UNIVERSITY OF EL SALVADOR

SCHOOL OF ARTS AND SCIENCES

FOREIGN LANGUAGE DEPARTMENT

UNDERGRADUATE RESEARCH

"DIAGNOSIS OF THE SOCIOECONOMIC AND ACADEMIC PROFILE OF STUDENTS FROM 1ST, 3RD AND 5TH YEAR FOR SEMESTER II YEAR 2010 OF THE LICENCIATURA EN IDIOMA INGLES OPCION ENSEÑANZA AT THE FOREIGN LANGUAGE DEPARTMENT OF THE UNIVERSITY OF EL SALVADOR"

TO OBTAIN THE DEGREE OF

LICENCIATURA EN IDIOMA INGLES OPCION ENSEÑANZA

PRESENTED BY

MARIA BEATRIZ RUIZ NAVARRO	**RR04192**
TATIANA ARELY ALVARADO SALMERON	**AS03015**
WENDY JEANNETTE QUINTANILLA PEREZ	**QP05005**

ASSESSOR

M.A. JUAN CARLOS CRUZ

MAIN CAMPUS, APRIL 8TH 2011

AUTHORITIES OF THE UNIVERSITY OF EL SALVADOR

ING. RUFINO ANTONIO QUEZADA SANCHEZ
RECTOR

ARQ. MIGUEL ANGEL PEREZ RAMOS
ACADEMIC VICE RECTOR

MTRO. OSCAR NOE NAVARRETE ROMERO
ADMINISTRATIVE VICE RECTOR

LIC. DOUGLAS VLADIMIR ALFARO CHAVEZ
GENERAL SECRETARY

AUTHORITIES OF THE SCHOOL OF ARTS AND SCIENCES

LIC. JOSÉ RAYMUNDO CALDERON MORAN
DEAN OF THE SCHOOL

DR. CARLOS ROBERTO PAZ MANZANO
VICE DEAN

MTRO. JULIO CESAR GRANDE RIVERA
SECRETARY OF THE SCHOOL

MTI. EDGAR NICOLAS AYALA
HEAD OF THE FOREIGN LANGUAGES DEPARTMENT

RICARDO GARAY SALINAS, M.Ed
COORDINATOR OF THE GRADUATION PROCESS

M.A. JUAN CARLOS CRUZ
ASSESSOR

TABLE OF CONTENTS

Content   **Page**

Chapter I

Introduction

I. INTRODUCTION

Nowadays, in most countries of the world institutions are trying to implement good quality of education since it can improve the students' learning process. In this regard Pigazzi (2006) adds that Judgments about the quality of education have been an internal affair placed under the responsibility of educational authorities at governmental and institutional levels. Today, however, issues related to the quality of education are no longer the exclusive preserve of educational authorities. More specifically, Delors (1996) there are other elements involved in the educational success such as: students, teaching staff, learning environment, curriculum development, different assessment systems and others.

Taking into consideration that students play an essential role, it has been considered that one of the most important factors is the background that each student brings to the education. There are some aspects that make learners different from each other such as: age, marital status, economic and educational background among others. According to UNESCO (2005), what each student brings to the learning is extremely important. It can vary from work skills, to traumatic experiences, to excellent early childhood development opportunities. A high quality of education, therefore, implies an environment that actively seeks to have the learner as an active participant and a central part of educational efforts.

Taking into account the importance of good quality of education, it is essential to mention that in the Foreign Language Department of the UES, which is one of the most populated departments of the School of Arts and Sciences, it is necessary to know the different students profiles since they are the central part of the learning process. Intended to know those profiles this research has the purpose to describe some of the main parts that form a student profile. To support

the importance of those profiles, it is presented a theoretical framework which contributes to the data that is being collected.

In order to find out the data related to students' profile, some instruments were designed such as a survey, focus group and an interview done to Mti. Nicolas Ayala (Head of the Foreign Language Department) since they are the primary source of this research. The sample was taken from the students of 1st, 3rd, and 5th year of the Licenciatura en Idioma Inglés Opción Enseñanza of the year 2010 since those students were able to provide an overall picture of the different profiles found on the whole major.

Then, this research presents the methodology that was used in order to get the data. Also it shows the findings of the survey by means of graphics and descriptions, the focused group by means of a description as well as the interview and the analysis of the data. There is a brief explanation of each instrument and a combined analysis of the instruments used in this research.

Finally, it contains some potential actions like students' affairs that could be taken into account by the authorities of the Foreign Language Department in order to know the students profile as well as to create programs such as scholarships, freshmen orientation and others to help students to adapt to the university lifestyle. In that way the authorities can improve the education taking in consideration the students needs so they can offer better learning conditions for the future generations.

1.1   TOPIC

"DIAGNOSIS OF THE SOCIOECONOMIC AND ACADEMIC PROFILE OF STUDENTS FROM 1ST, 3RD AND 5TH YEAR FOR SEMESTER II YEAR 2010 FROM THE MAJOR OF LICENCIATURA EN IDIOMA INGLES OPCION ENSEÑANZA AT THE FOREIGN LANGUAGE DEPARTMENT OF THE UNIVERSITY OF EL SALVADOR"

1.2   STATEMENT OF THE PROBLEM

Nowadays, learning the English language has become an important part in the Salvadoran educational system. This is due to the fact that in order to be competent, it is necessary to speak one or two additional languages to the mother tongue to succeed in life. Regarding the current educational system in El Salvador, which is divided into private and public schools; there is a great difference in the way English is taught. In some of the private schools, education has become bilingual which means that all subjects are taught in English while in other private schools as well as the public ones; English is still a subject taught once or twice a week. Depending on the economic possibilities of each family, students attend to the different private or public schools where the level of achievement of English performance is not the same due to the different system that each institution adopts. Examples of bilingual institutions in El Salvador are: The Escuela Americana, Colegio Augusto Walte, Colegio Anglo Americano among others. These institutions aforementioned have adopted a bilingual educational program in comparison to public institutions such as INFRAMEN, INAC and some other private institutions like Colegio Divina Providencia, Colegio Hermanas Somascas and others that teach English language as any other subject in the educational program.

Taking this into account, it can be considered that at the end of the secondary education, there is a diversity of student profiles that are potentially looking forward to enroll in the university, private or public one, to initiate higher education. Once all these profiles have completed the enrollment process; and so have been accepted in the different schools where they have chosen to study, the real university lifestyle starts, and for these new students it is difficult to face this new challenge due to several reasons. First of all, one of the main difficulties these

students face is that most of them are not prepared for this new way of education in terms of learning strategies and techniques. This means that students are not aware of how then can learn best regarding to their learning styles. As a result those students are affected by their past educational experiences (Pascarella and Terenzini's 1991).

In addition to this, there are several aspects that all university students, and even more the freshmen must take into consideration to succeed in the long way to study and complete the career: to be constant, perseverant, to attend classes everyday, to organize time and invest it in educational activities, to have healthy habits such as eat and sleep well, to give time for extracurricular activities such as practicing sports will help students to have a better performance, to do well everyday, and to have the mind focused on the major goal (Austin Dopp And Thomas S. Parish, Upper Iowa University, 2007). These are just few of several aspects students have to practice to succeed not only in their university studies, but also in life.

Another important point to mention is that when starting classes, students find out that they might have differences in their English knowledge. This indicates that for those who have a weak educational background will have to work harder to overcome their differences such as lack of reading techniques, a low English level, and lack of motivation when asked to participate in the class. Those students' differences must be considered and dealt with at the initial stage of every semester for students to have similar knowledge. This is necessary to be mentioned because as part of quality of education, institutions have to ensure that all individuals are at the same level, being this one issue why many students struggle throughout the major. Pigozzi (2006) considers that an education system must be structured and organized so that it is learner-centered.

In some Latin-American universities such as UNAM (Universidad Autónoma de Mexico), and even in our country UDB (Universidad Don Bosco) programs such as students affairs, counseling as well as inductive courses and opening day are

addressed to the freshmen in order to have them familiar not only with the university locations, advisories and policies but also to know about a variety of programs, courses as well as academic and administrative services they can apply as university students.

Pigozzi (2006) adds that every student has needs according to his or her background and what the student brings in is extremely important due to the several experiences a student must have. These experiences can be good, traumatic not only personally, but also in other areas of the student's life, thus the quality of education must recognize the past, be relevant to the present, and have a view to the future. This is something that should concern the authorities of every school in order to supply the student's needs.

According to Frost (2003) Colleges and universities could use strategic planning to design advising programs based on relationships of shared responsibility and focused on students' success. The information is appropriate for advising administrators, faculty advisers, professional advisers, peer advisers, and others who work to increase the positive outcomes of college through academic advising. Taking into account this, most universities around the world have designed a variety of programs such as academic advising, financial aids, counseling and others, which are carried out by the Student Affairs Office or the Office of Freshman.

Ludeman and Chair (2001) claim that the entity of student affairs and services is increasingly recognized as a professional force of importance in higher education around the world. Grisay and Griffin (2006) some of the more successful efforts to promote, implement and enforce good policies are those that have been built upon the broad involvement of teachers and students in setting and respecting them. All school policies need to be consistent with national laws and legislation which should be regularly reviewed and updated to ensure relevancy.

In reference to the University of El Salvador and specifically at the Foreign Language Department; every year there is a huge demand of students, therefore it is important to take into consideration that students with different educational and socioeconomic profiles become part of the department. There is a necessity to know all these backgrounds and profiles in order to help them succeed in the career. In that way, students can overcome their differences in the educational part at the very beginning of the major, and in this way they can achieve their goals successfully.

For instance, most of the students who are accepted by the Foreign Language Department every year come from public institutions what suggests that these students have a low socioeconomic background as well as a weak educational background. The results of the research showed that the 77 percent of the surveyed population come from public schools. According to Coleman (1966) a family's socio-economic status is strongly related to student learning and behavior. The socioeconomic status (SES) of families explains more than half of the difference in student achievement across schools; it is also highly related to violence, dropping out of school, entry to postsecondary education and levels of both adult employment and income. Taking into account this, it is a responsibility of the authorities of each school to meet the most suitable conditions for making education the most important aspect for students' life. Pigozzi (2006) a high quality of education implies an environment that seeks out learners and assists them to learn, also it welcomes the learner adapting to meet learning needs.

In this sense it is necessary to ask the following question: What is the socioeconomic and academic profile on students from 1st, 3rd and 5th of the major on Licenciatura en Idioma Ingles Opcion Enseñanza at the Foreign Language Department of the University of El Salvador semester II year 2010?

1.3   OBJECTIVES

General:

- To describe the socio-economic and academic profile of the students of the major of Licenciatura en Idioma Inglés opción Enseñanza of the University of El Salvador.

Specific objectives:

- To propose insights for reflection on possible policies and programs in order to benefit the population of the Foreign Language Department.

- To provide to the Foreign Language Department with suggested academic and administrative actions to be taken in order to be applied to the new students of future generations.

- To encourage authorities from the Foreign Language Department to do investigations in order to know more about the students profiles that compose the population of the department

1.4   JUSTIFICATION

Nowadays, it is very common that people consider learning a foreign language as something profitable due to the fact that there are some benefits for those who have decided to take advantage of learning English. According to the ACTFL (American Council of Teaching Foreign Languages, 2010) learning a foreign language: opens the door to other cultures and helps a child understand and appreciate people from other countries, gives a student a head start in language requirements for college, and increases job opportunities in many careers where knowing another language is a real asset.

There are many places where students can learn English such as academies, universities or even abroad. In the University of El Salvador, the Foreign Language Department every year welcomes a great amount of students. Taking this into account, the Department has a diversity of students' backgrounds at the beginning of every year, consequently it is important to know and describe some of the characteristics that those students bring to the learning process. Even though this department is one of the most populated of the School of Arts and Sciences, it does not have a specific policy addressed to help new students to adapt themselves to the new University academic life. A well structured and based policy would help to develop programs in order to cover those areas that the Foreign Language Department has not taken into account.

Currently the department offers conversation and movie clubs, tutoring for those who are already inside of the department but not for the ones that are about to start. However, there are some programs which are important in order to identify flaws. In that way, students are assisted when they enter to the university. For instance, in the Lee University at Washington there are some programs such as dean of students, opening day for orientation, and Academic Advising for students' success. As well as this University in the Foreign Language department there

should be some of these programs that could be implemented in order to identify the different profiles that students bring when starting their studies and to help them to develop their abilities for the benefit of our society. Similarly, Astin (1984) defines effective institutions as those having the capacity to involve and explore the diversity of students and value their needs.

By means of this investigation, it is intended to describe the students' socioeconomic and academic profile. This will be determined by the instrument (survey), which has been designed specifically to get as much information as possible to describe the profile of students. In addition to this, a focus group will be carried out taking into account the students of the same sample. This will be with the objective to go further in the population's needs. Students from the sample will be able to express what they think about the importance of the students' profiles when learning English. Moreover, there will be an interview set to the head of the Department to know what his opinion is related to the topic in investigation.

The results will provide the diversity of students' profiles that are in the department in order to suggest potential actions to be taken and benefit the students' population. According to Lean Heng Chan, PhD. 2005, a popular educator and professor at University of Malaysia, Universities should recognize the community diversity that is within the population since they are the central element of the learning.

This research is going to be of great importance because it can be the starting point to create programs. For instance, dean of students' office, where students can find extracurricular activities and information about scholarships could be created. Also, an opening day can be a welcoming new students' day for them get to know about the institution, the subjects and extracurricular activities. Students can check the different activities they can be part of, which can not necessarily be academic activities. Academic Advisories are sessions held . students' needs.

Chapter II

Theoretical Framework

2.1 THEORETICAL FRAMEWORK

Nowadays, education has become an important aspect not only for the development of human beings but also because it helps them to be prepared in different areas or fields such as job, family and personal life, for a globalized world that is demanding educated people. Today, studying higher education can improve having better opportunities related to jobs. (Austin and Korn, 1991). These educators reinforced that having a college degree is supposed to help students to develop cognitive skills those enable them to get better jobs and to make more money.

Taking into account that in order to get excellent professionals, it is necessary to have good quality in the education as a result today there are some international organizations that claim for this ideal. For instance, the United Nations Educational Scientific and Cultural Organization (UNESCO), American Association of School Administrators (AASA) Education Commission of the States (ECS). These organizations facilitate access to higher education and promote high academic standards through programs and services in college admissions, guidance, financial aid, assessment, and teaching and learning. It also conducts professional development programs, forums and conferences, policy analysis, and public outreach. (Australian Education Council 1998)

UNESCO is one of these organizations which promote a high quality of education as a human right taking into consideration the different students' profiles.

Quality education is an effective means to fight poverty, build democracies, and foster peaceful societies. Quality education empowers individuals, gives them voice, unlocks their potential, opens pathways to selfactualization, and broadens perspectives to open minds to a pluralist world. There is no one definition, list of criteria, a definitive curriculum, or list of topics for a quality education. Quality

education is a dynamic concept that changes and evolves with time and changes in the social, economic, and environmental contexts of place. Because quality education must be locally relevant and culturally appropriate, quality education will take many forms around the world (UNESCO, 2004).

UNESCO has identified ten key aspects that support quality education related to the individual learner and to systems of education.

From Educating to Learning: A Framework for Quality Education
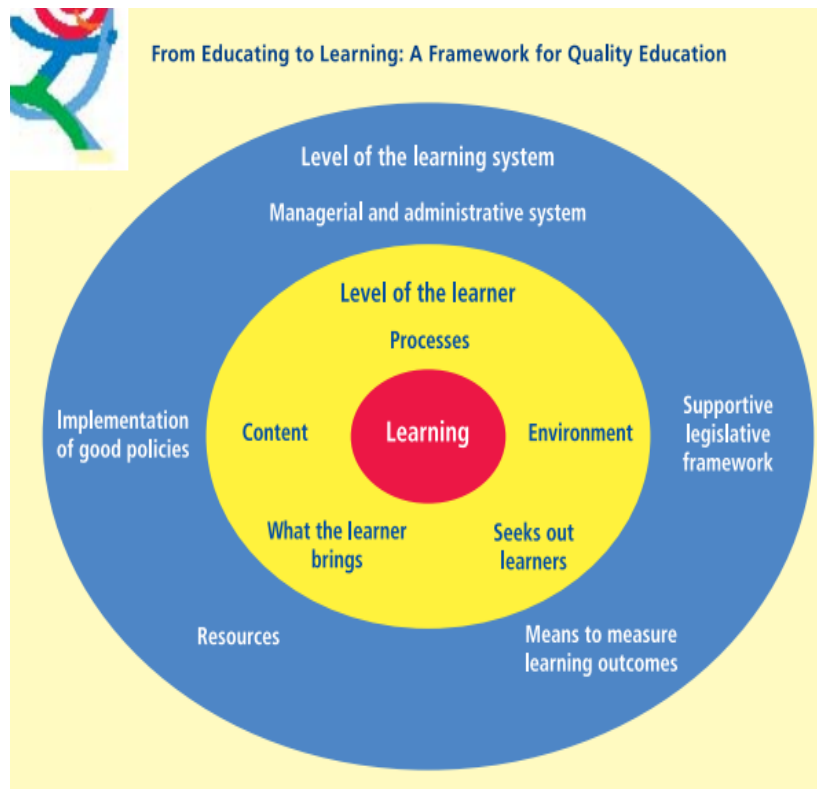
Taking into consideration all the aspects given by the UNESCO, quality of education includes a good environment to learn, teachers who are always willing to help students to improve every day and this is all attached to the education system because students must have all the tools and resources to succeed while they take their careers.

Access to many types of student profiles is restricted due to concerns about security and privacy. As a result, It is essential to take into account the academic and socio- economic profile because it can influence in different aspects of the learning process such as different students´ profiles and student's needs (James, 1999).

According to Wyn (1999) it is important to mention the background that each student has in order to know how education can be applied to what each student brings to the learning. (Age, gender, educational background, economical background, attitude, profession and nationality) In this case, the student background has been divided into two main areas socioeconomic and academic (focus of this study). In other words what each student brings to the education process and this term "student profile"   provides information about a student, but the information can be presented and used in different ways. Student profiles can include data submitted by a student, as well as information which is added by staff members at an educational institution to provide a complete picture of the student. (Anderson & Vervoorn 1983).

The socio-economic profile that includes the economy, parents´ education and the place where they used to study plays an important role in the learning process. According to an investigation done by the Centre for the Study of Higher Education, University of Melbourne, (1999) which used these variables; the parental education in which students were divided into Lower (parents did not attend school, they did only primary), Medium (parents completed secondary school or vocational qualification, diploma),Higher (Parents completed an university degree) (Hepworth 1999).

The other variable was the distance from a university campus; students were classified as high, medium or low access. This research revealed that students who were classified on the higher level had more education aspirations than the other ones who thought that University studies were not so important.

Besides this, in the academic background it is essential to know where they studied high school, if they took extra courses to learn English or if they learned abroad. Having knowledge about students background helps to better support students in the classroom since there is more information about where they come from and also know what level of proficiency they have in the four skills in the target language (speaking, listening, reading and writing). The relationship between family Socio-Economic Status (SES) and the academic performance of students is well established in sociological research. (James 1999)

Another important dimension is the factors that may influence educational outcomes within low SES families. The investigation, a re-examination of student location,(1999) done by the University of Melbourne presents new data from a sample of over 3000 students from financially disadvantaged backgrounds to estimate the extent of socioeconomic, family, individual and contextual factors on school educational performance. Results obtained using binomial logistic regression techniques indicate that gender, unexplained absences, parental educational attainment, housing type, ethnicity and student age are all statistically significant variables and predictors of academic performance. In contrast, family structure, the main source of family income and geographical location do not significantly predict outcomes in school performance once other factors are controlled for. The findings support the notion that the 'social' and the 'economic' components of the socioeconomic status equation have distinct and separate influences on educational outcomes. While financial assistance to schools and families in need is important, policies and programs that also assist low-income parents in providing appropriate psychological and educational support for their children should also be promoted Baldwing (1999).

Then, taking into account the other part that forms the background of the students which is the educational section, it is important to describe some of the characteristics from the education perspective that students bring when enter to the university life. For example, if they come from private or public high schools,

have scholarships, in general the performance during high school. According to Chen (2007) there is a belief that students coming from public schools lack of study habits and the ones from private ones have better results academically and this is part of student's profile. Public schools are designed to offer generic education for all students. The text books issued by the school are mostly designed to cater to slow-learners in an effort to ensure that all the students will learn. This lowers the educational standards of the school and prevents students from pushing their limits to learn more. The quick-learners are also subjected to boredom, which may diminish their potential (Australian Education Council 1998)

Today, many universities and colleges in United States such as Idaho State University, University of Detroit Mercy and Chapman University and others are presenting feature casual(common students characteristics) profiles, which are all those expected characteristics that students should have to apply to a specific study area. These profiles can be found in admissions brochures and on their websites to appeal to potential applicants. These student profiles are focused on the interests of the students and their courses of study at the school, providing a snapshot of a typical student at a school which applicants can use to determine whether or not the school is a good fit for them. Because these student profiles are open to the public, they are published only by consent from the student, and they do not contain sensitive information. Taking into account the students profiles, there is a project "Studies in student profiles," developed by the Academic Unit at the Autonomous University of Nayarit, (2010). This initiative was organized to create a student profile cataloguing the most relevant characteristics of students attending this university. It's also aims to elicit student opinions regarding the current situation at the institution. The study's results are intended to support university decision making in order to "strengthen and assist the accreditation of university programs."

Another finding is that the majority of students graduating from high school who want to learn English are in an average of 17 until 25 years old. It is believed

that for adults, learning a second language becomes difficult and they tend to face certain inconvenient while they are in the process of learning the language. The reasons behind that are that adults have more responsibilities such as: Job related, family, time constrictions compared to children who even can acquire the language by playing, watching television and listening to children's songs. There are some researches that have shown that even though adults are learning the language they also have some benefits. "In important respects adults have superior language learning capabilities" (Walsh and Diller, 1978). The advantage for adults is that the neural cells responsible for higher-order linguistic processed such as understanding semantic relations and grammatical sensitive develop with age. Especially in the areas of vocabulary and cognitive systems, are able to make higher order associations and generalizations and can integrate new language input with their already substantial learning experience. They also rely on long term memory rather than short term memory. (Joiner, 1980).

The evidence on the effects of working during university studies suggests that there are several negative aspects that affect the performance of the students and even more when a second language is being learned. This is as a result that students do not have the same attention to what they are learning due to they have several things in their minds like responsibilities in the work, and they do not give the required time to study. According to Franke (2003) Working while being a student does not consist solely of substituting study hours for paid work. Other activities are also rescheduled. Most often, time is shaved from sleep and leisure, including physical activities. There are also important health issues related to the stress and to the effects of schedule conflicts on sleeping patterns and levels of physical activity that young people experience.

Sometimes these students are obligated to not to attend to classes because they do not have schedule flexibility neither in their works nor in their studies, and there is where the problem arises and students start to drop out their studies. In this sense, it is important to create flexible schedules in order to benefit students

who work and study at the same time. In addition, students who work and study need to have special attention in the way that they need to attend to certain programs in order to reinforce and review what they have learned. According to a investigation (the busy lives of students) done in Canada by Sandra Franke (2003) in some cases, for these students it is difficult to succeed at the end of the course, sometimes fail the courses or in the case they approve it, their final average is low even though they have the capability to reach higher grades. Nowadays is very important and necessary for young people to have and manage their own money, that is why most of them decide to work and study at the same time, but sometimes to do both things simultaneously can bring some consequences that can affect different aspects of their life like: less time for their families and friends; they do not have enough time to do their homework correctly; their mind is full of mixed ideas and worries and also they suffer from physical exhaustion. (Chan, 2009).

According to the educators Adelman, C., Allen, W. Anaya, G. (1991) there are some negative factors associated with being adult during college like having less time or less opportunity to party, perform volunteer work, study or participate in students' activities.

In addition to this, another important area is the students' needs. Many models of second language acquisition attribute a central role to learner beliefs (Bialystok 1978; Naiman et al. 1978). Learner beliefs are influenced by the social context of learning and can influence both their attitude toward the language itself as well as toward language learning in general (Tumposky 1991).

Since it is important to consider learners' perceptions institutions such as the University should implement academic policies and procedures in which they can present some information about the possible needs those students can face when coming to the University. For example having an area of academic advising that can help students to explore their majors, a method or selecting courses. This will

increase students' motivation by having a contact with the institution. Ideally, advising is first a means of exploring careers and majors and then a method for selecting courses and arranging schedules. As partners in the process, students can learn to discover options, frame questions, gather information, and make decisions, which can increase their involvement in college and encourage them to persist to graduation (Crockett, 1988).

Moreover, some Universities of the United States have implemented a program which consists on having a special department that is called The Dean of Students Office. According to Sandeen (2004) this office is responsible for planning, coordinating and implementing a variety of programs and services which are enhanced to support students to achieve academic and personal success. Some of the activities that this office is in charge are: where you apply for funding for your project, where you go if you need a tutor or having opportunities to promote students´ rights and responsibilities

Another policy that is helpful for students that are doing a transition between high school and the university is the orientation and first-year programming. This program informs students about the campus and the different activities that are done for those new students. For instance, there is an event called the Opening day of orientation in which the students meet all the campus, offices and important places that they should know before beginning the semester. These procedures are done in order that students can feel comfortable while doing the transition and begin a new process at the university. Some Institutions attempt to facilitate this carreer development process in various ways: by developing skills and competences needed in various career fields, by certification of the awarding of credits and degrees required to enter particular professions and through guidance and counceling to help students to crystallize career plans. (Austin, 1977; Austin and Panos 1969; Davis, 1965 and Terenzini, 1991)

Undoubtedly, it is important to consider the different ways that students learn in order to implement the best teaching strategies that satisfy students' needs

and get students motivated to finish their studies. According to most scholars and practitioners in the field today agree that both the rate and the degree of success of second language learning is affected by individual learner differences (Ellis 1985, p. 99). Also, to know where the students come from taking into account the academic and socioeconomic background and having a better understanding of the learner´s environment. According to Astin (1991) Undergraduates demonstrate a number of substantial changes in beliefs and attitudes during the college years. Students show a number of changes in personality and self concept after entering college. Such as leadership since the experience living away from their homes or just staying all day long at the campus, feeling overwhelmed caused by the stress that are at the university but there are some actions that can be taken when students are depressed or stressed by university life such as : receiving personal counseling, sports and doing groups of socialization.

Finally, it is essential that universities implement different policies and programs to the new students to help them to do an easier transition from high school to a different life with may be having more responsibilities. In all this process the students play an important role since each of them have different needs, perceptions or backgrounds it is necessary to take into consideration the profile that every student has. In conclusion, education is one of the most important aspects of the human beings development so it is necessary to look for an effective type of learning. (Elsworth et al 1982 and Parker et al 1993)

Chapter III

Methodology

3.1 TYPE OF RESEARCH

The type of research applied to this investigation is the Survey Research Method since this is a method involving the use of qualitative, quantitative and/or statistical instruments to gather data about people and their thoughts and behaviors; and that generally provides reliable data. The goal of survey research is to get information about learners's characteristics, beliefs, attitudes; information that is not available from production data, such as performance or observational data (Mackey and Gass 2005).

Besides this, Qualitative approach will be used in order to analyze the qualitative data that is going to be used to get information. The data needed from the students to know the student´s socioeconomic and academic profile will be gathered by means of some instruments. Those instruments will be a survey, a focus group and an interview with the head of the Foreign Language Department of the University of El Salvador. This will be with the objective to know students' and authorities' point of view about the topic being researched. After that, the data will be analyzed by means of both qualitative and quantitative procedures. Both types of data will be used in order to get the most reliable information and get the results from this study.

3.2 THE STUDY POPULATION AND SAMPLE

This research will be carried out in the Foreign Language Department of the University of El Salvador, having as universe the students of the major of Licenciatura en Idioma Inglés Opcion enseñanza, and that are registered on semester II year 2010. Taking this into account, as in every research it cannot be taken the whole population for this a sample will be needed; a sample is a small percentage of the universe selected to represent the population as a whole. Ideally, the sample should show and allow the researcher to make accurate estimates of the thoughts and behavior of the larger population in order to get reliable information. In this investigation the sample is going to be taken from the students of 1st, 3rd and 5th of the major.

In order to administer the survey it will be used a stratified random sample which consists on taking into consideration the exclusive population of the years aforementioned (Kumar, 2005). Those students chosen will fill in the survey for them to get familiar with the topic being researched. The sample for this instrument will be an estimated of 200 students which represents the 20 percent of the students of the major on English Teaching.

In addition to the survey, a focus group called "Taller de levantamiento de necesidades de los estudiantes del departamento de Idiomas de la Universidad de El Salvador" will be held in order to go deeper and to get more details about the students needs. The sample for this instrument will be taken randomly within the students who were previously surveyed.

3.3   DATA COLLECTION

The process of collecting data shows the different opinions about the topic that is being researched. In order to get the information needed from the phenomenon being studied it is necessary to apply some instruments such us survey, focus group and an interview.

First of all, the survey contains several closed questions about some remarkable sections of the students' profile such as general information, educational background, socioeconomic status, financial aid, and study habits. This instrument is going to be used in order to find out and describe the student's profile. It will be taken as a sample an estimated of 200 students from the 1st, 3rd and 5th year of the major on English Teaching in order to fill in the survey. The sample represents the 20% of the whole population (Voight, 2007).

In addition to the survey, a focus group will be carried out with students from the same sample in order to get information in a personalized way about the students' opinions as well as their needs. The number of students invited to this activity will be around 30 out of the 200 students surveyed. Those students will be selected from the 1st, 3rd and 5th, they will be receiving an invitation to assist to the focus group.

Moreover, the head of the Foreign Language Department, Mtl. Edgar Nicolas Ayala, will be interviewed to know if in the department there are policies or programs to help the different students profiles. This will be done with the purpose of promoting possible actions to be taken or if the authorities of such department are interested in applying this kind of policies to create programs.

After that, the data gotten from the survey, which is quantitative data, will be analyzed by means of graphics, description and interpretation of the results as well as the qualitative data.

Qualitative data analysis is crucial on this research. The instruments that will be used to get this kind of data are focus group and interview with open questions; it will be necessary to convert the answers and comments found on these instruments into a summary. In that way the data can be grouped to get accurate results on the analysis when finding out about the student's socio-economic and academic profile. The information of the survey, focus group and interview will be presented in a summary containing the details of what the population expressed.

3.4 FINDINGS

After having completed the process of collecting data, the findings are as follow:

3.4.1   SURVEY RESULTS

Question 1: Age?

Age	16-20	21-25	26-35	36-mas	Total
1st year	48	22	3	0	73
3rd year	18	46	8	0	72
5th year	0	22	10	2	34
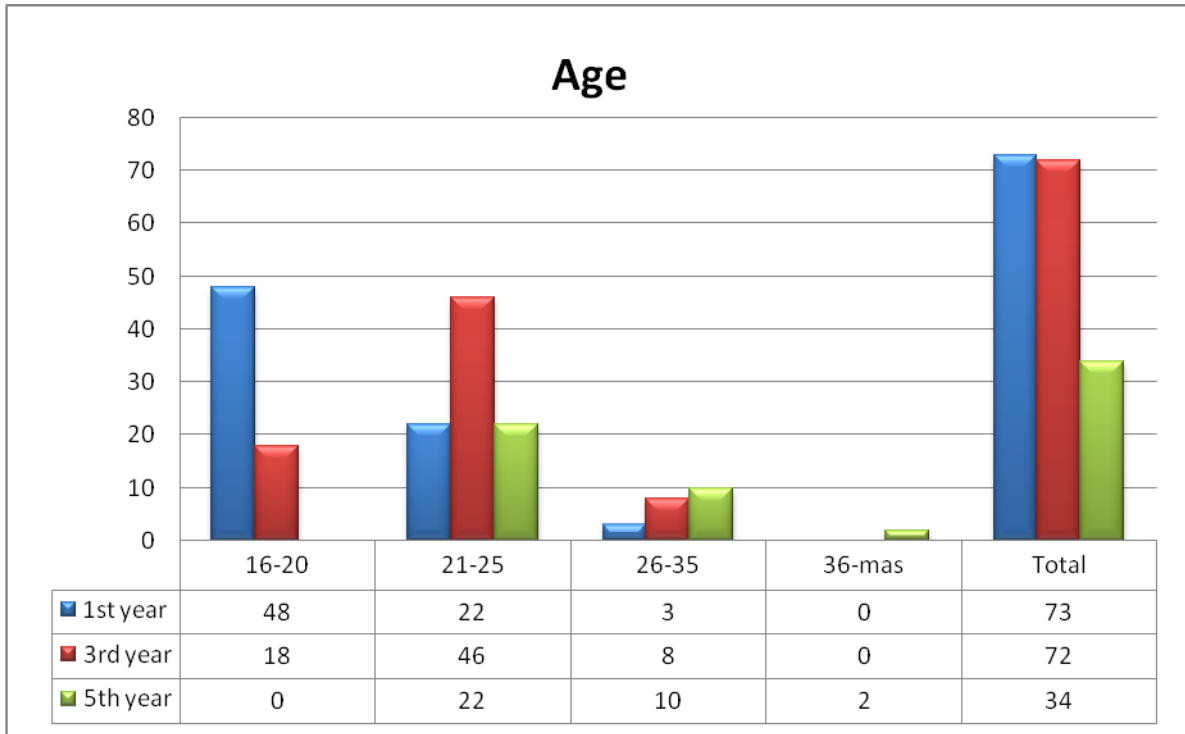
According to the results shown in this graphic, the 37% of students that are in the foreign language department are within 16- 20 which shows that it is a young population. Besides, the 50% of students are in the age of 21-25 years old and the other 12% are in the age of 26-35 years old. As an overall the population can be considered as a young population.

Question 2:   Marital Status?

Marital Status

	Single	Married	Divorced	Free Union	Other	Total
1st year	72	0	0	0	1	73
3rd year	66	4	0	2	0	72
5th year	27	3	1	1	2	34
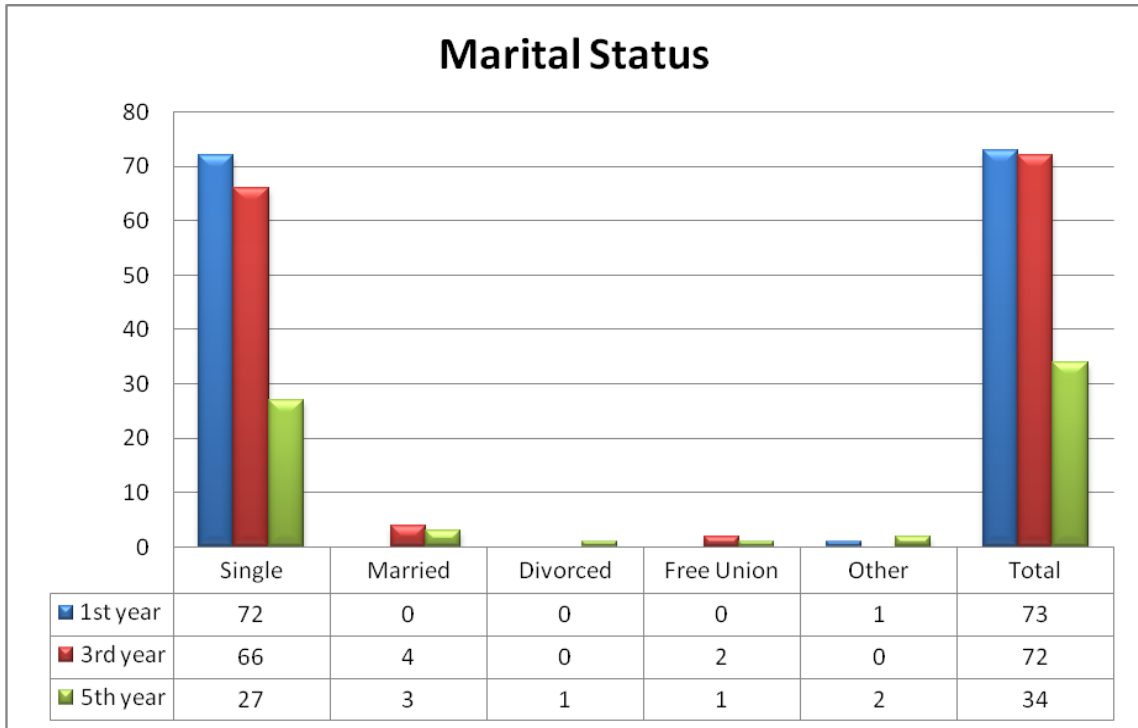
When asking students about their marital status, it can be seen that 92% of the surveyed students are single and the rest which is 8% are either married, divorced or are in a free union.

Question 3: Number of children?

Number of children

	No kids	1 Kid	2 kids	3 kids	Total
1st year	73	0	0	0	73
3rd year	66	4	1	1	72
5th year	31	3	0	0	34
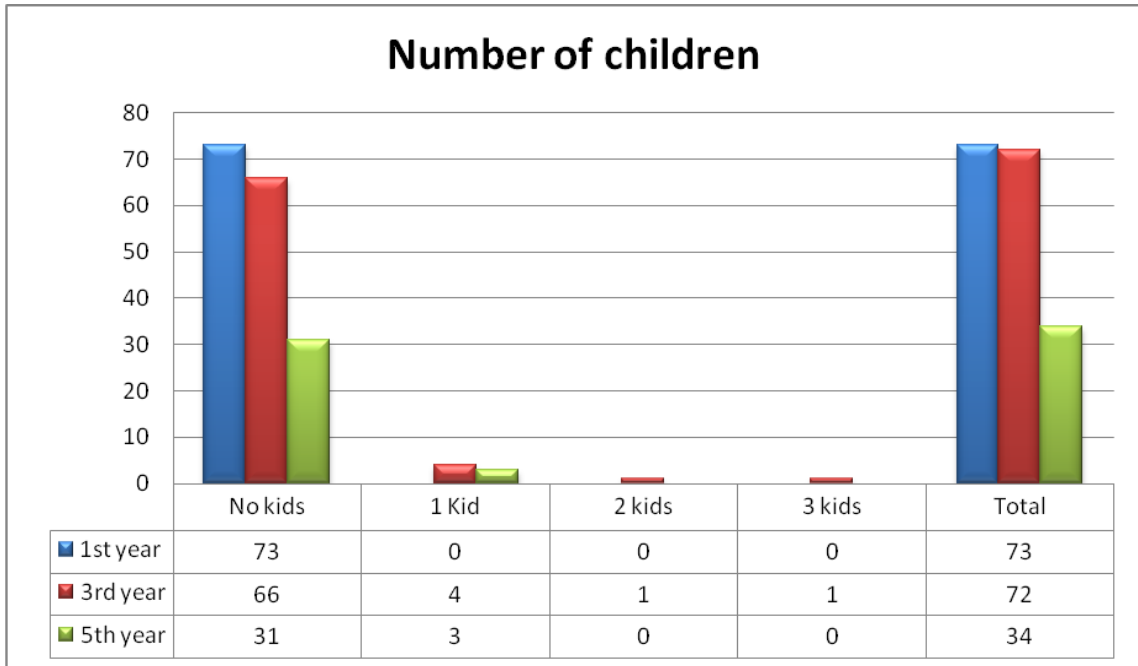
According to this data, the 95% of students do not have any children, taking into consideration that those students have more time than the ones who need to take care of their own family.

Question 4: Whom do you live with?

Whom do you live with?

	Mother	Father	Both	Grandparents	Alone	Other	Total
1st year	20	6	42	1	1	3	73
3rd year	13	3	17	4	6	7	50
5th year	8	2	15	0	2	7	34
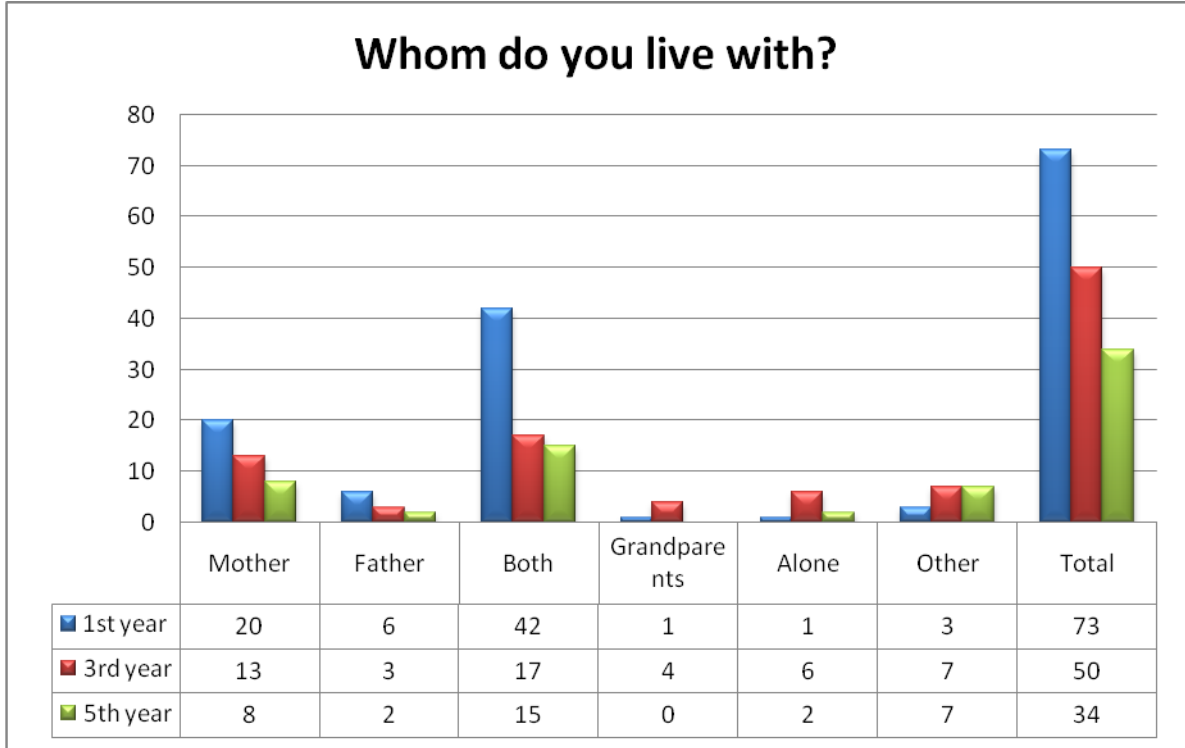
Within the population the 41% of the students live with both parents, but also there are a big percentage of 22 that lives only with the mothers. Leaving the remaining 37% that lives either alone or with different members of the family.

Question 5: Where is your hometown located?

Where is your hometown?

	Western	Central	Eastern	Total
1st year	5	68	0	73
3rd year	4	67	1	72
5th year	6	28	0	34
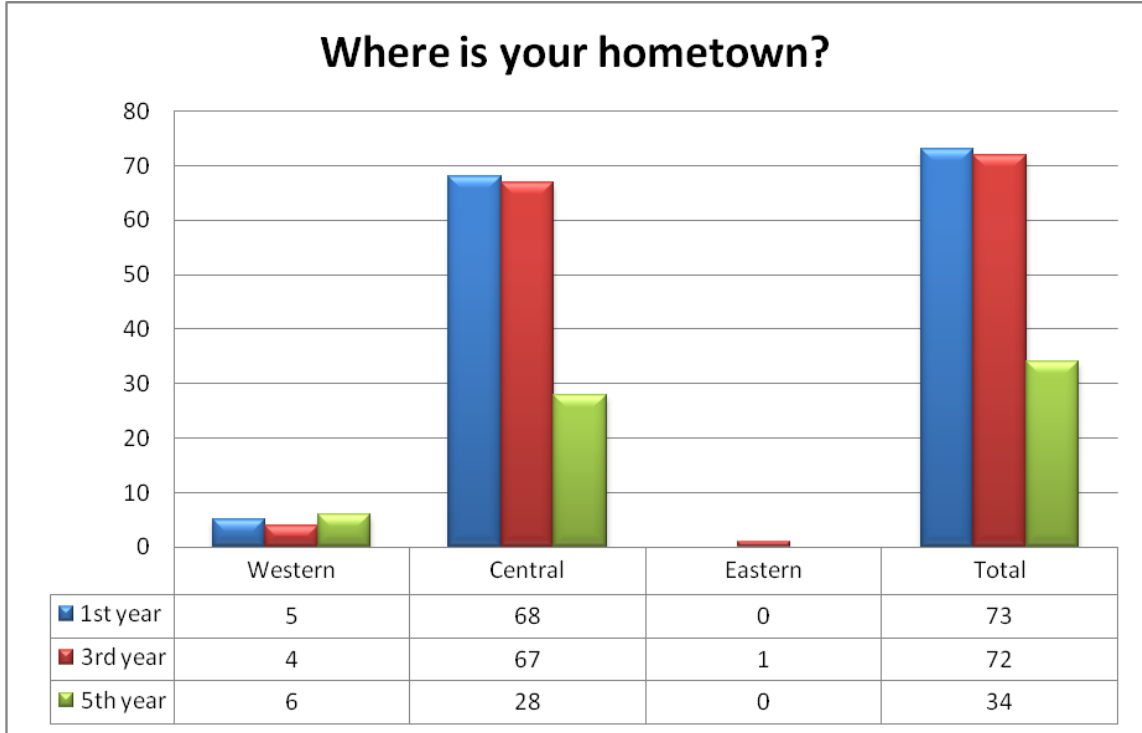
Most of the students that were surveyed on this research live in the central but there are some others that travel since the western or eastern area. Those students travel a big distance or rent a place near the university to have better accessibility to study at the UES. According to this 91% of the students live in the central area.

Question 6: Mention the city and department where you come from?

Departments

Students	San Salvador	Chalatenango	San Vicente	Sonsonate	Santa Ana	Total
	107	35	15	12	10	179
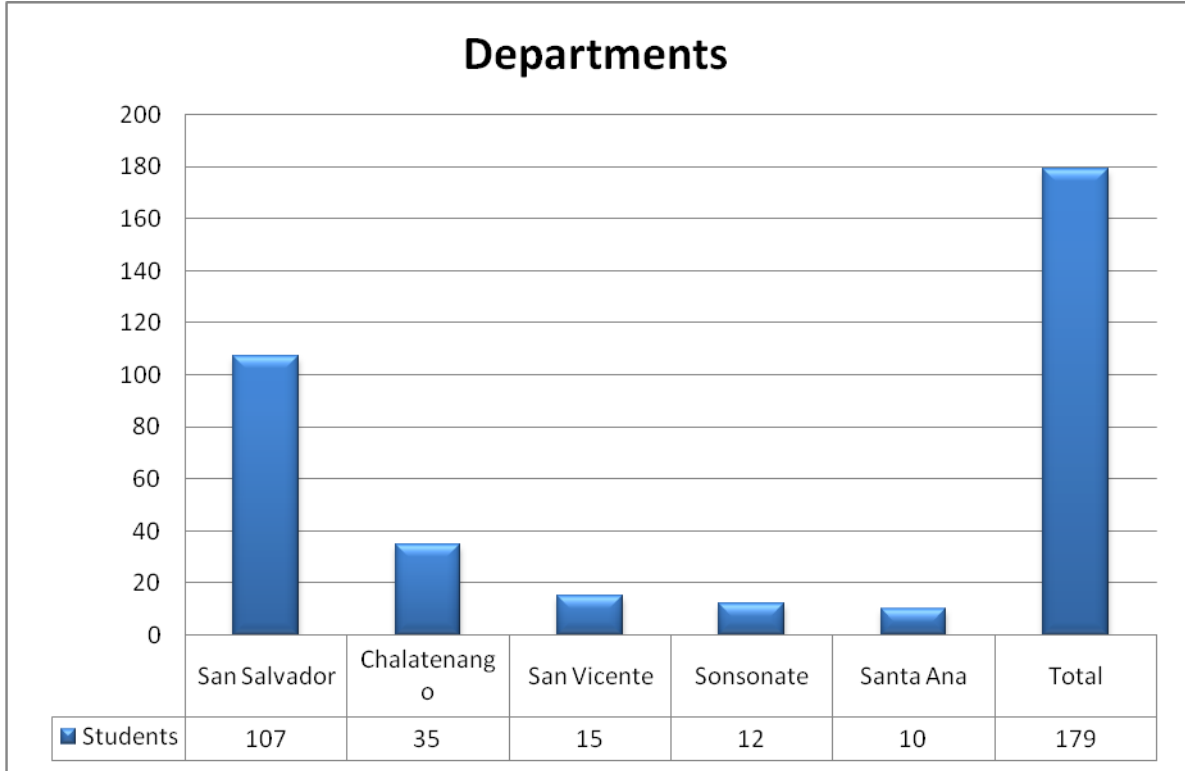
Within the population surveyed there were different cities and departments from the country but there are some cities that are predominant such as San Salvador, Sonsonate, Chalatenango, La Libertad and so on. Also we could see that there is a big percentage of 59% of students who live in the central part of the country having a better accessibility for getting to the university. On the other hand the 47% who need to travel experience bigger challenges to get to the UES.

Question 7: Where are you currently living?

Students

	Soya pang o	Mejic anos	Apop a	San Marc os	Ilopa ngo	Quez altep eque	San Marti n	Chala tenan go	Zacat ecolu ca	Cojut epeq ue	SanVi cente	Vera paz	Other	Total
Students	36	31	22	20	18	10	9	8	7	5	5	5	3	179
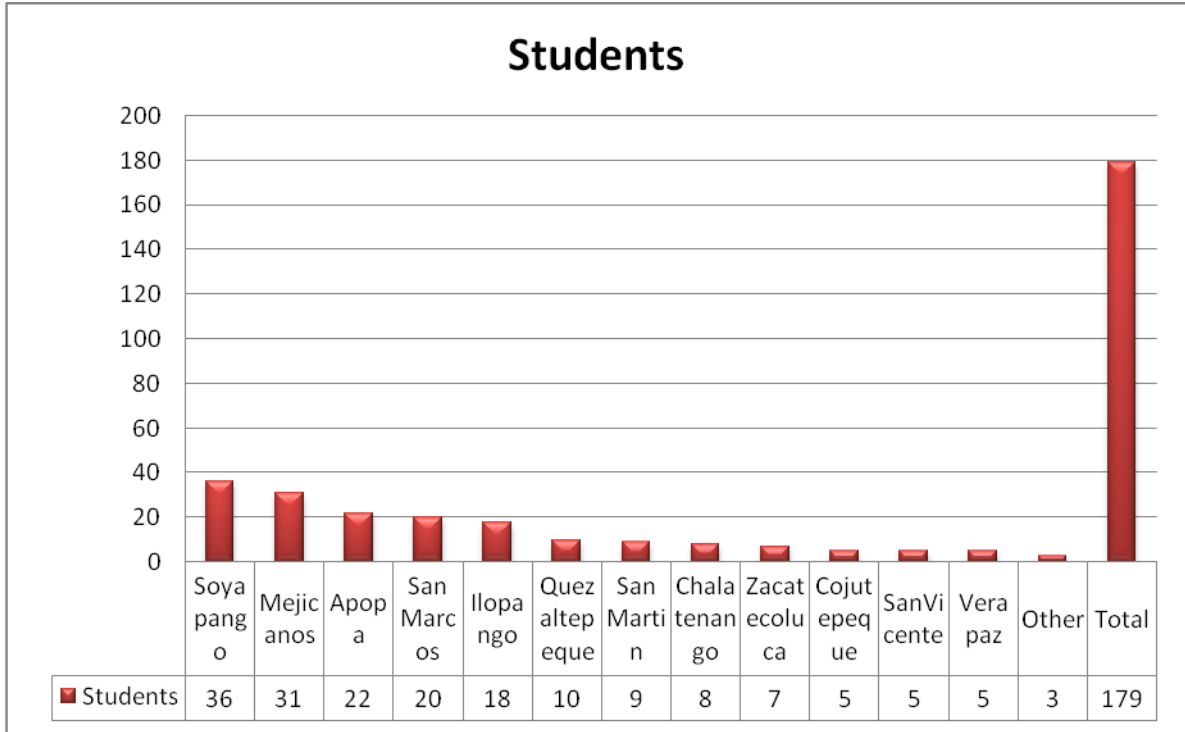
Most of the students surveyed live in the central area of the country in cities such as Quezaltepeque, Apopa, Soyapango, these are the most common cities however there are some students who travel from outside of the central are some of those departments are Chalatenango, Cabañas, San Vicente, Santa Ana and others. Taking into account that this is more difficult for those who need to travel every day or are renting a place to live near the UES having more expenses.

Question 8: What are you currently doing?
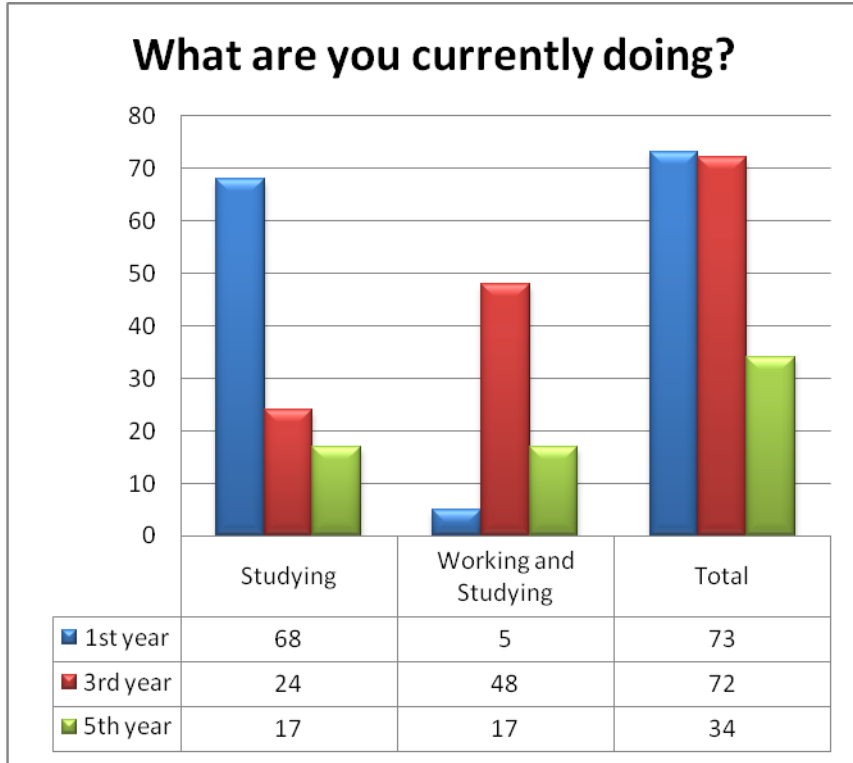
What are you currently doing?

	Studying	Working and Studying	Total
■ 1st year	68	5	73
■ 3rd year	24	48	72
■ 5th year	17	17	34

According to this data gathered from this population, the majority of the students that makes a percentage of 61% who are just studying. The other 39% of students are doing both things studying and working at the same time. Taking into account this information, those who are working and studying at the same time should be having more responsibilities and less time to their learning process.

Question 9: What is your parents' academic level?

Education Level

	1st-3rd grade	4th-9th grade	High school Degree	Incomplete University studies	Technical studies	B.A/ B.S / Med	Masters Degree	Ph. D	Nothing
■ Father	6	25	14	4	3	7	1	1	12
■ Mother	6	31	19	1	4	7	1	2	2
■ Father	14	23	13	7	1	4	2	1	7
■ Mother	8	34	15	4	4	0	0	1	6
■ Father	3	8	5	2	2	5	2	0	0
■ Mother	2	12	5	0	1	5	0	0	0
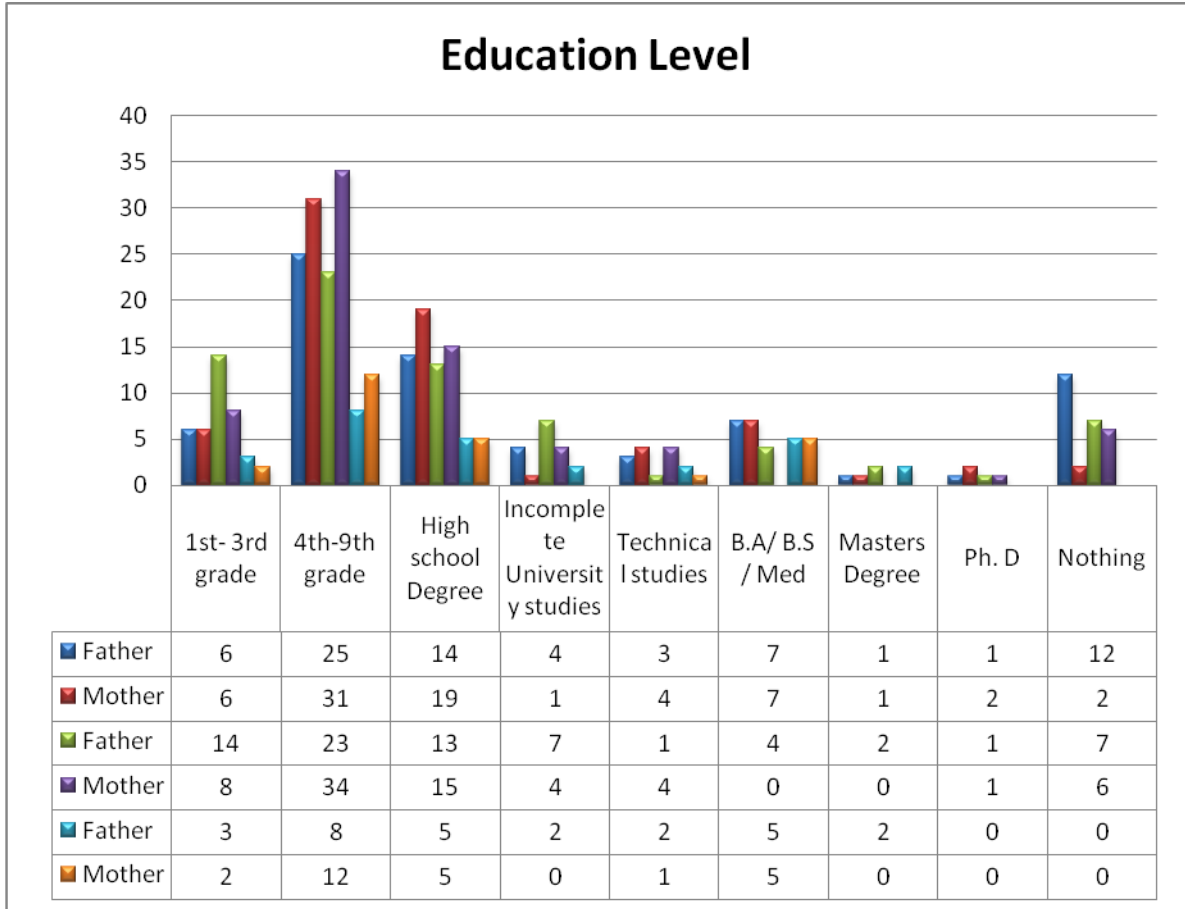
Since we consider that the education`s parents is important we requested this information to know the education average among this sample. The highest range of academic parents' education is from 4th grade up to high school degree which makes a percentage of 74% of the population. The other outstanding pattern of education is the level of high school the 26% of parent had this level. Taking into account that the parents do not have a high level of education students from this sample are motivated to continue studying up to superior education.

Question 10: **What is your parents' occupation?**

What are your parents' occupation?

	Education	Industry	Medicine	Business	Household	Other	Nothing	Total
1st Year Father	5	11	2	16	0	27	12	73
1st Year Mother	7	3	5	10	40	6	2	73
3rd Year Father	5	15	1	20	4	21	6	72
3rd Year Mother	6	3	1	13	39	8	2	72
5th Year Father	4	8	0	9	1	8	4	34
5th Year Mother	6	0	1	8	15	1	3	34
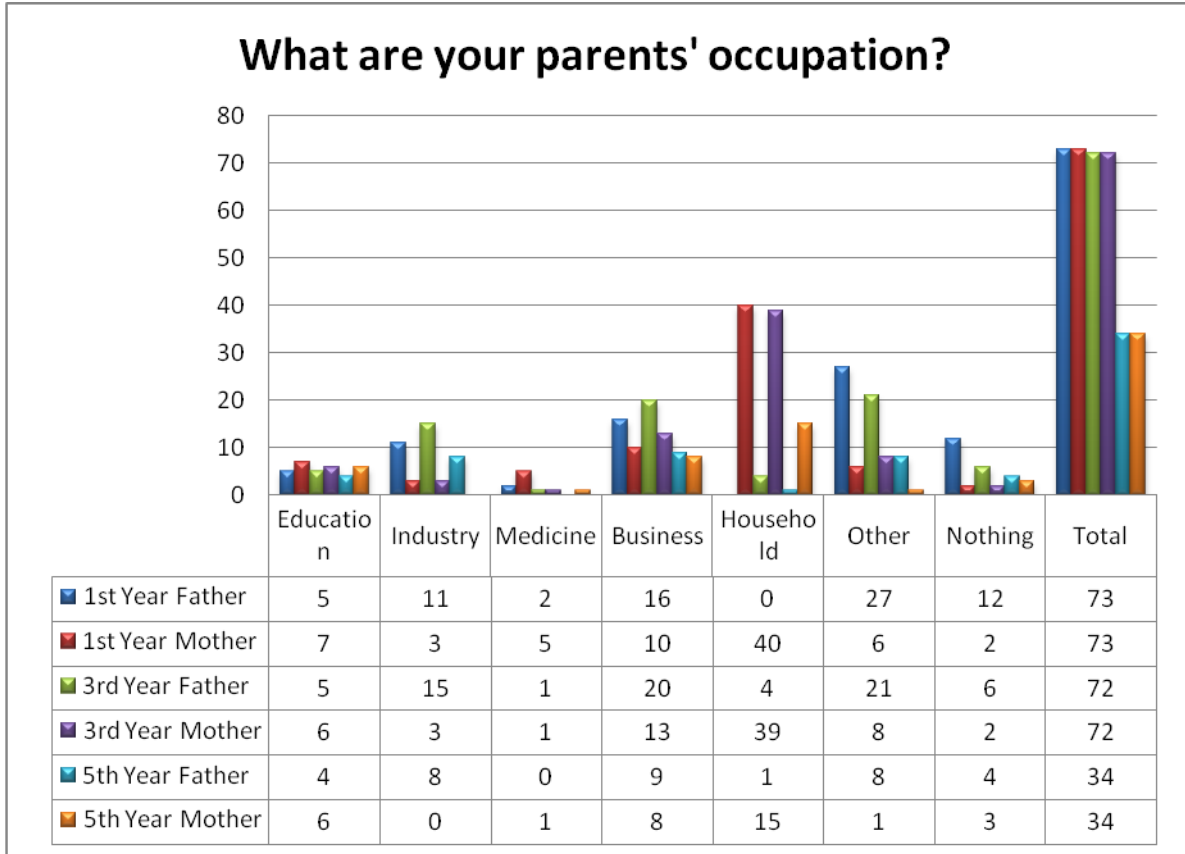
To know about the parent's occupation is important to see the students' economic environment. Nowadays, most of the parents are working either on the industry or business, in the business area there is a percentage of 43. However there is still a percentage of 53% of mothers that are still just staying at home taking care of the children.

Question 11:   Where did you study high school?

Where did you study high school?

	Public	Private	Semi-pubic	Total
1st year	62	11	0	73
3rd year	53	16	3	72
5th year	24	10	0	34
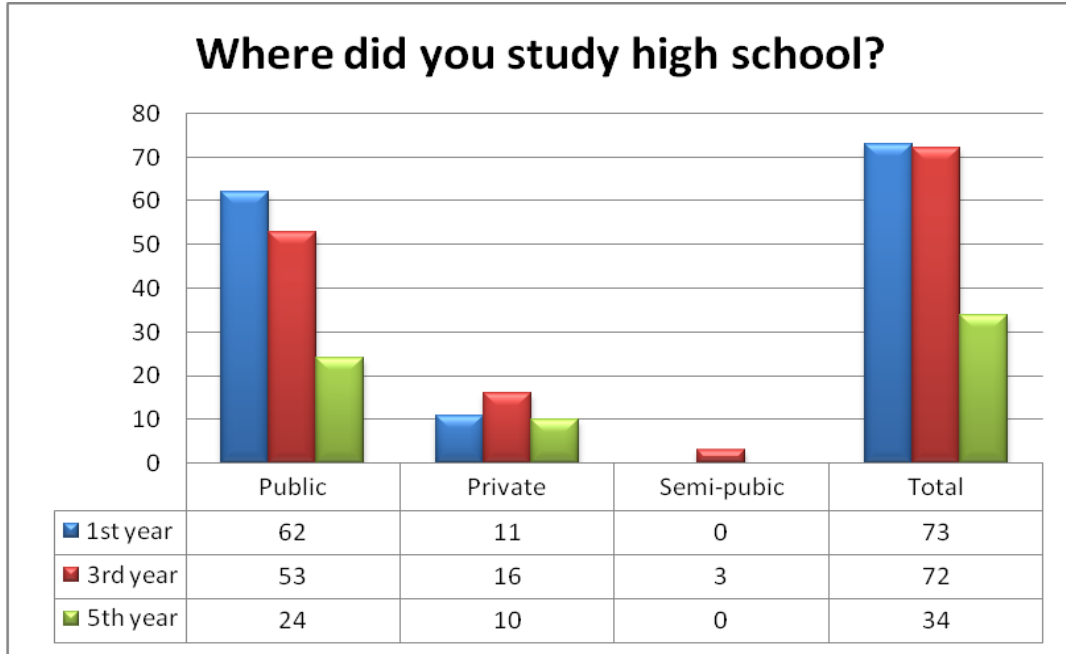
Most of the students from this sample studied in public schools that makes a percentage of 77 and only 33% studied in private schools. Considering that the parents' academic level is not too high it seems that there is a relationship between studying in a private or public school taking into account that being in a private most of the time is more expensive than being in a public one where the fees and management is cheaper.

Question 12:   Was the institution where you studied bilingual?

Bilingual Institution

	YES	NO	Total
1st year	12	61	73
3rd year	12	60	72
5th year	6	28	34
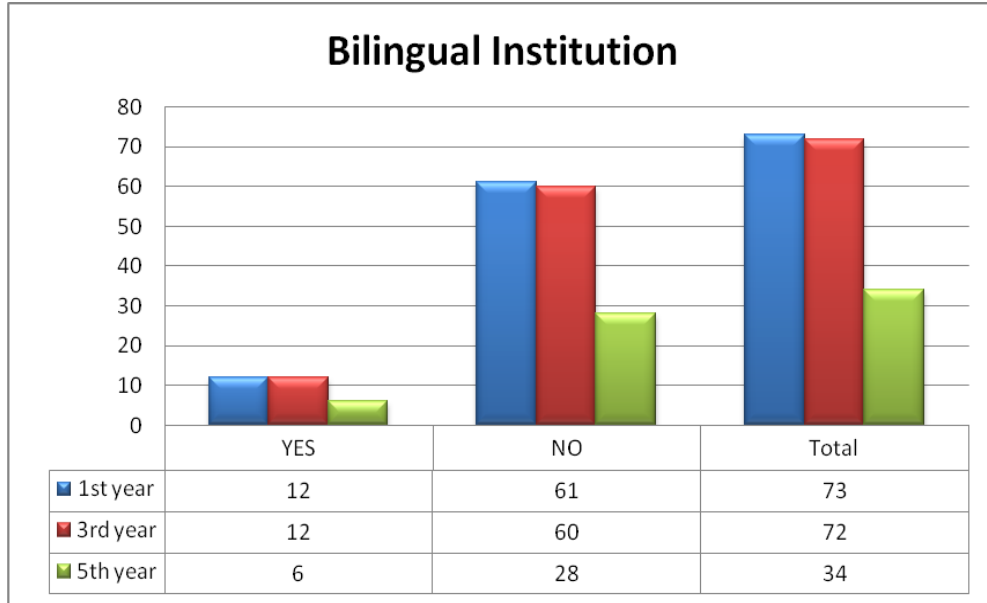
Since the big majority of students are graduated from public schools it can be seen that the 83% of students come from institutions no bilingual. This results show that those schools were not bilingual since the English was seen just as a subject and not as the primary goal for all the subjects. It is important also that even though there are some schools that were private most of them were not bilingual institutions. Probably those students only received English classes once per week and not every day.

Question 13: How often you used to receive English classes during high school?

How often do you study?

	Once a week	Twice a week	Three times a week	Never	Everyday	Total
1st year	11	28	0	0	34	73
3rd year	18	42	0	0	12	72
5th year	8	21	1	1	3	34
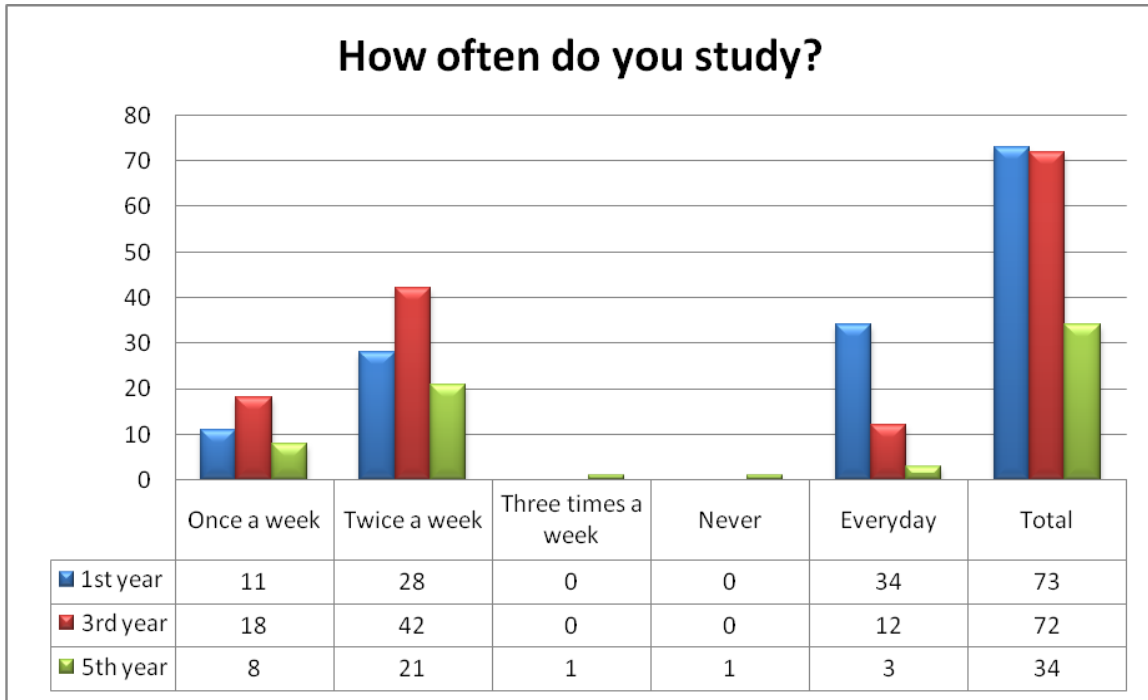
Nowadays according to this information the students graduated recently received more English classes than the ones who are in the third or fifth year. The 21% of students attended English classes once a week, the 50% received English classes twice a week and 27% did it every day. It is important to notice that the big percentage attended classes twice per week.

Question 14:   What was your score at PAES?

What was your score at PAES?

	4.0-5.0	5.01-6.0	6.01-7.0	7.01-8.0	8.01- Mas	No answer	Total
1st year	2	9	14	20	26	2	73
3rd year	0	9	15	23	25	0	72
5th year	1	4	9	11	9	0	34
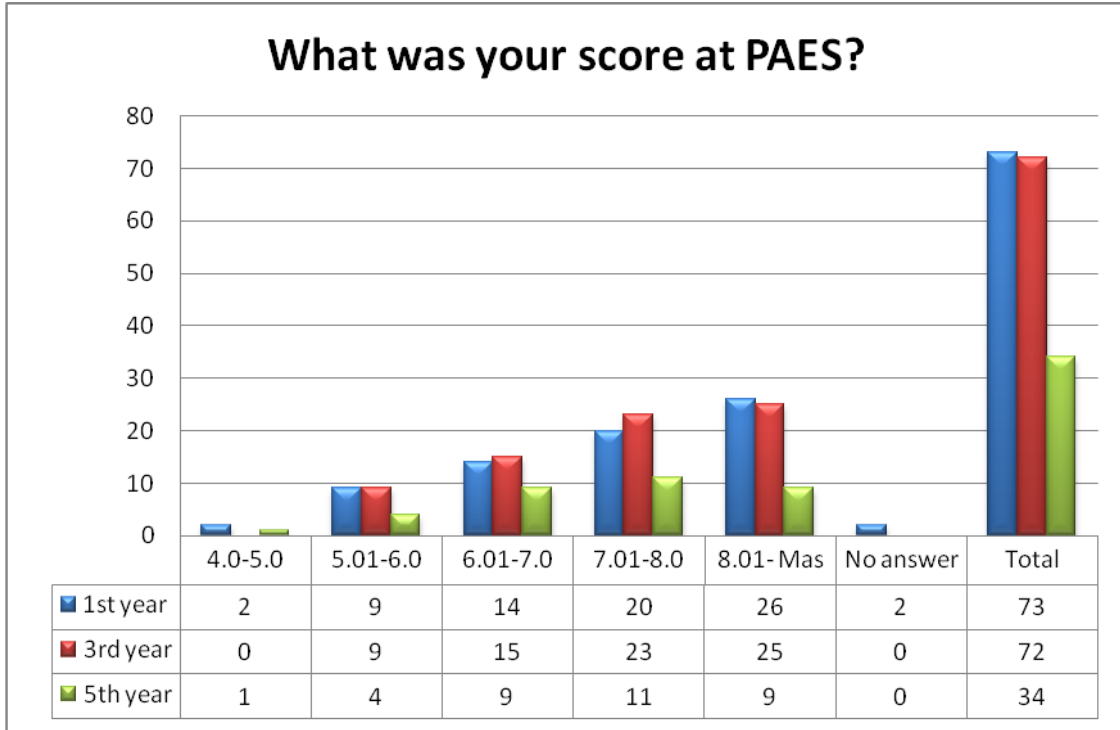
Since it is important to know the grade that students got at PAES that shows the different knowledge that they learned during high school to know the average of knowledge that those students bring to the UES. According to this data the 34% got between 8.0 or more taking into account both private and public institutions. The second average is from7.0 to 8.0 that makes a percentage of 30% as well from both types of schools.

Question 15: **Besides your academic background, have you studied English on your own in:**

Besides your academic background where did you learn english?

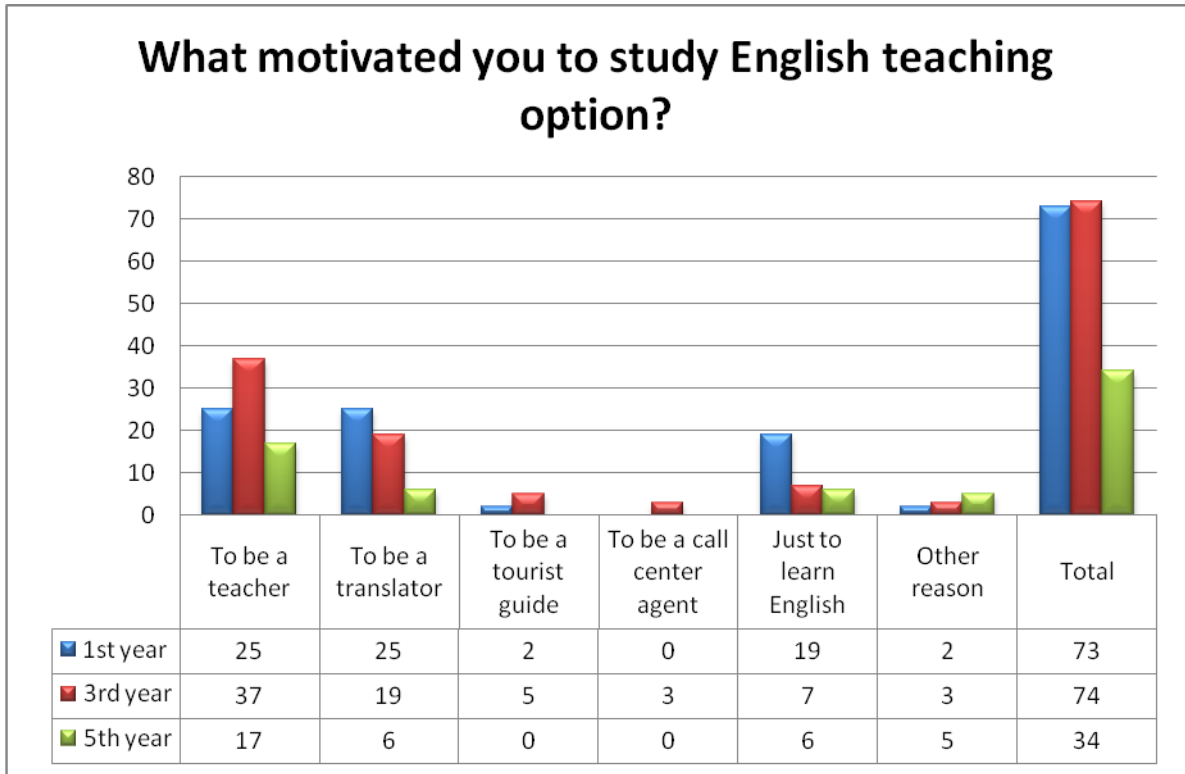|	Academies	Nowhere	FLD	Other	Bilingual	Abroad	Total
1st year	35	18	5	11	3	1	73
3rd year	35	17	5	11	3	1	72
5th year	8	0	11	13	0	2	34
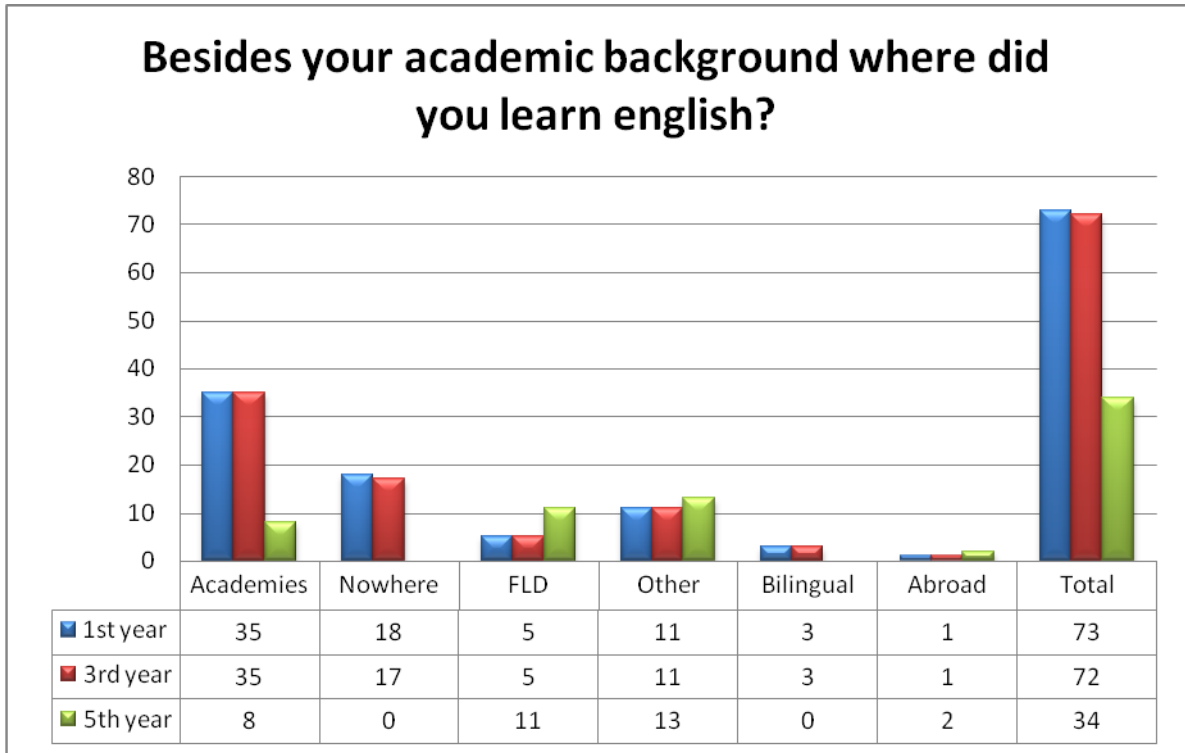
Today learn English is necessary most of the students that are coming to the department they are have some kind of learning before coming such as academies or other types of ways of learning English. The difference can be notices on students from the fifth year that they expressed that they only learned by means of other options and by studying this major on the department. Within the options that were provided, the 44% of students took some English classes on academies, 36% of students did it in different ways however there is a percentage of 20% that they did not attended or learned English before coming to the Foreign Language Department.

Question 16: **What motivated you to study the major on English teaching?**

What motivated you to study English teaching option?

	To be a teacher	To be a translator	To be a tourist guide	To be a call center agent	Just to learn English	Other reason	Total
1st year	25	25	2	0	19	2	73
3rd year	37	19	5	3	7	3	74
5th year	17	6	0	0	6	5	34

According to the results, 43% of the students surveyed decided to study the major on English Teaching because they want to be teachers, followed by a 28% of students who say that they decided to study the major with the objective to become translator/interpreter. Besides that, 4% of the students answer to this question that what motivated them to study the major was to be tourist guides, 2% of the students want to be call center agents and the 18% just wanted to learn the English language. The 5% of students selected another reason, and among those reasons are: to travel to another country and to be pastor or minister.

Question 17: **How much time do you spend to study?**

How much time do you spend to study?

	Everyday	weekends	a few days before	Total
■ 1st year	37	26	10	73
■ 3rd year	28	23	21	72
■ 5th year	11	7	16	34
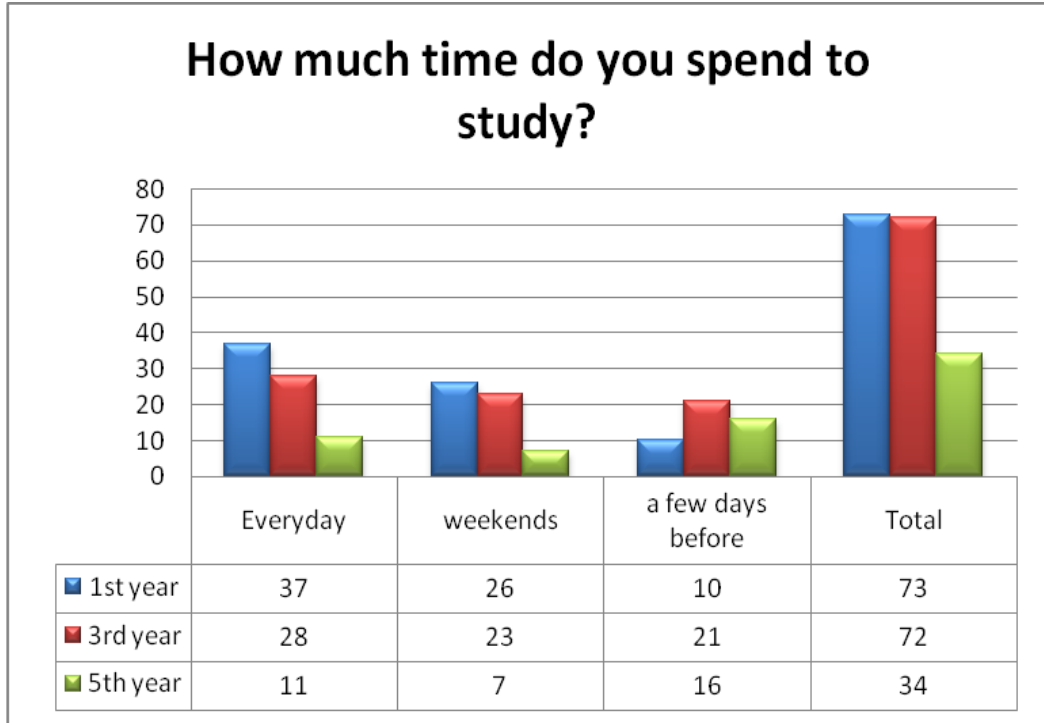
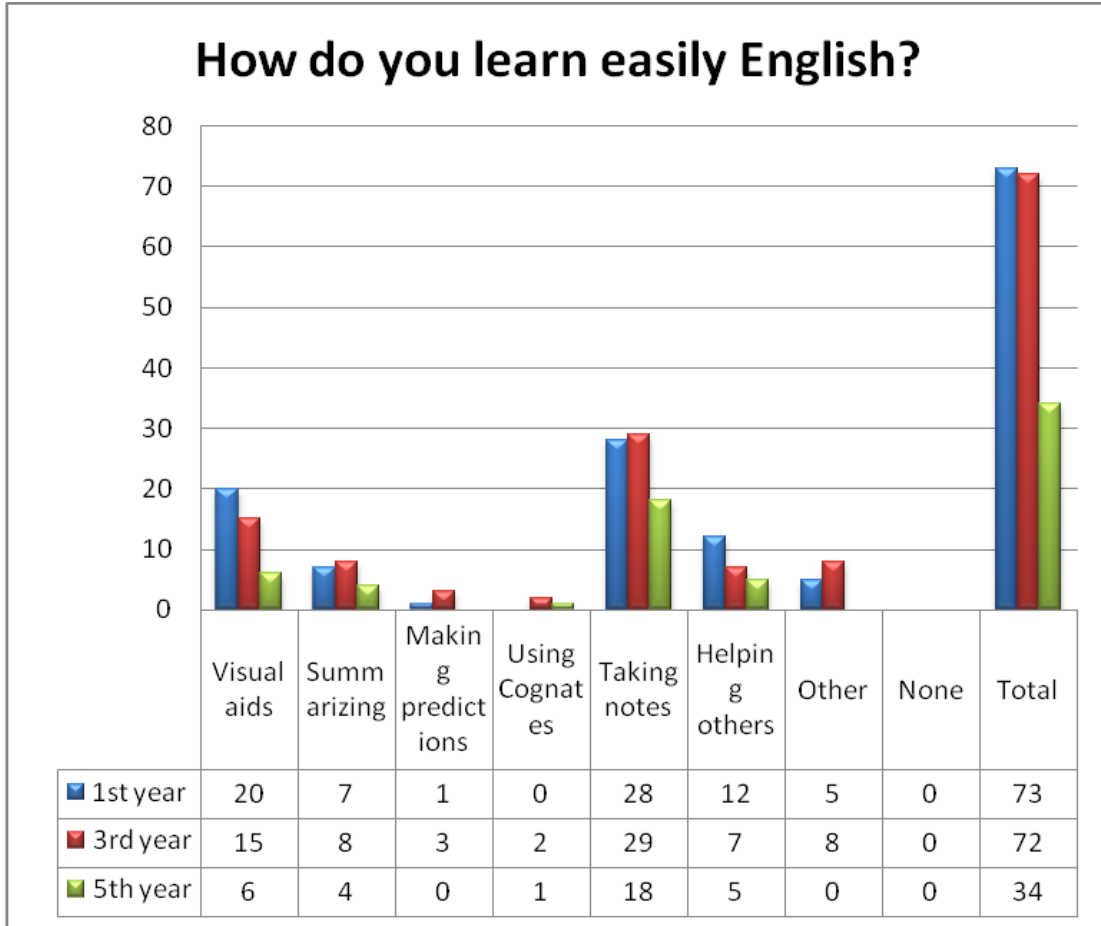According to the results, around a 42% of students surveyed stated that they prefer to study every day, while a 31% of students prefer to study on weekends and finally, 27% of the students stated that they study a few days before quizzes or midterm exams.

Question 18:   Select the option you practice to improve your English

Select the options you practice to improve your english

|	Convers ation clubs	Take advisorie s	Join study groups	Browsin g	Make question naires	Avoid procrasti nation	Other	None	Total
1st year	8	12	7	29	4	8	5	0	73
3rd year	12	7	10	22	11	8	0	2	72
5th year	10	4	6	11	3	0	0	0	34
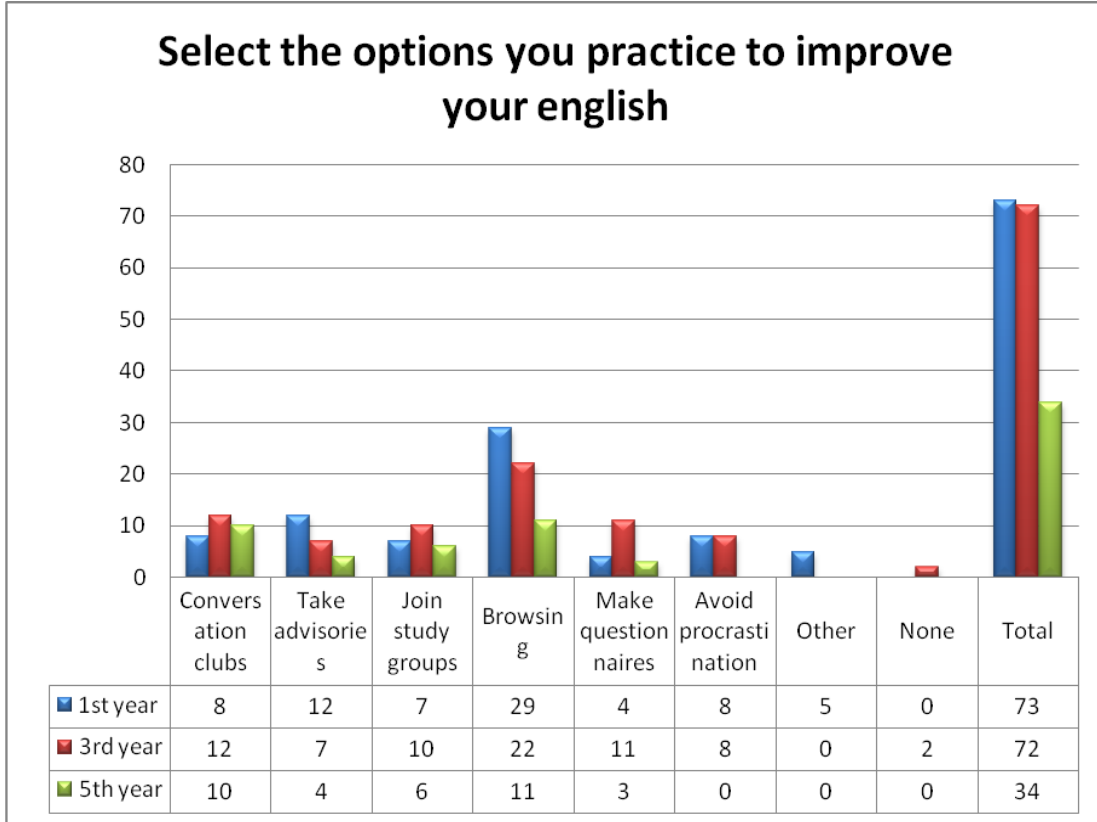
As it is seen in the graphic, 30 students which represents the 17% of the 100% of students surveyed, stated that in order to practice their English they attend to conversation clubs, 13 percent of students prefer to take advisories, other 13% joins to study groups. The 35% of students prefer to do browsing in order to improve their English; 10% of the students surveyed make questionnaires, 8% of the students stated that they prefer to avoid procrastinate. The 3% of the students stated that they do other activities, and among the ones they mentioned we have: to talk to relatives in the United States, to study, to learn new vocabulary, to read books and watch videos and listen to music in English, play video games and chat with people in English speaking countries. The 1% of the students surveyed, for any reason did not answer to this question.

Question 19:   How do you learn easily English?

How do you learn easily English?

	Visual aids	Summ arizing	Makin g predict ions	Using Cognat es	Taking notes	Helpin g others	Other	None	Total
1st year	20	7	1	0	28	12	5	0	73
3rd year	15	8	3	2	29	7	8	0	72
5th year	6	4	0	1	18	5	0	0	34

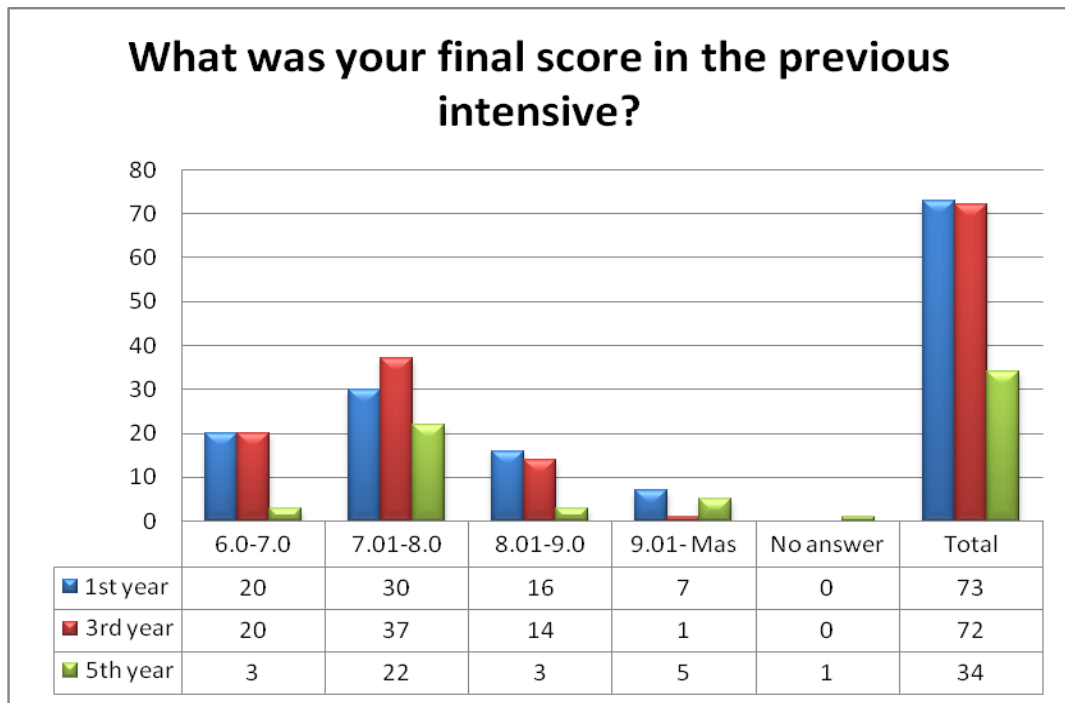According to the results, 34% of students surveyed claimed that the best way for them to improve their English is by means of browsing while the rest of the populations do other activities such as: 17% attend to conversation clubs, 13% take advisories, other 13% join to study groups, 10% make questionnaires, 9% avoid procrastination, 3% do other activities and 1% do nothing to improve their English.

Question 20: **Have you failed any English intensive course at the Foreign Language Department?**

Have you failed any intensive course at the FLD?

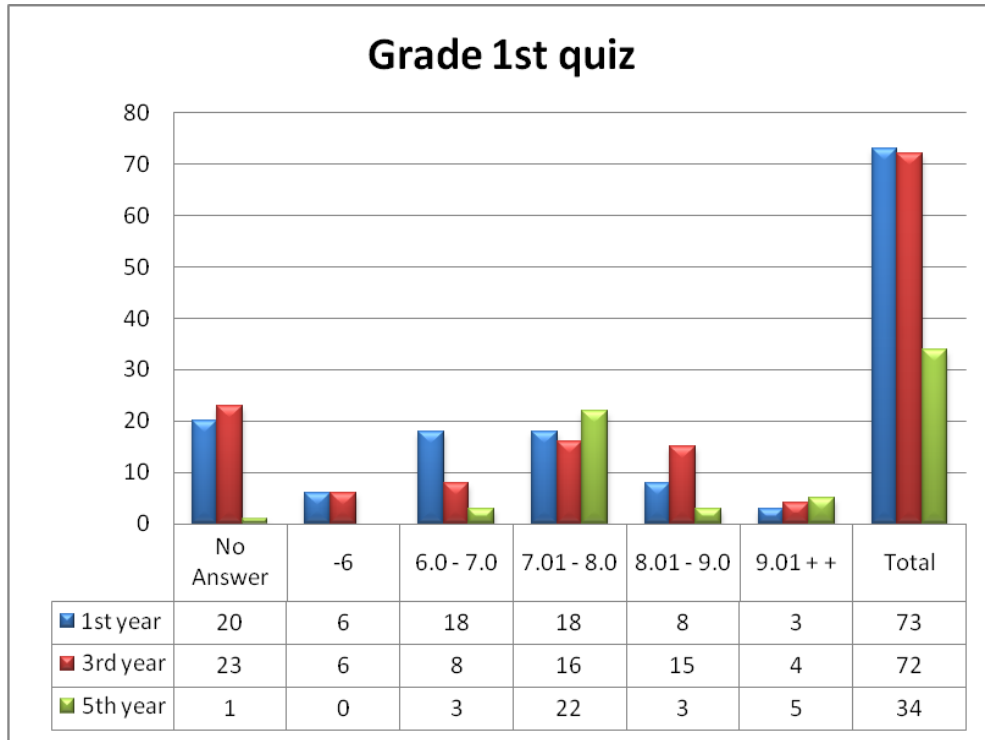|	YES	NO	Total
■ 1st year	11	62	73
■ 2nd year	48	24	72
■ 3rd year	11	23	34
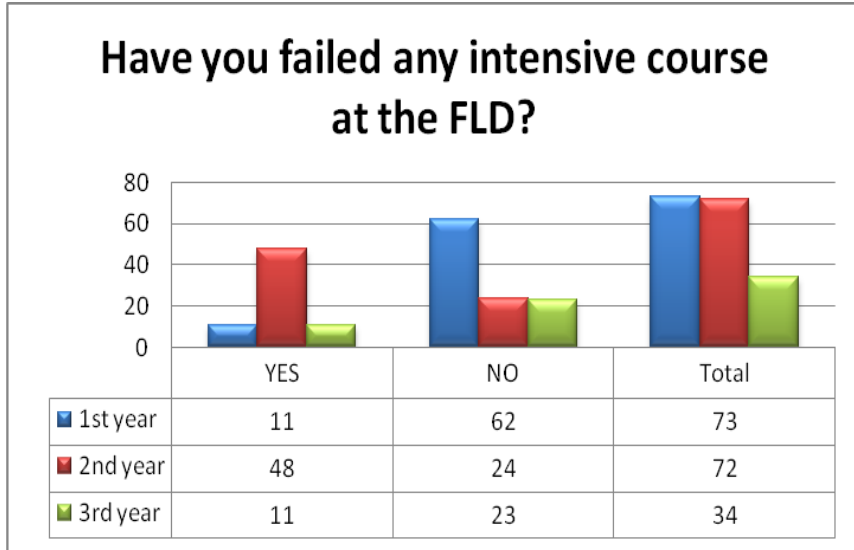
According to the data gotten from the students, 31% of students have failed at least one subject in the foreign language department. The other 69% of students stated that they have never failed any English intensive course. In addition to this, some of the students that said they had failed a subject mentioned not only an English intensive course but also a grammar course.

Question 21: **What was your final score in your previous Intensive English course?**

What was your final score in the previous intensive?

	6.0-7.0	7.01-8.0	8.01-9.0	9.01-Mas	No answer	Total
1st year	20	30	16	7	0	73
3rd year	20	37	14	1	0	72
5th year	3	22	3	5	1	34

According to the data, 24% of students stated that they approved the previous English intensive course with a grade that averages between 6 and 7; 50% approved the previous course with a grade between 7 and 8; 18% approved the previous course with a grade between 8 and 9, and finally the 7 % of the students surveyed said that they got grade of 9 or more. The 1% of the students for any reason did not answer to this question. As seen in the graphic, the average grade for these students is between 7 and 8.

Question 22: **What was the grade of your first English quiz this semester?**

Grade 1st quiz

	No Answer	-6	6.0 - 7.0	7.01 - 8.0	8.01 - 9.0	9.01 + +	Total
1st year	20	6	18	18	8	3	73
3rd year	23	6	8	16	15	4	72
5th year	1	0	3	22	3	5	34

Regarding to this question, 24% of the students did not answer to it because some of them did not know their grade in the first quiz they had. The 7% of the students stated that they got a grade less than 6; 16% of the students surveyed reached a grade between 6 and 7 points, 31% of the students is in the range of 7 and 8, 14% got a grade between 8 and 9, and 7% stated that they got a grade of 9 or more.

Question 23: **Do you know about any program that the Foreign Language Department offers to its students?**

Do you know about any program that FLD offers to the students?

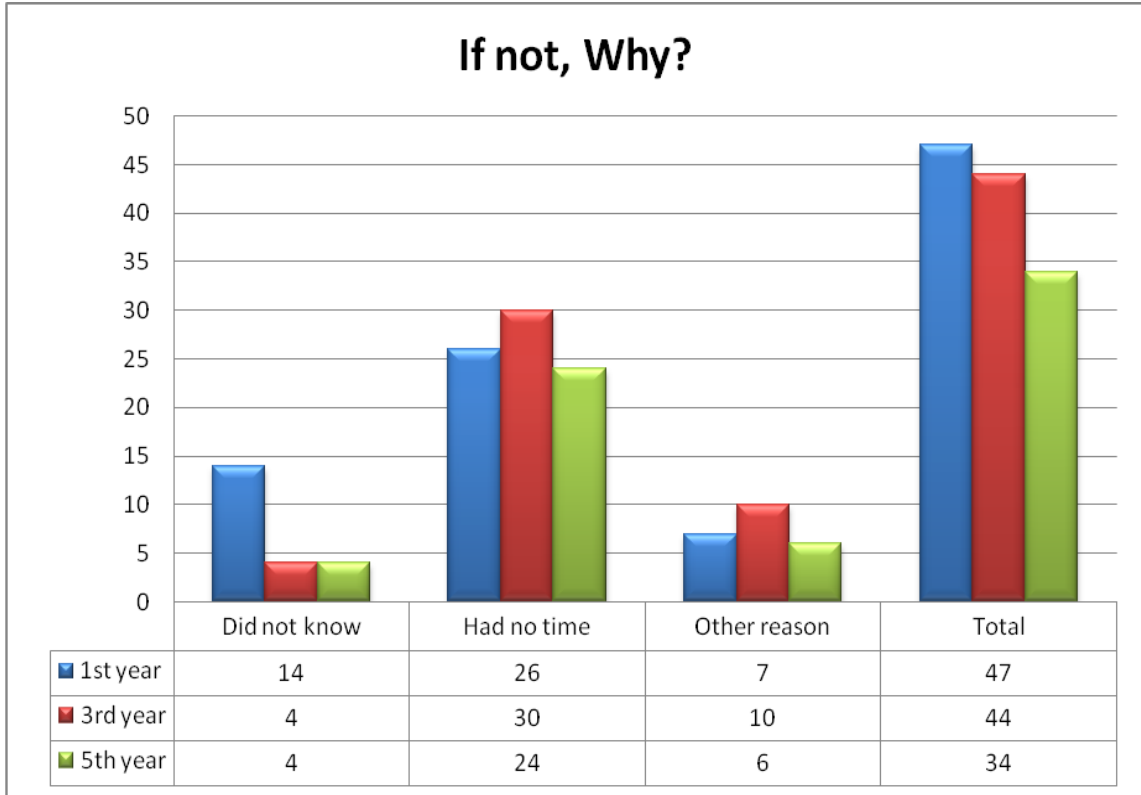|	Advisories	Conversations clubs	Study Groups	Other	None	Total
1st year	33	25	10	5	0	73
3rd year	19	35	7	6	5	72
5th year	14	20	0	0	0	34
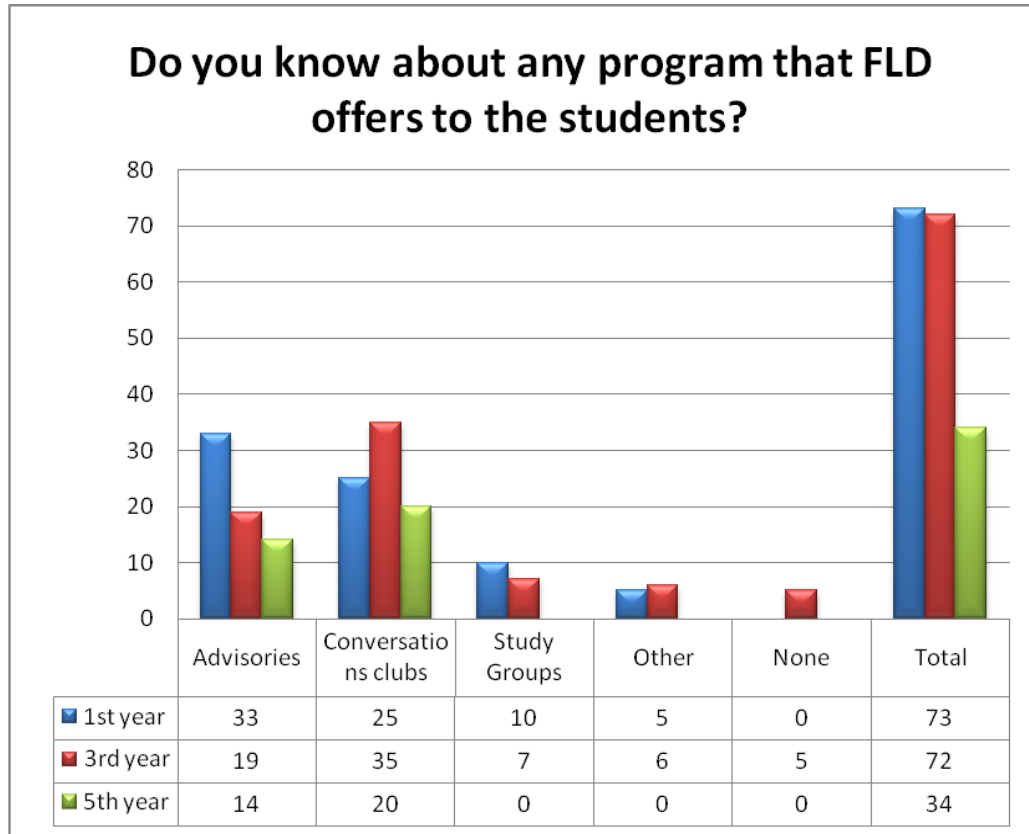
37% of the students surveyed said that about the programs that the FLD offers, they know about the program of advisories, 45% know about the conversation clubs, 9% know about the program of study groups, 6% know about other programs and 3% did not answer to this question.

Question 24: **Have you attended to any of these programs?**
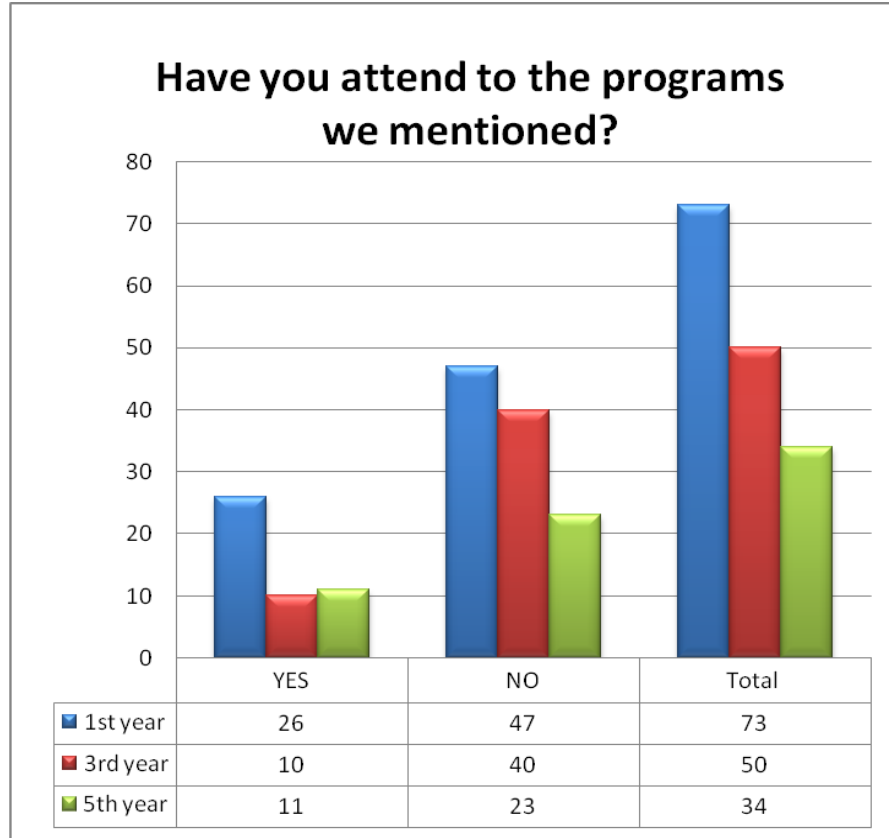
When students where asked if they had attended to the programs mentioned, 26% of the students answered that they attend or have attended to those programs while the other 74% answered that they have not attended to any of those programs.

Question 24.1:   **If the answer is no, why?**

If not, Why?

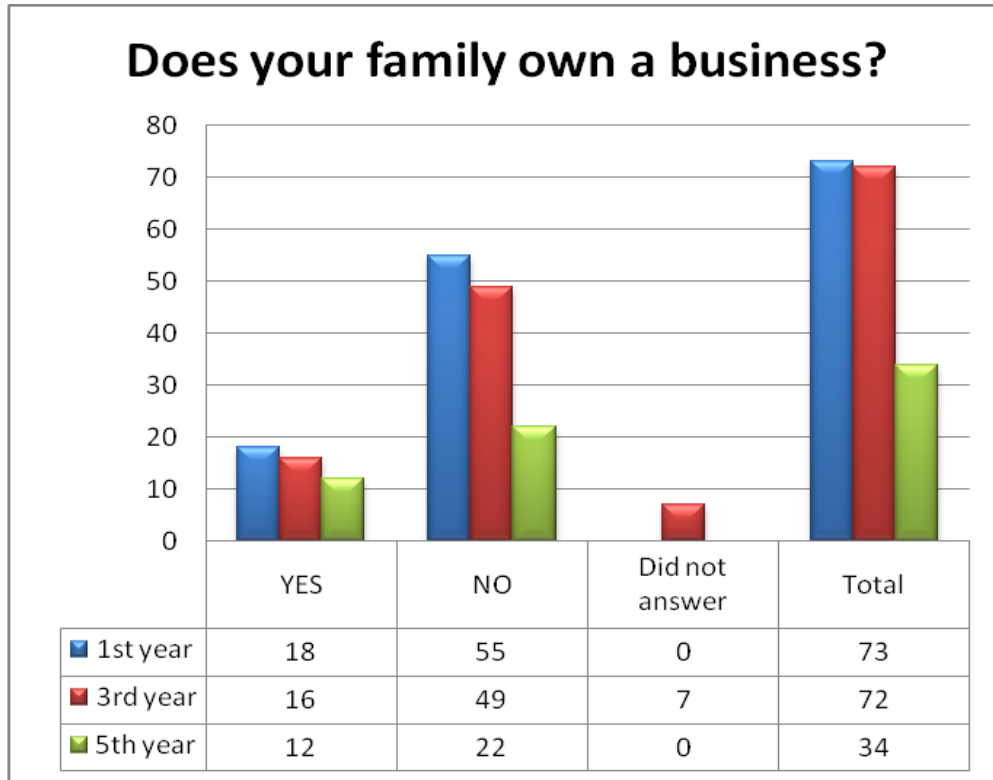|	Did not know	Had no time	Other reason	Total
1st year	14	26	7	47
3rd year	4	30	10	44
5th year	4	24	6	34

Among the reasons why some students did not attend to the programs aforementioned are:
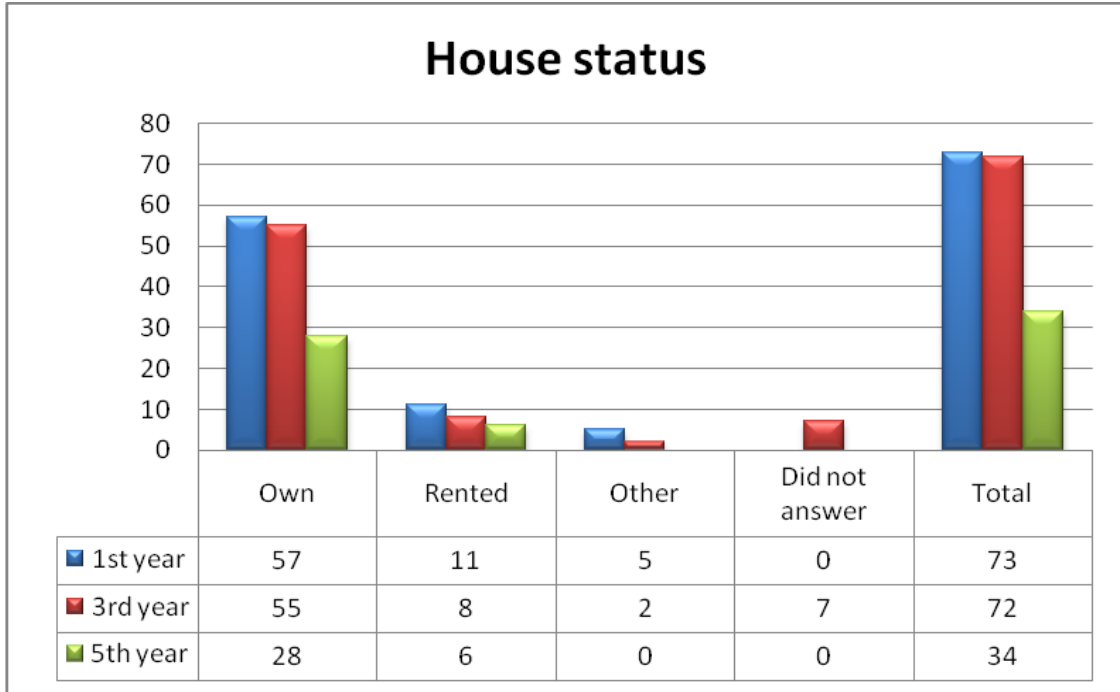
18% of the students did not know about the existence of those programs, 64% stated that the reason why they did not attend was because they did not have time, while the other 18% mention another reasons for example because they did not want to go.

Question 25:   **Does your family own a business?**

Does your family own a business?

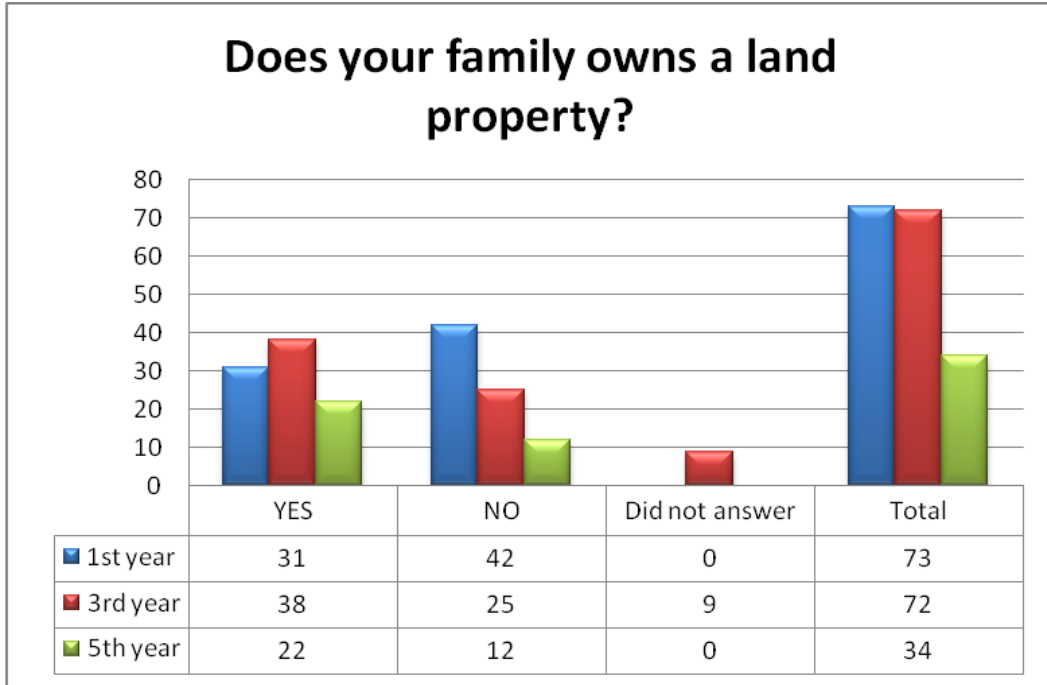|	YES	NO	Did not answer	Total
■ 1st year	18	55	0	73
■ 3rd year	16	49	7	72
■ 5th year	12	22	0	34

According to the data, 26% of the students answered that their family owns a business while the 70% stated that their family do not own a business. The 4% of the students surveyed for any reason did not answer to this question.

Question 26:   **House status**

House status

|	Own	Rented	Other	Did not answer	Total
1st year	57	11	5	0	73
3rd year	55	8	2	7	72
5th year	28	6	0	0	34

When asking to the students about the house status where they live in, the answers are as follow: 78% stated that the house where they live is own, 14% live in a rented house, 4% said that the house status where they live in is other, and finally 4% did not answer to the question.

Question 27:   **Does your family or you own a land property?**

Does your family owns a land property?

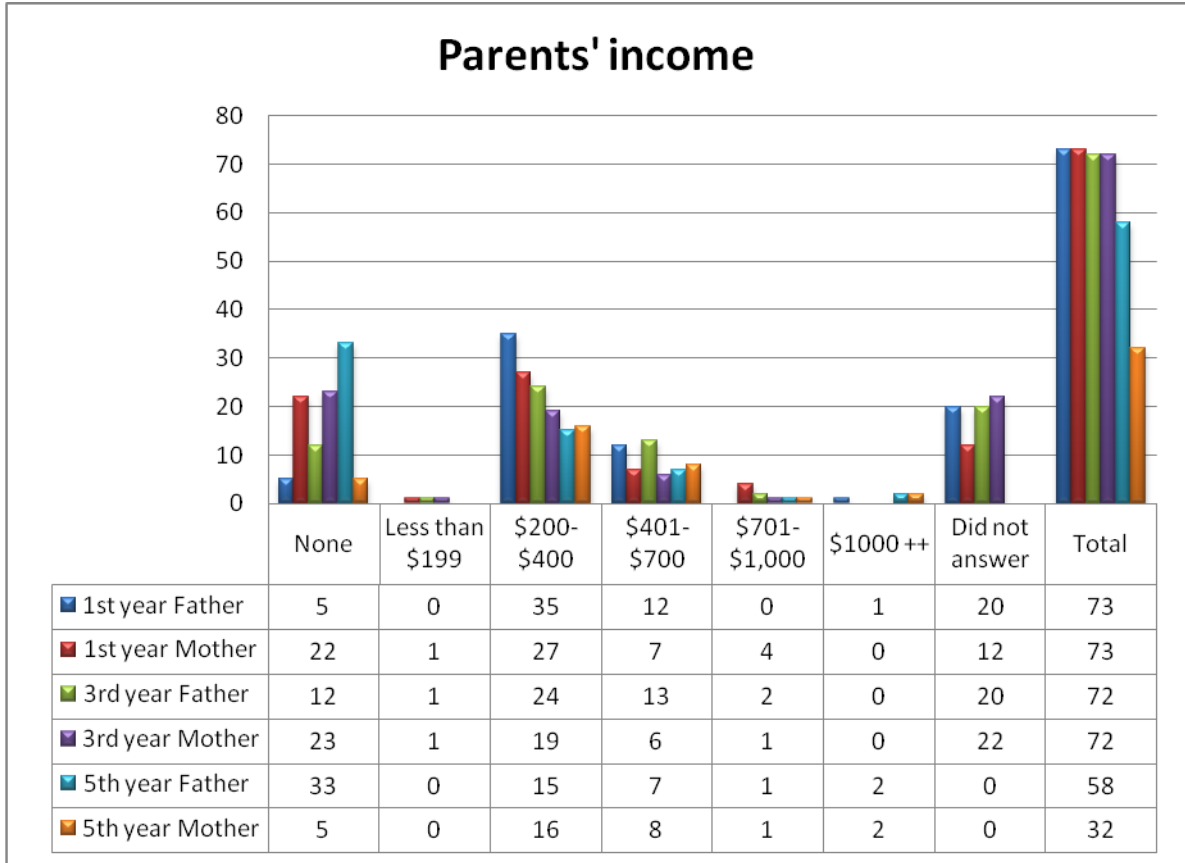|	YES	NO	Did not answer	Total
■ 1st year	31	42	0	73
■ 3rd year	38	25	9	72
■ 5th year	22	12	0	34

In order to know if the students owned a land property, they were asked and the answers were the following: 51% of the students surveyed stated that they own a land property while the 44% said that they do not. 5% of the students did not answer to the question.

Question 28:   **Do you or your family own a car?**

Does your family own a car?

	YES	NO	Did not answer	Total
1st year	18	55	0	73
3rd year	18	48	6	72
5th year	20	14	0	34
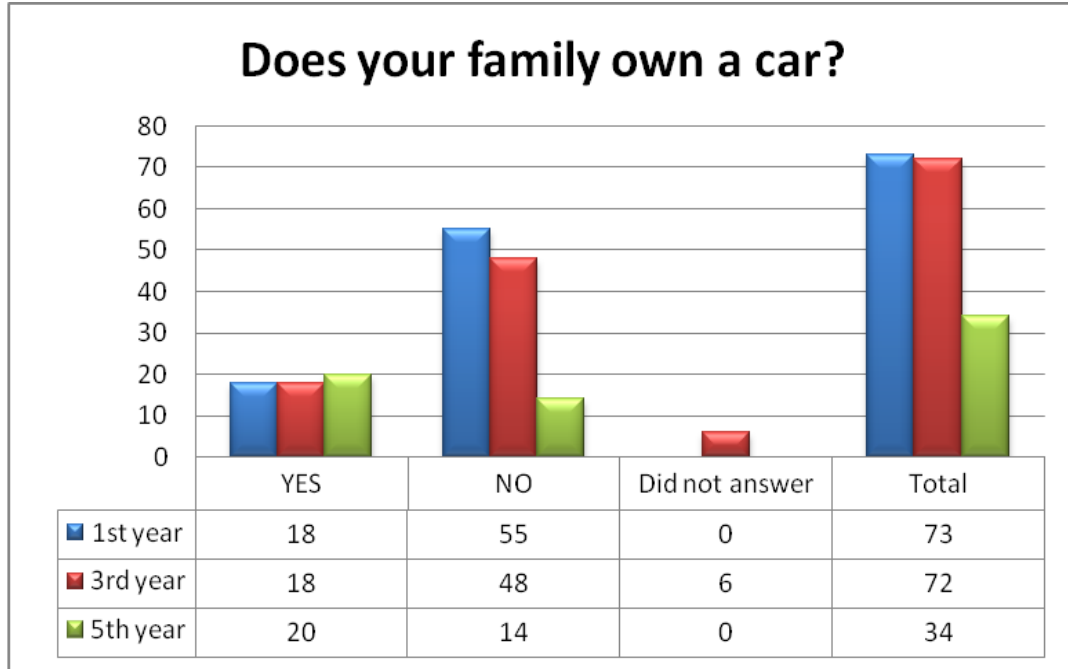
Students were asked if they owned a car and they answer the following: 31% of the students said that they owned a car, 65% which represents the most of students stated that they do not owned a car while a 4% of the students surveyed for any reason did not answer to the question.
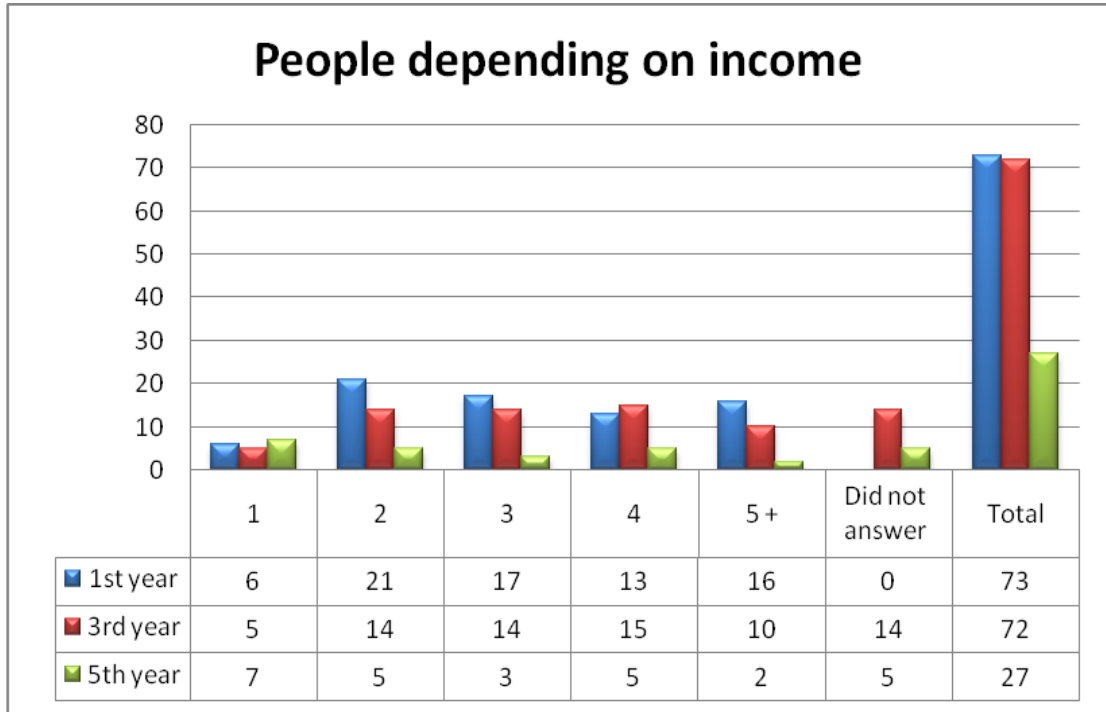
Question 29:   In which range are your parents' incomes?

Parents' income

	None	Less than $199	$200-$400	$401-$700	$701-$1,000	$1000 ++	Did not answer	Total
■ 1st year Father	5	0	35	12	0	1	20	73
■ 1st year Mother	22	1	27	7	4	0	12	73
■ 3rd year Father	12	1	24	13	2	0	20	72
■ 3rd year Mother	23	1	19	6	1	0	22	72
■ 5th year Father	33	0	15	7	1	2	0	58
■ 5th year Mother	5	0	16	8	1	2	0	32

With this question it was important to find out the income the bread winners at students' home so that it could be seen what families these days can afford to pay when it comes to school tuition fees.
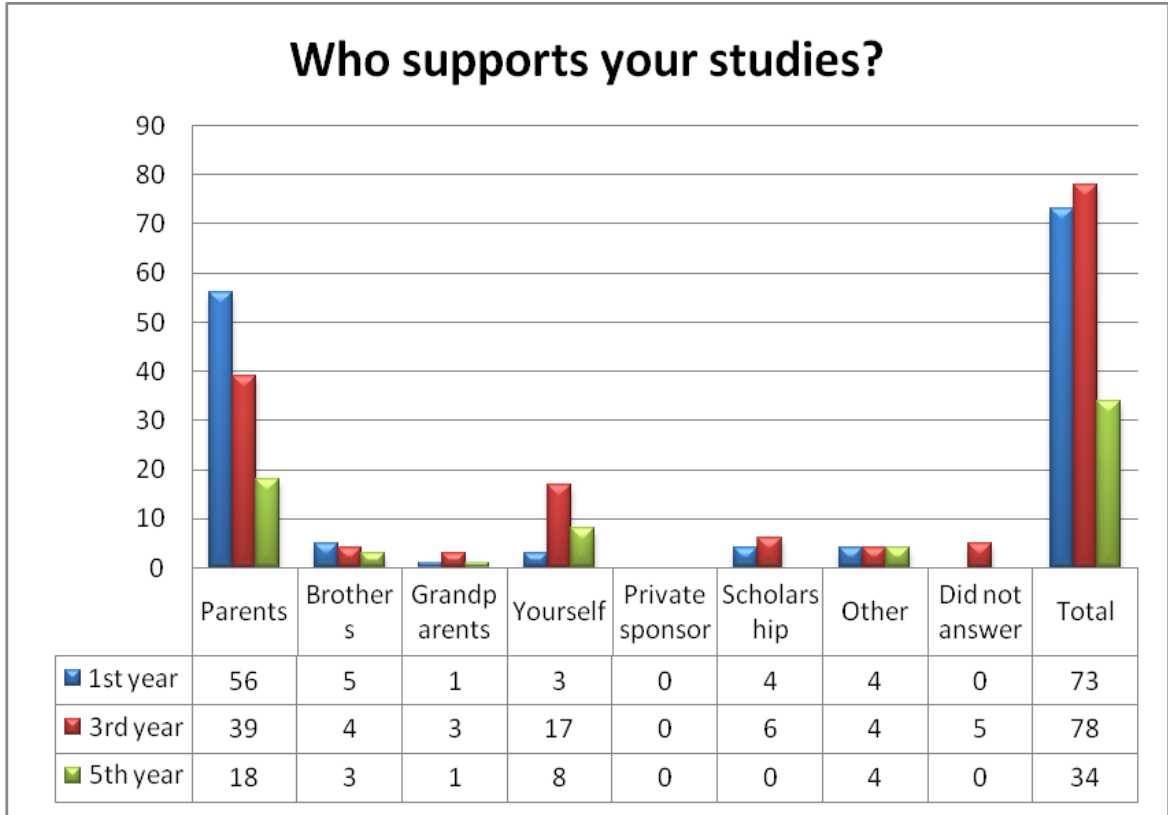
65% of the families earn around $200- $400 per month which as in the newspaper has demonstrated is not enough for all the expenses a family can incur for food, transportation, education, health, etc.

Question 30: How many people, including yourself depend on your parents incomes?

People depending on income

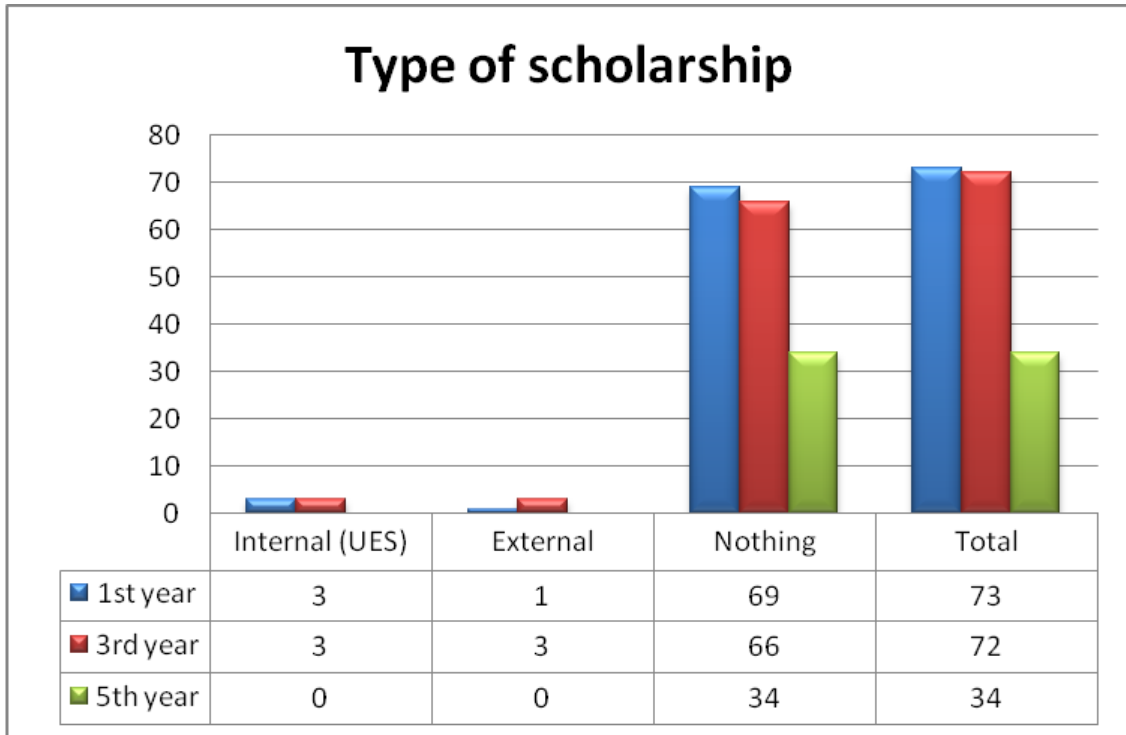|	1	2	3	4	5 +	Did not answer	Total
■ 1st year	6	21	17	13	16	0	73
■ 3rd year	5	14	14	15	10	14	72
■ 5th year	7	5	3	5	2	5	27

In El Salvador it has been said families are usually large in quantity and in this graphic most of the families the results throw that most of the students, 23% have 2 people depending on the income, continuing 19% of students with 3 people.

Question 31:   Who supports your school tuition and fees?

Who supports your studies?

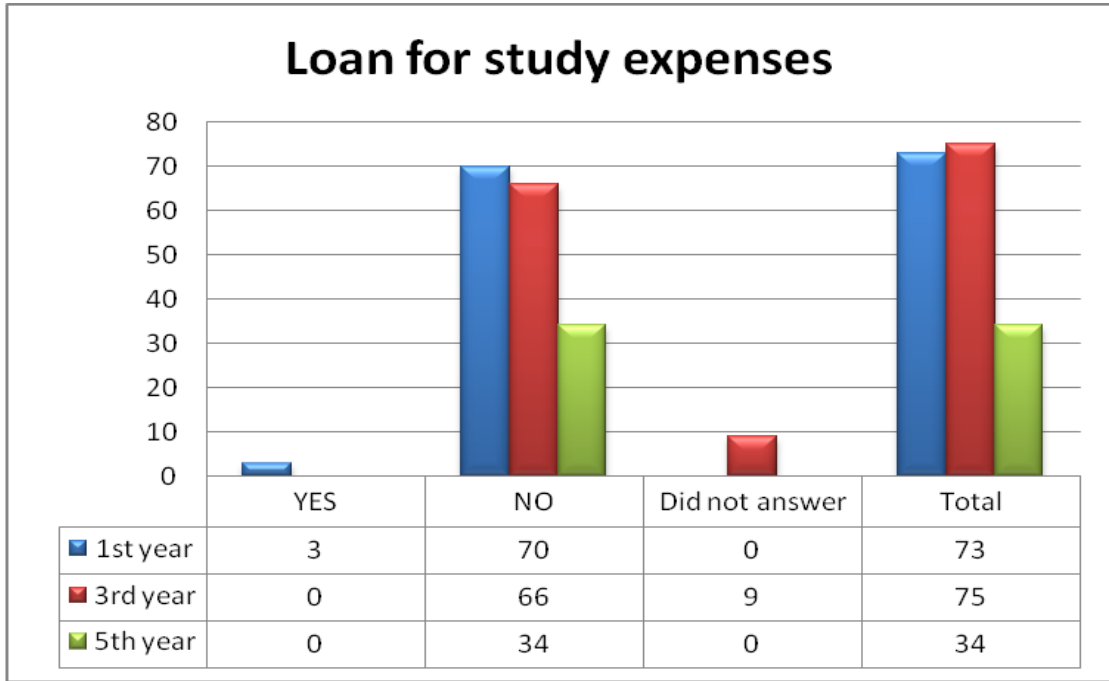|	Parents	Brothers	Grandparents	Yourself	Private sponsor	Scholarship	Other	Did not answer	Total
1st year	56	5	1	3	0	4	4	0	73
3rd year	39	4	3	17	0	6	4	5	78
5th year	18	3	1	8	0	0	4	0	34

The main support students have are their parents with 65% of the population surveyed as it can be seen on this graphic, it is followed by the case where students pay for their own tuition fees with 16% of the total.

Question 32: **In case you have a scholarship, answer the question below:**

Type of scholarship

	Internal (UES)	External	Nothing	Total
1st year	3	1	69	73
3rd year	3	3	66	72
5th year	0	0	34	34

According to the results 97% of the surveyed students do not have a scholarship, having only the 3% of the sample who do have economical support however most of them need to look for a way to succeed even though they don't have support from an organization.

Question 33: **Have you made any loan to a financial institution or person to support you expenses to study at the UES?**

Loan for study expenses

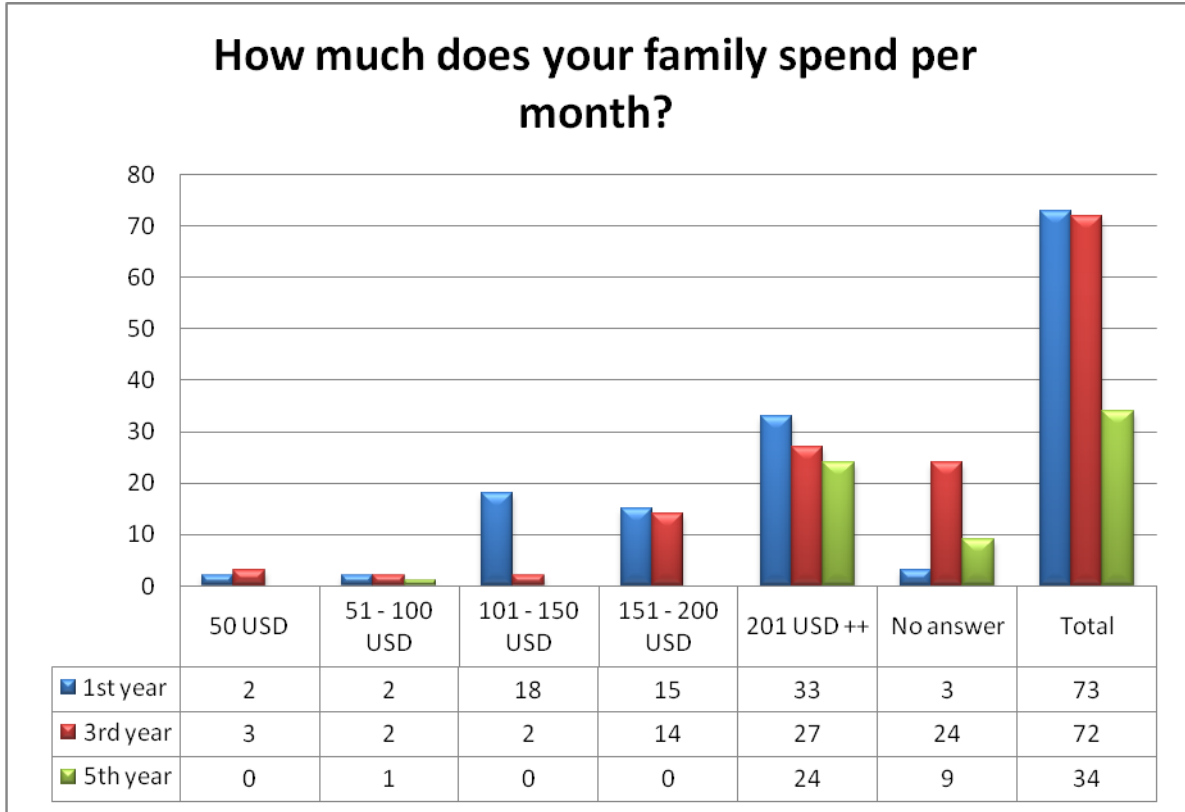|	YES	NO	Did not answer	Total
1st year	3	70	0	73
3rd year	0	66	9	75
5th year	0	34	0	34

In United States it is very common to see students having a loan to pay their college/ university studies, here in our country with this survey we gave to them it can be seen that only 3 out of the 182 students have a loan to pay school expenses, 94% of the surveyed population do not have any kind of loan.

Question 34: **Do you receive any income from someone abroad?**

Do you receive any income from someone abroad?

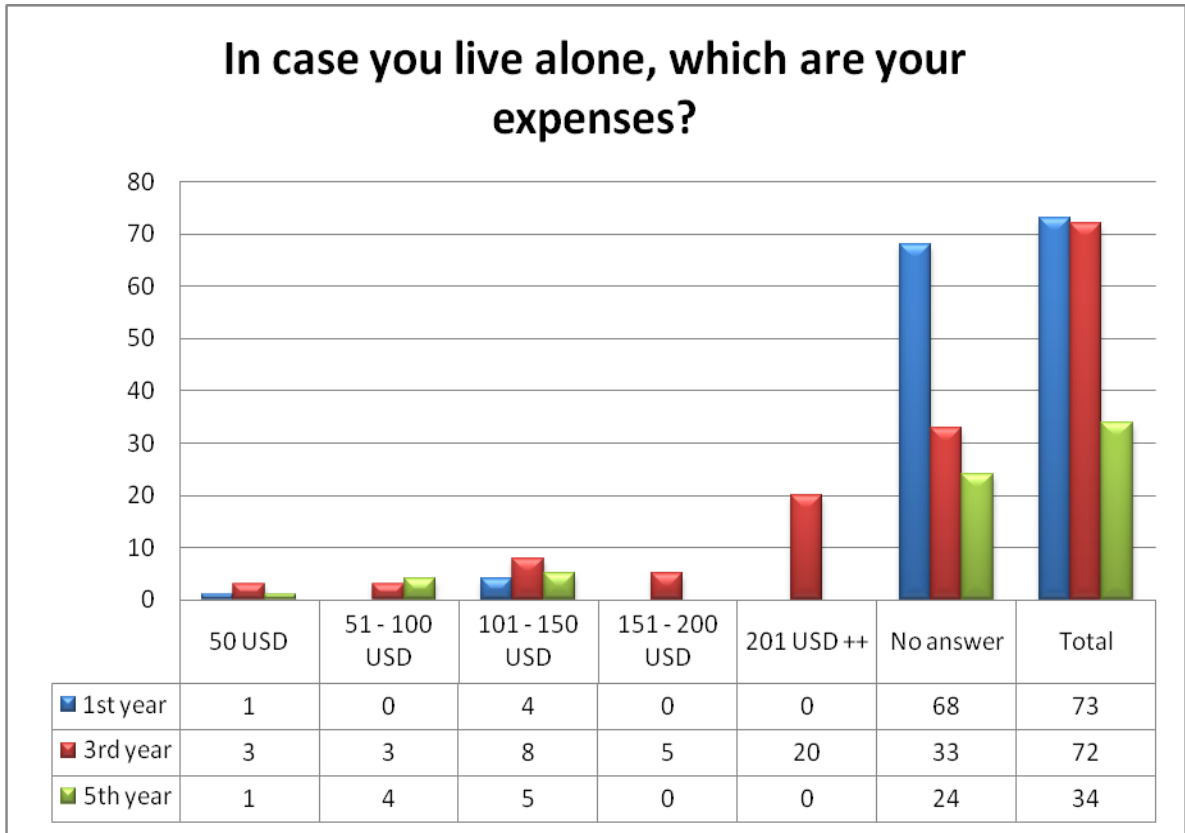|	YES	NO	Did not respond	Total
1st year	6	67	0	73
3rd year	14	51	7	72
5th year	4	30	0	34

The main purpose for this question was to find out if people needed support from their relatives living outside El Salvador and it turned out most of the students who completed de surveyed, only 13% of the students receive financial help and 86% don't receive that kind of help.

Question 35:   How much does your family spend per month?

How much does your family spend per month?

|	50 USD	51 - 100 USD	101 - 150 USD	151 - 200 USD	201 USD ++	No answer	Total
1st year	2	2	18	15	33	3	73
3rd year	3	2	2	14	27	24	72
5th year	0	1	0	0	24	9	34

Related to the question where the main reason was to find out the income, here the idea was to know the average families spend on house supplies, transportation, medicine, clothes, education, etc and most of the families (48%) spend more than $200 monthly.

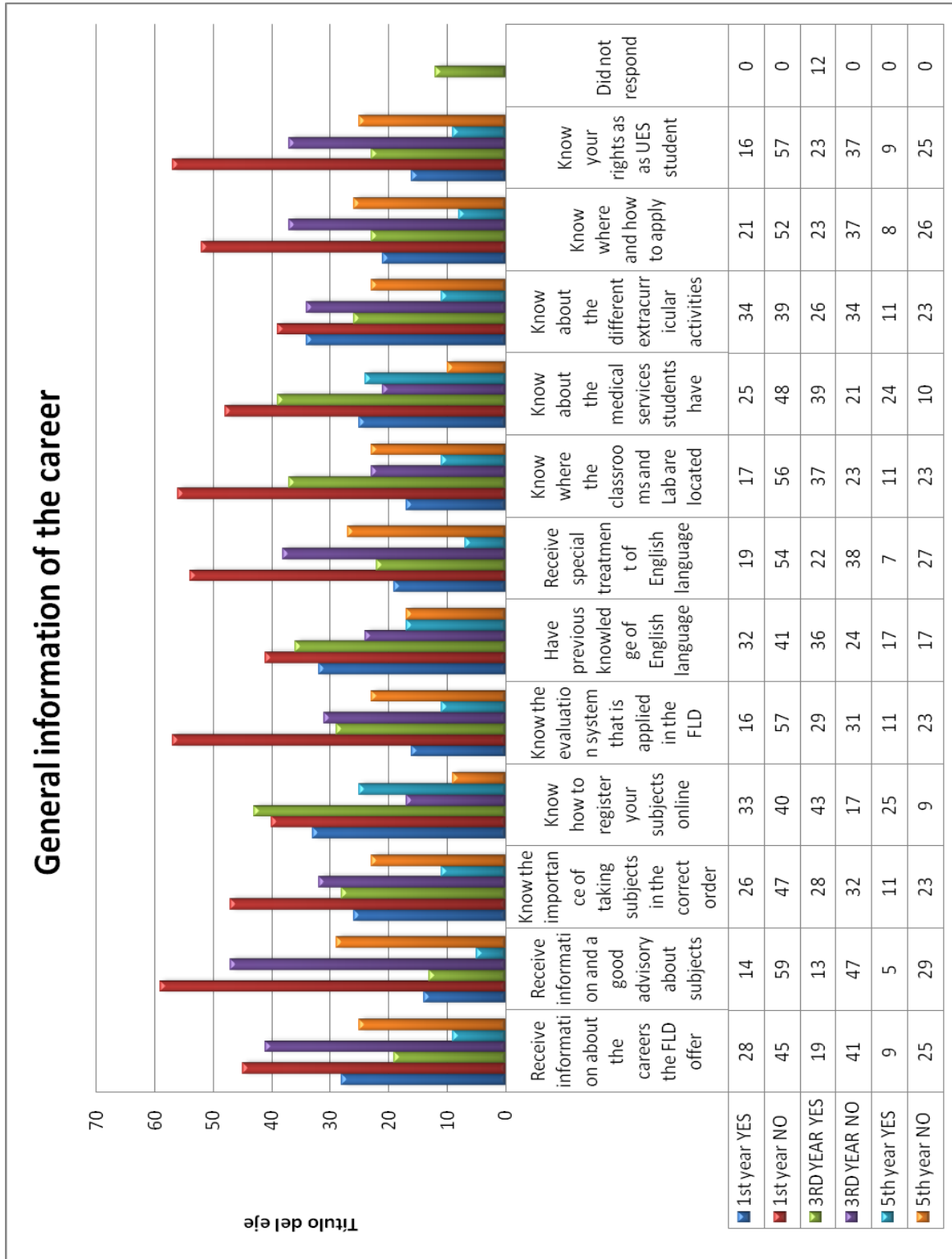**Question 36:** **In case you live alone, which are your expenses per month?**

In case you live alone, which are your expenses?

	50 USD	51 - 100 USD	101 - 150 USD	151 - 200 USD	201 USD ++	No answer	Total
■ 1st year	1	0	4	0	0	68	73
■ 3rd year	3	3	8	5	20	33	72
■ 5th year	1	4	5	0	0	24	34

Most of the students live with their parents, but for the ones who live alone the average expense they have is approximately $200 or more, these are 11% since 72% did not answer to this question.

Question 37: **Does your family owe to a financial institution or a particular person?**
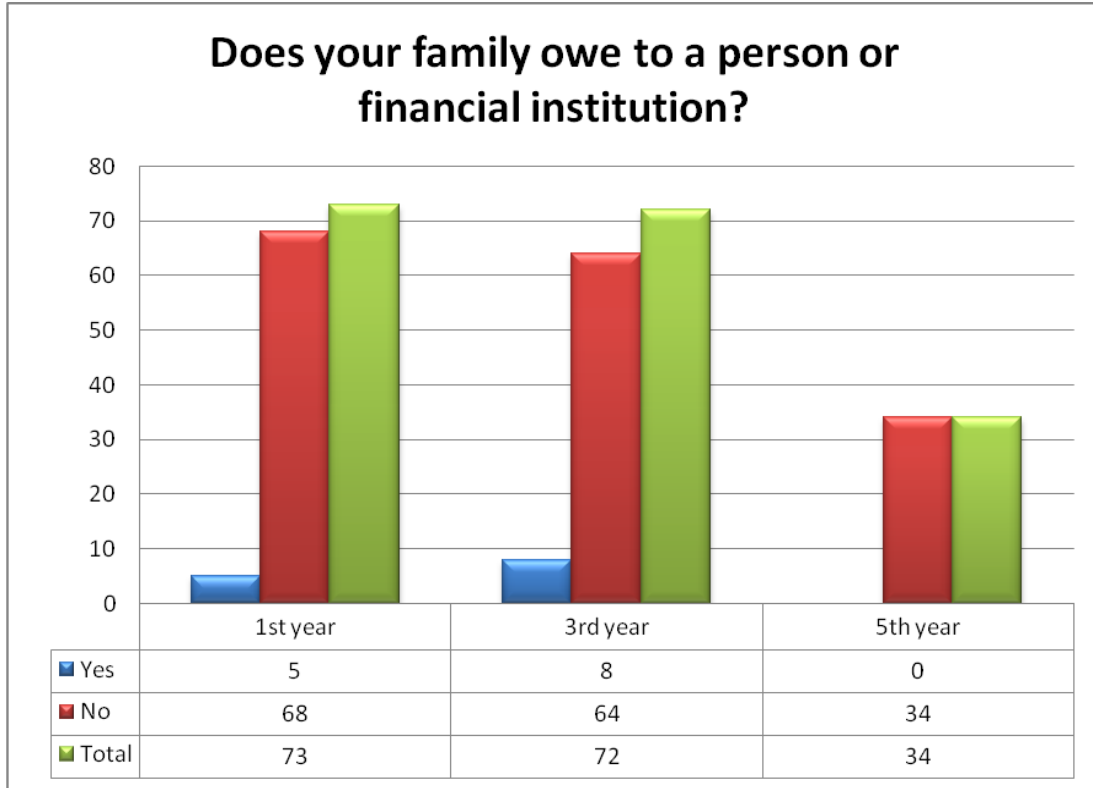
In El Salvador the decision to make a loan it is not so known, with this question it was clear that most of the students' families have not asked for this kind of financial help having 96% of the population not having an economic debt of this type, only 5 from 1st year and 8 from 3rd year have a loan which makes 4% to have a loan.

Question 38:

General information of the career

	Receive information about the careers the FLD offer	Receive information on and a good advisory about subjects	Know the importance of taking subjects in the correct order	Know how to register your subjects online	Know the evaluation system that is applied in the FLD	Have previous knowledge of English language	Receive special treatment of English language	Know where the classrooms and Lab are located	Know about the medical services students have	Know about the different extracurricular activities	Know where and how to apply	Know your rights as as UES student	Did not respond
1st year YES	28	14	26	33	16	32	19	17	25	34	21	16	0
1st year NO	45	59	47	40	57	41	54	56	48	39	52	57	0
3RD YEAR YES	19	13	28	43	29	36	22	37	39	26	23	23	12
3RD YEAR NO	41	47	32	17	31	24	38	23	21	34	37	37	0
5th year YES	9	5	11	25	11	17	7	11	24	11	8	9	0
5th year NO	25	29	23	9	23	17	27	23	10	23	26	25	0

Título del eje

In this graphic you can appreciate how 1st year students had difficulties starting the major at the University, by not having knowledge about the benefits they could take advantage from the Foreign Language Department as it can be seen in all of the 12 questions.

For question #1:

Did you receive Information about the careers the FLD offer: 85, 101, 34

1st year: 52% of students did not receive any kind of information related to the careers and only 48% did, for 3rd year: 40% of students didn't and 60% did. It was different for 5th year students who only 73% did not know anything about the careers.

For question #2:

Did you receive any information about good advisory about subjects:

1st year: 69% of students did not have advisory, 14% did not respond to the question and the rest 17% did receive an advisory. In the case of 3rd year students, 46% did not have advisory for subjects and 40% did, leaving 14% who did not respond. For 5th year students, 85% of them did not receive information about subjects.

For question #3:

Did you know the importance of taking subjects in the correct order:

For 1st students, 55% of them did not know how important taking the subjects in order was, leaving only 45% did. However, it's different in the 3rd year students which 45% of them did not know and 41% did know. For 5th year students more than half, 67% of them did not know why they should be taking subjects in order, leaving just 33% who did know.

For question #4:

Did you know how to register your subjects online?

For 1st years, it can be seen lack of knowledge about this with 52% did not know and 48% of them knew how to do it. In 3rd year students, 50% of them did know how to do it, leaving 36% who lacked of knowledge about how to do it. In 5th year it can be seen a improvement just having 15% who did not know, and the rest who were 85% did know how to register their subjects.

For question #5:

Did you know the evaluation system that is applied in the FLD?

For the 1st year students it was not known, having 78% who were not aware of the system getting 22% who did know. For 3rd year students, 49% did not know, 14% did not answer, 37% did know. For 5th year students 67% of them did not know the evaluation system and 33% did know.

For question #6:

Did you have previous knowledge of English language?

There was not much difference in 1st year students since only 52% did not have knowledge and 48% did know English language already. For 3rd year, 54% did not know English language and 32% did know. In 5th year it's even 50% of them did know and 50% did not have any previous knowledge.

For question #7:

Did you receive special treatment of English language?

In 1st year students, 90% of them did receive special treatment to know more about the language and 10% did not. For 3rd year students, 63% of them did not know

receive any treatment, 14% of them did not answer and 23% did. For 5th year students there was a big gap since 94% answered they did not receive any special treatment and 6% said they did.

For question #8:

Did you know where the classrooms and Labs are located?

For 1st year students, 88% knew where to find the classrooms and laboratories and 12% did not know. For 3rd students 50% knew where to find them, 14% did not respond and 36% did not know. With 5th year students 67% did not know the location of classrooms and labs and only 33% did know.

For question #9:

Did you know about the medical services students have?

For 1st year students, 78% of them did not about these services and 22% did not know. On the other hand 3rd year students, 53% of them did know about it, 14% did not respond and 33% did not know. In the case of 5th year students, 29% did not know and the rest, who were 71%, did know about the medical services the University offered.

For question #10:

Did you know about the different extracurricular activities?

In the case of 1st year, 65% did not know those extracurricular activities and 35% did know. For 3rd year students only 56% of them did not know, 14% did not answer and 30% did know. However the difference can be seen in 5th year students 68% did not know about the extracurricular activities once they were new and 32% did know.

For question #11:

Did you know where and how to apply

For 1st year, 82% of students did not how to apply it and 185 did know. For 3rd year students, 50% of them did not know, 14% did not answer and the rest 36% did know. On the other side with 5th year students 96% did not know how to do it and 4% did know.

For question #12:

Did you know your rights as UES students?

With 1st year students there was a big difference because 78% did not know which rights they had and only 22% did know. For 3rd year students, 51% of them did not know their rights, 14% did not answer and 35% did know. However with 5th years, 73% claimed did not know their students' rights and the rest 27% did know them.

3.4.2   FOCUS GROUP RESULTS

This focus group was developed in the FLD in the meeting room on November 17, 2010 in order to get data from the population and have deeper information of the students' opinion about their needs.

The meeting was set up at 11:00 am and 30 students were invited to attend, students who helped to answer the survey previously and among them only 20 of them attended.

To begin with the activity the advisor introduced of the topic in order for students to have a big picture of what they were going to do during the meeting. Then some of the results of the survey that they answered days before were

shown to them. The data was presented in a power point presentation with graphics and a brief description.

After having presented the data, students were asked to form groups of 5 people to develop a discussion of different topics which were given randomly in forms of matrix and 2 questions per group. After they discussed and answered the questions as well filled out the matrix there was a brief presentation to the rest of the students about what they did in their groups, once they finished they had lunch and they were given recognition by means of diplomas.

After the discussion that students and focus group coordinators had, it was concluded that among the needs that students have when they enter to the university are: Inductions about how to use the library, location of laboratories and classrooms, psychological help in order to set expectations about being a new comer or a freshman. They expressed they wanted to have English pre-courses. By means of those courses, when they start classes the difference in the English knowledge will be at the minimum.

Another aspect that was discussed is the importance of having a better administrative service in terms of efficiency when providing service to the students' requests such as: to have flexible schedules for laboratories and libraries, better approach from the staff of the academic administration. Students suggested having access to more programs and institutions out of the University in order to do their teaching practice, as well to have places where they can do their practices abroad (English speaking countries). Besides this, they also mentioned that they are not motivated from the teachers to assist to the different programs the department offers to improve their English level; they think it would be better if this becomes part of the class instead of being an extracurricular activity.

Moreover, students consider that in order for them to be aware of the existence of such programs there should be more information about how they are

developed during the semester. In addition, students feel the need of creating programs addressed to those students who have more difficulties with the English language in order to overcome easily their deficiencies.

Also in the focus group, it was pointed out the need of having different options to study in the foreign language department. The students have lots of reasons for coming to the department and they consider that there should be more than one option to study. In that way, students do not have to give up at the middle of the career when they realize that it was not the right decision to be a teacher. Student expressed that they would like to have careers with different focus. For instance, a major on translation, tourism, how to teach English to people with disabilities, these are some of the opinions that students shared in the discussion of the focus group.

Finally, students feel that the teacher should be trained with the most updated methodologies to teach the English language. Consequently, the education is more dynamic and students can feel more motivated to learn a foreign language. Also, they think that teachers should be tied to the syllabus and respect their role as teachers and all responsibilities that are related to it. Taking into account all the opinions, it is concluded that the authorities should give more attention to students' needs in order for the FLD to reach the quality of education that students deserve. The objective of this focus group was to know the students' needs and as a result the authorities can be aware of what areas can be improved.
.

3.4.3   INTERVIEW RESULTS

In order to know more opinions about the topic being researched, the Head of the Foreign Language department of the University of El Salvador was interviewed. This interview took place on November 22nd, 2010 at his office. Here there is a summary of the most important points he took during the interview.

-Description of the Interview to Nicolas Ayala

According to Nicolas Ayala in the FLD there is a program that it is working for the new students that is called Tutoring, and that it is in charge of providing tutories to students regarding to educational affairs. In the past the FLD used to have a program called "Atencion al Estudiante" which was in charge of providing guidance to the new students in order for them to get accustomed to the university lifestyle but unfortunately this program is not working anymore. In addition, the authorities of this department in the past used to have more contact to the new students before they get into the department but know due to administrative affairs they do not have contact with students until they start classes at the FLD. Besides this, when he was asked about if in the FLD there is a specific budget since this is one of the most populated departments of the School of Arts and Sciences he answered that the FLD does not have a specific budget given specifically to it due to this is assigned to the faculty of sciences and humanities for all the careers and departments. Another important question asked was regarding to the creation of new careers to what he answered that it is not possible because the demand of students is huge and to create new careers it is needed more human resources and infrastructure, so in order to create new careers the department of foreign languages needs to become into a school of foreign languages and then they can provide with more careers, this is a project that has already been sent to the school board. Moreover, once this takes place, the Foreign Language Department will have more possibilities to create new proposals talking about careers, one of those proposals is to have a Master and a Ph D on Linguistics. Another proposal is to create the career of "Licenciatura en Turismo Cultura" which is a project for the Faculty of Sciences and Humanities and the FLD would give the human resource talking about English teachers. In addition to this, another proposal is to create the career of "Licenciatura en Idioma Ingles para la Enseñanza en primaria" due to the FLD has not covered the area of teaching children. Besides that, the head of the department is conmitted with updating the plan for profesorado and it is expected

to have concluded with that at the end of 2010 so that in 2011 will be implemented, and in 2011 the major of "Licenciatura en Idioma Ingles opcion Enseñanza" will be updated and will become into "Licenciatura en Ciencias de la Educacion especialidad en Ingles", so that students who graduate from this major are going to have the "escalafon" which is going to be validated by the minister of education in 2012. When talking about class schedules in the FLD he said that the schedules the FLD offers were updated about 7 years ago due to he (Nicolas Ayala) and Ricardo Gamero administered a survey in order to find out if there was the necessity of schedules flexibility. After that they implemented, for a three years period, schedules up to 8:00 pm but the problem was that there were just few students able to attend to those classes. That is reason why in the FLD the schedules for students from 4th and 5th year is in the afternoon because they found out that students start to work after 3rd year, most of them in morning shits and in order to benefit them they create those schedules.

Regarding to programs for the new comers for them to overcome their differences in the English knowledge Nicolas Ayala said that that is the reason why in the FLD there are some programs such as the conversation club, book club, movie club and some others programs that are available for all the students of the department but the main problem of this is that all those programs aforementioned are optional in terms that if students want to attend they attend and that is why many students do not take advantage of them. In reference to the economical and academic background of the students and if they influence in the students' performance he said that the economical and academic background it does influence and that their performance has to do with the socio economic status because when students attend to private high schools they are given additional values in comparison to students who come from public institutions who have a weaker background. That is the reason why many students from "profesorado" struggle with English because they do not come from bilingual schools.

In addition to all this, the head of the FLD was asked about if the department has an specific program to find out the profile of the students when they enter to the university to what he answered that they do not have that kind of information because that is not the business of the FLD and that that kind of information is exclusively managed by the Administracion Academica, Bienestar Universitario and Unidad al Estudiante and the department cannot access to the information of the students. He said that it would be good for the Department to have that information because in that way the Department could know all the profiles that every year come to study at the FLD and that is the main importance of having the students' profiles.

3.5 DATA ANALYSIS AND INTERPRETATION

After having gathered the data, it is important to analyze and describe the different results from the three instruments used in order to have more reliable results. The population that was used as a sample was students from first, third and fifth year of the major of Licenciatura en Idioma Inglés Opción Enseñanza and the summary of this result is as follows:

According to the students surveyed the 87% of the population are between 17 and 25 years old making a young population whose their main focus is to study. This is due to the 92% of them do not have responsibilities such as family and the 61% study only. This indicates that the 52% of the students start their studies in the FLD before the 20 years old. In addition to this, it was researched what the marital status of students was which indicated that the 90% of population was single. With this results show that they are young without too much responsibilities related to family matters.

After getting personal information, it was asked to the students where they live. The results provided that the 59% of students live in San Salvador however the other 47% come from different cities of the country. This indicates that those who travel face more diffulties to get access to the campus.

Also, it is essential to know if students are just studying or working at the same time. According to this data gathered from this population, the majority of the students that makes a percentage of 61% are just studying. The other 39% of students are doing both things studying and working at the same time. Taking into account this information, those who are working and studying at the same time should be having more responsibilities and less time to their learning process. Considering the population that is studying it is essential to create flexible schedules and programs based on their needs.

Besides this, another important aspect that was researched was the different level of parents' education, which demonstrated that even though the 40% of the parents do not have a high level of education they encourage and support their children to achieve a bachelor or a college degree. Another question related to parent's education is the different occupation and professions that parents have among the found the most common fields where male parents are working is business with 23% and most of the female parents work in the household field which represents the 28% of the female parents..

After taking into account, the economical background of students this can influence in the top of institutions where they chose to enroll their children to study. Based on the economy of each family we could see that the 77% of the students studied in public high schools while the 23% of them studied high school in private institutions.

Since most of the students' surveyed went to public institutions we wanted to find out how many times they received English classes during high school in order to know the different English levels that students may bring when they entered to the university. According to the data the 83% of the students have a basic level of English due to the fact that they only received English class once a week and not daily as in some private institutions. In addition the 44% of the students had more knowledge of English as a result that they attended different academies however the rest of the students mentioned that they learned English just in the FLD. Also to find out more information about the economical background the head of the department was interviewed to know his opinion about this aspect on the students' profile. He mentioned that "it has to do with the socio economical status and that leads to the background. Most of the population of the FLD come from national institutes, which means that these students did not have enough economical resources to study in a private school. Private schools give added values and in that sense that might be the reason why the student population of the Department have a weaker background. That is the case of the students from "Profesorado" who struggle with English because they could not go to a bilingual school. For instance, in the Universidad Centro Americana (UCA) most of students go to private school and they already manage the language. In comparison to the University of El Salvador, specifically to the Foreign Language Department, most of the students who enter start from the very beginning and their level is lower. At the end of the career, the Department manages to get the students to a an acceptable level, so the human resource of the FLD does have a good job in that sense because now there are students who already speak the language and can teach English language to other people."

Besides this, it is important to know what motivated students to come to the FLD and study the major of Lic. En Idioma Inglés Opción Enseñanza. Some of the answers that they expressed are 43% of students want to be a teacher, 28% to be interpreter-translator, 4% to be tourist guides, 2% to work in a call center and 18% students just want to learn English to work in different fields. Due to these answers

we asked to the head of the FLD if they consider the possibility to create new careers. He answered that they have already sent a draft to have new majors; one related to the tourism in the country, which is not going to be part of the FLD but it will be included in the Faculty of sciences and Humanities, and another major related to the educational field which would be focused on teaching English to primary students. With this will encourage those students who have different motivation to come to the FLD.

Another important aspect that was investigated was if the FLD offered any academic program that helps students to improve their English learning. Some of the programs that this department offers are: conversation clubs, advisories and reading conversations. It is important to mention that even though there are some tools like these programs; students do not take advantage of them. According to the survey results, 18% of students expressed that they did not know about such programs, 64% of the students knew about the programs but did not have time to attend any of them, and 18% were not willing to attend any program. This opinion was shared by the head of the department, he expressed that they created those programs to enhance students' performance but during the year they realized that in the FLD students do not have the culture to attend programs or activities if those are not mandatory or have a grade. He mentioned that the population that attends those programs is a minimum compared with the big population that the department has and based on the results from the survey students claim they do not attend these programs because of lack of time.

3.6   CONCLUSIONS

After having analyzed the data collected from the different instruments used to carry out this research it has been concluded that:

➤ According to the results taken from the survey,   78 % of the population of the major of Licenciatura en Idioma Inglés Opción Enseñanza come from public institutions which indicates that most of this sample do not have strong English knowledge since according to them they only attended English classes just once or twice per week. In addition, those students expressed that they did not receive any other courses or studied in English academies.

➤ Another important aspect that was researched is that the parents' academic level is between 4th and 9th grade and also it was asked the type of job that those parents had. Most of them worked in the house and business field. Since the income that those families have is low their sons studied in public institutions.

➤ Besides this, it was investigated what motivates the students to come to the Foreign Language Department. The results showed that the 44% of the students entered with the purpose of being teacher; however there are others that are studying this career with different purposes. For instance, the 28% of students want to be translators, and other group of students they only want to learn English which suggest that students would like to have different options to study in this department.

➤ After that, even though the department offers a variety of programs such as advisories, conversation clubs, movie clubs, book clubs and others for

students to take advantage of them to improve their English, most of the students do not attend because of the lack of information, interest on behalf of them and lack of time.

➢ Moreover, the 65% of the students surveyed are supported by their parents. Since most of the students come from low economical background, it is necessary to create programs of financial aid to help those students with low economic resources to complete their university studies.

➢ In addition, the authorities from the department should create means of publicity so they can encourage and motivate students to attend the programs that they have. Students expressed that sometimes do not get enrolled in those programs because of lack of information.

➢ Also, the results provided that the 47% of the students live in different cities besides San Salvador. Those students face some difficulties to get to the University Campus such as spend more money on transportation and food.

➢ Besides, it was found out that 39% of students surveyed are working and studying at the same time. It is necessary to have flexibility of schedules in that way students can take advantage of it. As a result, they can register their subjects depending on their time either morning, afternoon or evening night shifts.

➢ Finally, the investigators conclude that it is necessary to implement internal policies in the Foreign Language Department of the UES as well as a data base of each student showing their profile. In that way the creation of programs will benefit freshmen and current students on the department. We consider that if the authorities have knowledge of the

students profiles that are in the department will create a different syllabus based on students' characteristics and needs. Also, with this research there is a brief description of some important data that form the students' profile that are in the department.

3.7   RECOMMENDATIONS

➢ Encourage the authorities to do research within the population of the Foreign Language Department to find out the different profiles that are in the department so they can be aware what type of learners they have as well as their educational background. Taking into the consideration this information they can create a different curriculum within the career.

➢ To prepare inductive courses as well as freshmen orientations in order for them to easily adapt themselves to the University campus. For example, to give them a tour for the different buildings such as library, labs, administrative and those where their classes will take place.

➢ Students' opinions from survey and focus group expressed that sometimes they do not assist to any programs because of lack of information. It is important to inform not only for the new comers but also for the current population the existence of the programs for extracurricular activities and how they can apply to get benefits of them.

➢ Students from the sample who participated on the focused group suggested that there should be different career options such as a major on tourism and translation. Since 56% of the sample expressed that entered to the department with other purpose besides being teacher.

➢ Based on the results 78% of students come from public institutions and they expressed that they need to have different programs addressed to them since they have some   difficulties with the English learning. As a result they can overcome easily if there is any deficiency on the language being learned.

➢ According to the survey results, only the 3% of the surveyed population hold a scholarship what indicates that it is important to create programs of financial aid as well as partial and full scholarship addressed to those students with low economical resources so that these students can complete their studies without any concern of their economical situation.

➢ Since the unit of student affairs and services is increasingly recognized as a professional force of importance in higher education around the world, it is necessary to set up this unit with the objective to manage and plan activities as well as programs to create the best learning conditions to ensure good professionals in the English Language area.

➢ To provide trainings for the teachers with the most updated methodologies to teach and engage the variety of students' profiles that are in the classroom. In that way, students will feel motivated to be part of the learning process and considered as the central part of it.

➢ Students from focus group suggested that teachers should be tied to the syllabus and respect their role and responsibilities within the classroom. They are an essential element in the learning process and students needs

➢ To provide flexible schedules since 39% of the students are working and studying at the same time. It means that those students have less time than the ones who are just studying as a full time.

3.8 SCOPE AND LIMITATIONS

SCOPE

Due to the width of the topic, the scope of this research is focused on "what the learner brings" which has been interpreted as the socioeconomic and academic profile. This is only one out of the ten aspects that according to the UNESCO are linked in the process of quality of education.

LIMITATIONS

As in every research there are some aspects that are not easy to handle or manage. In this research, there were some areas that influence on the development of the investigation. For instance:

- As a result of the broadness of the topic being researched; it was not possible to look for all the characteristics that are involved on the students' profile.

- Since there was little theory concerning this topic, most of the theory was taken from the primary source that was the sample being investigated.

- Also some students from the sample were not willing to provide information regarding their economic situation consequently it was more difficult to find out students who were able and flexible to provide information for this part.

- Also it was needed to get information about the number of students in the major of Licenciatura en Idioma Inglés Opción Enseñanza to get accurate information in order to carry out the research, so it was delivered a letter signed by the advisor M.A. Juan Carlos Cruz but after 2 months no information was received by the academic administration staff.

- Due to the lack of participation and cooperation culture, not all the students invited to the focused group session attended.

Chapter IV

References

4.1   BIBLIOGRAPHY

- Techniques and principles in language teaching, Diane Larsen-Freeman, Oxford University Press,1986.

- Classroom assessment. Concepts and Applications. Peter W. Arasian. McGraw Hill Companies, 2001.

- Revista Española de Educación Comparada, Sociedad Española de Educación Comparada Numero 12, Madrid 2006.

- Baumrind, Diana. 1989. "Rearing Competent Children." In Child Development Today and Tomorrow, ed. William Damon. San Francisco: Jossey-Bass.

- Clark, Reginald. 1983. Family Life and School Achievement: Why Poor Black Children Succeed of Fail. Chicago: University of Chicago Press.

- Arthur Levine "Educating School Teachers", September 2006.

- Richard James, Johanna Wyn, Gabrielle Baldwin, Gary Hepworth, Craig McInnis and Andrew Stephanou 1999. "Rural and Isolated School Students and their Higher Education Choices"

- UNESCO.The role of student affairs and services in higher education: A practical manual for developing, implementing and assessing student affairs programmes and services. Follow-up to the World Conference on Higher Education (Paris 5-9 October 1998)

- Alexander W. Astin, What Matters in College , Four Critical Years Revisited 2001.

- Cross-National Studies of the Quality of Education. Kenneth N. Ross and Ilona Jurgens Genevois (2006).

- Continuum Companion to Research Methods in Applied Linguistics. Brian Paltridge and Aek Phakiti, 2010.

4.2   WEBBLIOGRAPHY

-   Education for All   by United Nations Educational Scientific and Cultural Organization through the website:
    http://www.unescobkk.org/education/efa/efa-goals/quality-education/

-   What is a student profile by S.E Smith through the website:
    http://www.wisegeek.com/what-is-a-student-profile.htm

-   College Student Journal
    http://findarticles.com/p/articles/mi_m0FCR/?tag=content;col1

Chapter V

Annexes

ANNEXE 1: SURVEY

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

OBJECTIVE: ***To establish the input profile of the students of the major on Licenciatura en Idioma Inglés opción Enseñanza.***

PART I: STUDENT PERSONAL INFORMATION:

1. Name: _____ e-mail: _____

2. Age: 16-20 ☐   21-25 ☐   26-35 ☐   36 + ☐

3. Marital status: Single ☐   Married ☐   Divorced ☐   Free union ☐
Other _____

4. Number of children: _____

5. Whom do you live with?
Mother ☐   Father ☐   Both ☐   Grandparents ☐   Alone ☐
Other _____

6. Where is your hometown located?   Western ☐   Central ☐   Eastern ☐

7. Mention the city and department: _____

8. Where are you currently living? _____

9. What are you currently doing?   Studying only ☐   Working and Studying ☐

PART II: PARENTS BACKGROUND

10. Parents academic level:

Father		Mother
☐	1st – 3rd grade	☐
☐	4th – 9th grade	☐
☐	High school Degree	☐
☐	Incomplete university studies	☐
☐	Technical studies	☐
☐	B.A / B.S / Med	☐
☐	Masters Degree	☐
☐	Ph. D	☐

11. What are your parents' occupations?

Father		Mother
☐	Education	☐
☐	Industry	☐
☐	Medicine	☐
☐	Business	☐
☐	Household	☐
_____	Other	_____

PART III: STUDENT ACADEMIC BACKGROUND

12. Where did you study high school?

_____.

Private ☐   Public ☐

13. Was the institution where you study bilingual?   Yes ☐   No ☐

14. How often you used to receive English classes during high school?
Once a week ☐   Twice a week ☐   Everyday ☐

15. What was your score at PAES?
4.0-5.0 ☐   5.01-6.0 ☐   6.01-7.0 ☐   7.01-8.0 ☐   8.01 + ☐

16. Besides your academic background, have studied English on your own in:
Bilingual High School ☐   Academies ☐   Abroad ☐   FLD ☐
Other_____

17. What motivated you to study the major on English teaching option?
To be a teacher ☐   To be a translator/interpreter ☐   to be a tourist guide ☐
To be a call center agent ☐   Just to learn English ☐   Other reason _____

18. How much time do you spend to study?
Everyday ☐   Weekends ☐   A few days before quizzes and mid-terms ☐

19. Select the options you practice to improve your English:
Attend to conversation clubs ☐   Take advisories ☐   Join to study groups ☐
Browsing ☐   Make questionnaires ☐   Avoid procrastination ☐
Others_____
_____

20. How do you learn easily English? Select more than 1 if necessary
Using visual aids ☐   Summarizing ☐   Making predictions ☐   Using cognates ☐
Taking notes ☐   Helping others ☐   Others _____

21. Have you failed any English Intensive course at the Foreign Language Department?
Yes ☐   No ☐
If yes, what has the subject and the grade?   _____
_____

22. What was your final score in your previous Intensive English course?
6.0 – 7.0 ☐   7.01 – 8.0 ☐   8.01 – 9.0 ☐   9.01 + ☐

23. What was the grade of the 1st English quiz you had this semester?   _____
☐   NA (if you are a 5th year student)

24. Do you know about any program that the FLD offers to the students to its students?
    Advisories ☐   Conversation clubs ☐   Study groups ☐   Other
    _____

25. Have you attended to any of the programs aforementioned?
    Yes ☐
    No ☐   Why?   Did not know ☐   Had no time ☐
    Another reason _____

Part IV: ASSET INFORMATION

26. Does your family own a business?
    Yes ☐   No ☐
    If yes, what kind of business:
    _____

27. House Status: Rented ☐   Own ☐   Other
    _____

28. Does your family or you own a land property?   Yes ☐   No ☐

29. Do you or your family own a car?   Yes ☐   No ☐   If yes, complete the
    questions below:
    Brand (i.e. Honda, Toyota) _____   Manufacturing year:
    _____

Part V: FINANCIAL INFORMATION

30. In which range are your parents' incomes?
Father		**Mother**
☐	None	☐
☐	200-400 USD	☐
☐	401-700 USD	☐
☐	701-1,000 USD	☐
☐	1,001 USD or more	☐

31. How many people, including yourself, depend on the income of your parents for daily living
    expenses?
    _____

32. Who supports your school tuition and fees?
    Parents ☐   Brothers ☐   Grandparents ☐   Yourself ☐   Private sponsor ☐

    Scholarship ☐   Other _____

33. In case you have a scholarship, answer the questions bellow:
    Internal (given by the UES) ☐   External (given by the Government or other institution) ☐

    Amount received per month USD_____

34. Have you made any loan to a financial institution or person to support your expenses to study at the UES?
    Yes ☐   No ☐   If yes, amount _____ USD

35. Do you receive any income from someone abroad?
    Yes ☐   No ☐   If yes, amount _____ USD

Part VI: EXPENSES

36. How much does your family spend per month?
    Rent or mortgage _____   Educational expenses _____
    Food _____   Loan payments _____
    Bills (electricity, etc) _____   Transportation _____
    Other expenses _____

37. In case you live alone, which are your expenses per month?
    Rent or mortgage _____   Educational expenses _____
    Food _____   Loan payments _____
    Bills (electricity, etc) _____   Transportation _____
    Other expenses _____

38. How much money does your family owe to other people or to financial institutions?
    U.S.$ _____   Reason for the debt:
    _____

PART VII: ADDITIONAL INFORMATION

39. Mark "Yes" or "No" according to your experience and the main issues you faced when you **BEGAN** studying at the FLD:

	Yes	No
Did you….?		
1. Receive information about the careers the FLD offers	☐	☐
2. Receive information and a good advisory about the subjects	☐	☐
3. Know the importance of taking subjects in the correct order	☐	☐
4. Know how to register your subjects online	☐	☐
5. Know the evaluation system that is applied in the FLD	☐	☐
6. Have previous knowledge of English language	☐	☐
7. Receive special treatment or tutories when you did not understand a topic	☐	☐

8. Know where the classrooms and Lab are located ☐ ☐
9. Know about the medical services students have by means of ☐ ☐
    Bienestar universitario
10. Know about the different extracurricular activities you can ☐ ☐
    practice when you are a UES student
11. Know where and how to applied for an internal scholarship ☐ ☐
12. Know your rights as a UES student ☐ ☐

ANNEXE 2: FOCUSED GROUP

Lic. Juan Carlos Cruz introducing the topic to the students attending: "Taller de levantamiento de necesidades de los estudiantes del Departamento de Idiomas en la Universidad de El Salvador"

Students listening to results' presentation

Students having lunch after results' presentation

Students working in groups in the questions and matrix assigned