

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



Universidad de El Salvador
Hacia la libertad por la cultura

UNDERGRADUATE RESEARCH

“THE INFLUENCE OF ACADEMIC BACKGROUND KNOWLEDGE ON THE ENGLISH LANGUAGE PROFICIENCY LEVEL THAT STUDENTS DEVELOP AFTER THEIR FIFTH ENGLISH COURSE IN THE BACHELOR OF INTERNATIONAL MARKETING AT THE SCHOOL OF ECONOMICS, SEMESTER I 2019”

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Introduction

English is one of the languages that is growing without limits around the world. This language is being taught strongly in all levels of education systems. In many private universities in El Salvador, the respective authorities have seen the necessity to incorporate this language in a mandatory way to future college graduates. The main argument for this, is that it will open more and better opportunities for everyone. According to Sneddon (2003) English plays an important role in the international interaction. It includes economic relationship among countries, international business relationship, global trading, and others. This is why in the Bachelor of International Marketing within the School of Economics, emphasizes the importance of preparing bilingual professionals. This is in part because English is playing a huge role in the growing business in the third world.

The purpose of this research is to study the impact that academic background has on the English proficiency level that students develop after finishing the five English courses in the Bachelor of International Marketing. To carry out this study, many resources will be implemented to get the information about the level of English that students obtain at the end of the major, to know how the previous English knowledge in some students contribute to the new knowledge gotten from the five courses and the level that they reach at the end. An interview, a questionnaire and an English proficiency test will be administered in order to obtain the necessary data. At the end of the study all the data collected will be analyzed and tabulated to be presented in graphs and statistics.

Abstract

The purpose of the study is to analyze the Influence of Academic Background on the English Language Proficiency Level that students develop after their Fifth English course in the Bachelor of International Marketing at the School of Economics, Semester I, 2019. The research categorizes the English proficiency level reached by students after having finished English V by using an Objective Placement Test; this report also takes into account: students' academic background composed by socio-economic status, study habits, previous academic achievements and learning strategies. The information is gathered through a questionnaire, a standardized English proficiency test administered to students, and an interview to the English coordinator. The results of the analysis revealed that there is a positive correlation between academic background and English proficiency reached.

Keywords: English proficiency level, academic background, socioeconomic status, study habits, objective placement test.

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CHAPTER I. STATEMENT OF THE PROBLEM

Nowadays, English is one of the most spoken languages around the world. It is the language that people use to communicate in many areas such as education, tourism, technology, entertainment and business. The acquisition of a good English proficiency is not easy for everybody. According to De León, Ortiz & Salguero (2016) academic background knowledge (ABK) plays a very important role in a person's language learning. ABK is a combination of the learner's pre-existing attitudes, experiences, and knowledge of a specific subject acquired during previous academic years, plus socioeconomic status, that combines parents' educational level, occupational status and income level.

It is undeniable that future college graduates need to have an advanced command of English in order to be successful in globalized world. For example, in the University of El Salvador, the International Marketing Bachelor includes five levels of English in its study plan. The researchers intend to measure if graduates from this major are achieving the required level; this is why the research will concentrate on the fifth and last English course, which states that students develop the four macro skills: speaking, listening, reading and writing up to an intermediate level.

Unfortunately, little research has been done on the proficiency acquired by students throughout the English language courses taught. This study will find out what English proficiency level students reach after finishing the fifth English course, in order to know how prepared graduates are to perform efficiently in areas that concern with English. Besides that, the following variables: study habits, socioeconomic status, and high school education will be studied to know if they have any influence on the English level developed by students.

1.1 Research Proposal.

“The Influence of Academic Background on the English Language Proficiency Level that students develop after their Fifth English course in the Bachelor of International Marketing at the School of Economics, Semester I 2019”

1.2 Objectives

A. General objective:

To find out the impact that academic background plays on the English proficiency level that students develop after their fifth English course in the Bachelor of International Marketing.

B. Specific objectives:

- To categorize the English proficiency level that students achieve after their fifth English course in the Bachelor of International Marketing at the School of Economics.
- To describe the role that socio-economic status has on the academic background of students from the Bachelor of International Marketing at the School of Economics.
- To determine the role of academic factors in the English proficiency level on students from the Bachelor of International Marketing at the School of Economics.

1.3 Research Questions

A. General research question:

What is the influence that academic background has on the English proficiency level that students achieve in their fifth English course in the Bachelor of International Marketing?

B. Specific research questions:

- What is the English proficiency level achieved by students after their fifth English course in the Bachelor of International Marketing?

- What is the influence of socio-economic status on the academic background of International Marketing students?

- What academic factors have played a major role in the English proficiency level achieved by students in the Bachelor of International Marketing?

CHAPTER II. THEORETICAL FRAMEWORK

2.1 Terminology

ABK Academic Background Knowledge

B.A. Bachelor degree

CEFR Common European Framework of Reference

ESP English for Specific Purpose

GPA Grade Point Average

PAES Learning and Skills Test for Middle School Graduates

Prueba de Aprendizaje y Aptitudes para Egresados de Educación Media

SES Socio Economic Status

2.2 History

The University of El Salvador is the oldest University in the Republic of El Salvador. It was founded on February 16th, 1841. Throughout more than 100 years this University devoted to the vocational training in five liberal majors; training medical doctors, dentists, pharmacists, lawyers and engineers. Thereof, the need to offer new options to the potential student population emerged. On February 7th 1946, it was agreed the creation of the College of Economics and Finances (Dubon, Manzano & Peña, 2011, p.24).

Moreover, the College in Sciences and humanities was founded on October 13th 1948. This College was composed by the Departments of Philosophy, Letters, and Education Sciences, Math, and exact Sciences. In the year 1955, the School of Psychology, History, Social Sciences, Journalism and Languages were created (Faculty of Sciences and Humanities). By the year 1956, the Language School was accredited as a Department and it started with the Technician in English-Spanish Translation. In 1973, the Higher University Council approved two majors; the English Teacher Training for High School Education (Profesorado en la Enseñanza del Idioma Inglés), and the Bachelor in English Language Teaching. Then in 2002, the Department added the B.A in Modern Languages (Language Department).

Currently, the College of Sciences and Economics has four bachelor degrees: one in Economics, one in Business Administration, one in Public Accounting, and one in International Marketing. By the year 2018, the College had a population of 9,319 students divided in the four bachelors, 1,030 students in Economics, 2,990 in Public Accounting, 2,463 in Business in Administration, and 2836 in International Marketing.

The University of El Salvador was the pioneer in offering the B. A. in International Marketing. The University started offering this B. A. in 2006. It started with 96 students (Dubón et al, 2011). El Salvador has a total of 14 private universities that offer the B.A in Marketing; however, the University of El Salvador presents in its academic offer the B.A. in International Marketing, being the first and only institution of higher education which gives international emphasis to this bachelor (Arevalo, Escobar, & Galan, 2011, p.16).

2.3 Defining International Marketing

Philip Kotler (2003), who is considered the “father” of the modern marketing defines it as “a social and administrative process through which groups and individuals obtain what they need and want to generate, offer and exchange valuable products with their peers”, Ghauri & Cateora (2013) define it: International Marketing is the performance of business activities that direct the flow of a company’s goods and services to consumers or users in more than one nation for a profit. Since this type of marketing is international, the professionals in this field have to manage one or more foreign languages, one that is considered the most spoken is English.

2.4 English and its Importance in Marketing

English is one of the most spoken languages around the world, and it is categorized as a lingua franca. According to Sneddon (2003) lingua franca is a language that is used to communicate among different people from different countries. In the case of English, people use it to communicate each other in many areas such as education, tourism, technology, entertainment and business. That is the reason why English is considered a lingua franca.

The enormous influence that English has in business and marketing is increasing every day. Kikkopelto (2007) reports that in the rapidly changing global business environment, there is a need for a shared language, a lingua franca, and currently it is English. Furthermore, Sneddon (2003) declares that English plays an important role in the international interaction. It includes economic relationship among countries, international business relationship, global trading, and others. The most important role that English plays

in business is communication because in that way many countries and different companies get in contact and allow them to know different cultural backgrounds and create relationships with each other. This fact has caused that most of people around the world have a strong interest in learning English in order to get good jobs and better salaries.

2.5 English for Specific Purpose

As it was mentioned before, English plays an important role in business, and in the B.A. in International Marketing, this is not the exception. Harmer (2007) also agrees in the importance of English in the business field and introduces the term English for Specific Purpose (ESP). The author expresses that some students may need to learn legal language, or the language of tourism, banking or nursing. For example, an extremely popular strand of ESP is the teaching of business English, where students learn about how to operate in English in the business world. They will want to spend a lot of time concentrating on the language needed for specific business transactions and situations.

Sekhar (2017) states that English for business is a part or subcategory of the larger field of English for Specific Purposes. At this point it is important to know what the ESP stands for. Evans & John (1998) define it as a language teaching designed to meet the specific needs of the learners through employing effective teaching methodologies and teaching activities. In the field of Business, ESP is essential for understanding the business background, satisfying the customers, maintaining public relations, continuing business correspondences, signing contracts and agreements, conducting and attending meeting

conferences, preparing and analyzing reports, for negotiations and interviews, telephoning skills, for marketing and sales, for finance and banking. So, the students of business are advised to learn the language to get success in the major (Sekhar, 2017).

2.6 English macro skills needed in business: speaking, listening, reading and writing

Business English requires the development of fundamental skills of listening, speaking, reading and writing. It needs specific vocabulary, topics and skills used in the workplace in order to communicate accurately. Moreover, it focuses on the English language skills necessary to communicate in an increasingly global business environment. In general Business English is associated with the skills that most people need to be able to do their jobs well: writing e-mails and reports, making presentations, doing negotiations, using the telephone, attending and participating actively in meetings or telephone conferences, receiving visitors, etc. (Sekhar, 2017) For international marketing students to be competent professionals they need to develop an intermediate good English proficiency in the four English macro skills.

A. Listening skill

Listening is the ability to identify and understand what others are saying. This involves understanding a speaker's accent or pronunciation, his grammar and his vocabulary, and grasping his meaning. An able listener is capable of doing these four things simultaneously (As cited in Saricoban, 1999). According to Darti (2017) listening is very important skill because it is the most widely used in daily life. Learning listening will help us to improve speaking skill considerably. People need to hear various types of English repeatedly and

continuously if they want to communicate properly, meaningful, and naturally. It means that without hearing people cannot acquire language because listening provides language input.

B. Speaking skill

Burns & Joyce (1997) define speaking as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking (as cited in ShiamaaAbd EL Fattah Torky, 2006, p.30). Moreover, Chaney (1998) defines speaking in a similar way saying that speaking is “the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts” (Chaney cited in Kayi, 2006).

C. Reading skill

Reading is an essential skill for people to learn in different areas such as: academic, work, spiritual growth and life in general. Bojovic (2010) defines reading as a complex, purposeful, interactive, comprehending, flexible activity that takes considerable time and resources to develop. Reading is rapid, which means that readers should maintain flow of information at a sufficient rate to make connections and inferences vital to comprehension. The reader has a purpose for reading, whether it is for entertainment, information, or research. Reading for a purpose provides motivation - an important aspect of being a good reader. It is interactive activity - the reader makes use of information from his/her background knowledge as well as

information from the printed page; reading is also interactive in the sense that many skills work together simultaneously in the process.

D. Writing skill

Writing refers to the act of putting ideas in text whether print or non-print. Writing allows the writer to reflect on the world around her/him; it makes communication effective; it documents and captures thoughts and ideas relevant to decision making; and it provides knowledge to both the reader and the writer (Barrot, 2016). The writing process requires an entirely different set of competencies. One of the theme in pedagogical research on writing is the nature of the composing process of writing. Written products are often the results of thinking, drafting and revising procedures that required specialized skill that are related to how students generate ideas, how to organize them coherently, how to use cohesion into a written text, how to revise a text for clearer meaning and produce a final product (Brown, 2001) It has been stated that English is extremely important in the business field, the Bachelor in International Marketing in the University of El Salvador includes the learning of English in its study plan.

2.7 International Marketing Study Plan and Program

The study plan of the B.A. in International Marketing is composed of 45 academic subjects, within it five levels of English are included along the first five semesters of the major. The present study focuses on the fifth level of English. In general terms, the program states that the course aims to develop the four macro skills: speaking, listening, reading and writing up to an intermediate level. To reach the objective, students have three hours classes

per week, which are distributed on Monday, Wednesday, and Friday; each class lasts 50 minutes. At the end of the semester, students receive a total of 48 English class (International Marketing Program, 2019). As previously said, students have five levels of English, which means that after two years and half of studying the different English levels, students receive 240 English class in total, with this 240 hours the authorities expect students to achieve an intermediate English level.

If the number of classes is compared with the standardized hours provided by the Common European Framework of Reference, it is inferred that students are reaching an A2 level, which range of hours is approximately 180-200 and according to CEFR classification the A2 is named a WAYSTAGE and it belongs to the Basic user category. To sum up 240 hours that students receive are not enough to reach a B1 or an intermediate level as the program states.

| CEFR Level | Guided Learning Hours |
|------------|---------------------------|
| C2 | Approximately 1,000–1,200 |
| C1 | Approximately 700–800 |
| B2 | Approximately 500–600 |
| B1 | Approximately 350–400 |
| A2 | Approximately 180–200 |
| A1 | Approximately 90-100 |

Guided Learning Hours to Progress through the CEFR Levels

The CEFR provides the standardized hours to reach the different English levels. However, it does not guarantee that students achieve the level expected since the acquisition of a good English proficiency is not easy for everybody. In the English learning process

students may face some internal and external factors that play a role in the learner's success. The external aspect has to do with social status, teachers, class environment, methodology etc. On the other hand, the internal factors are related to students' motivation, personality, attitude, anxiety, intelligence, academic background etc. There is a huge amount of literature in regard to the aspects mentioned previously. However, in this case, the research emphasizes in the influence that students' academic background has in the English acquisition.

2.8 Academic Background Knowledge

Each human being stores different kinds of information in the brain; for instance, emotions, feelings, values, fears, beliefs, etc. All these aspects are part of the background knowledge that is acquired through study, experience or instruction. The background knowledge helps us to understand every day situation and life in general. When it is talked about academic background is the knowledge that a person has gathered in most of the cases in schools or universities. This knowledge begins to be stored in the child's brain in their first learning processes when they start their academic experience in kindergarten. They start storing information that will be consolidated in each stage of study. For instance, the academic knowledge that they acquire in elementary school, will be used at the moment of studying in high school; if the previous academic knowledge was meaningful for them, they are going to be able to connect what they have learned and the new knowledge.

This process is like a puzzle that students have to join pieces in each stage of study, and the pieces should fit to have a meaningful learning. Some researchers have their own definitions about background knowledge for example; Stevens (1980) defines it quite simply as "...what one already knows about a subject...." Dochy & Alexander (1995) provide a

more elaborate definition, describing prior knowledge as the whole of a person's knowledge, including explicit and tacit knowledge, metacognitive and conceptual knowledge. This definition is quite similar to Schallert's (1982) one (as cited in De León, et al, 2016, p. 24). Thus, while scholars' definitions of these two terms are often worded differently, they typically describe the same basic concept. In the context of schools, background knowledge can be defined as the knowledge students have, learned both formally in the classroom as well as informally through life experiences. In an academic sense, background knowledge also includes content knowledge, academic language and vocabulary necessary for comprehending content information.

For purposes of this study, Academic Background Knowledge (ABK) is going to be defined as a combination of the learner's pre-existing attitudes, experiences, and knowledge of a specific subject acquired during previous academic years plus Socioeconomic Status that combines parents' educational level, occupational status and income level (De León, et al, 2016).

A. Socio-economic status

One of the factors to take into account is the socio-economic status (SES). To begin with, it is important to define what socio-economic status is. Islam R. & Khan Z. (2017) Socio-economic Status (SES) is the term used to distinguish between people's relative position in the society in terms of family income and educational background.

There is a very significant relationship between students' performance and the financial status of the family because if the finances are low, the students' academic performance is affected somehow. Students whose families have good incomes, they have

the opportunity to pay private, travel to other countries, and provide enough technological resources. Phon, S. (2017) states that once the social status and their family's income are increasing, students tend to progress better in their academic performance. There is a very significant relationship between students' performance and the financial status of the family because if the finances are low, the students' academic performance is affected somehow.

Saifullahi, (2011) points out that parents' occupation significantly influences students' achievement. Therefore, parent's occupation has a correlation in their children's education because if they have a higher education their kids will have better opportunities and quality of studies and their performance will be higher than students whose parents do not have financial stability. In the Multilingual Academic Journal of Education and Social Sciences (2005) states that parents with less prestigious occupation due to instability and financial problems cannot provide adequate modern facilities to enhance their children education.

The socio-economic status also includes parent's educational background which influences directly in student's encouragement and quality of learning. Some researchers have discovered a strong correlation between the students' academic outcomes. Salameh W. (2012) states that parents' educational level is one of the most important factors affecting students' performance because people who have university studies believe when they become parents their children will have the same educational level or better. Besides, Musgrave (2000) says that a child that comes from an educated family tends to follow the steps of his parents. This means that parents who are well educated are most likely to reflect on their children's education level.

The socioeconomic status has a strong influence in the ABK that each student brings, researches indicate that children from low economic sources households and communities develop academic skills more slowly compared to children from higher social economics status groups (Morgan, Farkas, Hillemeier, & Maczuga, 2009). The researchers understand the impact of student's socio-economic background on academic performance, and how it interferes in their performance at the moment to studying a second language. Certainly, social economics status can make the difference; families from low resources communities are less likely to have the financial resources or time availability to provide children with academic support. In the case of International Marketing learners, students whose parents have higher economic status might have the possibility to study English in academies or bilingual schools; at best, they have chances to travel abroad where English is spoken.

Besides of the socio-economic status, ABK includes another aspect that is important in the students' academic performance which is study habits. It is proved that exist a strong relationship between study habits and academic performance. There are different definitions of study habits, for example, Good (1973) defines it as "the student's way of study whether systematic, efficient, or inefficient etc." (As cited in Chaudhry, 2006, p.37). According to Chan et al. (1999), the study habits of students include preferred location, time for studying, the number of hours they spend studying per week and organization of course materials. Bailey and Onwuegbuzie (2001) state that college students with high levels of overall academic achievement tend to have more effective study habits than do low-achieving students with respect to study techniques, time management, and attitudes towards learning impact their performance." (as cited in Abdul-Rab, Alrefaraai, Islam, 2013, p. 16).

B. Learning strategies

It is important to mention that in every learning process exists learning styles and strategies that students apply at the moment of learning another language. Douglas Brown (2000), states that styles are general characteristics that differentiate one individual to another; strategies are those specific “attacks” that we make on a given problem, they are the moment by moment techniques that we employ to solve problems. It means that every student has each style and strategies to learn. He also mentions about **visual and auditory** style of leaning, **visual** learners tend to prefer reading, studying charts, and other graphic information; while **auditory** learners prefer listening to lectures and audiotapes most successful learners utilize both. Taking into account Douglas B theory of the learning styles, in this study it can be inferred that visual learners are the ones that prefer to learn through reading books, blogs, articles, and newspapers. Otherwise, auditory learners tend to learn through listening to music, watching movies or videos in YouTube.

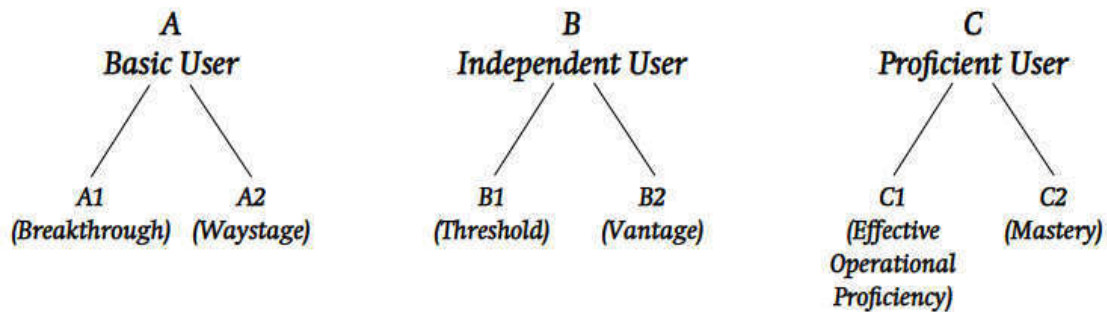
Besides, Scarcella & Oxford (1992) mention that learning strategies are specific actions, behaviors, steps, such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task, when the learner consciously chooses strategies that fit his or her learning style, these strategies become a useful toolkit for active, conscious, and purposeful self-regulation of learning. It means that it is better when students find their own way and strategies to learn a language.

So far it has been mentioned that the academic background, socioeconomic status, students study habits, and learning styles and strategies play a role in the English proficiency

level. In order to know what English level International Marketing students, have the research team considered to administer a placement test from Passages book that includes the criteria from The Common European Framework of Reference for Languages (CEFR).

2.9 What is the Common European Framework of Reference (CEFR)?

The Common European Framework of Reference gives you a detailed description of learner level by skill, in a language-neutral format. It is a useful reference document for school directors, syllabus designers, teachers, teacher trainers and proficient learners. The CEFR has three broad bands – A, B and C. Very loosely, you can see these as similar to Beginner, Intermediate and Advanced – though the CEFR levels are more precise than these terms (and calls them Basic, Independent, and Proficient). Each of those bands is divided into two, giving us six main levels.



The CEFR is used for many different practical purposes:



The Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR) was created by the Council of Europe to provide ‘a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. In this chase the research team is going to use the CEFR as a standard criteria to evaluate English proficiency.

| Level | | General description | Cambridge English Exam | |
|------------------|----|-----------------------------------|---|---|
| Proficient user | C2 | Mastery | Highly proficient – can use English very fluently, precisely and sensitively in most contexts | Cambridge English: Proficiency |
| | C1 | Effective Operational Proficiency | Able to use English fluently and flexibly in a wide range of contexts | Cambridge English: Advanced |
| Independent user | B2 | Vantage | Can use English effectively, with some fluency, in a range of contexts | Cambridge English: First/First for Schools |
| | B1 | Threshold | Can communicate essential points and ideas in familiar contexts | Cambridge English: Preliminary/ Preliminary for Schools |
| Basic user | A2 | Waystage | Can communicate in English within a limited range of contexts | Cambridge English: Key/Key for Schools Cambridge English: Flyers |
| | A1 | Breakthrough | Can communicate in basic English with help from the listener | Cambridge English: Movers Cambridge English: Starters |

The CEFR provides guidelines to define levels of English proficiency in learners at each stage of their language learning. The CEFR is divided in six levels of proficiency language users. The reference levels consist of (1) Basic User: A1, A2; (2) Independent User: B1, B2; and (3) Proficient User: C1, C2. Each level within the CEFR then has five categories that lay out what learners should be able to achieve. These categories include what learners should understand when listening and when reading, spoken interaction, spoken production, and writing, as basic, independent, or proficient L2 users (Canadian Parents for French Ontario, 2010)

The diagram below defines the levels.

| | | |
|------------------|----|---|
| Proficient User | C2 | Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations. |
| | C1 | Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices. |
| Independent User | B2 | Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. |
| | B1 | Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans. |
| Basic User | A2 | Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need. |
| | A1 | Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help. |

2.10 The Graduate's Profile in International Marketing

The University of El Salvador has some criteria to admit students to study the B.A. in International Marketing. “The English coordinator, Professor Arteaga expressed recently that the only requirement to study the Bachelor in International Marketing is to pass the admission test, administered by the university”. (N. Arteaga, personal interview, July 15th 2019). The graduate profile requires that the graduates of the B.A in International Marketing must have knowledge in Sociology, Mathematics, Statistics, Administrative Theory, English, Financial Accounting and Economics. Thus, it is mandatory for International Marketing students to communicate and perform successfully in a globalized world. Having a good English proficiency level is an important requirement, as well. “The English coordinator. Professor Arteaga stated that after five English courses they expect students to reach B1 or B2 level, which are categorized as intermediate user of the language”. (N. Arteaga, personal interview, July 15th 2019).

A study carried out in the University of El Salvador by Arevalo et al, (2011) about the professional profile of an International Marketing graduate showed the areas that students feel more confident with. In the case of skills, and abilities, 75% of students considered that the skills more developed were the interpersonal relationship and teamwork. Furthermore, 50% expressed that the skills less developed was the language proficiency (English as minimum). In the B.A. in International Marketing little research has been done about the English proficiency level achieved, that is why the English coordinator, the professors and the students do not know what English level students achieve at the end of the fifth English course.

CHAPTER III. METHODOLOGY

3.1 Research Design

It is important to know the methods procedures and techniques that will be applied to collect the data in this study. A research design according to Kerlinger (1986); is a plan, structure and strategy of investigation so conceived as to obtain answers to research questions or problems. Moreover, Churchill & Iacobucci (2005), Kinnear & Taylor, 1996; define research design: “it is the blueprint that is followed to complete the study” and it “ensures that the study is relevant to the problem and will use economical procedure”. Based on the previous definitions, the researches will follow standardized processes and techniques during the investigation project in order to obtain answers to the problem.

This research will be conducted using a mixed-method approach. According to Creswell (2011) it is a design or methodology in which the research collects, analyzes and mixes both quantitative and qualitative data in a single study. In regards to this, the project will include qualitative data: an interview to the English coordinator will be administrated to collect information. On the other hand, to gather quantitative data, a questionnaire and a standardized proficiency test will be used. The results will be combined to know the areas that might require improvements as well as the description and analysis of the current students' English proficiency level.

3.2 Type of study

A descriptive study will be used in this research. According to Pankhe (1986) this type of study is about specifying properties of people, groups, communities or any phenomenon that is submitted to analysis, and it measures or evaluates dispersed aspects, dimensions or components of the phenomenon to be researched (in De Leon et al, 2016, p.27). Based on that, this study will describe what English proficiency level is reached by students after taking their fifth English course and if the academic background and socio-economic status have an influence in the English proficiency level.

Moreover, this study is a non-experimental research because the researches are not going to manipulate any variable and they are going to observe the phenomenon in their natural way. According to Kerlinger (2002) a non-experimental design is one that is done without manipulating the variables deliberately. It is an investigation where investigators do not intentionally vary the independent variables (in De Leon et al, 2016, p.30). What it is done in non-experimental research is to observe phenomena as it occurs in its natural context, for its later analysis.

What the researchers aim to discover is if students achieve the intermediate English level that is stated in the program taking into account their academic background and socio-economic status.

3.3 Research instruments

The research instruments that will be used in this project will be the interview, the questionnaire and an English proficiency test. According M. Easwaramoorthy and Zarinpoush (2006) states that an interview is a conversation for gathering information.

Besides, a research interview involves an interviewer, who coordinates the process of the conversation and asks questions, and an interviewee, who responds to those questions for a specific purpose. The researchers will interview the English coordinator in order to collect more information about the background history of International Marketing Bachelor, students' English level and gather more details of the study plans.

Besides that, the second instrument to be applied will be the questionnaire. It will include some questions that will be presented to students with the purpose to get more details and information about the academic background, the socio-economic status and study habits that students currently have. Furthermore, it will be obtained information about some academic factors that might have influence in students' academic performance.

Finally, the third instrument will be an English proficiency test which is a standardized test from the Passages series by Cambridge that measures the English proficiency level that students develop based on the CEFR. This proficiency test has three sections listening, reading and language use. It contains seventy multiple choice questions and it is designed to be complete in fifty minutes. At the beginning of the test, it is found the listening section which contains nine conversations and answer one or more questions about each one. The second section is the reading part that encloses several short passages with twenty questions. The last one is the language use, it has thirty items that the student has to answer in fifteen minutes. The results of this test will be analyzed and tabulated.

3.4 Research setting

The research setting refers to the place where the data will be collected. For this study, the information will be collected from students who are registered in English V, and teachers of the International Marketing Bachelor in the School of Economics.

3.5 Population and Sample

A. Population

The study population of this research project is composed of 192 students registered in English V, Semester I in the Bachelor of International Marketing. The whole population is divided in seven groups; five in the morning, one in the afternoon, and one on Saturday.

B. Sample

The researchers will apply the non-probabilistic technique because it allows them to select on the basis of their accessibility or by the purposive personal judgment. It is not a product of a randomized selection processes.

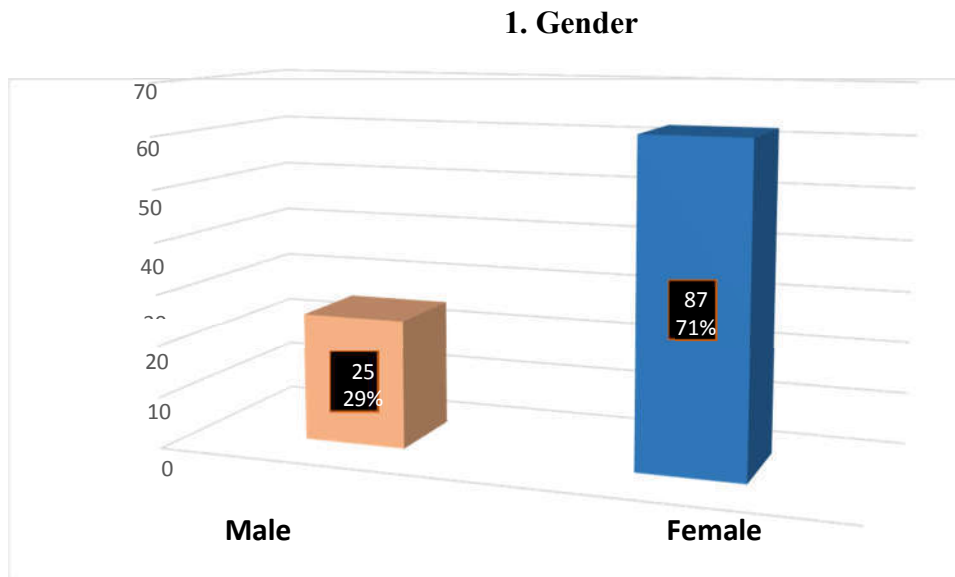
The non -probability sampling applied in this research was convenience sampling. It means that the sample was selected because it was accessible to the researchers. That is why the convenience sampling was taken from the students who are studying the English V. There are 3 groups in the morning, the first group with 22 students, a second group with 25 students and the last groups with 40 students; making a total of 87 students taken from the whole population.

IV. DATA ANALYSIS

Table 1

| Q1. Gender? | | |
|--------------------|-----------------|-------------------|
| Categories | Students | Percentage |
| Male | 25 | 29% |
| Female | 62 | 71% |
| Total | 87 | 100% |

Graph 1

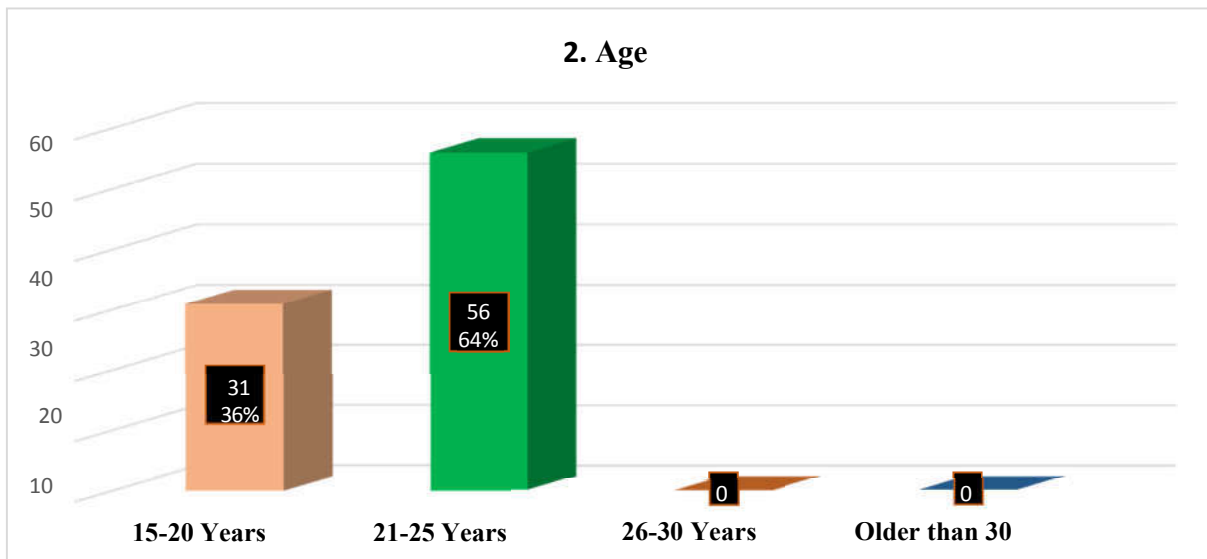


According to the graph, 71% (87) of the sample are women, and just the remaining 29% (25) are men. The B. A. in International Marketing has a big percentage of women studying English V in semester I, 2019 at the School of Economics.

Table 2

| Q2. Age? | | |
|----------------------|-----------------|-------------------|
| Categories | Students | Percentage |
| 15-20 | 31 | 36% |
| 21-25 | 56 | 64% |
| 26-30 | 0 | 0% |
| Older than 30 | 0 | 0% |
| Total | 87 | 100% |

Graph 2

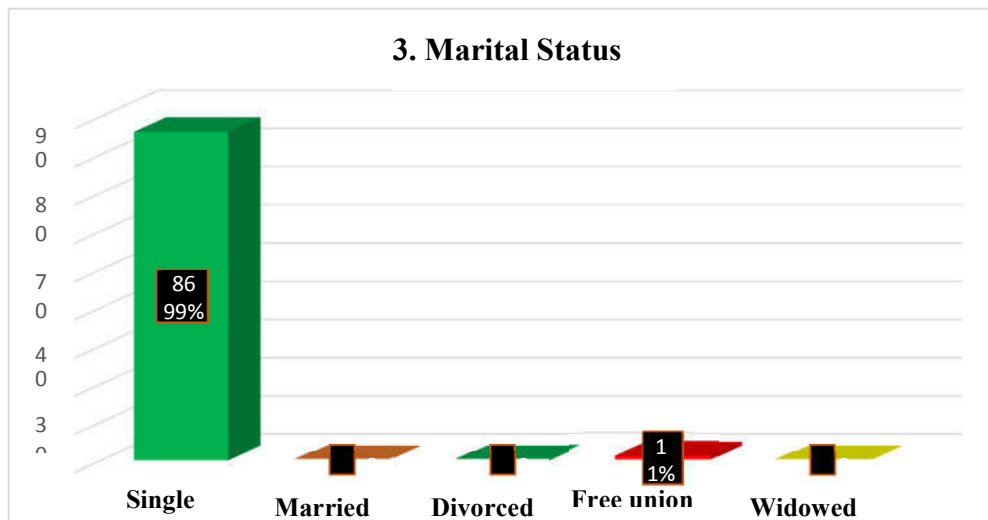


This graph shows that from the 87 students selected in the sample that are taking English V, in semester I, 2019, 64% (56) students are between 21 to 25 years old. While the rest that represents 36% (31) students are between 15 to 20 years old. Finally, within the sample selected, there are not students older than 26 years. It is inferred that a great percentage of students in the B.A. in International Marketing are 25 years old or less; and according to questions 3, 99% is single, which means that most of students are supported by their parents.

Table 3

| Q3. Marital status? | | |
|----------------------------|-----------------|-------------------|
| Categories | Students | Percentage |
| Single | 86 | 99% |
| Married | 0 | 0% |
| Divorced | 0 | 0% |
| Free union | 1 | 1% |
| Widowed | 0 | 0% |
| Total | 87 | 100% |

Graph 3

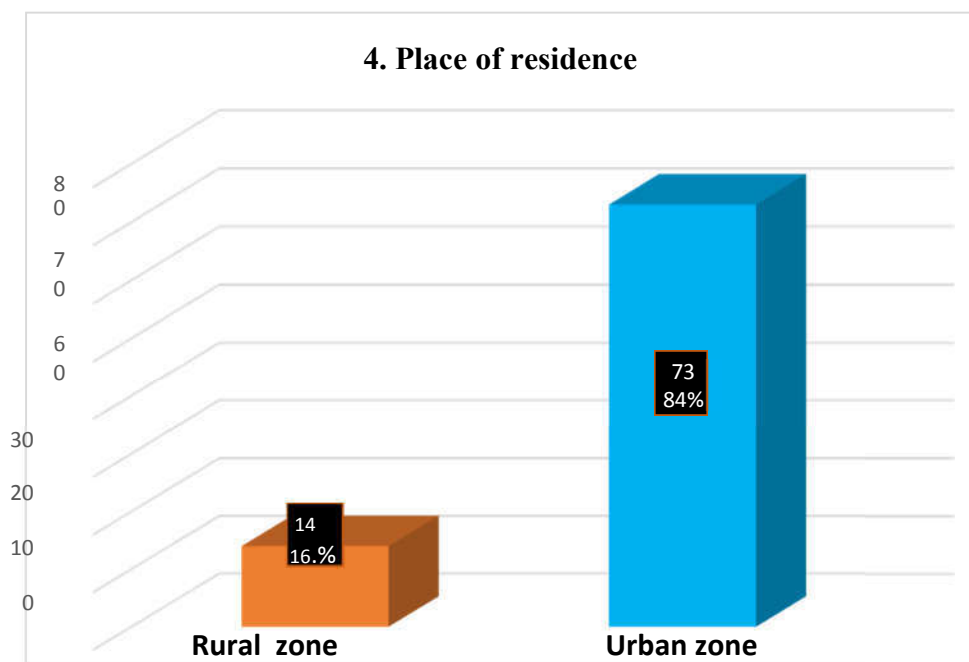


The graph indicates the marital status of the sample selected. It reflects that 99% (87) participants are single, and the 1% (1) student is in free union. The data can reflect that the majority of the population does not have family responsibilities, (children, and husband/wife). Thus, they have more opportunities to focus on their major and therefore succeed.

Table 4

| Q4. Place of residence? | | |
|--------------------------------|-----------------|-------------------|
| Categories | Students | Percentage |
| Rural zone | 14 | 16% |
| Urban zone | 73 | 84% |
| Total | 87 | 100% |

Graph 4

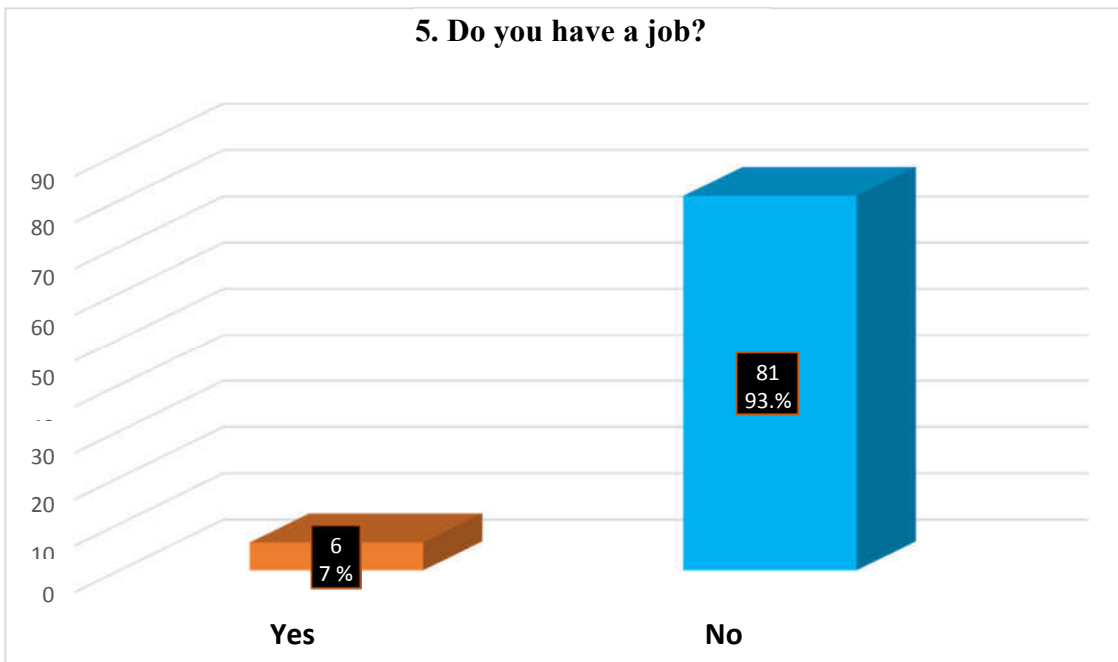


Related to the place of residence, the previous graph shows that 84% (73) students from the sample selected come from the urban zone. On the other hand, the percentage that comes from the rural zone is 16% (14) members. There is a significant percentage of students that live in the city while they are studying the bachelor degree.

Table 5

| Q5. Do you have a job? | | |
|-------------------------------|-----------------|-------------------|
| Options | Students | Percentage |
| Yes | 6 | 7% |
| No | 81 | 93% |
| Total | 87 | 100% |

Graph 5

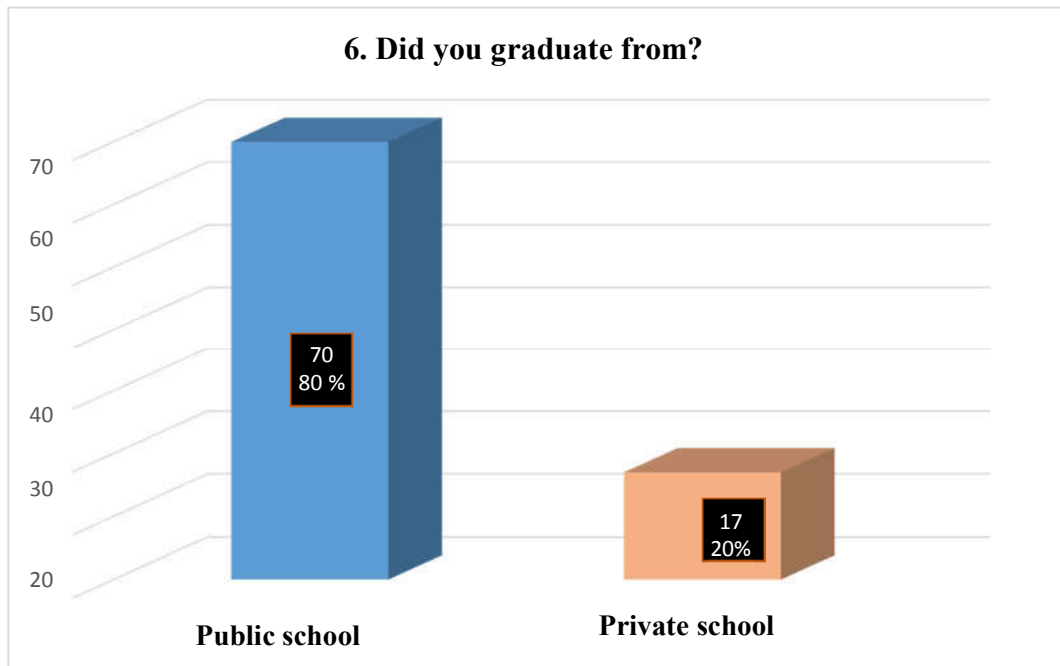


The graph evidences that from a sample of 87 students that represents the 100%, 93% (81) members do not have a job currently; only the 7% (6) participants are working while they are studying. Since the majority of students do not have a job, it is inferred that a big percentage of students receive economic support from their parents, so they have the chance to spend their full time in their studies only and get a good academic achievement.

Table 6

| Q6. Did you graduate from? | | |
|-----------------------------------|-----------------|-------------------|
| Categories | Students | Percentage |
| Public school | 70 | 80% |
| Private school | 17 | 20% |
| Total | 87 | 100% |

Graph 6

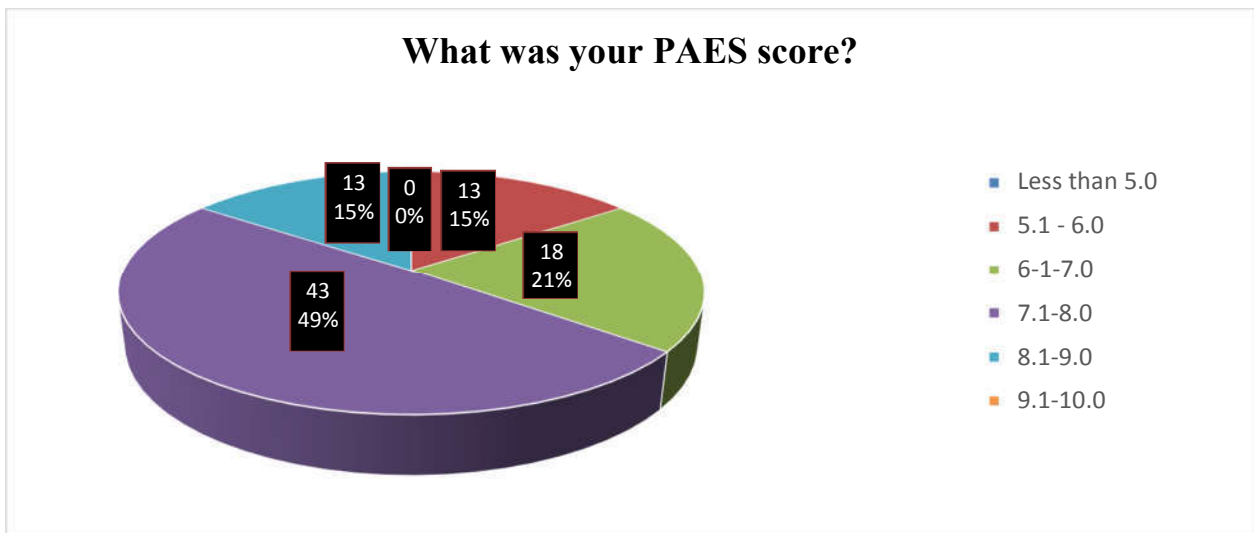


The graph shows that 80% (70) students come from a public school and the remaining 20% (17) participants come from a private one. The majority of students comes from the public education system which does not include the English learning in the elementary education. Thus, students receive English classes since the high school. On the other hand, students that come from a private education system were taught English since an early age. Apparently, students graduated from private school may bring a good academic background knowledge in the English area.

Table 7

| Q7. What was your PAES score? | | |
|--------------------------------------|-----------------|-------------------|
| Categories | Students | Percentage |
| Less than 5.0 | 0 | 0% |
| 5.1-6.0 | 13 | 15% |
| 6.1-7.0 | 18 | 21% |
| 7.1-8.0 | 43 | 49% |
| 8.1-9.0 | 13 | 15% |
| 9.1-10.0 | 0 | 0% |
| Total | 87 | 100% |

Graph 7

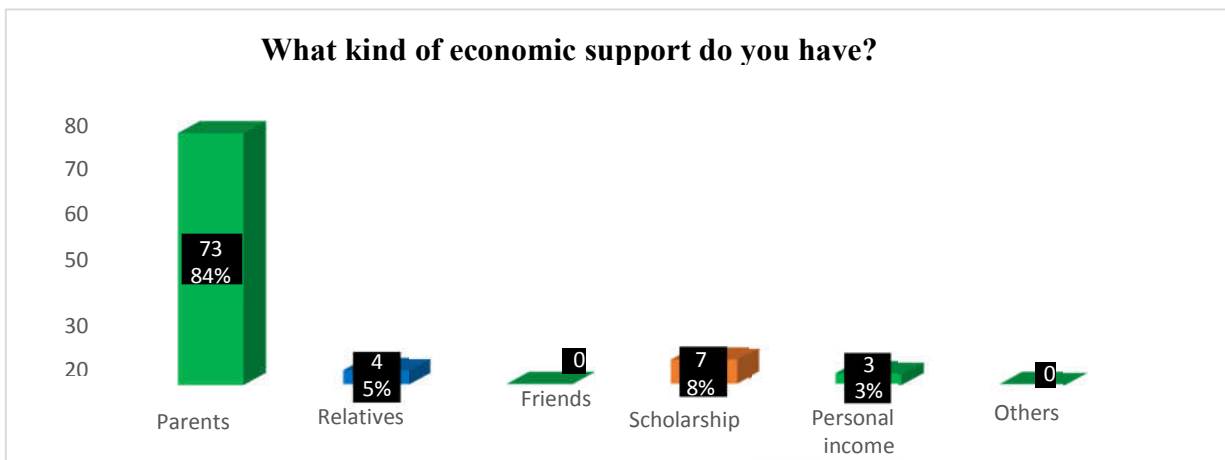


According to the information gathered related to the PAES score, the graph shows that a percentage of 49% (43) students got a score between 7.1-8.0 points; and 21% (18) participants got a score from 6.1- 7.0, a 15% (13) students got from 8.1-9.1 a grade that is considered really good. However, 15% (13) people got a score from 5.1-6.0. Two important aspects that the graph shows are: no students got less than 5.0 in the PAES score, and a total of 74 students from 87 got a grade of 6.1 and above. This means that students had a relatively strong academic achievement in the high school education.

Table 8

| Q8. What kind of economic support do you have? | | |
|---|-----------------|-------------------|
| Categories | Students | Percentage |
| Parents | 73 | 84% |
| Relatives | 4 | 5% |
| Friends | 0 | 0% |
| Scholarship | 7 | 8% |
| Personal income | 3 | 3% |
| Others | 0 | 0% |
| Total | 87 | 100% |

Graph 8

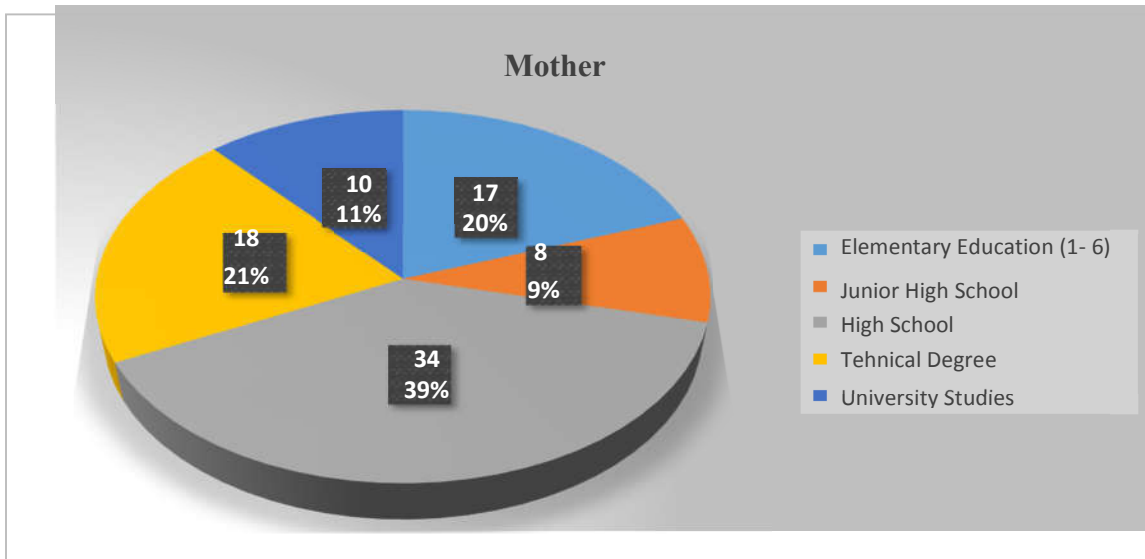


The data gathered in questions 8 that is related to how students afford their studies. The results are the following; 84% (73) students receive economic support from their parents, 8% (7) participants are benefited with a scholarship to study their bachelor degree, 5% (4) people are supported by relatives. Finally, 3% (3) of participants have personal income. Based on the results previously mentioned it is inferred that the big majority of students receive economic support for their parents to afford the bachelor

Table 9

| Q9. What kind of educational level do your parents have? | | |
|---|-----------------|-------------------|
| Mother | | |
| Categories | Students | Percentage |
| Elementary Education (1--6) | 17 | 20% |
| Junior High School | 8 | 9% |
| High School | 34 | 39% |
| Technical degree | 18 | 21% |
| University Studies | 10 | 11% |
| Total | 87 | 100% |

Graph 9

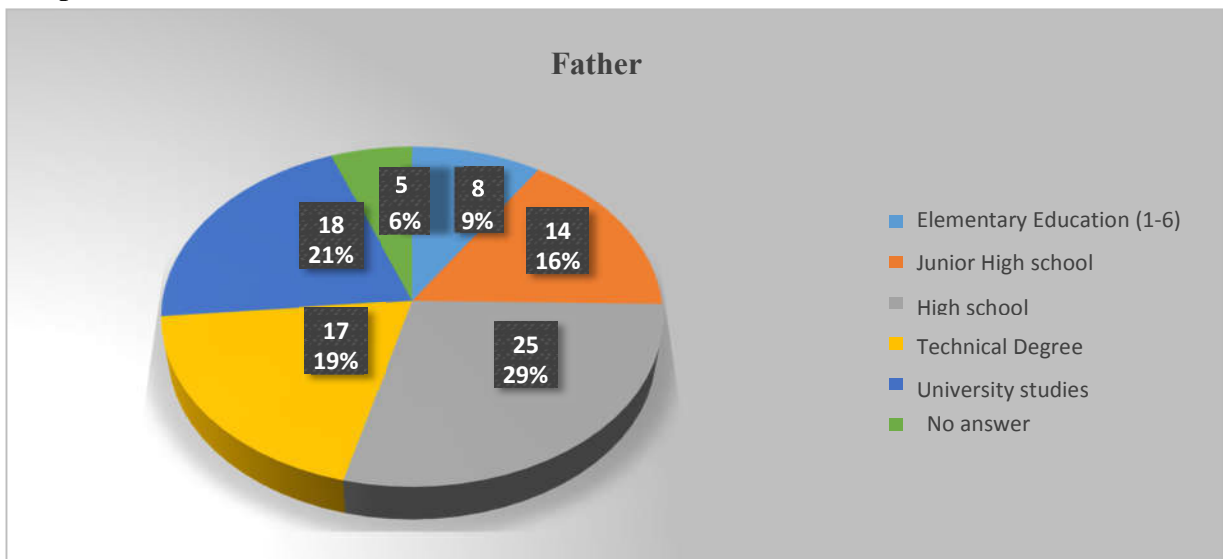


The graph shows students' mother education level. The majority is represented by 39% (4) whose students have a mother with high school studies, and 21% (18) participants' mothers have a technical degree, moreover, 20% (17) students' mothers have only elementary education (1- 6). Finally, 9% (8) participants, whose mothers have junior high school. The percentages evidence that a great number of participants' mothers have achieved a high school education and above levels.

Table 9

| Q9. What kind of educational level do your parents have? | | |
|---|-----------------|-------------------|
| Father | | |
| Categories | Students | Percentage |
| Elementary Education (1-6) | 8 | 9% |
| Junior High School | 14 | 16% |
| High School | 25 | 29% |
| Technical Degree | 17 | 19% |
| University Studies | 18 | 21% |
| No answer | 5 | 6% |
| Total | 87 | 100% |

Graph 9

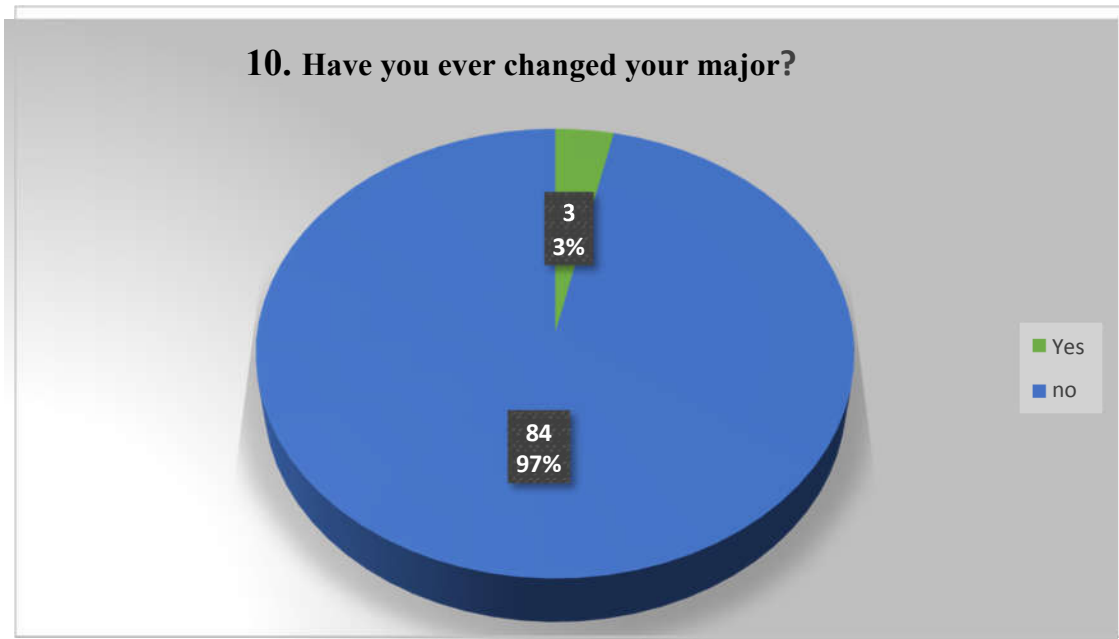


The graph shows students' father education level. 29% (25) students' fathers have got high school studies, 21% (18) have achieved university studies level, 19% (17) fathers have a technical degree, and 16% (14) participants' fathers have achieved junior high school. Moreover, 9% (8) interviewers' fathers have got only elementary education (1 -6), the last 6% which is equivalent to 5 students did not answer the question for unknown reasons. It is important to mention that the percentages show that a great number of students' fathers achieved high school education and above levels.

Table 10

| Q10. Have you ever changed your major? | | |
|---|-----------------|-------------------|
| Option | Students | Percentage |
| Yes | 3 | 3% |
| No | 84 | 97% |

Graph 10

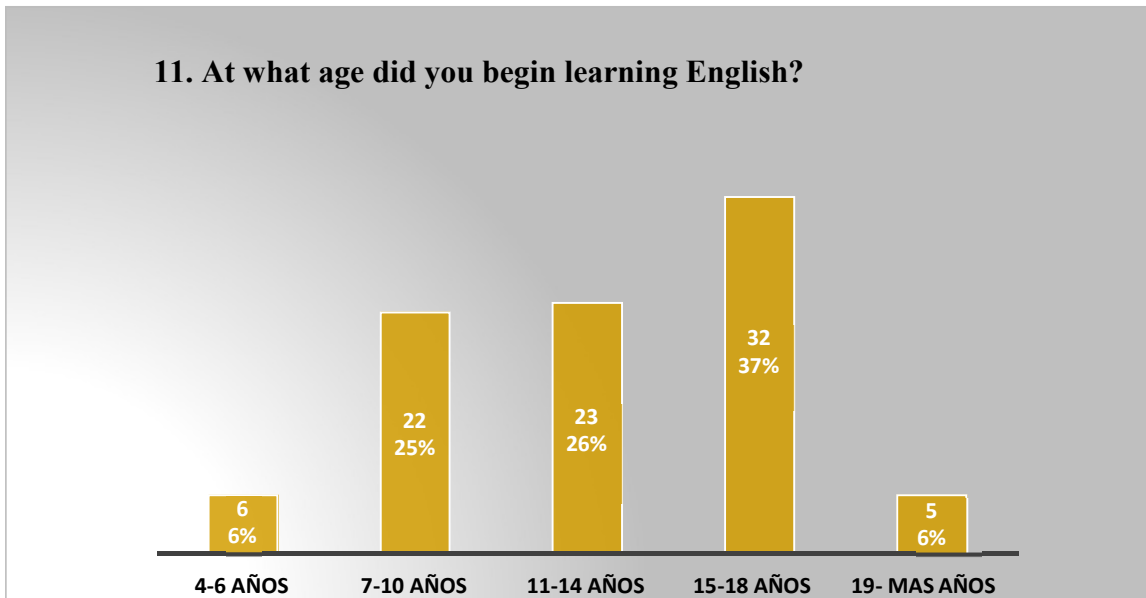


The previous graph shows that 95% (84) of the students have not changed their major, while 3% (3) of them have changed it. It can be inferred that the majority either passed the exam that the university requires or they are in the major that they wanted since the beginning

Table 11

| Q11. At what age did you begin learning English? | | |
|---|-----------------|-------------------|
| Categories | Students | Percentage |
| 4-6 years old | 5 | 6% |
| 7-10 years old | 22 | 25% |
| 11-14 years old | 23 | 26% |
| 15-18 years old | 32 | 37% |
| 19- or more | 5 | 6% |

Graph 11

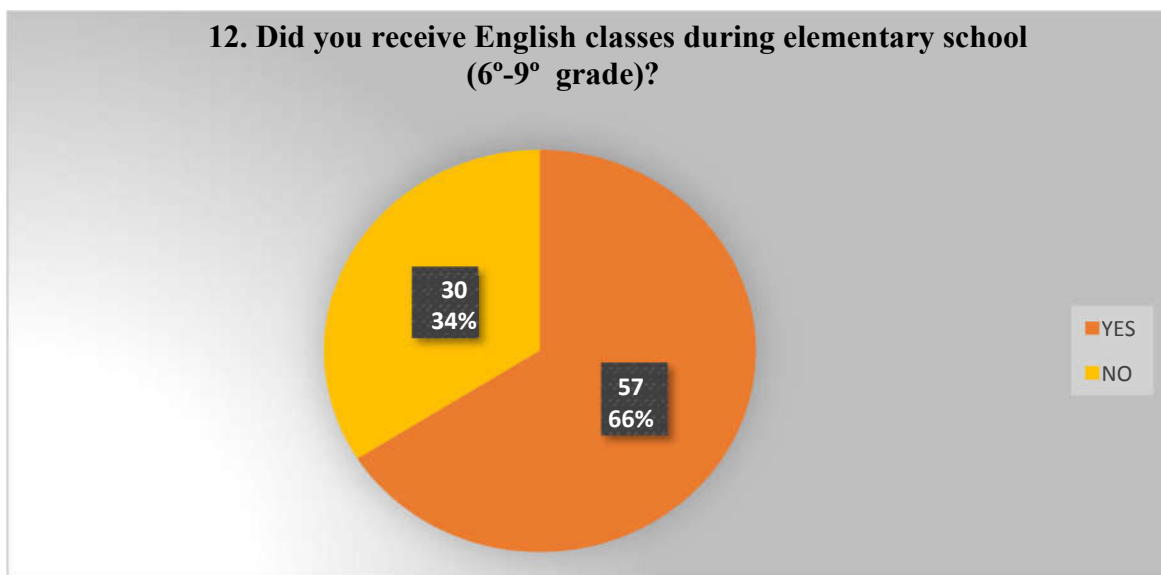


According to this graph the majority of the population started from 15-18 years with a percentage of 37% (32) which is the highest percentage compared with the other categories. 25% (22) began studying English from 7-10 years, and the lowest rate is 6% (6) of the students that started from 6-4 year. The same 6% (5) is for the ones that studied English at 19 years and more. Regarding to the 6% of students that their age is 4-6 years old, it can be inferred that few students come from private schools or bilingual schools because they start learning English since kindergarten.

Table 12

| Q12. Did you receive English classes during elementary school (6^o-9^o grade)? | | |
|---|-----------------|-------------------|
| Option | Students | Percentage |
| Yes | 57 | 66% |
| No | 30 | 34% |

Graph 12



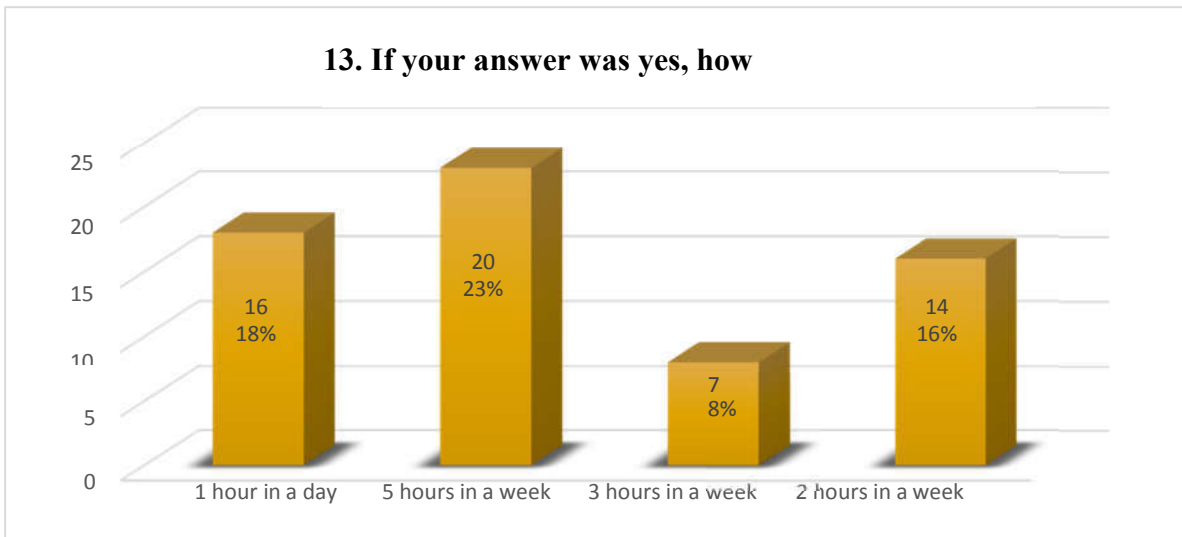
According to the graph, 66% (57) of students have received English classes during elementary school, they had the opportunity to learn English almost at beginning of elementary school. However, there is a 34% (30) of them that did not receive English classes in elementary schools.

It should be noted that public schools according to MINED offer English curricula for 7^o-9^o. For that reason, these students 57 students have the opportunity to learn English before high school. It can be inferred that the majority of them have previous English knowledge since elementary school.

Table 13

| Q13. If your answer was yes, how much? | | |
|---|-----------------|-------------------|
| Categories | Students | Percentage |
| 1 hour a day | 16 | 18% |
| 5 hours a week | 20 | 23% |
| 3 hours a week | 7 | 8% |
| 2 hours a week | 14 | 16% |

Graph 13

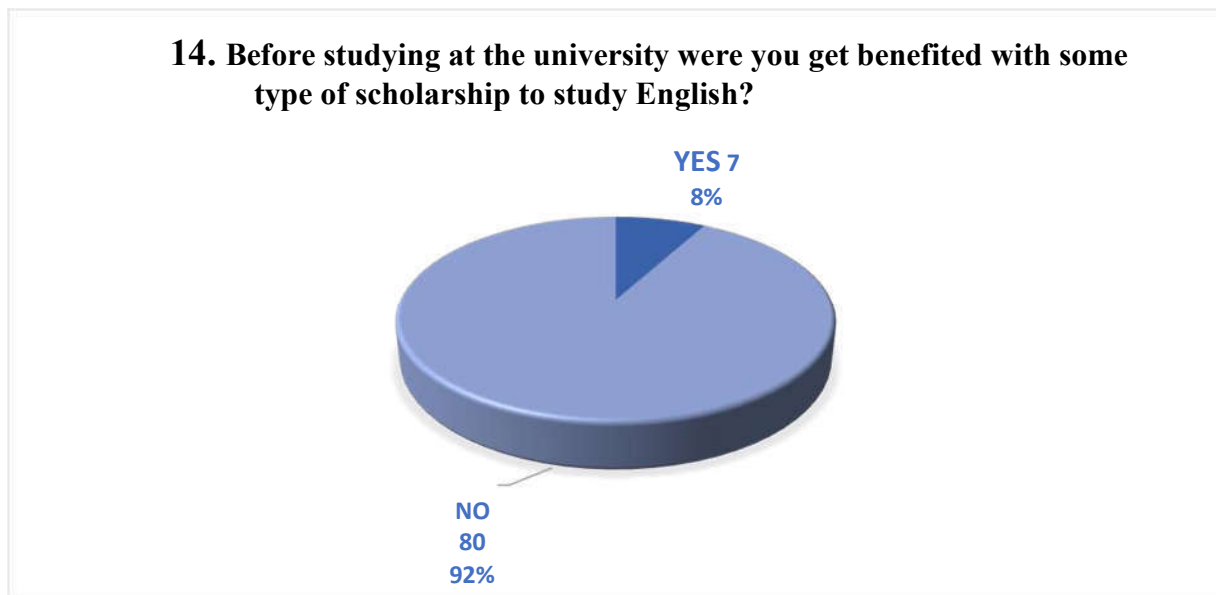


According to the previous question asked: did you receive classes during elementary school? This graph presents the results of how many hours they approximately received. The highest percentage is 5 hours a week with 23% (20) of the population, 18% (16) took English classes 1 hour a week, 18% (16) took English classes 1 hour a week, 16% (14) took 2 hours week, the lowest percentage of 8% (7) of the students took 3 hours a week. It is inferred that the majority of students took classes in elementary school at least 2 hours in a week or more, they should probably have more knowledge of the language.

Table 14

| Q14. Before studying at the university were you get benefited with some type of scholarship to study English? | | |
|--|-----------------|-------------------|
| Option | Students | Percentage |
| Yes | 7 | 8% |
| No | 80 | 92% |

Graph 14

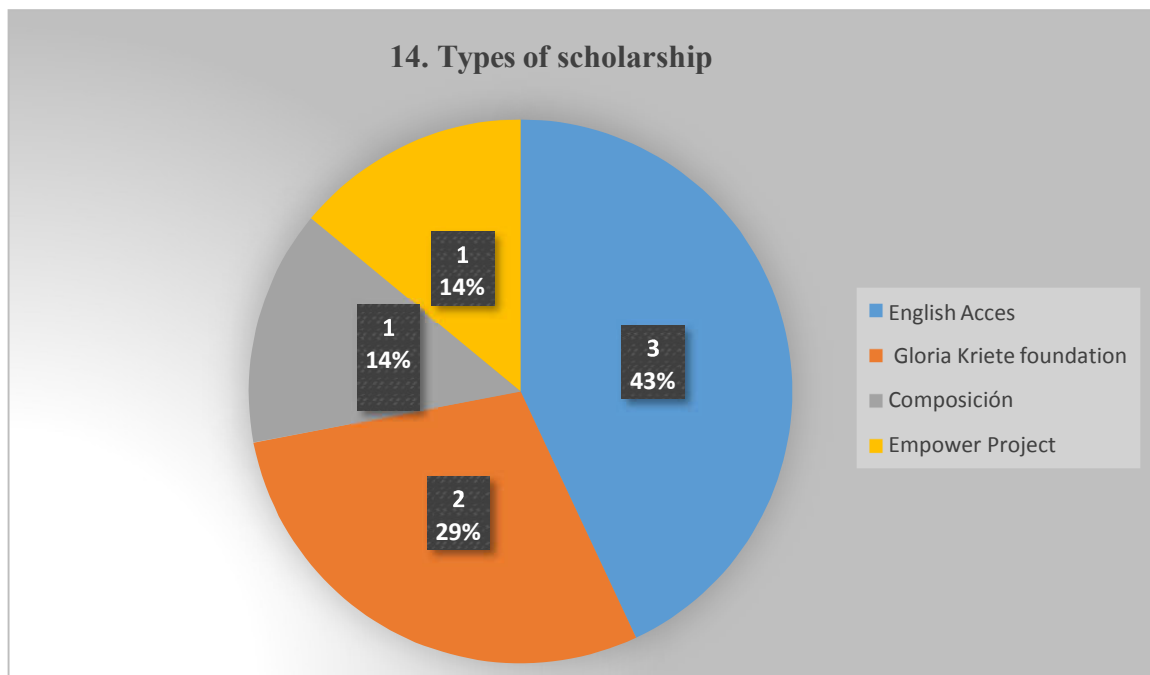


The analysis of this graph shows that the majority of the students answered “no” to the question number 14 with a percentage of 92% (80). Most of the students have not received any scholarship related with English before studying their major at the university. However, there is a minimum percentage of 8% (7) that had the benefit to get a scholarship before the university. These few students have certain advantage of it because their results may be better at moment of taking the English courses and evaluations that the major requires. They have previous knowledge of the language.

Table 14

| Q14. Types of Scholarship | | |
|---------------------------|----------|------------|
| Categories | Students | Percentage |
| English Access | 3 | 43% |
| Gloria Kriete foundation | 2 | 29% |
| Composition | 1 | 14% |
| Empower Project | 1 | 14% |

Graph 14

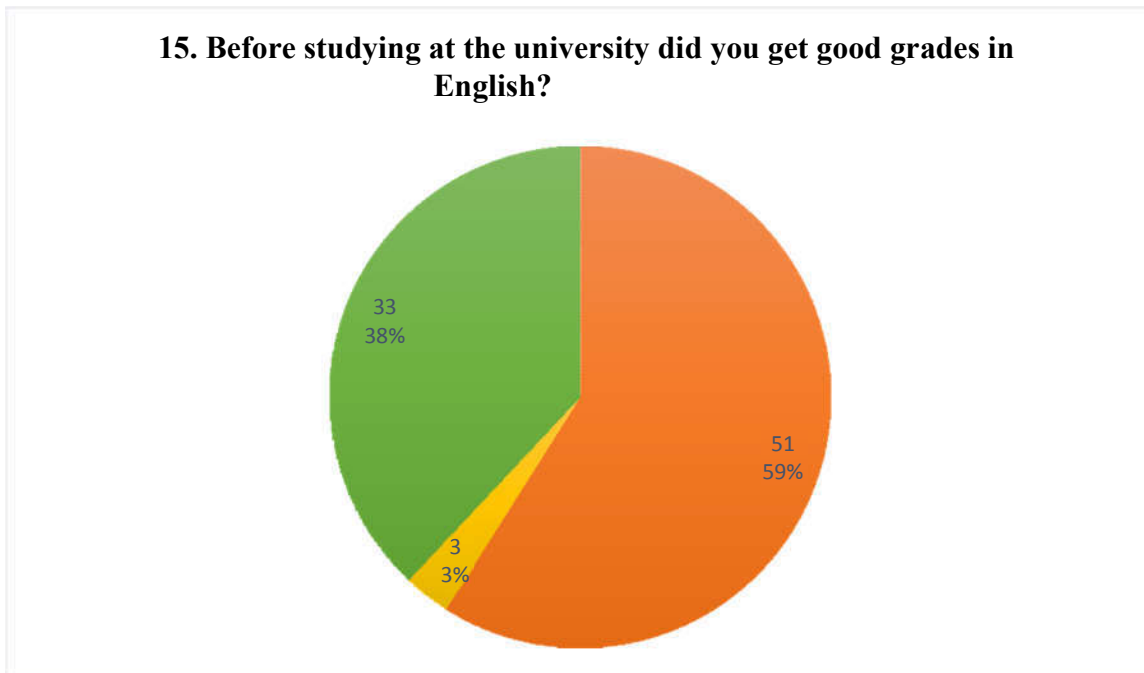


This graph and the table present the scholarship that students received before taking classes at the university. 3 students got a scholarship form English access, 2 students from Gloria Kriete foundation. Besides, 2 participate in Composition and Empower project one in each program. It can be inferred that few students had the opportunity to learn more English.

Table 15

| Q15. Before studying at the university, did you get good grades in English? | | |
|--|-----------------|-------------------|
| Categories | Students | Percentage |
| Yes | 51 | 59% |
| No | 3 | 3% |
| Sometimes | 33 | 38% |

Graph 15

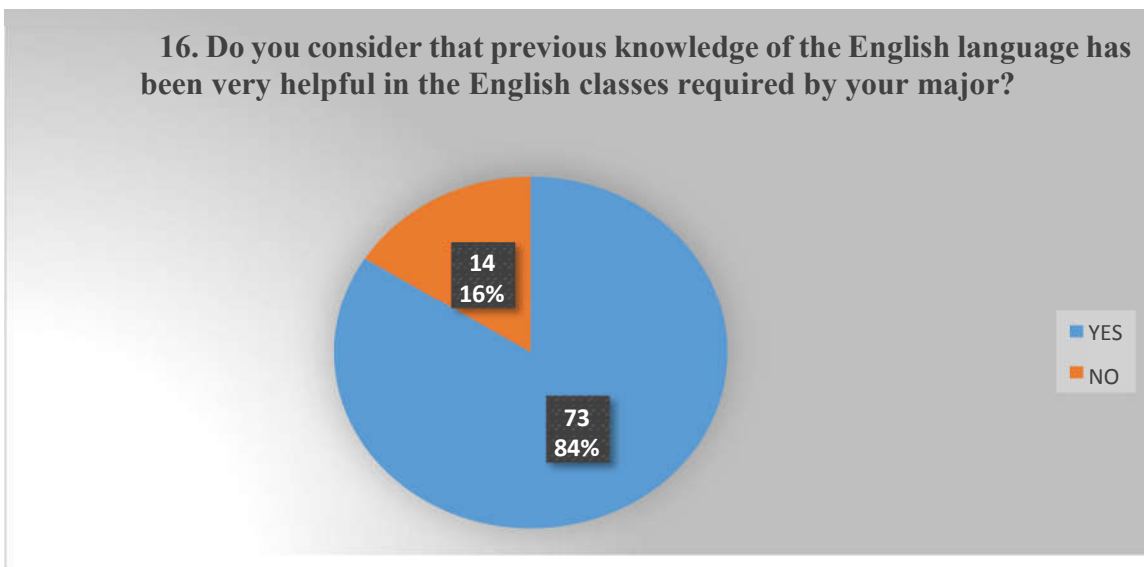


The analysis of this graph shows that the majority of the students answered yes. It means that they got good grades in high school represented with 59% (51). Besides, they passed the subject with high scores. However, there is a 38% (33) of them that studied English, but in some cases, they did not get high scores. A minimum percentage of 3% (3) answered no which means that they were not so good in English.

Table 16

| Q16. Do you consider that previous knowledge of the English language has been very helpful in the English classes required by your major? | | |
|--|-----------------|-------------------|
| Categories | Students | Percentage |
| Yes | 73 | 84% |
| No | 14 | 16% |

Graph 16

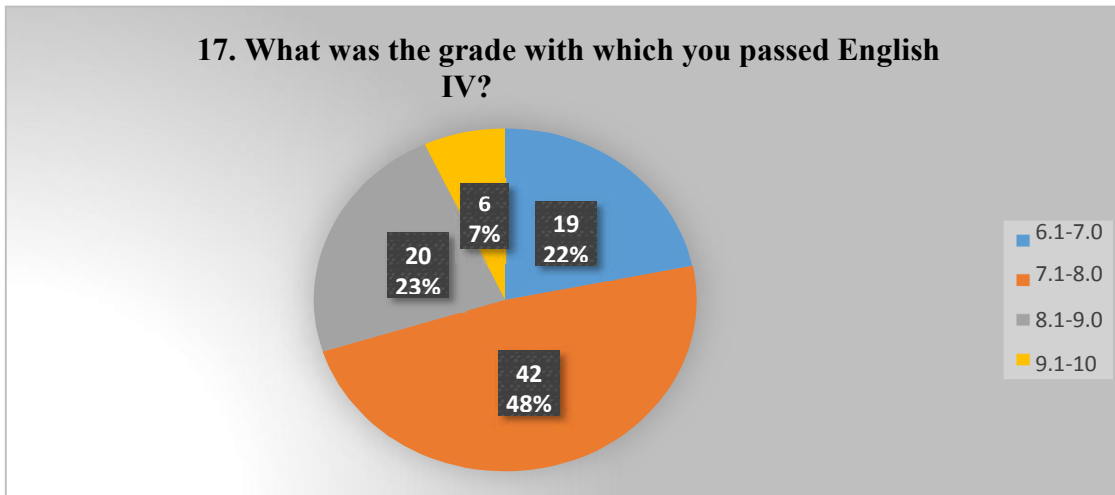


The previous graph showed that 84% (73) of students said that the previous English knowledge that they have from elementary school and high school was helpful for them at the moment of taking the English courses that the major requires. They think that this knowledge was meaningful for them because they could apply it in superior studies. Nevertheless, 16% (14) said no which means that for them studying English before the university was not helpful and meaningful at all.

Table 17

| Q17. What was the grade with which you passed English IV? | | |
|--|-----------------|-------------------|
| Categories | Students | Percentage |
| 6.1-7.0 | 19 | 22% |
| 7.1-8.0 | 42 | 48% |
| 8.1-9.0 | 20 | 23% |
| 9.1-10 | 6 | 7% |
| Total | 87 | 100% |

Graph 17

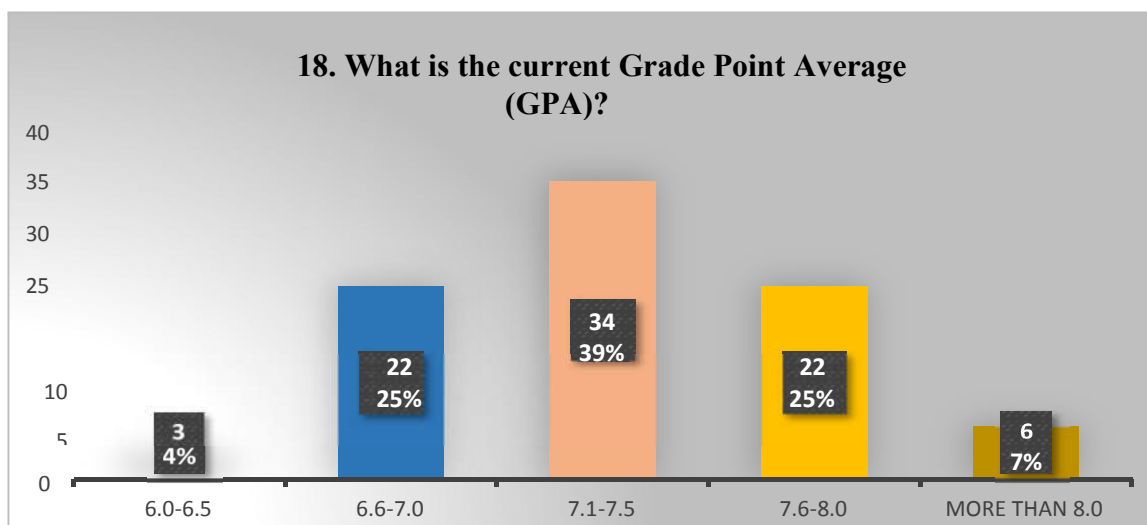


According to the data collected in question 17: 48% (42) of the students have a score from 7.1 to 8.0, 23% (20) of the students have from 8.1 to 9.0, 22% (19) has from 6.1 to 7.0 and 7% (6) has from 9.1 to 10.0. It can be concluded that the majority of students had passed the English IV with a good grade which means that they bring a good background knowledge for English.

Table 18

| Q18. What is the current Grade Point Average (GPA)? | | |
|--|-----------------|-------------------|
| Categories | Students | Percentage |
| 6.0-6.5 | 3 | 4% |
| 6.6-7.0 | 22 | 25% |
| 7.1-7.5 | 34 | 39% |
| 7.6-8.0 | 22 | 25% |
| More than 8.0 | 6 | 7% |
| Total | 87 | 100% |

Graph 18

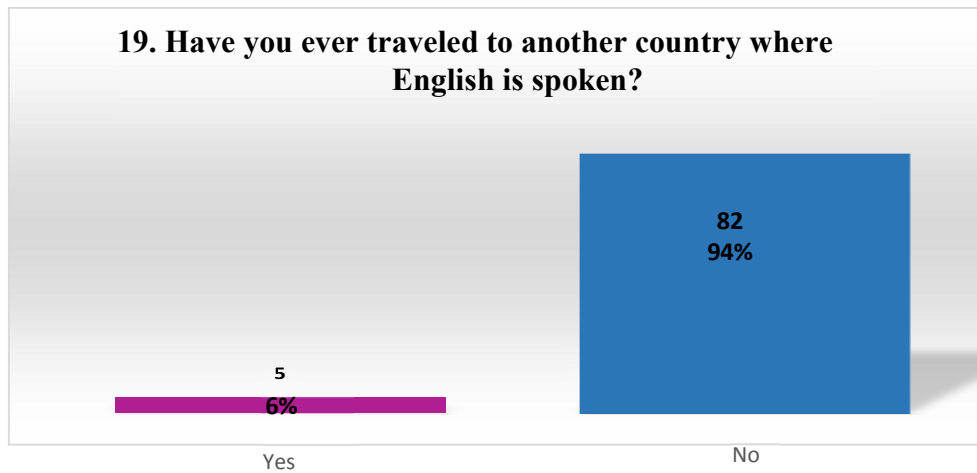


According to the data collected in question 18: 39% (34) of the students have a score from 7.1 to 7.5, 25% (22) has from 7.6 to 8.0 as well, 25% (22) of the students have from 6.6 to 7.0, 7% (6) of the students have a GPA more than 8.0 and 4% (3) of the students have a score from 6.0 to 6.5. So, the information collected shows that 71% (62) of the students have a GPA from 7.1 to 10.0 which means they have done a very good job so far.

Table 19

| Q19. Have you ever traveled to another country where English is spoken? | | |
|--|-----------------|-------------------|
| Categories | Students | Percentage |
| Yes | 5 | 6% |
| No | 82 | 94% |
| Total | 87 | 100 |

Graph 19

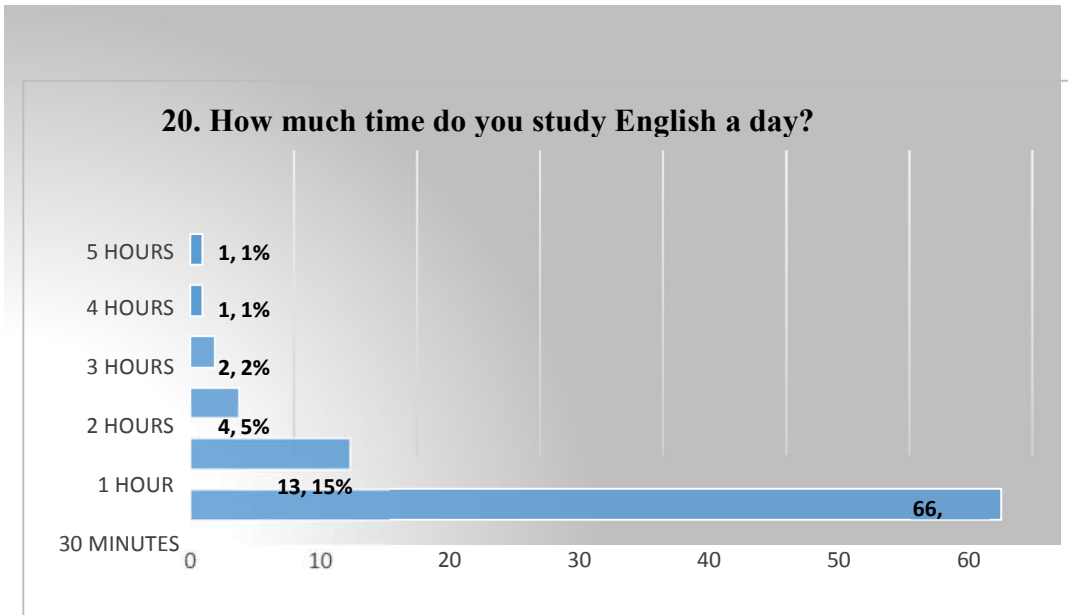


Concerning question 19, which deals with students' having traveled or not to another country where English is spoken, the graph shows that 94% (82) of the interviewed answer that they have not traveled to another country. On the other hand, 6% (5) answer that they have traveled to another country. It can be concluded that the majority of the students have not had the opportunity to travel to another country where English was spoken because they do not have the economic capacity to do so.

Table 20

| Q20. How much time do you study English a day? | | |
|---|-----------------|-------------------|
| Categories | Students | Percentage |
| 30 Minutes | 66 | 76% |
| 1 Hour | 13 | 15% |
| 2 Hours | 4 | 5% |
| 3 Hours | 2 | 2% |
| 4 Hours | 1 | 1% |
| 5 Hours | 1 | 1% |
| Total | 87 | 100% |

Graph 20

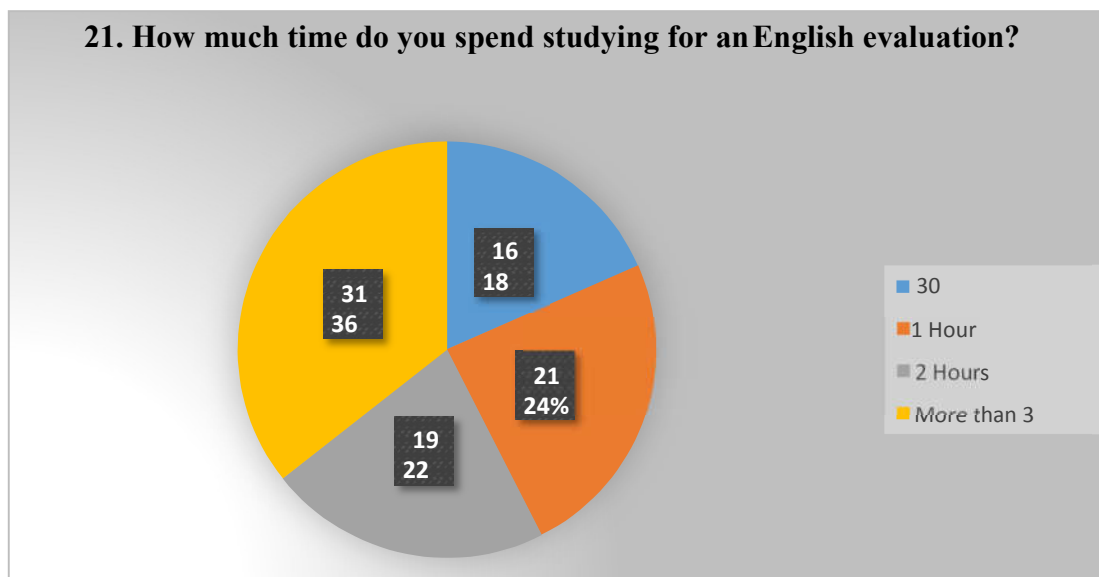


The information collected shows that 76% (66) of the students' study 30 minutes of English a day a part of their classes in the school, 15% (13) of the students study 1 hour, 5% (4) of the students study 2 hours, 2% (2) of the students study 3 hours and 1% (1) study 4 hours and another 1% (1) study 5 hours. According to these percentages, the majority of students study at least 30 minutes of English apart from their classes in the school, which is good because it means that they have knowledge of English as a second language and show that they are interested in learning more about the language

Table 21

| Q21. How much time do you spend studying for an English evaluation? | | |
|--|-----------------|-------------------|
| Categories | Students | Percentage |
| 30 Minutes | 16 | 18% |
| 1 Hour | 21 | 24% |
| 2 Hours | 19 | 22% |
| More than 3 Hours | 31 | 36% |
| Total | 87 | 100% |

Graph 21

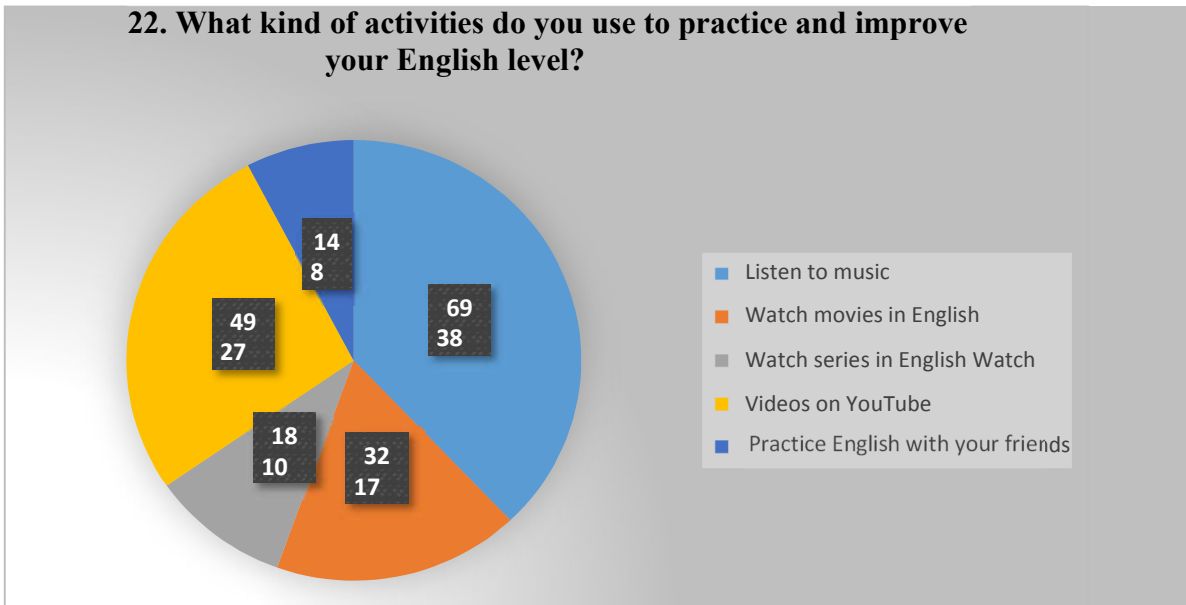


According to the information collected in the question 21: 36% (31) of students' answer that they study more than 3 hours for an English evaluation, 24% (21) of the students' answer that they study 1 hour, 22% (19) answer that they study 2 hours and 18% (16) of the students' answer that they study 30 minutes. As a conclusion, a great percentage of the students answered that they study more than 3 hours for an evaluation showing that they are worried for this subject.

Table 22

| Q22. What kind of activities do you use to practice and improve your English level? (You can choose more than one option). | | |
|---|-----------------|-------------------|
| Categories | Students | Percentage |
| Listen to music | 69 | 38% |
| Watch movies in English | 32 | 17% |
| Watch series in English | 18 | 10% |
| Watch videos on YouTube | 49 | 27% |
| Practice English with your friends | 14 | 8% |

Graph 22

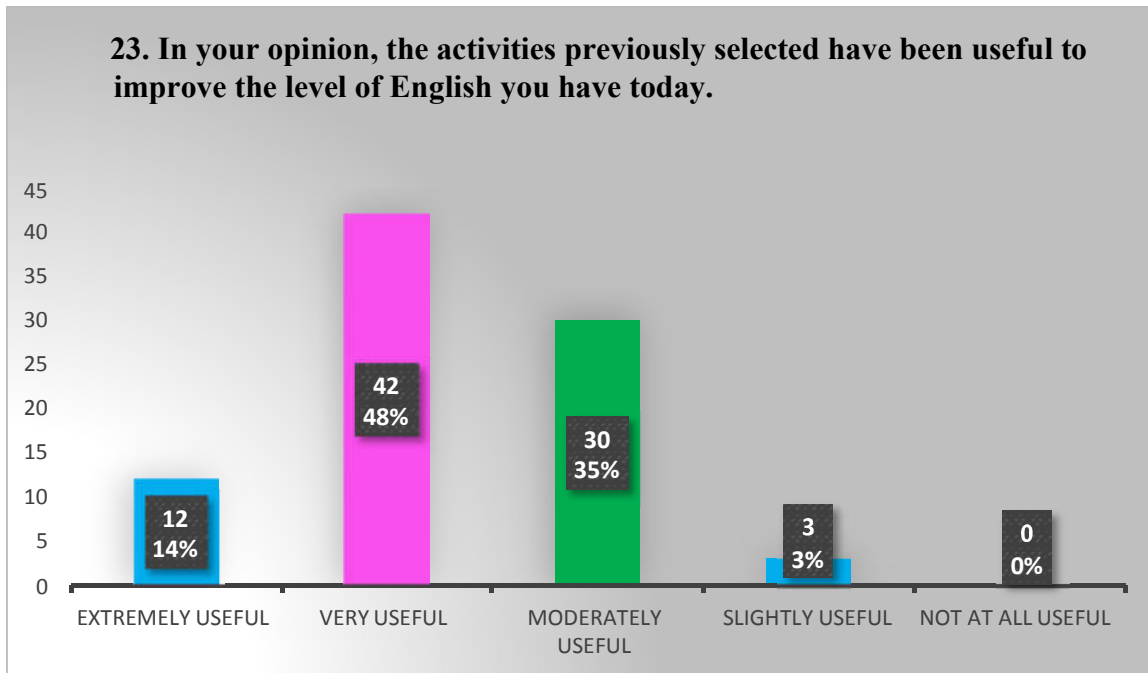


Regarding question 22, 38% (69) of the students improve their English as a second language by listening to music, 27% (49) of the students practice watching YouTube videos, 17% (32) of the students practice by watching movies in English, 10% (18) of the students practice watching series in English and 8% (14) of the students practice English by talking with their friends. According to this information it can be stated that all the students apply self-taught activities because they are helpful in the way to improve their English level.

Table 23

| Q23. In your opinion, the activities previously selected have been useful to improve the level of English you have today. | | |
|--|-----------------|-------------------|
| Categories | Students | Percentage |
| Extremely useful | 12 | 14% |
| Very useful | 42 | 48% |
| Moderately useful | 30 | 35% |
| Slightly useful | 3 | 3% |
| Not at all useful | 0 | 0% |
| Total | 87 | 100% |

Graph 23

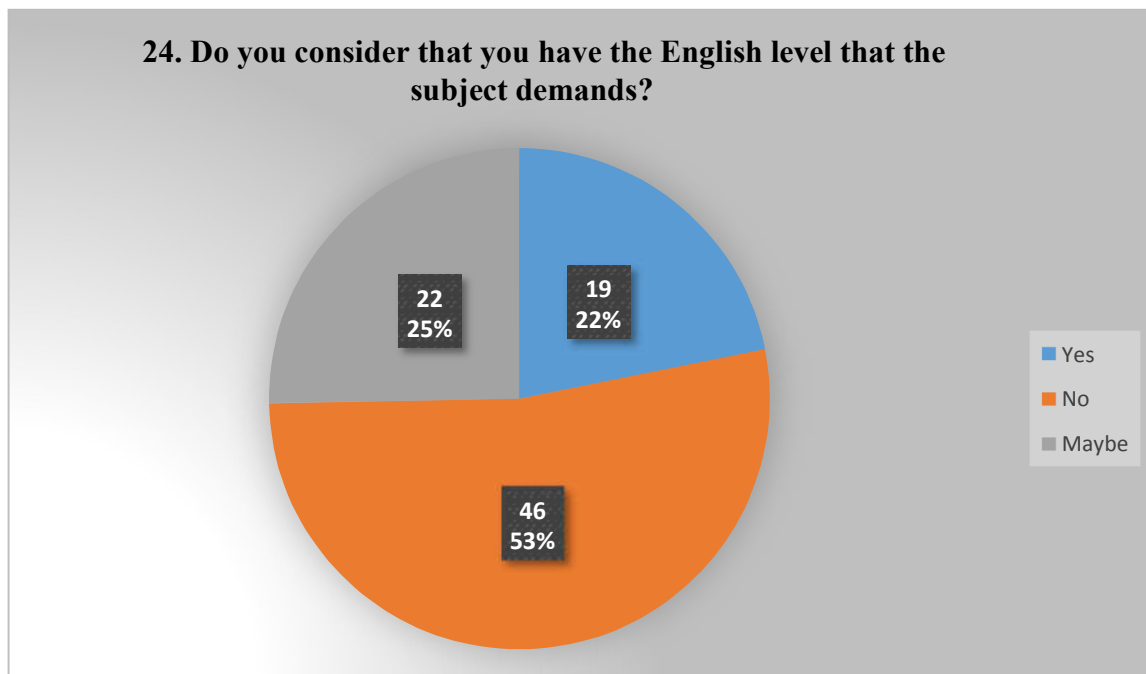


According to question 23 the graph shows that 48% (42) of the students' answer that the activities were very useful, 35% (30) answer that the activities were moderately useful, 14% (12) of the interviewers answer that the self-taught activities were extremely useful and 3% (3) answer that the activities were slightly useful. As a conclusion, a great percentage of the students answered that the use of self-taught activities have been helpful for improving their English level.

Table 24

| Q24. Do you consider that you have the English level that the subject demands? | | |
|---|-----------------|-------------------|
| Categories | Students | Percentage |
| Yes | 19 | 22% |
| No | 46 | 53% |
| Maybe | 22 | 25% |
| Total | 87 | 100% |

Graph 24

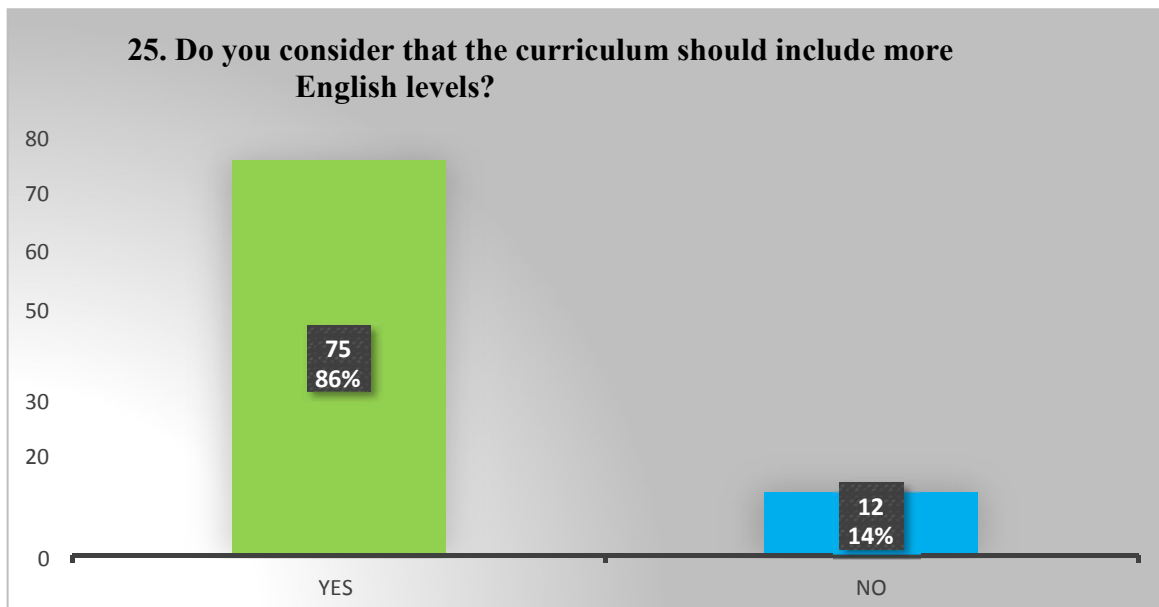


According to the information collected in the question 24: 53% (46) of the students consider that they do not have the English level that the subject demands, 25% (22) of the students consider that they possibly have the English level that the subject and 22% (19) of the students consider that they have the English level that the English subject demand.

Table 25

| Q25. Do you consider that the curriculum should include more English levels? | | |
|---|-----------------|-------------------|
| Categories | Students | Percentage |
| Yes | 75 | 86% |
| No | 12 | 14% |
| Total | 87 | 100% |

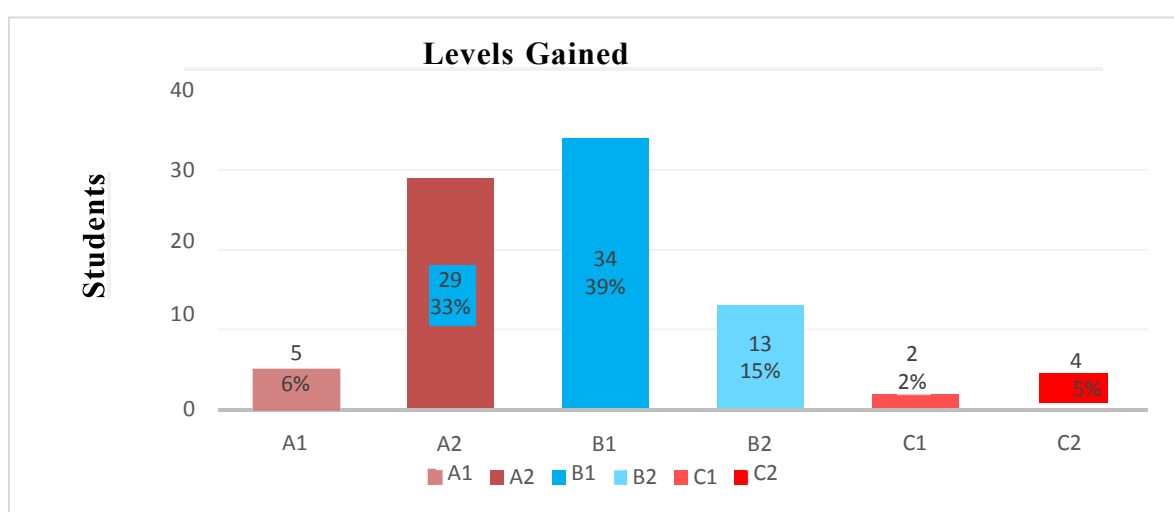
Graph 25



According to the data collected in question 25. The graph shows that 86% (75) of the interviewed answer that the curriculum should include more English levels. On the other hand, 14% (12) answer no. It can be concluded that the majority of the students want another English level in order to improve their English Proficiency.

4.2 Objective Placement Test Analysis

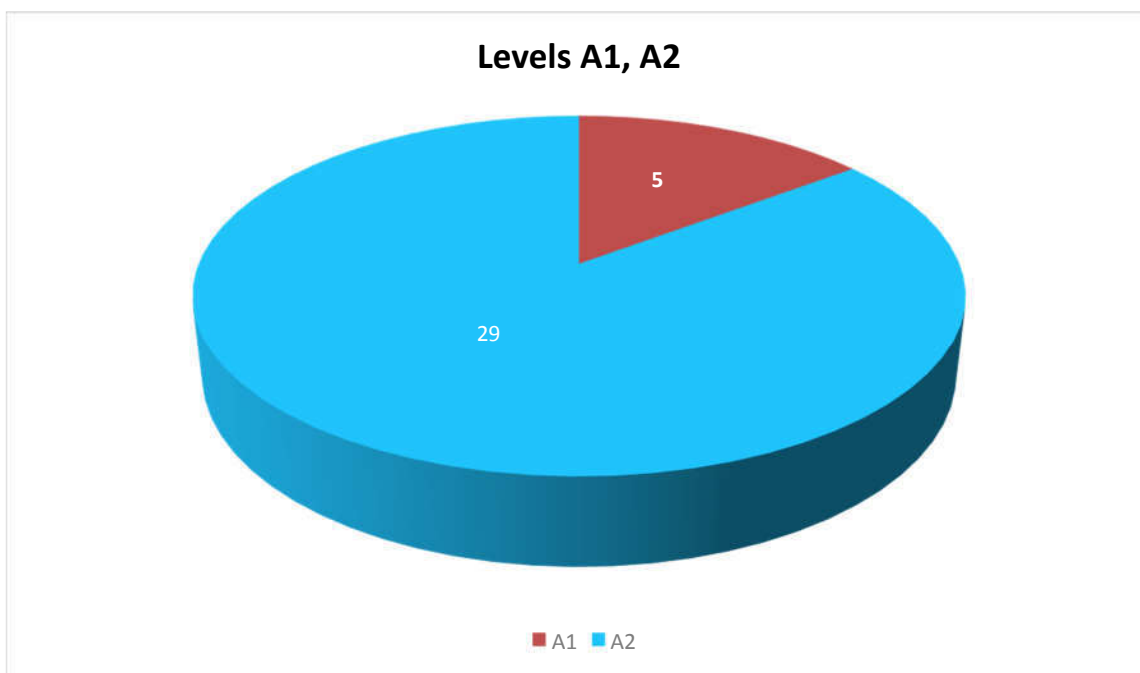
| Placement Test Administered in the B.A in International Marketing | | |
|---|-----------|-------------|
| Level | Students | Percentages |
| A1 | 5 | 6% |
| A2 | 29 | 33% |
| B1 | 34 | 39% |
| B2 | 13 | 15% |
| C1 | 2 | 2% |
| C2 | 4 | 5% |
| Total | 87 | 100% |



According to the information gathered in the placement test administered to three groups of the B.A in International Marketing, with a total of 87 students, the data shows that 39% (34) students reached B1, and 15% (13) reached level B2, according to Cambridge this is the Independent level. Also, 6 % (5) of the students respectively reached A1 and 35% (29) reached A2, the basic level. Furthermore, 2 % (2) of the students reached the C1 level and 5% (4) of the students got the top level of C2 that according to Cambridge that is the Proficient level. It can be concluded that the majority of the students that is represented by 61 % (53) students have reached the Independent level (B1, B2) and above levels (C1, C2) meaning they have the right level that the English Program demands. However, 39% (34)

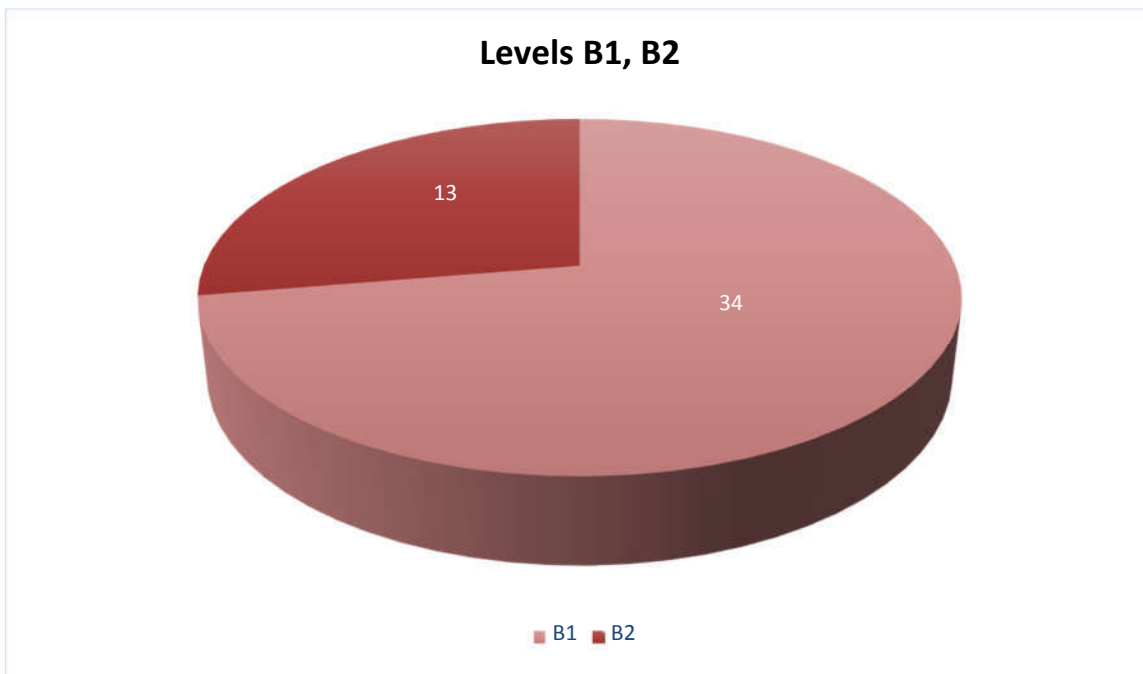
students only achieved an A1 and A2, these levels are categorized as basic user of the language.

| Categories | Students |
|------------|----------|
| A1 | 5 |
| A2 | 29 |
| Total | 34 |



The information gathered in this graph shows that 29 students that represent 33% reached A2. On the other hand, 5 students that represent the 6% reached the A1 level. According to that information 34 students representing 39% are in the Basic Level.

| Categories | Students |
|------------|----------|
| B1 | 34 |
| B2 | 13 |
| Total | 47 |



This graph contains the results of the test administered to the students that have got the levels B1 and B2. The graph shows that 34 students that represent 39% of the sample reached B1 and 13 students that represents 15% reached the B1 level. It can be argued that 47 students are classified in the Independent level, it means that they have the Intermediate Level, which is the one that the English Program demands.

| Categories | Students |
|-------------------|-----------------|
| C1 | 2 |
| C2 | 4 |
| Total | 6 |

According to the data collected in the placement test, the table shows that 4 students that represent the 5% reached the C2 level. On the other hand, 2 students that represent the 2% reached the C1 level. It can be concluded that 6 students have more knowledge about the language, that's mean that they reached the top of the level that according to Cambridge is the Proficient level.

CHAPTER V. ANSWER TO THE RESEARCH QUESTIONS

5.1 General research question:

- What is the influence that academic background has on the English proficiency level that students achieve in their fifth English course in the B. A. in International Marketing?

There is a very strong influence of Academic Background on students' English proficiency level. First all of, there is a positive correlation between students' PAES score and the English test results. For example, 64% of students got a score from 7.1 to 9.0.in the PAES and 61% achieved the intermediate English level expected.

Second, students have parents who have received a good academic education, from high school to university level. In regards to students' mothers 71% and in the case of students' fathers 69%. The percentages confirm that if parents are academically educated, their children have more chances to have a very good academic achievement. To continue, the score that students got in English IV was very good; 78% got a grade from 7.1 to 10.0. The following academic aspect is the Grade Point Average (GPA); 71% got a score from 7.1 to more than 8.0. It is a good evidence that their performance in high school has helped them to have a high performance in their university academic load.

5.2 Specific research questions:

- What is the English proficiency level achieved by students after their fifth English course in the B.A. in International Marketing?

Based on the results gathered in the Objective Placement Test B administered in the fifth English course, 61% which is a good percentage of students achieved an intermediate level (B) or higher English level (C) and only 39% reached a basic one (A).

In regards to intermediate level, 39% achieved B1 (Threshold), and 15% got B2 (Vantage) these levels are named Independent User. In the advanced level, 2% reached C1 (Effective Operational Proficiency), and 5% got an outstanding C2 (Mastery) both sub-classifications are considered Proficient User of the language. Finally, in the basic level 6% reached A1 (Breakthrough), and 33% got A2 (Waystage); both levels are categorized as Basic User.

- What is the influence of socio-economic status on the academic background of International Marketing students?

The information collected showed that the higher the SES is, the stronger the ABK would be, because having the opportunity to afford an extra English course, to travel abroad, to have educated parents, to attend private schools, and to have economic stability increased the opportunities for students to acquire a strong ABK.

- What academic factors have played a major role in the English proficiency level achieved by students in the B.A. in International Marketing?

In regards to the third specific research question, the main factors that have played a major role in the students' English proficiency are: the PAES score, the grade gotten in English IV, their grade Point Average (GPA) and free activities used to improve English. The results gathered were the following.

What was your PAES score? 64% of participants had a score from 7.1 to 10, the result showed that students had a good academic achievement in the high school education which has led to a good performance in the university level.

What was the grade with which you passed English IV? 78% of students got a grade from 7.1 to 10, it means that students have had good grades in the previous English courses.

What is the current Grade Point Average (GPA)? 71% of the students have a GPA from 7.1 to 10.0 which means that students have achieved a good performance in all the subjects included in the curricula. It also showed the students' interest and dedication in the major.

What kind of activities do you use to practice and improve your English level? From a list of five activities to practice English, students highlighted listen to music with 38% and watch videos on YouTube 27%. Besides that, 97% expressed that these activities have been from moderately to extremely useful to improve their English level

CHAPTER VI. CONCLUSIONS

Throughout the development of this research, and according to the data gathered from students, English coordinator and the academic literature, the following conclusions are presented:

- Based on the results gathered from the Objective Placement Test B, the students from the B.A in International Marketing reached an intermediate English level. According to the CEFR 39% of the students reached B1, 15% of students B2 and 2% reached C1, 5% reached C2. Thus, 61% of students reached an intermediate level and advanced.

- Based on the results gathered in the English Proficiency Test and the questionnaire, there is a big correlation between students' academic background and the English proficiency level, because 54% students have reached the Intermediate level that is stated in the English Program.

- There are different factors that play an important role in the English proficiency level achieved by students from the bachelor of International Marketing. In this research and according to the collected data, there are four factors that influence their proficiency level positively: PAES score, grade they passed English IV, current Grade Point Average (GPA) and the activities that they use to improve the English

level. It was found a positive correlation between the students' academic achievement and the English level.

- 86% of students consider that the curriculum should add more English courses in order to be better prepared for the future because in the collected data was showed that 78% of students think that they did not achieve the level that the subject requires or they are not certain sure if they achieved it or not.
- According to the results gathered the student's parents have achieved a relatively good educational level. Both their mothers and fathers have studied high school and above levels. It is inferred that parents who are educated encourage their children to have a better educational level.
- The investigation showed a big percentage of students, 93%, who did not have a job during the fifth English course, the majority are supported by their parents and they are single. So, it can be concluded that students from International Marketing have the opportunity to be more concentrated on their studies.

CHAPTER VII. RECOMMENDATIONS

Taking into account the academic situation of the English coordinator, students, and professors in the fifth English course, some recommendations are given in order to solve some of their needs. According to the data analyzed the following suggestions were stated:

7.1 To the English coordinator

- A standardized test should be administered to students after finishing the fifth English course in order to measure what English proficiency level they achieve; and in the same way identify what areas of improvements students and professor have to work on.
- The researches recommend to take into consideration the guided learning hours (standardized number of hours per level) provided by the Common European Framework of reference at the moment of planning the English courses. The courses can be better organized and the objectives can be more realistic.
- Tutoring sessions should be promoted in order to help students with low English performance. Student's development workshops can help students to learn new study habits and guide them to find their own strategies to facilitate the English learning.

7.2 To the professors

- It is recommended that professors make students aware about the importance of learning English. Therefore, they can get better job opportunities or get a scholarship in another country. So, if they are awarded that English is important, they will improve their proficiency level.
- Researchers recommend that professors should measure systematically students learning process, particularly at the end of the semester in order to make sure that they achieve the level that they are supposed to be in.
- Professors should encourage students to use the (TICS) internet technologies to improve student's proficiency.

7.3 To the students

- Students should give equal importance to both their major core courses and to learning English because it is going to be helpful for future job opportunities, because as the major says it is International Marketing.
- The researchers recommend students to dedicate more time in the practice of English. They should spend more time listening to music in English, watching series or videos in English and practicing with friends and family in way to have a better English.
- The research team encourages students to be more autonomous in their learning 'process and take advantage of the technology to measure the level of English they have via: <https://www.cambridgeenglish.org/es/test-your-english/>.

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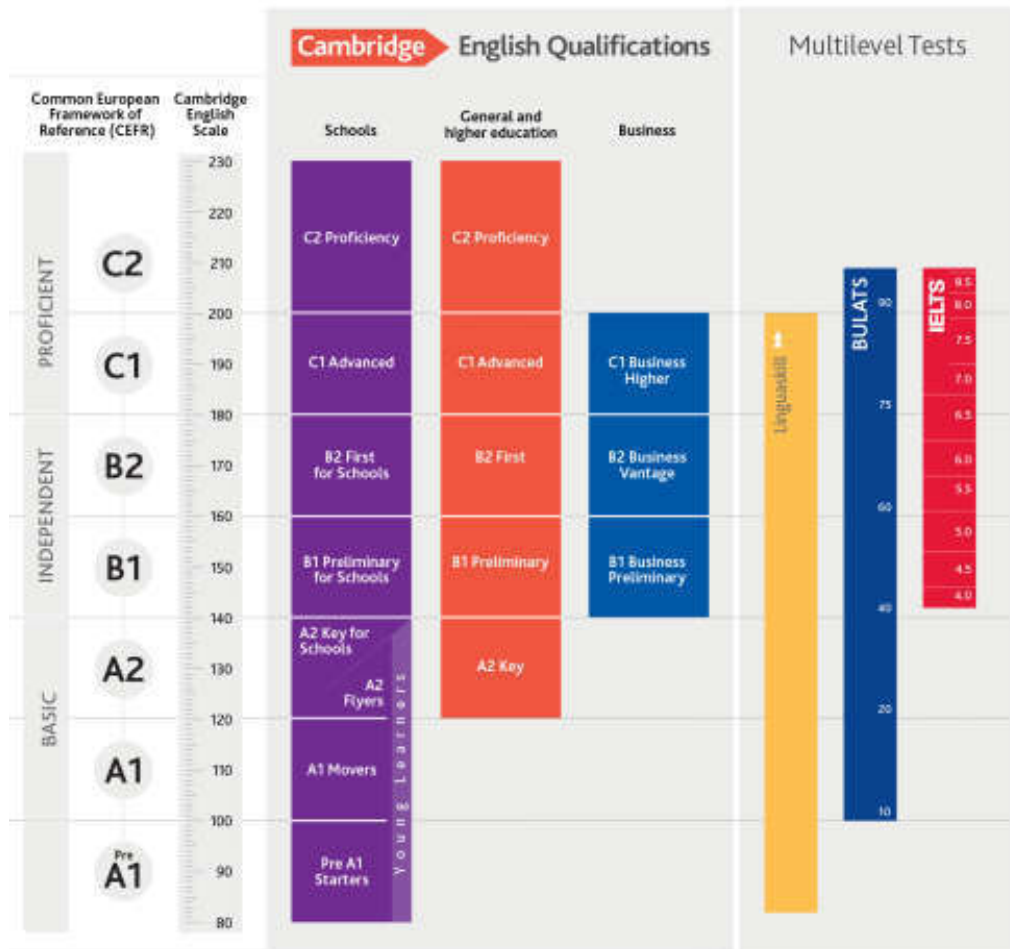
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APPENDICES

The diagram below shows all English exams on the CEFR



UNIVERSIDAD DE EL SALVADOR
FACULTAD DE CIENCIAS Y HUMANIDADES
DEPARTAMENTO DE IDIOMAS EXTRANJEROS



**Cuestionario para Estudiantes Inscritos en Inglés V, de la Licenciatura
en Mercadeo Internacional de la Escuela de Economía.**

Tema: *"La Influencia de la Formación Académica en el Nivel de Proficiencia del Idioma Inglés que los Estudiantes Alcanzan Después de cursar el Nivel Cinco en la Licenciatura en Mercadeo Internacional en la Escuela de Economía, Semestre I 2019"*

Objetivo: Obtener información socio-académica de los estudiantes de la cátedra de Inglés V de la Licenciatura en Mercadeo Internacional de la Escuela de Economía.

Instrucciones: *Por favor lea las siguientes preguntas cuidadosamente y marque con un "X" la respuesta que más se apegue a su caso personal y complete los espacios en blanco donde se requiera.*

Información Personal

1. Género: Masculino Femenino

2. Edad: 15-20 años 21-25 años
 26 a 30 años Mayor de 30 años

3. Estado Civil: Soltero/a Casado/a
 Divorciado/a Acompañado/a Viudo/a

4. Lugar de Residencia: Zona Urbana Zona Rural

5. ¿Cuenta con un empleo actualmente?: Sí No

6. ¿De qué tipo de institución se graduó usted?
 Institución Pública Institución Privada

7. ¿Cuál fue el promedio que obtuvo en la Prueba de Aprendizajes y Aptitudes para Egresados de Educación Media (PAES)?
 Menos de 5.0 5.0-6.0 6.1-7.0
 7.1-8.0 8.1-9.0 9.1-10

8. ¿Quién le costea sus estudios?

Padres Familiares Amigos
 Beca Ingresos propios
 Otros: _____

9. ¿Cuál es el nivel de estudio más alto que han completado sus padres?

Madre
 Educación Básica. (Primer y segundo ciclo)
 Educación básica (Tercer ciclo)
 Educación Media
 Técnico
 Estudio Universitario

Padre
 Educación Básica. (Primer y segundo ciclo)
 Educación básica (Tercer ciclo)
 Educación Media
 Técnico
 Estudio Universitario

10. ¿Ha realizado cambio de carrera? Sí No

Hábitos de Estudio

20. ¿Cuánto tiempo dedica al estudio del idioma inglés a diario aparte de las clases?

- 30 minutos
- 1 hora
- 2 horas
- 3 horas
- 4 horas
- 5 horas

21. ¿Cuánto tiempo dedica a estudiar para una evaluación de la materia de inglés?

- 30 minutos
- 1 hora
- 2 horas
- Más de 3 horas

22. ¿Qué tipo de actividades practica para mejorar su nivel de inglés? (Puede escoger una o más actividades)

- Escuchar música
- Ver películas
- Leer libros en inglés
- Ver series en inglés
- Netflix
- Practicar inglés con tus amigos/as
- Ver videos en YouTube
- Suscribirse en blogs en inglés
- Video juegos
- Otras: _____

23. En su opinión, las actividades antes seleccionadas han sido útiles mejorar el nivel de inglés que tiene hoy.

- Extremadamente útiles
- Muy útiles
- Algo útiles
- No tan útiles
- Para nada útiles

24. ¿Estima que tiene el nivel de inglés que el curso requiere?

- Sí
- No
- Tal vez

25. ¿Considera que el plan de estudio debería incluir más asignaturas de inglés?

- Sí
- No

Muchas gracias por su tiempo y valiosa cooperación.

Formación Académica

11. ¿A qué edad comenzó el aprendizaje del idioma inglés antes de iniciar los estudios Universitarios?

- 4-6 años 7-10 años 11-14 años
 15-18 años 19 - más años

12. ¿Recibió clases de inglés durante la educación básica (1^{er}-6^{er} grado)?

- Sí No

13. ¿Si su respuesta anterior fue sí, cuántas horas? _____

12. ¿Recibió clases de inglés durante la educación básica (1^{er}-6^{er} grado)?

- Sí No

14. ¿Antes de ingresar a la universidad fue beneficiado con algún tipo de beca para estudiar inglés?

- Sí No

Nombre de Beca: _____

15. ¿Antes de ingresar a la universidad obtuvo buenas notas en la materia de inglés?

- Sí No Algunas veces

16. ¿Considera que el conocimiento previo del idioma inglés ha sido de gran ayuda en las clases de inglés que requiere la carrera?

- Sí No

17. ¿Cuál fue la nota con la que aprobó el inglés IV?

- 6.1-7.0 7.1-8.0
 8.1-9.0 9.1-10

18. ¿Cuál es el promedio de su coeficiente de unidades de mérito (CUM) actualmente?

- 6.0-6.5 6.6-7.0 7.1-7.5
 7.6-8.0 más de 8.0

19. ¿Alguna vez ha viajado a otro país donde se habla el idioma inglés?

- Sí No