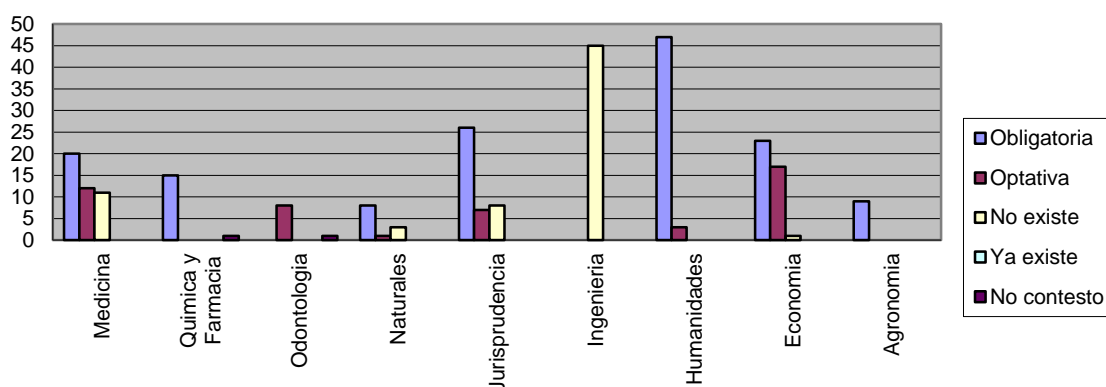
who think English can help them to improve their academic and professional development. Most of the students think that English is one of those areas that they are interested in learning.

- Question 2: Según su plan de estudio, la materia de Idioma Inglés, está incluida como.

The question showed the next results

Crterios	Obligatoria	Optativa	No existe	Ya existe	No contesto	Total
Medicina	26	1	16	0	0	43
Quimica y Farmacia	15	0	0	0	1	16
Odontologia	0	8	0	1	0	9
Naturales	8	1	3	0		12
Jurisprudencia	26	7	8	0	0	41
Ingenieria	0	0	45	0	0	45
Humanidades	47	3	0	0	0	50
Economia	23	17	1	0	0	41
Agronomia	9	0	0	0	0	9
Total	154	37	73	1	1	266
Porcentaje	57.89	13.91	27.44	0.38	0.38	100.00

And the graphic shows the next information:



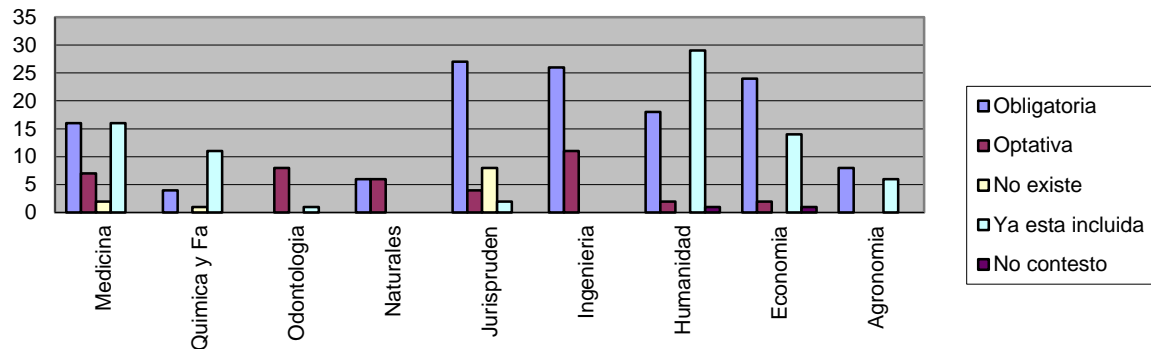
At the UES the 57.89% do have English included in their curriculums and the 13.91% have it as an optional subject. But the 25.94% of the students do not have any kind of access to learn English provided by the UES.

- Question 3: A su criterio, el plan de estudio de su carrera debería incluir el idioma Inglés como:

Crterios	Obligatoria	Optativa	No debería incluirse	Ya está incluida	No contesto	Total
Medicina	17	7	2	17	0	43
Química y Fa	4	0	1	11	0	16
Odontología	0	8	0	1	0	9
Naturales	6	6	0	0	0	12
Jurisprudencia	27	4	8	2	0	41
Ingeniería	30	15	0	0	0	45

<b>Humanidad</b>	18	2	0	29	1	50
<b>Economía</b>	24	2	0	14	1	41
<b>Agronomía</b>	6	0	0	3	0	9
<b>Total</b>	132	44	11	77	2	266
<b>Porcentaje</b>	49.62	16.54	4.14	28.95	0.75	100.00

The graphic shows:



Students were asked about how they considered English should be included in their particular major and the 49.62% agreed that it should be a required course since they said that it would improve their academic development and would offer better and more job opportunities. Besides, they thought that it would give them access to updated information regarding their career and will open the doors to the globalization since they perceive it is the most spoken language worldwide. While just the 4.14% considered that English should not be included at all, because some of them do not like the language at all and they think it does not provide any benefits during their current studies nor their professional activities. Also the 16.54% thought that it should be just an optional course after all they said to learn English is just a waste of time.

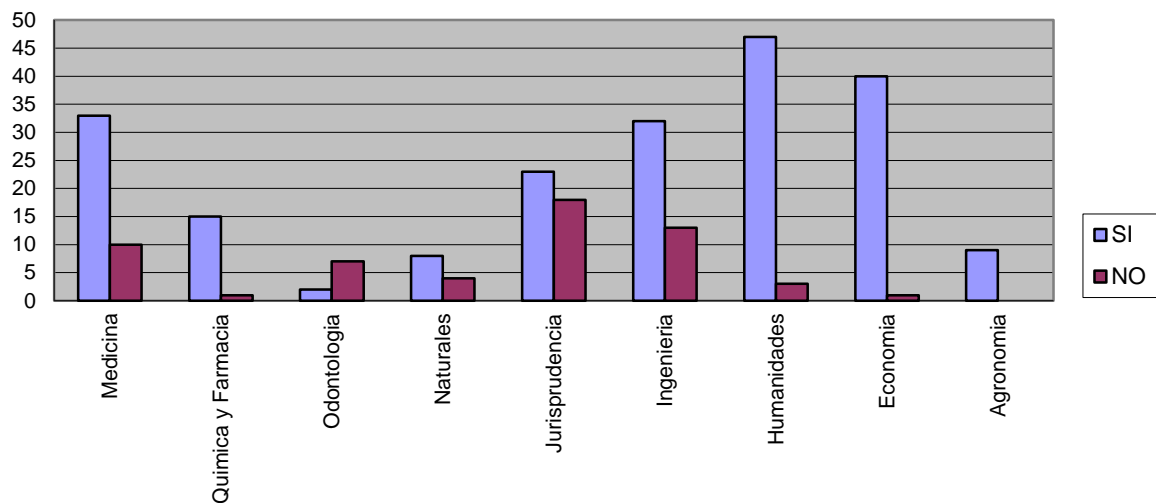
- Question 4: De acuerdo a su carrera, ¿Es indispensable el Idioma Inglés?

This is the chart with the results for this question:

<b>Crterios</b>	<b>SI</b>	<b>NO</b>	<b>Total</b>
<b>Medicina</b>	33	10	43
<b>Química y Farmacia</b>	15	1	16
<b>Odontología</b>	2	7	9
<b>Naturales</b>	8	4	12
<b>Jurisprudencia</b>	23	18	41
<b>Ingeniería</b>	32	13	45
<b>Humanidades</b>	47	3	50
<b>Economía</b>	40	1	41
<b>Agronomía</b>	9	0	9
<b>Total</b>	209	57	266

<b>Porcentaje</b>	78.57	21.43	100.00
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And the graphic shows:



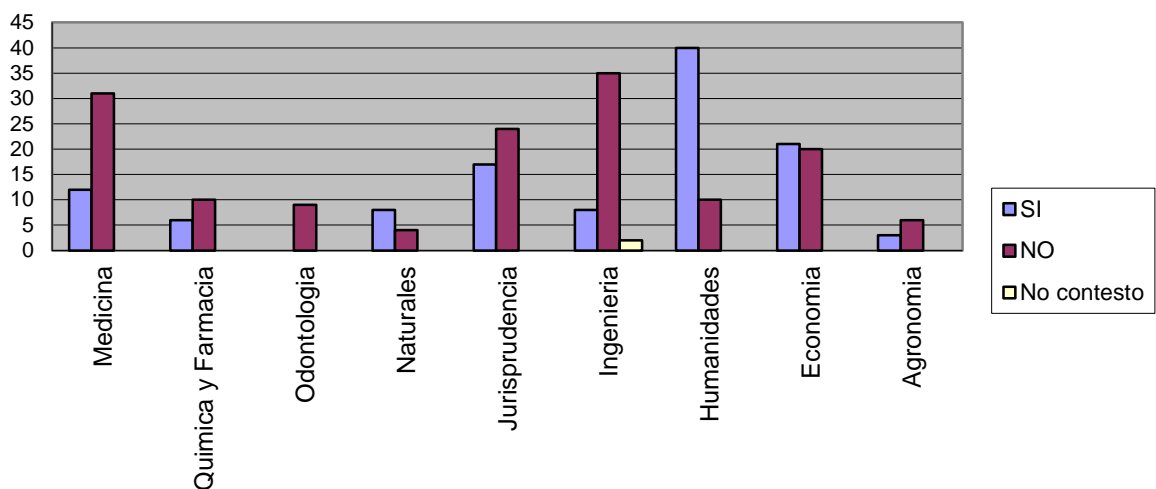
The needs for each student are different depending on the major they are coursing, the kind of information they search for and the field where they will professionally develop in several enterprises. According to the students answers, it was found that the 78.57% agreed that English is relevant for their major due to many reasons, such as more information is available, access to technology and the globalization, they think it is the most spoken language around the world, better international relationships, better job opportunities, among others. On the other hand, the 21.43% said that English is not important for their development since it is not frequently used in their specific area or they simply do not like the language. Although English is one of the most used languages in El Salvador, the 56.02% of the students at the UES do not study this language.

- Question 5: ¿Estudia Idioma Inglés? Si No . Si su respuesta es afirmativa, ¿adónde?

Crterios	SI	NO	No contesto	Total
<b>Medicina</b>	12	31	0	43
<b>Química y Farmacia</b>	6	10	0	16
<b>Odontología</b>	0	9	0	9
<b>Naturales</b>	8	4	0	12
<b>Jurisprudencia</b>	17	24	0	41
<b>Ingeniería</b>	8	35	2	45
<b>Humanidades</b>	40	10	0	50
<b>Economía</b>	21	20	0	41
<b>Agronomía</b>	3	6	0	9
<b>Total</b>	115	149	2	266

<b>Porcentaje</b>	43.23	56.02	0.75	100.00
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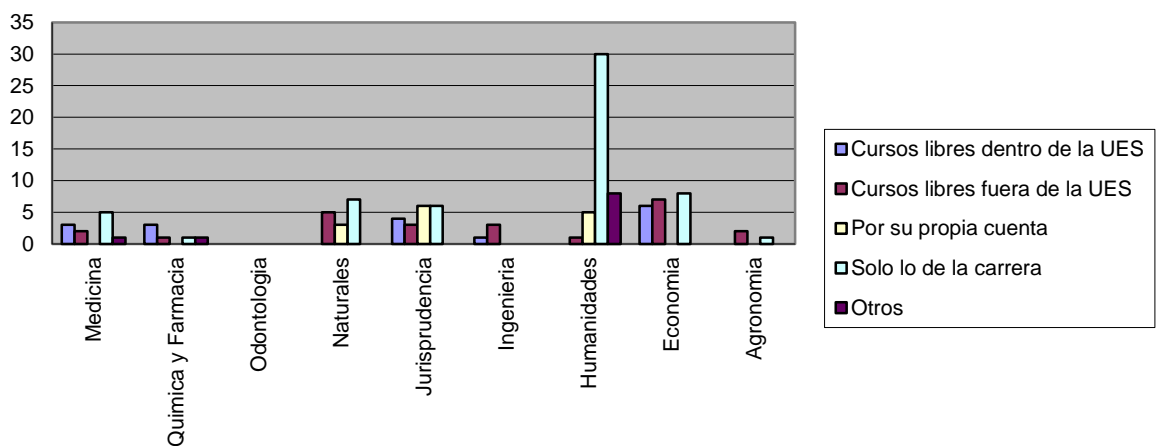
And the graphic shows:



Students were asked where they study English if they do, and the results are:

Criterios	Cursos libres dentro de la UES	Cursos libres fuera de la UES	Por su propia cuenta	Solo lo de la carrera	Otros	Total
Medicina	3	2	0	5	1	11
Química y Farmacia	3	1	0	1	1	6
Odontología	0	0	0	0	0	0
Naturales	0	5	3	7	0	15
Jurisprudencia	4	3	6	6	0	19
Ingeniería	1	3	0	0	0	4
Humanidades	0	1	5	30	8	44
Economía	6	7	0	8	0	21
Agronomía	0	2	0	1	0	3
<b>Total</b>	<b>17</b>	<b>24</b>	<b>14</b>	<b>58</b>	<b>10</b>	<b>123</b>
<b>Porcentaje</b>	<b>6.39</b>	<b>9.02</b>	<b>5.26</b>	<b>21.80</b>	<b>3.76</b>	<b>46.24</b>

These results show the next graphic:



At the UES the 56.02% of the students interviewed do not study English at all, and the 43.23% does study the language but only the 21.80% studies it because it is included in

their curriculum. So those students who would like to learn the language take some time to study taking any free course either in the university or at any other institution. Also they try to learn the language by themselves.

In the second part of the questionnaire students were asked to give a numerical value to ten statements regarding the status of English in their lives. The values given were from 5 to 1 and N/A where 5 was Totally agree, 4 was Agree, 3 was Does not make difference, 2 was Disagree, 1 was Totally disagree and N/A was Not Applicable. The answers are the following:

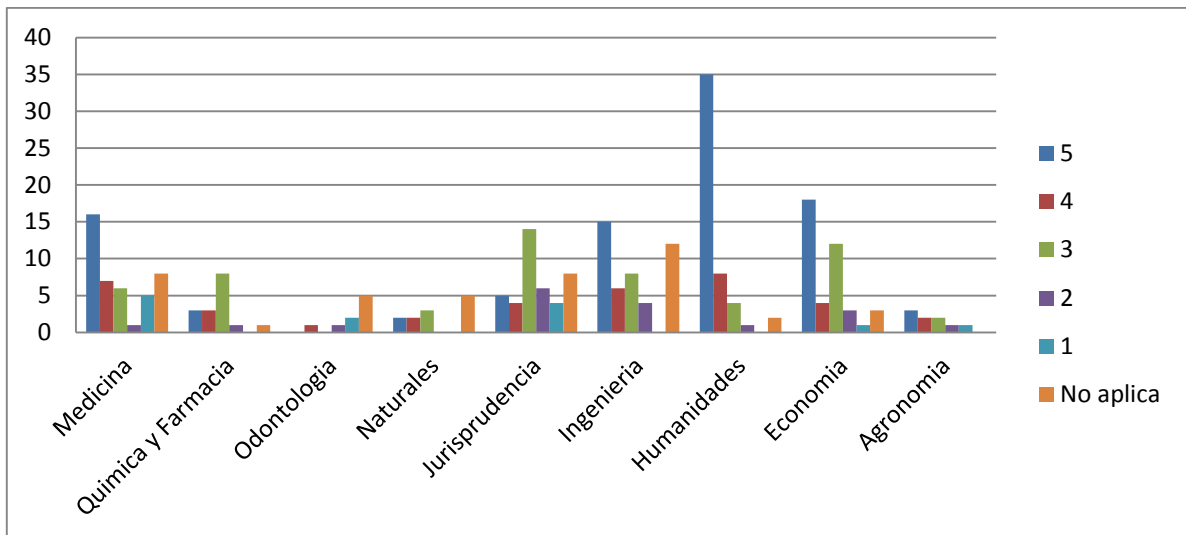
- Statement 1: El idioma Inglés ha ayudado a completar mi formación profesional

The results are as follows

<b>Crterios</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>No aplica</b>	<b>Total</b>
<b>Medicina</b>	16	7	6	1	5	8	43
<b>Quimica y Farmacia</b>	3	3	8	1	0	1	16
<b>Odontologia</b>	0	1	0	1	2	5	9
<b>Naturales</b>	2	2	3	0	0	5	12
<b>Jurisprudencia</b>	5	4	14	6	4	8	41
<b>Ingenieria</b>	15	6	8	4	0	12	45
<b>Humanidades</b>	35	8	4	1	0	2	50
<b>Economia</b>	18	4	12	3	1	3	41
<b>Agronomia</b>	3	2	2	1	1	0	9
<b>Total</b>	97	37	57	18	13	44	266
<b>Porcentaje</b>	36.47	13.91	21.43	6.77	4.89	16.54	100.00

These results in a graphic:





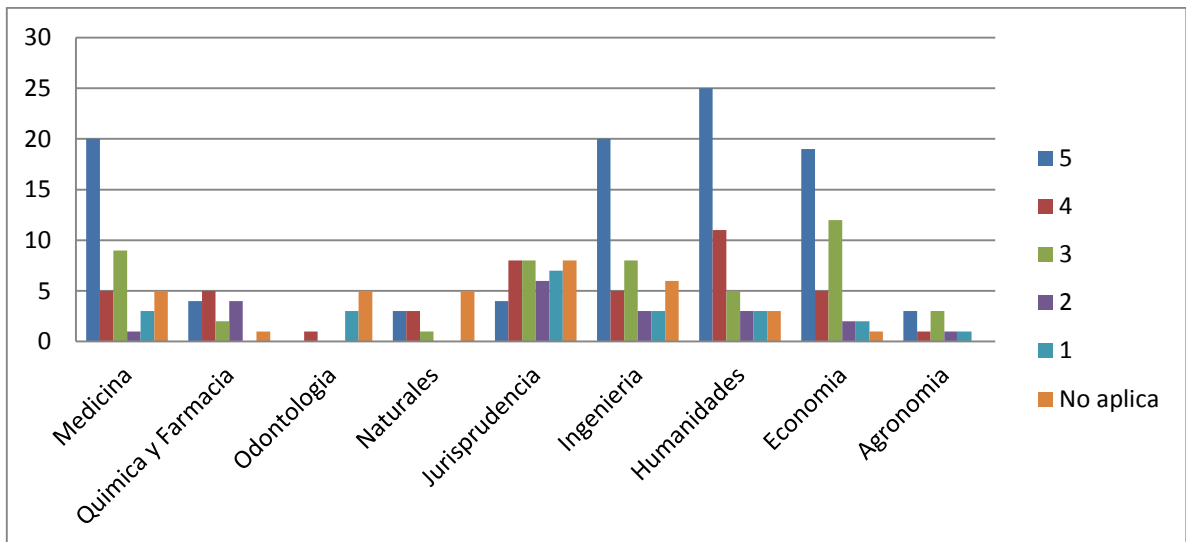
The first statement, students decide how learning English helps them to complete their professional development, and the 36.47% said that they totally agreed that English completes them. The 13.91% of them just agreed. Although, just the 4.89% were totally disagreed and the 6.77% just disagreed. But, the 21.43% said that to know English does not really complete their professional knowledge.

- Statement 2: El idioma Inglés ha ayudado a completar mi educación.

The results are showed in the next chart:

Criterios	5	4	3	2	1	No aplica	Total
Medicina	20	5	9	1	3	5	43
Quimica y Farmacia	4	5	2	4	0	1	16
Odontologia	0	1	0	0	3	5	9
Naturales	3	3	1	0	0	5	12
Jurisprudencia	4	8	8	6	7	8	41
Ingenieria	20	5	8	3	3	6	45
Humanidades	25	11	5	3	3	3	50
Economia	19	5	12	2	2	1	41
Agronomia	3	1	3	1	1	0	9
<b>Total</b>	<b>98</b>	<b>44</b>	<b>48</b>	<b>20</b>	<b>22</b>	<b>34</b>	<b>266</b>
<b>Porcentaje</b>	<b>36.84</b>	<b>16.54</b>	<b>18.05</b>	<b>7.52</b>	<b>8.27</b>	<b>12.78</b>	<b>100.00</b>

The graphic shows the results:



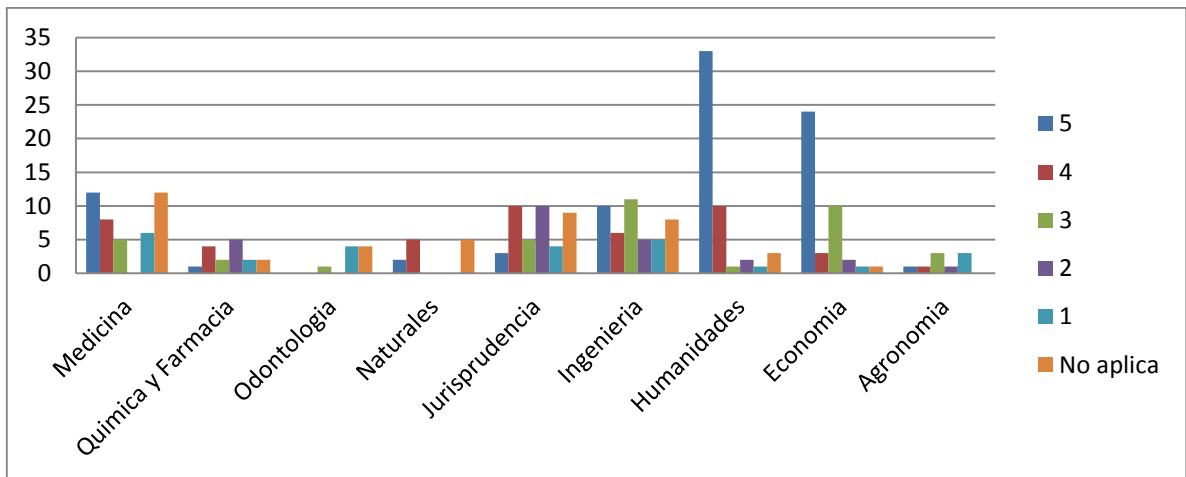
In the second statement, the students valued the contribution of English during their academic development, finding that the 36.84% totally agreed with the help that English provides and the 16.54% of them just agreed. On the other side, the 8.27% totally disagreed with the statement, and also the 7.52% just disagreed with this declaration. But the 18.05% of the students think that to know English does not make any difference with their academic growth and the 12.78% said that English is not applicable in their major

- Statement 3: Las clases de Inglés han aumentado mi interés por el idioma

The chart shows the next results:

Criterios	5	4	3	2	1	No aplica	Total
Medicina	12	8	5	0	6	12	43
Química y Farmacia	1	4	2	5	2	2	16
Odontología	0	0	1	0	4	4	9
Naturales	2	5	0	0	0	5	12
Jurisprudencia	3	10	5	10	4	9	41
Ingeniería	10	6	11	5	5	8	45
Humanidades	33	10	1	2	1	3	50
Economía	24	3	10	2	1	1	41
Agronomía	1	1	3	1	3	0	9
Total	86	47	38	25	26	44	266
Porcentaje	32.33	17.67	14.29	9.40	9.77	16.54	100.00

The results are showed in the next graphic:



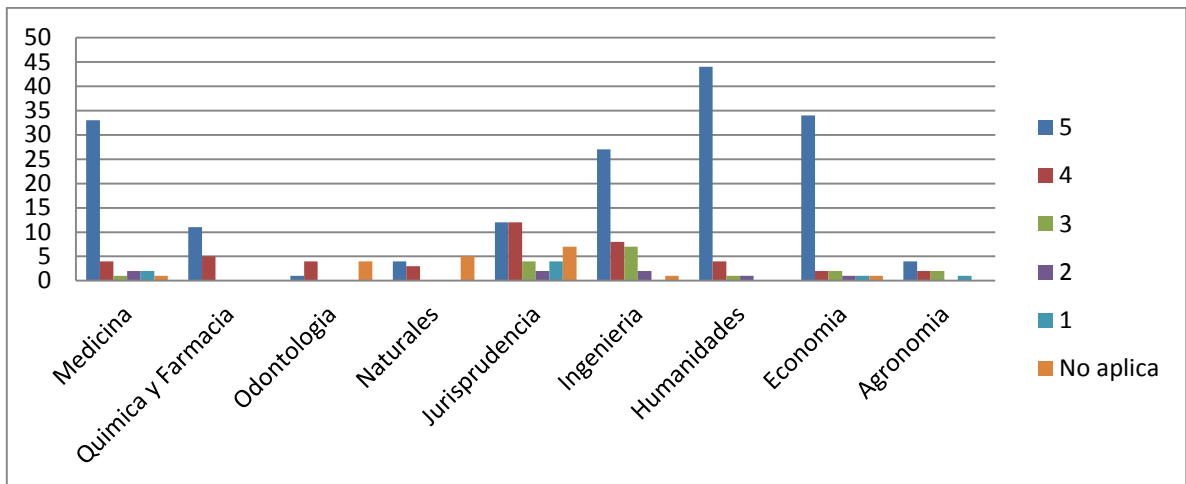
The interest for the language depends on the motivation the students get in classes, the study shows that the 32.33% the sample said that they totally agreed that English classes have increased their interest for the language, besides the 17.67% said that they just agreed with that statement. While the 9.77% totally disagreed that English classes have not increased their interest for the language, also the 9.40% just disagreed. On the other hand, the 14.29% said that English classes do not make any difference with their interest for the language and the 16.54% said that they do not receive English classes.

- Statement 4: El Inglés es una herramienta para un mejor desarrollo profesional

And the results are:

Crterios	5	4	3	2	1	No aplica	Total
Medicina	33	4	1	2	2	1	43
Química y Farmacia	11	5	0	0	0	0	16
Odontología	1	4	0	0	0	4	9
Naturales	4	3	0	0	0	5	12
Jurisprudencia	12	12	4	2	4	7	41
Ingeniería	27	8	7	2	0	1	45
Humanidades	44	4	1	1	0	0	50
Economía	34	2	2	1	1	1	41
Agronomía	4	2	2	0	1	0	9
Total	170	44	17	8	8	19	266
Porcentaje	63.91	16.54	6.39	3.01	3.01	7.14	100.00

The results are in the next graphic:



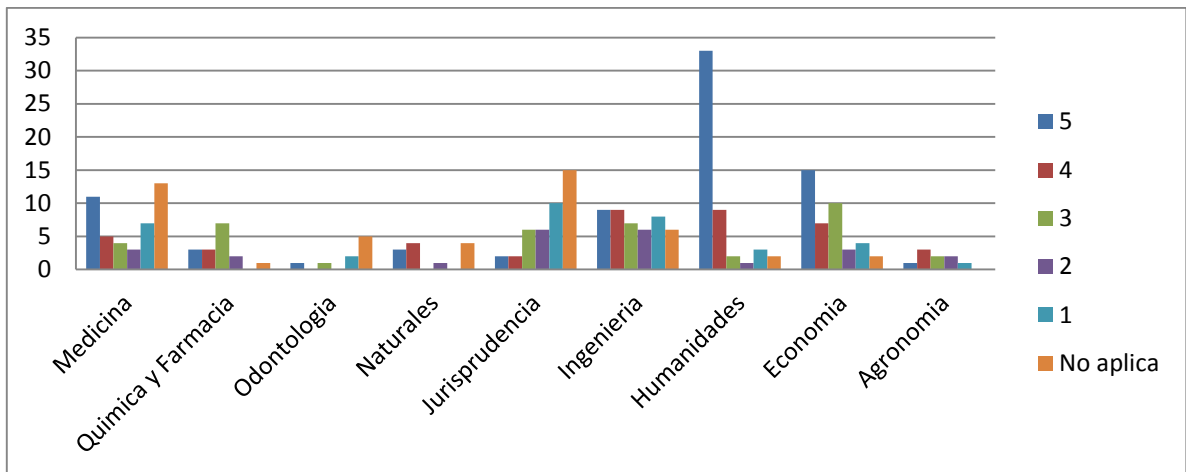
According to the experiences of each student in their own professional field, the 63.91% totally agreed that English is an important tool for their professional development and also the 16.5% agreed with that statement. Contrary, just the 3.01% totally disagreed and there was the same percentage for those who disagreed. In addition, the 6.39% considered that it does not make any difference to have English as a tool for their professional development. And the 7.14% said that English has nothing to do with their professional development.

- Statement 5: Aplico el Idioma Inglés en mi formación académica

The results to that statement are:

Crterios	5	4	3	2	1	No aplica	Total
Medicina	11	5	4	3	7	13	43
Química y Farmacia	3	3	7	2	0	1	16
Odontología	1	0	1	0	2	5	9
Naturales	3	4	0	1	0	4	12
Jurisprudencia	2	2	6	6	10	15	41
Ingeniería	9	9	7	6	8	6	45
Humanidades	33	9	2	1	3	2	50
Economía	15	7	10	3	4	2	41
Agronomía	1	3	2	2	1	0	9
Total	78	42	39	24	35	48	266
Porcentaje	29.32	15.79	14.66	9.02	13.16	18.05	100.00

And the graphic for those results is:



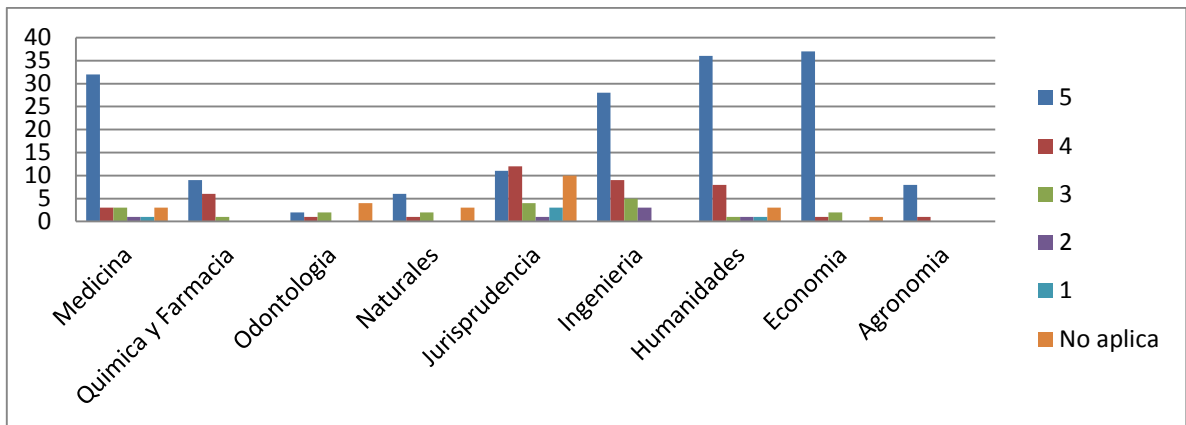
Depending on the major that each student studies, English may become significant for their academic development. The study shows that the 29.32% totally agreed that English improves such development, as well as the 15.79% who just agreed on that statement. Furthermore, the 13.16% totally disagreed together with the 9.02% just disagreed that English is not significant in their careers. Also, the 14.66% considered that it is not necessary to have English knowledge for their career improvement. And the 18.05% said that English is not applicable in their academic development.

- Statement 6: El Idioma Inglés me ayudará a encontrar un buen empleo

The results are in the next chart:

Crterios	5	4	3	2	1	No aplica	Total
Medicina	32	3	3	1	1	3	43
Quimica y Farmacia	9	6	1	0	0	0	16
Odontologia	2	1	2	0	0	4	9
Naturales	6	1	2	0	0	3	12
Jurisprudencia	11	12	4	1	3	10	41
Ingenieria	28	9	5	3	0	0	45
Humanidades	36	8	1	1	1	3	50
Economia	37	1	2	0	0	1	41
Agronomia	8	1	0	0	0	0	9
Total	169	42	20	6	5	24	266
Porcentaje	63.53	15.79	7.52	2.26	1.88	9.02	100.00

The results are showed in the next graphic:



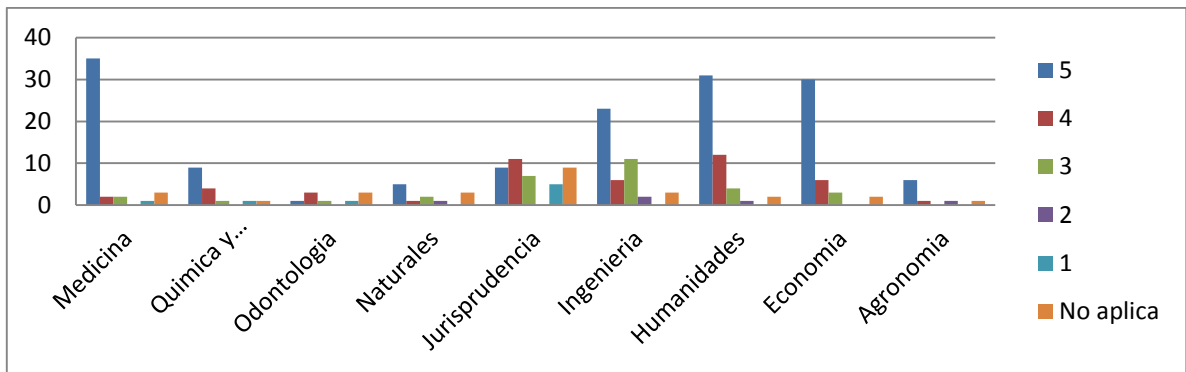
Enterprises like: Central Logistics, S.A. de C.V.; Ocym, S.A. de C.V.; LC S.A. de C.V.; AK Soluciones; Discovery Consulting Group S.A. de C.V.; Hotel Radisson; RC CONOCIV and TACA among others, require a level of English in their profile for applying for any open position, such as, an engineer, an accountant, a nurse or even a salesperson, a receptionist, a mechanic, etc. The study shows that the 63.53% of the sample totally agreed that English will help them find a good job, more over the 15.79% agreed with that statement. At the opposite pole, just the 1.88% totally disagreed and the 2.26% disagreed with the declaration that English will help them find a good job. While the 7.52% said that to know English does not make any difference with finding better job opportunities, the 9.02% think that English is not applied in the field where they develop.

- Statement 7: El Idioma Inglés es indispensable para encontrar un buen empleo

The results are showed in the next chart:

Crterios	5	4	3	2	1	No aplica	Total
Medicina	35	2	2	0	1	3	43
Química y Farmacia	9	4	1	0	1	1	16
Odontología	1	3	1	0	1	3	9
Naturales	5	1	2	1	0	3	12
Jurisprudencia	9	11	7	0	5	9	41
Ingeniería	23	6	11	2	0	3	45
Humanidades	31	12	4	1	0	2	50
Economía	30	6	3	0	0	2	41
Agronomía	6	1	0	1	0	1	9
Total	149	46	31	5	8	27	266
Porcentaje	56.02	17.29	11.65	1.88	3.01	10.15	100.00

The next graphic describes the results:



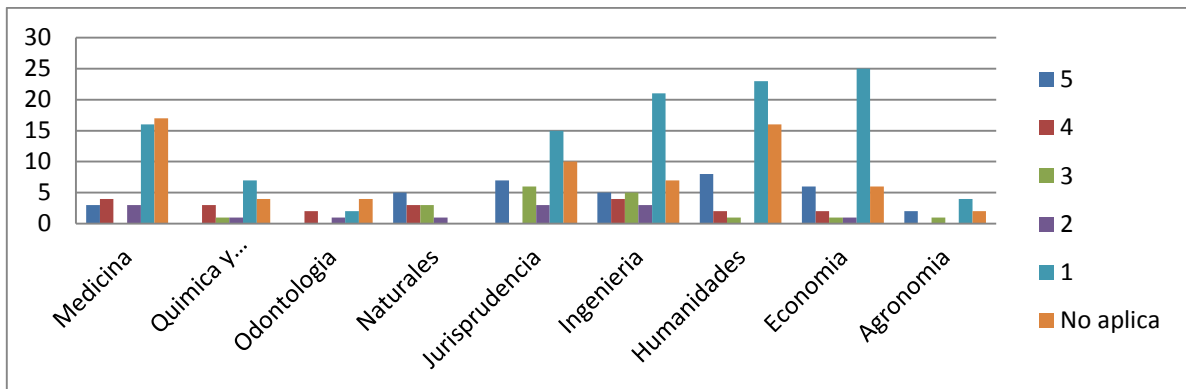
Some students consider English an important tool for their professional improvement, the 56.02% totally agreed with that English is significant for getting a better job, as well as the 17.29% who agreed. However, the 3.01% totally disagreed and the 1.88% just disagreed with that declaration. Also, the 11.65% thought that English is not really significant in some positions, to know the language does not make any difference. And the rest of them, the 10.15% said that English is not a significant language they would apply for finding a good job.

- Statement 8: El Idioma Inglés no me ayudará en mi carrera

The results are presented in the next chart:

Crterios	5	4	3	2	1	No aplica	Total
Medicina	3	4	0	3	16	17	43
Quimica y Farmacia	0	3	1	1	7	4	16
Odontologia	0	2	0	1	2	4	9
Naturales	5	3	3	1	0	0	12
Jurisprudencia	7	0	6	3	15	10	41
Ingenieria	5	4	5	3	21	7	45
Humanidades	8	2	1	0	23	16	50
Economia	6	2	1	1	25	6	41
Agronomia	2	0	1	0	4	2	9
Total	36	20	18	13	113	66	266
Porcentaje	13.53	7.52	6.77	4.89	42.48	24.81	100.00

The results in a graphic:



According to the students, English does help everyone in their career because of all the advantages it provides. For instance, just the 13.53% totally agreed that English will not help them in their career, also the 7.52% agreed with that statement. On the other hand, the 42.48% totally disagreed that does not contribute with their academic development, as well as the 4.89% who disagreed. Also, the 6.77% think that English does not make any difference in their major. And, the 24.81% said that English is not applied in their particular major.

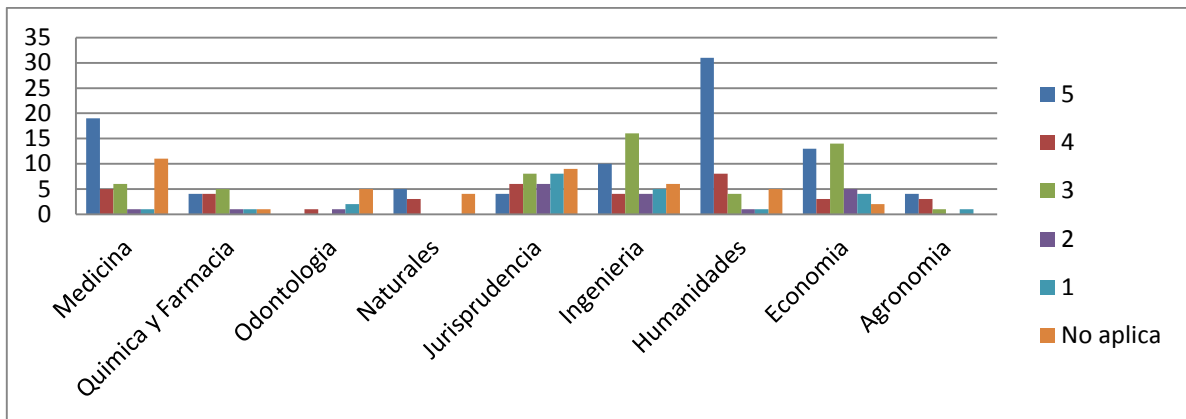
- Statement 9: Aplico el Idioma Inglés en mi carrera (Información que solo encuentro en Inglés)

The results for the statement 9 are in the next chart:

Crterios	5	4	3	2	1	No aplica	Total
Medicina	19	5	6	1	1	11	43
Quimica y Farmacia	4	4	5	1	1	1	16
Odontología	0	1	0	1	2	5	9
Naturales	5	3	0	0	0	4	12
Jurisprudencia	4	6	8	6	8	9	41
Ingeniería	10	4	16	4	5	6	45
Humanidades	31	8	4	1	1	5	50
Economía	13	3	14	5	4	2	41
Agronomía	4	3	1	0	1	0	9
Total	90	37	54	19	23	43	266
Porcentaje	33.83	13.91	20.30	7.14	8.65	16.17	100.00

The results are described in the next graphic:





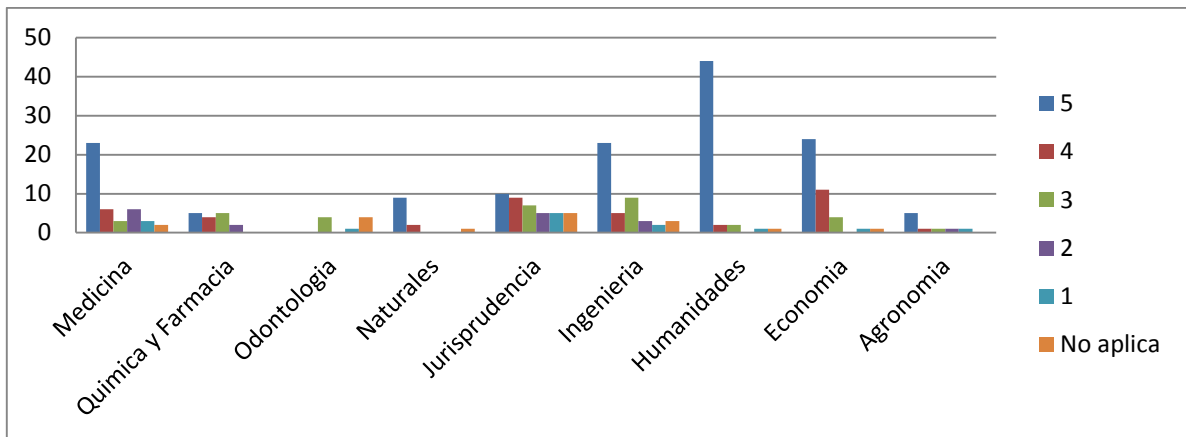
Lots of updated information can be found in books, magazines, news, articles online, etc usually that data is written in English. Reason why, the 33.83% of the students totally agreed that they apply English when they try to find important information about any particular theme, also the 13.91% agreed with that declaration. Opposite, only the 8.65% totally disagreed and the 7.14% disagreed that English provides access to more information. As well, the 20.30% thought that to know English does not make any difference whenever they look for information, and the 16.17% said that they do not use English to find information.

- Statement 10: En general, el Idioma Inglés me ayuda a desarrollarme en mi ámbito académico.

The results are presented in the next chart:

Criteria	5	4	3	2	1	No aplica	Total
Medicina	23	6	3	6	3	2	43
Quimica y Farmacia	5	4	5	2	0	0	16
Odontologia	0	0	4	0	1	4	9
Naturales	9	2	0	0	0	1	12
Jurisprudencia	10	9	7	5	5	5	41
Ingenieria	23	5	9	3	2	3	45
Humanidades	44	2	2	0	1	1	50
Economia	24	11	4	0	1	1	41
Agronomia	5	1	1	1	1	0	9
Total	143	40	35	17	14	17	266
Percentage	53.76	15.04	13.16	6.39	5.26	6.39	100.00

The next graphic shows the results:



English may open new doors to everyone who uses it. It is one of the most spoken languages in the world and speaking the language is a plus for the students to improve their academic development. So that, the 53.76% of the students totally agreed and the 15.04% agreed that English helps them to get an integral academic development. But the 5.26% who totally disagreed and the 6.39% who disagreed think just the opposite. In addition, the 13.16% considered that English does not provide any advantages for an integral improvement in their particular major. And, the 6.39% thought that they do not apply English for an academic growth.

## VII. METHODOLOGY

The project took place at the University of El Salvador to carry out a diagnosis of the status of English in the 9 existing schools in the main campus. Different steps were followed to gather the information. First of all, there was a search in books, magazine, articles and in other sources related to the topic under research. This was to know the status of English in different areas as it is technology, business, media, education, and others. At the same time, the curricula for every single major offered at the UES were found online to know which faculties included or did not include English in their curricula. Also, professors in charge of teaching English from different faculties were contacted to interview them and there was a schedule to organize when the professors in charge of the English units of each faculty would be interviewed.

This interview was intended to gather information about the aim of teaching English area in the different faculties of the UES. The time that each area has been working on, it how they teach English: as a subject as part of their pensum, an elective course or free course. Besides, questions about the professors themselves were included, for instance, their teaching experience, where they learned English, the kind of teaching methodology they use, the kind of books or any other resources they use, the kind of evaluation they apply and how often they evaluate their students. Another important fact was to know about the students' population in every class and the number of teachers available to assist them.

The next step was to find out about the students point of view, so there was one questionnaire to be given to the students of the University of El Salvador. To find out the sample for research there was a list of the students taking the last three years of their major to the administration of each Faculty. The sample was defined as follows: It was the 10% of students per Faculties which have less than 500 students, and the 5% for those faculties that have more than 500 students, taking into account that they should be studying the last three years of their major.

The students answered a questionnaire in which they were able to write about their own point of view on how English is or could be useful for their academic and professional development in the future. The questionnaire was divided into three steps. The first step included sociodemographic questions; for example, the details about their major, their age,

gender, marital status, among others. In the second step, which is “PARTE I” in the questionnaire, there were 5 semi-open questions regarding the status of English within their majors, such as, if English is part of their curriculum or if they study it in any course at the UES or at a different place. And the last step, which is “PARTE II” in the questionnaire, there were 10 closed multiple-choice questions to know about how the students consider English would improve their academic and professional performance.

After gathering the information, the data obtained through the questionnaires were analysed and interpreted. The answers from interviews were processed and analysed to be presented later in multiple graphics. Through the analysis of the information, it is expected to provide facts to diagnose the status of English as a foreign language at the University of El Salvador.

## VIII. RESOURCES

Resources are a very important part in every research, since those are the ones that provide the information needed and the ones that state how much is to be invested.

The resources needed for this research are divided in 3 kinds: human, material and financial resources and they are presented below:

### A. HUMAN RESOURCES

- ❖ First, the Human resources, who are all those people who took part in the research, they are as follows:
  - Coordinators of the English units and areas at the University of El Salvador.
  - Students who answered the questionnaire.
  - Heads of Departments
  - Researchers

### B. MATERIAL RESOURCES

- ❖ Second, there are the material resources that are all the material used to develop the research
  - **The paper**, that was used to write the essay and questionnaire drafts; also for some printings.
  - **The tape Recorder** was used to record the interviews made to the English unit coordinators
  - **The cassette player** was used to record the interviews made to the English unit coordinators
  - **The projector** was used to present the first draft of the research.
  - **The laptop** was used to type, rewrite and improve the essay and the research results.
  - **The books** were used to get information needed to begin the research and to include in the essay, too.

### C. FINANCIAL RESOURCES

- ❖ Finally, there are the financial resources, which show how much is to be invested in the investigation.

Paper	\$ 80.00
Ink	\$ 50.00
Photocopies	\$ 70.00
Printings	\$ 70.00
Cassette Player	\$ 20.00
Internet	\$ 60.00
Binder	<u>\$ 15.00</u>
TOTAL	\$365.00

## IX. CONCLUSIONS

To finish, it can be said that:

- ✓ English is one of the most spoken languages worldwide, indeed the most spoken second language in El Salvador.
  
- ✓ Most of the students agree that English provides them with access to hundreds of information in different sources, this makes them be outstanding in the UES and more competent professionals.
  
- ✓ There were some good changes in some curricula at the UES that now include English, but there are still some majors that do not have English at all after so many years.

## X. RECOMMENDATIONS

It can be recommended:

- ✓ To the authorities of the UES to realize that 50 out of the 66 careers in the University do not have English as part of their curricula. So it should be good to invest some resources in a project to include English in most of the majors.
  
- ✓ To the students of the UES that do not have access to English classes to find the way of learning English either to attend to any free courses in their faculty or a different one, or to pay English courses in a different institution. Since it was proved that this language is important in everyone's life.
  
- ✓ To the people in the faculties' offices to be more accessible in regards of providing the information to every researcher since it was very difficult to find some kind of important data to be used in this investigation.
  
- ✓ To the people in charge of the updates of the curricula of the UES, to take care of the records that the Ministry of Education has about all these changes. Since, the documents from many of the majors of the UES have not been updated recently.



## XI. BIBLIOGRAPHY

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- Richards, Jack; Nunan, David, (1990). "Second language Teacher Education". Cambridge University Press. United States.