

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



TOPIC:

STUDENTS' INSIGHTS ON TAKING FOUR ENGLISH SUBJECTS IN THE JOURNALISM MAJOR AT THE JOURNALISM DEPARTMENT, SCHOOL OF ARTS AND SOCIAL SCIENCES, UNIVERSITY OF EL SALVADOR, YEAR 2015.

AN UNDERGRADUATE RESEARCH WORK WRITTEN BY:

MORALES ABARCA, BLANCA DINORA MA09064
PERLA MORALES, GILMA GUADALUPE PM10032
SIGÜENZA MARTÍNEZ, ALBA MARLENE SM10027

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**NAME OF THE ADVISOR:
FRANCISCO ANTONIO RODRÌGUEZ ARGUETA M.A.**

**UNDERGRADUTE DEGREE PROCESS COORDINATOR
MANUEL ALEXANDER LANDAVERDE M.A.**

**WEDNESDAY, FEBRUARY 24, 2016
MAIN CAMPUS, SAN SALVADOR, EL SALVADOR, CENTRAL AMERICA**

AUTHORITIES OF THE UNIVERSITY OF EL SALVADOR

JOSÉ LUIS ARGUETA ANTILLON M.A.

INTERIM RECTOR

ING. CARLOS ARMANDO VILLALTA ZAVALTA

ADMINISTRATIVE VICERRECTOR

Dr. ANA LETICIA ZAVALTA DE AMAYA

SECRETARY-GENERAL

AUTHORITIES OF THE SCHOOL OF ARTS AND CIENCES

JOSÉ VICENTE CUCHILLA MELARA M.A.

DEAN

EDGAR NICOLÁS AYALA M.A.

VICE DEAN

RAFAEL OCHOA GÓMEZ M.A.

SECRETARY

AUTHORITIES OF THE FOREIGN LANGUAGE DEPARTMENT

JOSÉ RICARDO GAMERO ORTIZ M.A.

HEAD OF THE FOREIGN LANGUAGE DEPARTMENT

MANUEL ALEXANDER LANDAVERDE M.A.

UNDERGRADUTE DEGREE PROCESS COORDINATOR

FRANCISCO ANTONIO RODRÍGUEZ ARGUETA M.A.

ADVISOR

DEDICATION

In first place we want to thank God for the opportunity he gave us to finish this work. Also, we want to dedicate this work to our family members, our mothers, our fathers, our siblings, our friends and other relatives for all their unconditional support throughout these years of persistent work at the University of El Salvador. Their backup was important to motivate us to achieve this goal.

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The authors

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The authors

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INTRODUCTION

Learning English as a Foreign Language has become an essential part on the resume of any professional. The School of Sciences and Humanities at the Foreign Language Department in the University of El Salvador offers a variety of Majors (to take a subject as the main part of one's study at college or University) in which it is essential to take English as a requirement to graduate. As an example, in the Journalism Major at the Journalism Department, students take four different courses of Intensive English as part of their program. This situation could be perceived as a barrier for these students because taking English as a part of their academic charge can imply to take more time in their career if they fail any of the 4 English courses. It is for that reason that there is an interest in making a study in which the students' personal, academic and social insights about taking four English in the Journalism Major at the Journalism Department are going to be researched.

Managing English as a foreign language is a characteristic that helps professionals to get a better job position and also to enrich the amount of opportunities regarding personal and professional growing. Nowadays in our society, the demand of learning English generally encourages individuals to focus their educational requirements primarily on become fluent in this language. According to Robert Pinon and Jhon Haydon education is driven by a number of factors around the world as in many countries such as Cameroon, Nigeria, Rwanda, Bangladesh and Pakistan. These include inward investment (with international companies typically using English for internal communication), ambitious individuals looking to sharpen their competitive edge in the labor market, as well as government efforts to encourage business investment by allocating greater budgets to the teaching of English. A custom report compiled by Euromonitor International for the British Council (December 2010). *The Benefits of the English Language for Individuals and Societies: Quantitative Indicators.*

London, London: Euromonitor International. Based on this affirmation it is relevant to mention that in the majority of countries where English is being taught, it is noticeable the improvement of the economical, social and individual margin. Companies that request English to apply for a job position in El Salvador are increasing considerably; it is for that reason that if someone wants to apply for a job position outside the country, the demand of English as part of the resume becomes more than essential.

Also, it is important to mention that this research project is divided in five chapters. Chapter I: comprises the description of the problem, research questions, objectives, justification and limitations of the study. Chapter II: are presented the historical framework that is supported by some theories, theoretical framework, conceptual framework and definition of key terms. Chapter III: discloses the research approach, type of study, research design, population, sample, research techniques and research instruments. Chapter IV: analysis and interpretation of the data. Chapter V: encompasses the conclusions and recommendations. Besides that, resources, timetable, bibliography and annexes have been included.

In conclusion, learning English represents big opportunities for human beings in our society which demands a competent domain of the language in the majority of job positions. Also, English is present in almost all areas of education and professional growing; especially, in the Journalism School where the knowledge of English seems to be fundamental to develop personal, academic and social activities.

CHAPTER I

THE PROBLEM

1.1 DESCRIPTION OF THE PROBLEM

The following research project attempts to provide information about the students' insights on taking four English subjects in the Journalism Major at the Journalism Department, School of Arts and Social Sciences, University of El Salvador, year 2015.

Nobody around the world ignores that English is a synonymous of progress and excellence in the professional development in a global higher education. According to David Crystal (2003), the socio-cultural explanation looks at the way people all over the world, in many walks of life, have come to depend on English for their economic and social well-being. The language has penetrated deeply into the international domains of political life, business, safety, communication, entertainment, the media and education. The Journalism Major at the University of El Salvador is not the exception; this field has also been influenced by the necessity to be proficient in English. That is why it is essential to take into account that in the past in our country a journalist had better opportunities to find a good job position without mastering English, but nowadays the knowledge of the language seems to be indispensable.

At the University of El Salvador in the Journalism Major there is not a secret that students take four English courses as part of the academic charge. This could be seen as a situation of progress by the majority of people who knows that English has become the lingua franca of globalization. However, students seem to face different uncomfortable situations having to take four English courses in their Major. Some students show a reluctant attitude about learning English because they fail this subject on the first, the second and even the last opportunity that a student has to pass a subject. This situation implies to spend more time in the career delaying in this way the undergraduate process. Also, it is heard that students complain about the teachers' lack of motivation in the English courses. Teachers'

methodology is another fact that seems to prejudice the learning process of some students. Students also say that teachers should develop catchy activities, make use of more materials and expose them to real situations in which the English language can be applied. Besides that, the lack of interest on the students' part can influence their own learning. Some students have been seen to arrive late to the classroom, do not participate, use their cell phones, and talk during the class, among others. Another important aspect to be considered is that learning the English Language in this Major may not accomplish the student's academic expectations. It is heard that the kind of vocabulary they learn has nothing to do with any technical word related with their career. These and other problematic situations are usually heard by the students in the Journalism Department. But, what really does students fail the English subject? Could be considered that the teachers' attitudes, their methodology or their lack of motivation when teaching influence the students' learning process? Or it is possible that the students' lack of interest in the language can prejudice their own learning? These and other questions are expected to be answered conducting this study in the Journalism Department. In conclusion, developing this study will help researchers to conclude in a clear way what the positive and negative students' personal, academic and social insights about taking the four English courses are.

1.2 RESEARCH QUESTIONS

In order to know the students' positive and negative insights about taking four English courses at the Journalism Department there is an interest to find the answers to the following research questions:

General Research Question:

- What are the students' insights about taking four different English courses in the Journalism Department?

Specific Research Questions:

- What are the students' attitudes about taking four English courses in their career?
- What are the students' expectations for the future in getting a job in which they have to apply a competent English level?
- What are the students' opinions when they fail any of the English courses and delay to graduate?
- What are the students' viewpoints regarding teachers' methodology and their effective learning process?
- What are the students' insights related with the limitations they face when taking the English subject in the Journalism Major?

1.3 OBJECTIVES

General objective

- To find out the students' positive and negative insights about taking four English courses in the Journalism Major at the Journalism Department, School of Arts and Social Sciences, University of El Salvador.

Specific objectives

- To describe through observation the students' attitudes about taking four English courses in the Journalism Major with the purpose to know their perceptions about learning the language.
- To provide teachers in charge of the English courses some recommendations so that student's motivation might increase.
- To know through interviews the students' expectations for the future about having solid English skills with the aim to apply for a job position in a competent society.

1.4 JUSTIFICATION

The focus of this research study will be to find out and describe the positive and negative student's insights about taking four English courses. The main purpose of the study is to discover what the student's viewpoints are regarding taking the subject in their career. Moreover, researchers expect to provide some recommendations for teachers in charge of the English courses to motivate students about the importance of learning English since it is a universal language.

P.U, Schemes Mary states that English today is the third most common native language in the world, after Mandarin and Spanish and around 378 million people speak English as their first language. English being the universal language serves as a link between different people, a window to the development and as a bridge to different cultures. Likewise, English is now used almost exclusively as the universal language of disseminating knowledge in science and technology (2013). According to Geoffrey Broughton, et al. (1980) the rapidly developing technology of the English speaking countries has made British and American television and radio programmes, films, recordings and books readily available in all but the most undeveloped countries. Half the world's scientific literature is written in English.

Robert Pinon and Jon Haydon (2010), state that an important element of these growth strategies is recognition of the importance of English in order to communicate in the international business world. A focus on improved language skills has helped to attract more foreign investment, further increasing the need for English speakers in these countries. This underpins the growth of the national and individual wealth and helps drive economic development. Workers with solid English languages skills are therefore in the best position to take the fullest advantage of new opportunities in these rapidly developing economies. This

topic is suitable to study since learning the English language is very important for any professional. More specifically, they are aware that having a better salary income is what they expect when they decide studying a Major, but the reality is that in our society in order to get a better salary people need to master English as second language. The English language has gained a great importance around the world and now every Major at college requires at least some English knowledge. It is well known that in our country a journalist that master the English language will have clearly more opportunities to become successful in a job that someone who lacks the knowledge. For this reason if a professional wants to have more chances to grow up economically he needs to master the language. It is important to mention that there is an interest about knowing the positive and negative students' insights in the Journalism Major regarding the learning of this globalized language.

It was decided by the research team to go further this topic, because it is known that at the Journalism Department students are facing some difficulties with the English subject. Just to mention some problematic situations of the students in this Major, they do not graduate easily if they fail this subject, even though, they success in the other subjects related with their career. This situation seems to be one of the most chaotic in the Journalism Department. Another frequent difficulty that can be found in the Department, is that students are not satisfied by the way some teachers prepare the English class. The teacher's methodology and their lack of motivation when teaching the subject are one of the most common students' complaints. Also, it is important to emphasize the big demand of the English language in the personal, social and academic life of each student at the Journalism Department and the incidence of this demand in the social life when they apply for an acceptable job position.

In conclusion, leaning English offers great opportunities for career advancement. For that reason these and other situations are expected to be discovered through this research. Also it was consider really useful for all the parts involve, the Journalism Department, the teachers and the students from this Major to go deeply in this study because of the diversity of existing positive and negative students' insights that can be found through this research.

1.5 LIMITATIONS

- The main limitation of the research group was meeting time. This happened because of two reasons:
 - a) One of the members of the group was working and was difficult due to schedule.
 - b) All of the members live on different cities and was hard to travel in order to do meetings.

- An outstanding limitation was that only one of the researchers counted with internet access at home.

- Another limitation was that during the data collection process one of the teachers that were included on this research rejected to give the time for the research group to observe the classes and pass a questionnaire to the students. This happened because of one reason:
 - a) The teacher thought the intention of the research team was to evaluate his performance as a teacher.

CHAPTER II

THEORETICAL

FRAMEWORK

2.1 HISTORICAL FRAMEWORK

In the past the English language learning was not seen as an essential requirement for a professional to get a job. People graduated from different faculties in which English was part of the program, but they usually got a job opportunity in which there was not a requirement to speak English to develop their professional tasks. Moreover professionals in the past had a good salary income just by having the university degree that certificated they have completed their academic charge to become lawyers, engineers, doctors, among others. In other words, students did not need to have an English degree and become successful in their careers. In addition, our country is not as other countries such as Australia, Japan and the United States, in which foreigner's visitors are well received just by the fact that they are able to use English as second language. On the 80's the touristic field was not as outstanding as nowadays, as consequence the focus of teaching English was just with educational purpose.

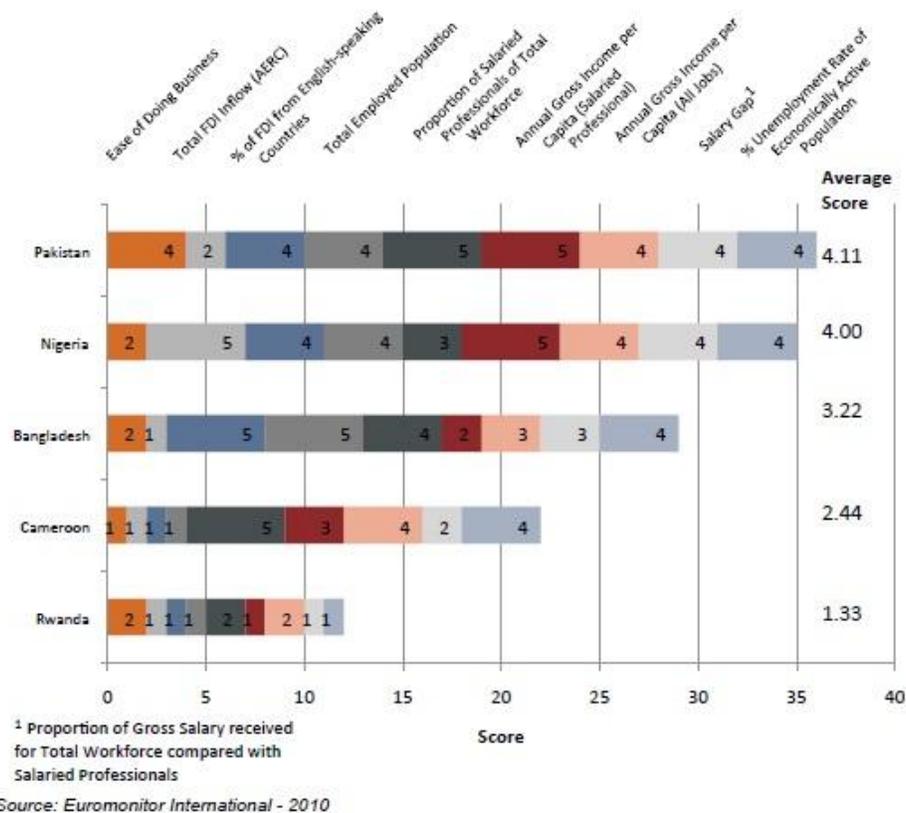
Besides that, in the Salvadorian universities it seems that English is being taught since long time ago due to the importance that the language has on a professional curriculum. It is important to mention that if in a faculty it is not necessary that the students take English among the subjects of their career might imply some consequences on their development such as to have less opportunities to succeed, lack of competence, isolation from the social and economic growing, less chances to apply to a scholarship, among others. That is why nowadays we can definitely appreciate an increase on the number of Universities that are making a big effort to include English as a requirement for the students to graduate from any of their faculties.

2.2 THEORETICAL FRAMEWORK

2.2.1 THE IMPORTANCE OF THE ENGLISH LANGUAGE IN THE WORLD

English is the most important language in the world. Now it is the official language of international business, air traffic control, shipping, United Nations Diplomacy, world banking, science and technology, academic research, space travel and global computing. It is the major medium of education, publishing and international negotiation. The reasons for English to be a dominant language are various: colonialism, military power, commerce, industry, trade, technology, media, the cinema and other arts, popular music, among others. English has become the predominant language of the internet with some 80% of the net being conducted in English. Quarter of the world's population is already fluent or competent in English that means around 1.5 billion people. English is now the language most widely taught as a foreign language in over 100 countries. David E. Ingram states "English has become the major international language and serves as a medium for communication not only with native English speakers but also English is being taught and learned as an international language and has become an important medium for communication between speakers of other languages".

The 1998 World Declaration on higher education for the 21 century stresses the importance of multilingualism in order to encourage international understanding and asks for student exchange programs to be an integral part of all higher education. English, which has become for historical and practical reasons, the major international language, is especially relevant to speakers of other languages since it is most widely spoken, it is the medium for the initial publication of the majority of the world's research, and globally, it is the principal medium for international conferences, negotiations and other events.



According to Robert Pinon and Jon Haydon in their report compiled by Euromonitor International for the British Council in which they interview 30 companies in Bangladesh, Cameroon, Nigeria and Pakistan and 12 companies in Rwanda. In the twenty century English has become an essential part on a professional development and also a key term in finding a good job opportunity. On average, over half of the interviews in the researched countries commented that their workforce was required to speak English to at least intermediate level. The main requirement for people to learn the language is for business purposes, both domestically and internationally, to communicate in English.

Nowadays, teaching the English language plays an important role around the world. Broughton, Geoffrey et al. (2003) state that of the 4,000 to 5,000 living languages, English is by far the most widely used. On the other hand the 300 million native speakers of English are

to be found in every continent, and an equally widely distributed body of second language speakers, who use English for their day-to-day needs, totals over 250 million. The role of motivation in learning English language, it is an important factor that influences in the students' learning process. Some teachers do not motivate their students to acquire the English language. It is for that reason that the authors affirm that motivation is a basic principle that needs to be implemented in the classroom. The learning of the language is best motivated with daily practice in which the students' senses are open to become communicative. That it is appropriate to its context, that his teacher's skills are moving him forward to a fuller competence in the foreign language. The authors allege that in foreign language teaching, pronunciation is the one area where it is generally agreed that imitation is the essence of the learning process. Some people are better at imitation than others, but one thing is clear: in order to imitate correctly one must have heard correctly what is to be imitated. Unfortunately there is not so much the teacher can do to help his students to hear accurately. Even though, he can direct their attention to sound words' differences and give them plenty of opportunities to listen, he cannot give them the ability to hear them correctly.

The authors argue that for successful imitation, students need to listen themselves. Most people cannot really monitor their own speech with the help of tape recorders. Hearing themselves on tape in contrast with their speech model not only convinces the students that they have or not achieved success, but also gives them clues for further improvement. As with all learning, motivation is a highly significant factor in pronunciation. The more it can be made necessary for the student to improve his speech, the more rewarding will the teacher be. Motivation can be real or simulated. Where it is possible, actual contact with speakers outside the class in real communicative contexts (shops, etc.) is of course ideal. According to the authors, the general assumption to improve someone's oral fluency is by talking in a free

and easy way preferably to a native speaker. It is true that listening and having a conversation with a native speaker is beneficial for individuals interested in learning a second language. The authors also recommend content that the best approach teachers can follow is to teach lessons in which conversation is implemented. The authors claim that an important factor that can produce poor learning is the choice of poor materials to teach an English class. Also, the authors point out that with the ease of travel today, students may surely travel outside their own country to attend international conferences and courses, where English will certainly be widely used. It is for that reason that they need to manage the language to be able to understand a wide range of vocabulary. Finally, it is important to mention that in order to get a scholarship it is a necessary requirement for students to have a good level of English.

2.2.2 THE ENGLISH LANGUAGE LEARNING AND PROFESSIONALISM

As the professional world becomes more diverse, competitive and result-oriented, the importance of learning English language skills continues to increase. Learning the English language has taken priority in the corporate world. There is no doubt that good writing and speaking skills are essential to job success in professionals from different careers. Language attitudes are changing all the time, and more and more people are discovering, to their great delight, that they are not at all bad at picking up a foreign language. In particular statements from influential politicians and administrators are beginning to be made which are helping to foster a fresh climate of opinion about the importance of language learning. Learning language benefits learners in several ways like in educational attainment, achievement in their first language, attitudes to other people creativity development. Managing an effective communication skill in English is becoming increasingly essential in the corporate world. Nowadays, employers not only are interested in candidates with a diverse set of skills such

as improved decision making ability, analytical and solving problem skills, management skills, competence to work in different environments, among others; but also they seem to be interested in their employees' English dominance.

Moreover, doctors, lawyers, journalists, among others that are not studying a career related with the learning of the English language might have different opinions about the language. Just to mention an example, at the University of El Salvador in the Journalism Department some students seem to have quite rigid views, fixed opinions and strong prejudices when asking them about taking the English subject in their Major. Some of them consider the language beneficial for their future as professionals and some others take the subject just because they have to take it as a requirement to graduate.

Now it is a reality that if students from different careers ignore the importance of learning English, they will probably be choosing their failure when applying for an acceptable job position. If college students take into account the broader demand of English in the corporate world, they will realize about the necessity to learn the language. Similarly to the importance of the English language in El Salvador, most education systems around the world see an important role for language learning and generally recognize three important goals: to develop language proficiency for practical purposes (including international relations and trade), encouraging intercultural understanding, and fostering positive cross-cultural attitudes.

As a conclusion, speaking skills are very important for a person's professional survival and growth. It is for that reason that students from different careers must be ensured that learning English is a fundamental aspect for them when applying for an acceptable job position. In our country the opportunities in which a job position might need to have a competent level of English is significantly increasing over the years due to many factors like: the influence at a

global level that the language has gained. Crystal D. (2003) states the present-day world status of English is primarily the result of two factors: the expansion of British colonial power, which peaked towards the end of the nineteenth century, and the emergence of the United States as the leading economic power of the twentieth century. If we take into account the previous statement we can deduce that the professional who has more chances to get the better opportunities is the one having English Language knowledge.

The United States and many other countries that have power at the social, political and technological field might offer growing opportunities to many professionals like engineers, doctors, journalists among other careers but there is an important factor that we need to take into account that is the mother tongue of those countries. Even if English is not the mother tongue it might be use as a second language. It is stated by Robert P. and Jon Haydon, that growth in the economy will have a positive impact on individuals who can speak English, as they will be most in demand for positions with international companies and new technology. Over the course of interviews with universities and recruitment agencies, it was stated that English skills combined with French and a good quality degree will lead to a significantly more positive social mobility compared with those lacking such skills. Nineteen out of thirty companies stated that salaried professionals with good English language skills advance quickly, resulting in better salaries and conditions. Our country might not use English as a second language however there are fields such as tourism, politics and economy which are growing with the participation of many countries in which English is the mother tongue or second language. They also add that Pakistan and Nigeria have large population and wide salary gaps between salaried professionals and the remainder of their workforce .This creates strong motivation for citizens to learn English to improve their own economic situation, and to join the growing ranks of salaried professionals.

English Profile

English speakers in 2009	38% of the population
Salary gap between someone who can speak English and someone who cannot	10-30%
Ranking of benefits of English in the workforce (1= not beneficial at all and 4=very beneficial)	2.56
Level of English required	14% (1/7) No English required 29% (2/7) Basic level 57% (4/7) Intermediate level
Rival of English in the work environment	French (up to 80% of the population speaks French)

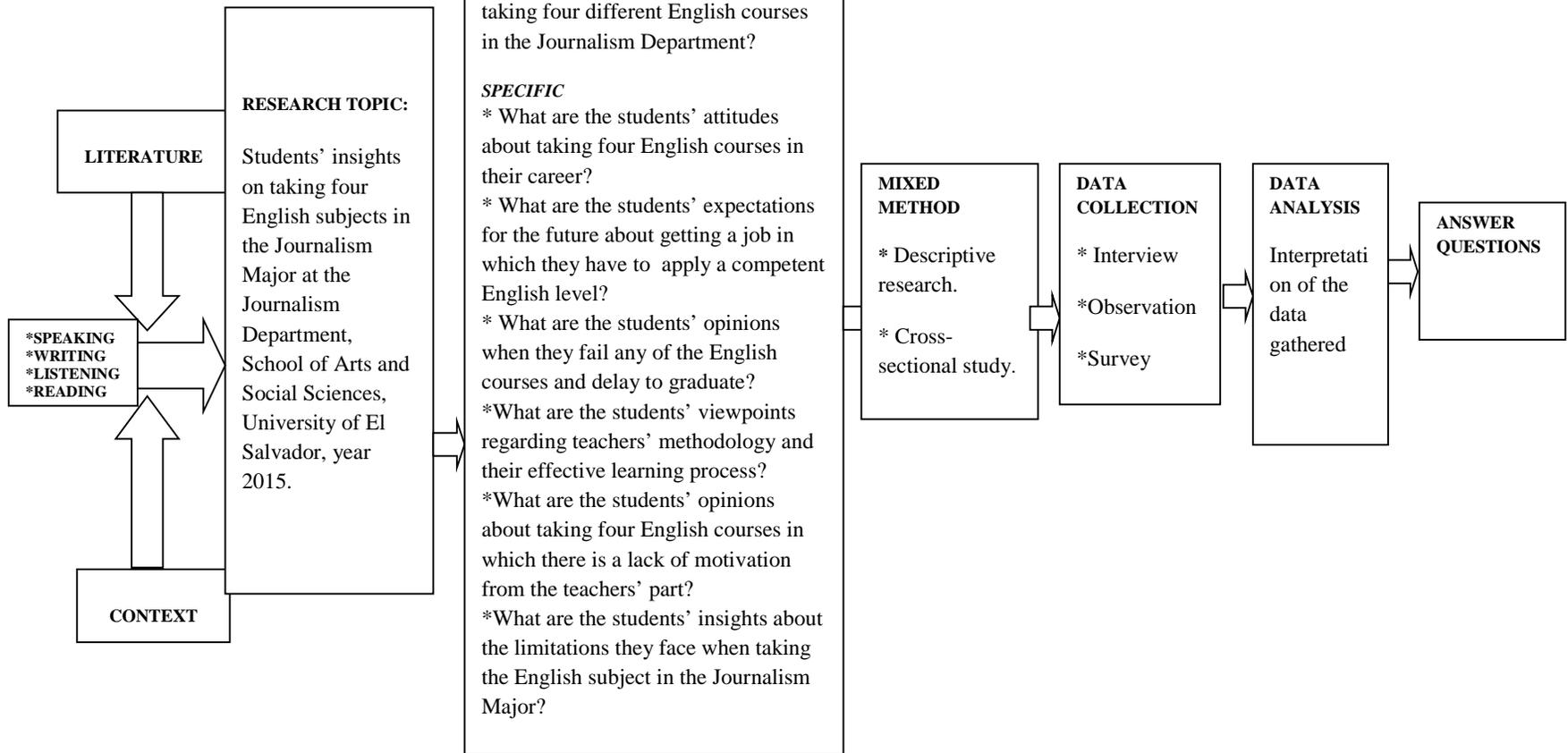
The gaps among the salaried people who handle English at a competent level are reflected not only on the economy of it but also on the quality of living in the professional itself. The results of the report of the Euromonitor showed that, on average for all the studied countries, salaries for English speakers versus non-English speakers were around 25% higher. This is a major incentive for individuals to improve their English, and it is broadly accepted in each country that a good degree and strong language skills lead to economic prosperity and individual wealth. If a professional is planning to apply for a job position outside the country it needs to take into account different factors among them we can mention the language.

In the case of a journalist, the profession might not required the person to live outside the country but it can demand a competent level of the local language in which they might interview or cover an important event, in which they required to use English as their second language. David C. (2003) cited the reasons for travelling abroad are many and various. They range from routine business trips to annual holidays and from religious pilgrimages and sports competitions to military interventions. Each journey has immediate linguistic consequences a language has to be interpreted, learned, and imposed and over time a travelling trend can develop into a major influence.

Students' insights on taking four English subjects in the Journalism Major

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2.3 CONCEPTUAL FRAMEWORK



2.4 DEFINITIONS OF KEY TERMS

- **ESL:** English as a Second Language; which is taught to people who live in a country where the language is English, but their mother tongue is not English.
- **Subject competence:** It is the first requirement of technical communication. It is the possession of appropriate knowledge of a particular technical subject matter as well as the possession of highly sophisticated technical or professional skills.
- **Linguistic competence:** it is the possession of appropriate language skills and the ability to present scientific facts or information clearly and objectively.
- **Insight:** The capacity to gain an accurate and deep understanding of someone or something:
- **Competence:** An idealized speaker-listener's perfect knowledge of his own language in a completely homogeneous speech community.
- **Journalism:** Journalism is the activity of gathering, assessing, creating, and presenting news and information. It is also the product of these activities.
- **Expectation:** The word *expectation* comes from the Latin word *expectationem*, meaning "an awaiting." *Expectation* can also describe something that is supposed to happen, like a teacher whose expectation is that everyone comes to class prepared.
- **Intercultural understanding:** It is a form of communication that aims to share information across different cultures and social groups. It is used to describe the

wide range of communication processes and problems that naturally appear within an organization or social context made up of individuals from different religious, social, ethnic, and educational backgrounds.

- **Motivation:** the act or an instance of motivating, or providing with a reason to act in a certain way.

CHAPTER III

METHODOLOGY

3.1 RESEARCH APPROACH: MIXED METHOD

A mixed method research includes the mixing of qualitative and quantitative data, methods, methodologies and/or paradigms in a research study or set of related studies. This research study will adopt a mixed method because the methodology for conducting the research will involve collecting, analyzing and integrating quantitative (e.g. surveys) and qualitative (e.g. interviews) research.

Quantitative data: includes close-ended information such as that found to measure attitudes (e.g. rating scales), behaviors (e.g. observation checklists), and performance instruments. The analysis of this type of data consists of statistically analyzing scores collected on instruments (e.g. questionnaires) or checklists to answer research questions or to test hypotheses.

Qualitative data: consists of open-ended information that the researcher usually gathers through interviews, focus groups and observations. The analysis of the qualitative data (words, text or behaviors) typically follows the path of aggregating it into categories of information and presenting the diversity of ideas gathered during data collection.

3.2 TYPE OF STUDY: DESCRIPTIVE

A descriptive study is an observational study which describes the patterns of disease occurrence in relation to variables such as person, place and time. Descriptive research is a study designed to depict the participants in an accurate way. More simply put, descriptive research is all about describing people who take part in the study.

According to Denise F. Polit et al (2012:226-227), the purpose of descriptive studies is to observe, describe, and document aspects of a situation as it naturally occurs and sometimes to serve as a starting point for hypothesis generation or theory development. Is for that reason that the research group has chosen a descriptive study since its aim is to describe the current existing characteristics such as attitudes and expectations related with the students' insights on taking four English courses.

3.3 RESEARCH DESIGN: NON-EXPERIMENTAL CROSS-SECTIONAL

A non-experimental research design is research that lacks the manipulation of an independent variable, random assignment of participants to conditions or orders of conditions, or both. A cross-sectional research design is based on observation that takes place in different groups at one time. This is means there is no experimental procedure, so no variables are manipulated by the researcher. This study will be a non-experimental cross-sectional design because the researchers will not be allowed to control, manipulate or modify the variables. Besides that, the design will be cross-sectional because researchers will study similar sample of people from different age groups at the same point in time.

3.4 POPULATION:

At the beginning of the process the population of this study was 7 groups of English courses. Three groups of the Intensive English IV and four groups of Intensive English II, as a total the population was supposed to be 247 students but due to a teacher dissertation the sample of this study is now the following one: the population will be five groups of Intensive English, three groups of intensive English II and two groups of Intensive English IV, Semester II.

The population of this research study is a total of **177**

Number of Students	English Group
19	Intensive English IV
33	Intensive English IV
38	Intensive English II
42	Intensive English II
45	Intensive English II
177	Total

3.5 SAMPLE:

This research will use a non- random sample by quotas and the type of sample will be a stratified random sampling which means that is a sample selected so that certain characteristics are represented in the sample in the same proportion as they occur in the population, since researchers are finding out the student's attitudes and expectations. In order to obtain the sample, researchers will apply the following strategy:

Example:

177 students= population

Intensive English II= 125students →stratum/population $125/177=70.62\%$

Intensive English IV=52students $52/177=29.38\%$

Researchers will take 63% of each level as follow:

63% out of 125= 79 Intensive English II

63% out of 52= 32 Intensive English IV

The sample will be 112 students out of 177 which is the population.

DATA GATHERING PROCESS

3.6 RESEARCH TECHNIQUES

In order to get the data the researchers followed 3 techniques: observation, interview and survey.

3.6.1 OBSERVATION

The observation is the active acquisition of information from a primary source. Observations can be qualitative, that is, only the absence or presence of a property is noted, or quantitative if a numerical value is attached to the observed phenomenon by counting or measuring.

The research group was present during two and half weeks of classes to observe the way students reacted and the attitude they had towards learning the English language in their Journalism Major. Researchers followed an observation guide (checklist) to observe teachers and students. The checklist for teachers was divided in 3 aspects that are: teacher's performance, teacher's attitudes and the level of motivation they showed when teaching the English class. Regarding the observation for students the checklist was divided in personal, academic and social insights with the purpose to observe the teachers' performance and students' attitudes in the Intensive English II and IV courses.

3.6.2 INTERVIEW

An interview is a conversation between two or more people where questions are asked by the interviewer to elicit facts or statements from the interviewee. Interviews are a standard part of qualitative research.

The purpose of the interview research design is for researchers to describe the attitudes and opinions of the population based on the data collected from a sample or a population. In this case, researchers were interested in perceiving the student's personal, academic and social insights on taking four English classes in the Journalism Major at the Journalism Department in order to know the students' expectations.

3.6.3 SURVEY

A questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. Although they are often designed for statistical analysis of the responses, this is not always the case. This questionnaire was designed to collect information about the student's insights on taking four English subjects in the Journalism Major at the Journalism Department.

In this case, the research team administered a 24 items close-ended questionnaire in which the students had 4 options of response (agree, strongly agree, disagree and strongly disagree). The time needed to pass the questionnaire to the 5 groups was half week.

3.6.4 RESEARCH INSTRUMENTS:

The instruments used in this study were the following:

- **Checklist**

A checklist it is a type of informational job aid used to reduce failure by compensating for potential limits of human memory and attention. It helps to ensure consistency and completeness in carrying out a task. It is useful to evaluate research articles. This instrument was used during the observations of the English classes. In order to get the information the research team was interested in, it was decided to observe each Intensive English class two times. In this case researchers completed a total of ten checklists.

- **Questionnaire**

A questionnaire it is a list of a research or survey questions asked to respondents, and designed to extract specific information. This instrument was used to interview students from the Journalism Major. Researchers decided to choose the participants randomly. The numbers of participants were chosen according with the quantity of students in each group.

- **Interview**

An interview it is a meeting at which people talk to each other in order to ask questions and get information. This instrument was passed to the students with the purpose to gather relevant information to the research team. The interview contained important aspects such as the student's opinion about taking English as a mandatory subject in their Major, what is the student's opinion about the

way English is being taught in their Department, among others. In this case researchers took the 10% of each English class. In total 19 students were interviewed.

English level	Students in each group	Students interviewed
II	38	4
II	42	4
II	45	5
IV	19	3
IV	33	3
Total	177	19

CHAPTER IV
ANALYSIS AND
INTERPRETATION
OF THE DATA
COLLECTION

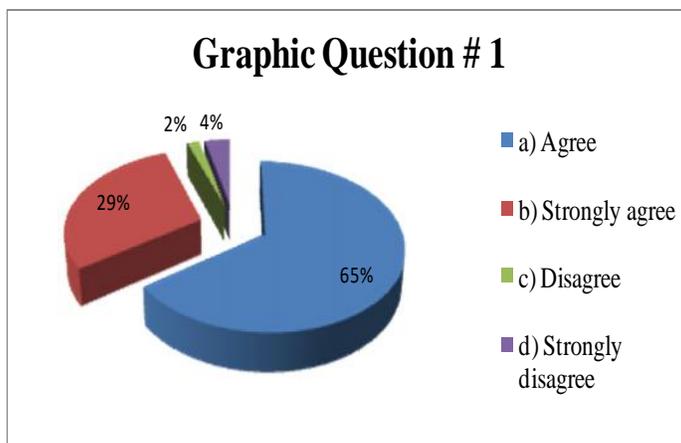
4.1 ANALYSIS AND INTERPRETATION OF THE DATA

4.1.2 STUDENTS' QUESTIONNAIRE

Based on the findings from the questionnaire researchers passed during half week to the Intensive English II, groups (02, 03, 04) and IV, groups (02, 03) in order to gather information related with the student's insights on taking four English courses in the Journalism Major at the Journalism Department, University of El Salvador. The researchers discovered the following:

Question# 1: Do you like the English subject?

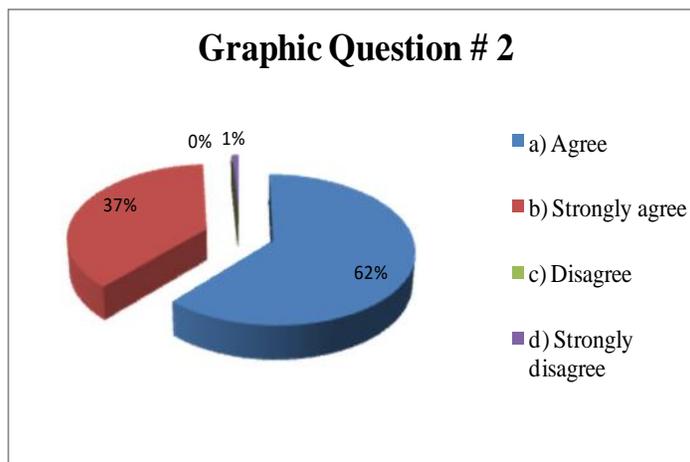
Alternatives	Frequency	Percentage %
a) Agree	73	65.18%
b) Strongly agree	33	29.46%
c) Disagree	2	1.79%
d) Strongly disagree	4	3.57%
Total	112	100.00%



Analysis: according to this graph, 65.18% of students were agree that they liked the English subject; while 29.46.0% said they were strongly agree, 3.57% of them answered that they were strongly disagree. Finally, 1.79% of students under study stated disagree.

Question # 2: Do you consider English to be important nowadays?

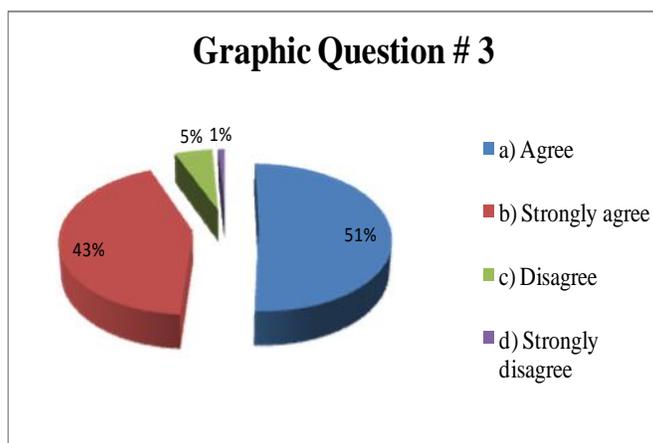
Table N° 2		
Alternatives	Frequency	Percentage %
a) Agree	69	61.61%
b) Strongly agree	42	37.50%
c) Disagree	0	0.00%
d) Strongly disagree	1	0.89%
Total	112	100.00%



Analysis: according to this graph, 61.61% of students agreed they considered English important nowadays, 37.50% of them stated that they strongly agree, 0.89% said strongly disagree. Lastly, 0.00% answered they disagree.

Question # 3: Do you like your English classes in your Department?

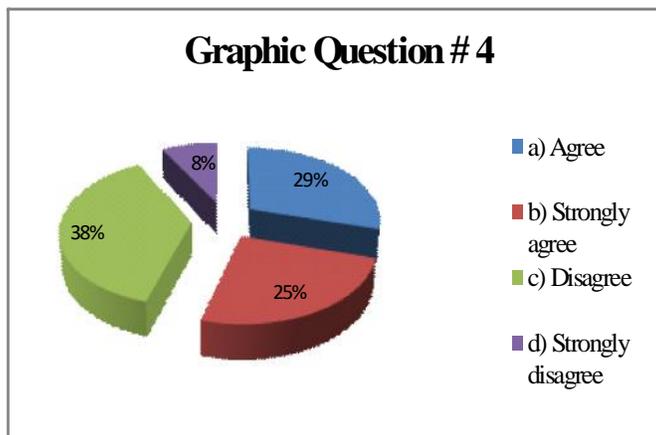
Table N° 3		
Alternatives	Frequency	Percentage %
a) Agree	57	50.89%
b) Strongly agree	48	42.86%
c) Disagree	6	5.36%
d) Strongly disagree	1	0.89%
Total	112	100.00%



Analysis: according to this graph, 50.89% of students liked the English classes in the Department, 42.86% replied they strongly disagree. However, 5.36% argued that they disagree, while the remaining 0.89% answered the option strongly disagree.

Question # 4: Do you consider English to be difficult?

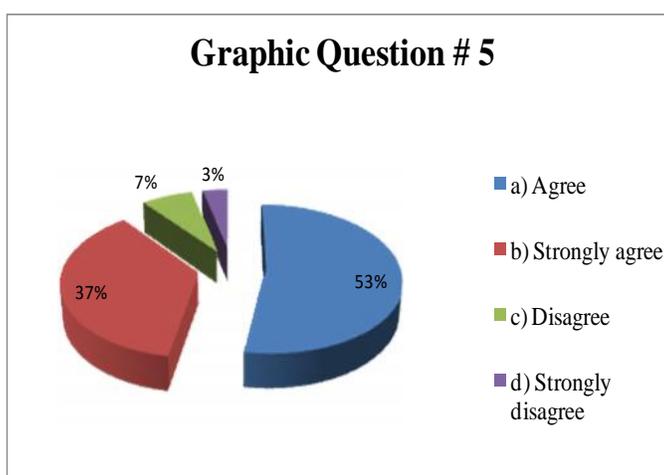
Table N° 4		
Alternatives	Frequency	Percentage %
a) Agree	33	29.46%
b) Strongly agree	28	25.00%
c) Disagree	42	37.50%
d) Strongly disagree	9	8.04%
Total	112	100.00%



Analysis: according to this graph, when asked the student if they considered English to be difficult 37.50% disagreed, 29.46% agreed, 25.00% said strongly agreed and 8.04% stated strongly disagree.

Question # 5: Do you feel comfortable in your English classes?

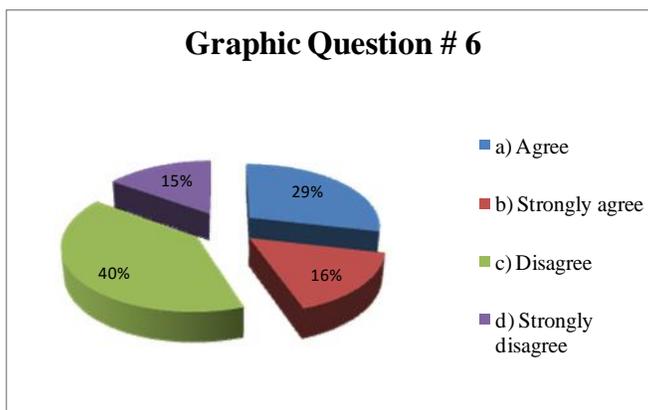
Table N° 5		
Alternatives	Frequency	Percentage %
a) Agree	59	52.68%
b) Strongly agree	41	36.61%
c) Disagree	8	7.14%
d) Strongly disagree	4	3.57%
Total	112	100.00%



Analysis: according to this graph, 52.68% of participants felt comfortable in the English classes; while 36.61% of them were strongly agree. A considerable percentage of students 7.14% said disagree. The rest 3.57% was strongly disagree.

Question # 6: Do you consider the four English courses in your career are the ones you need?

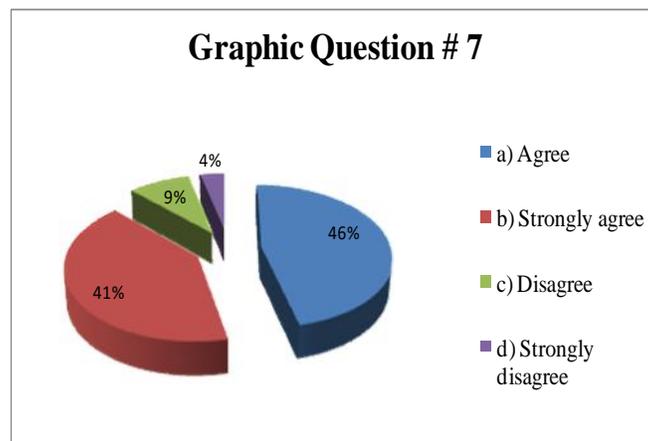
Alternatives	Frequency	Percentage %
a) Agree	32	18.57%
b) Strongly agree	18	16.07%
c) Disagree	45	40.18%
d) Strongly disagree	17	15.18%
Total	112	100.00%



Analysis: according to this graph, 40.18% of the students considered the four English courses are the ones they need in the career, 28.57% answered agree, 16.07% said strongly agree and the rest 15.18% argued strongly disagree.

Question # 7: Do you like the methodology your English teacher use in the English courses?

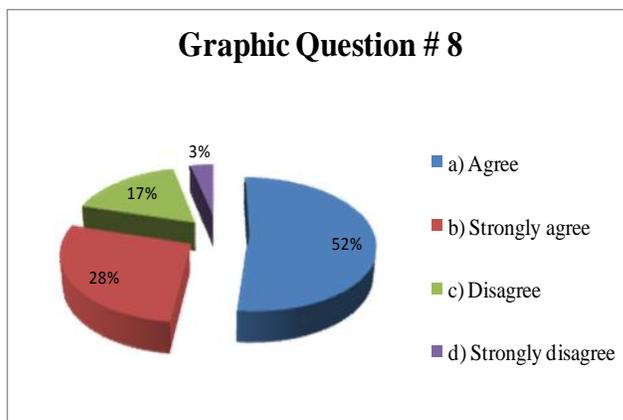
Alternatives	Frequency	Percentage %
a) Agree	52	46.43%
b) Strongly agree	46	41.07%
c) Disagree	10	8.93%
d) Strongly disagree	4	3.57%
Total	112	100.00%



Analysis: according with the graph, 46.43 % of the students are in agreement with the English teacher methodology and another 41.07% is strongly in agreement. Moreover, 8.93% of the students said disagree and the 3.57% answered strongly disagree.

Question # 8: Does English language accomplish your expectation about the subject?

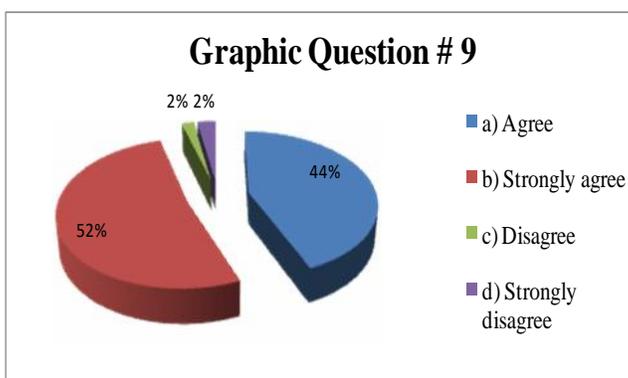
Alternatives	Frequency	Percentage %
a) Agree	58	51.79%
b) Strongly agree	31	27.68%
c) Disagree	19	16.96%
d) Strongly disagree	4	3.57%
Total	112	100.00%



Analysis: regarding if the English language accomplishes the students' expectations about the subject, 51.79% of the students said agree, meanwhile a 27.68 %replied strongly agree. On the other hand, 16.96% said disagree and 3.57% answered strongly disagree respectively.

Question # 9: Do you think English is useful in your career?

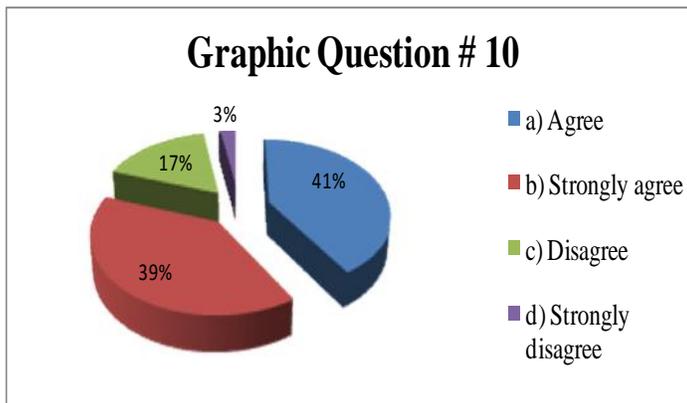
Alternatives	Frequency	Percentage %
a) Agree	49	43.75%
b) Strongly agree	58	51.79%
c) Disagree	2	1.79%
d) Strongly disagree	3	2.68%
Total	112	100.00%



Analysis: according with the graph, when asking the students if they think English is useful in their career 51.79% of the respondents said strongly agree and the 43.75% answered agree. Moreover, 2.68% argued strongly disagree and 1.79% said the option "disagrees".

Question # 10: Do you consider necessary to take four English courses in your Major?

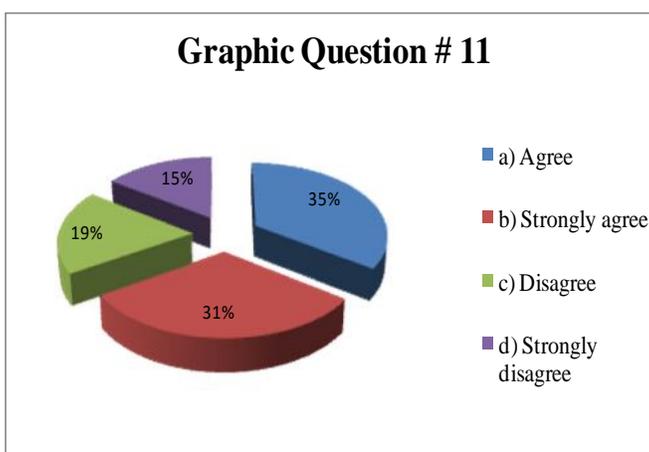
Alternatives	Frequency	Percentage %
a) Agree	46	41.07%
b) Strongly agree	44	39.29%
c) Disagree	19	16.96%
d) Strongly disagree	3	2.68%
Total	112	100.00%



Analysis: regarding if student consider necessary to take 4 English courses, 41.07% said agree and 39.29% argued strongly agree. On the other hand, 16.96 % of the respondents answered disagree and the rest 2.68% strongly disagree.

Question # 11: Do you agree having four English courses as part of the program for your Major?

Alternatives	Frequency	Percentage %
a) Agree	39	34.82%
b) Strongly agree	35	31.25%
c) Disagree	21	18.75%
d) Strongly disagree	17	15.18%
Total	112	100.00%

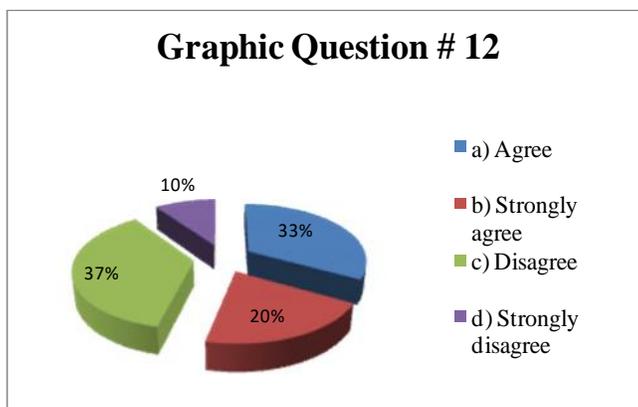


Analysis: according with the graph, when asking the students if they agree having 4 English courses as part of the program 34.82% of the respondents replied agree, 31.25% answered strongly agree, 18.75 %said disagree

and the rest 15.18% argued strongly disagree.

Question # 12: **Are the four English courses well directed for the requirement of your career?**

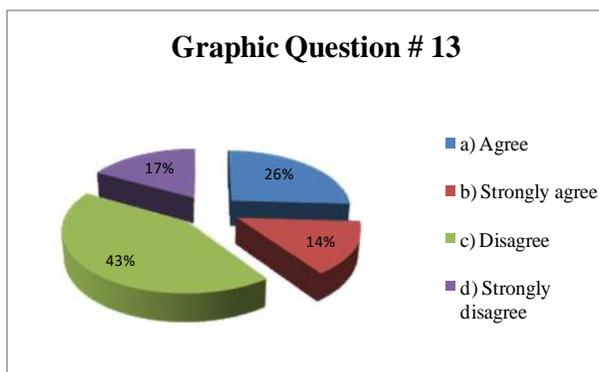
Alternatives	Frequency	Percentage %
a) Agree	37	33.04%
b) Strongly agree	23	20.54%
c) Disagree	41	36.61%
d) Strongly disagree	11	9.82%



Analysis: regarding if the 4 English courses are well directed for the requirement of the journalists, 36.61% said disagree, 33.04% agree, 20.54% replied strongly agree and the rest 9.82% said strongly disagree.

Question # 13: **Do you consider your Department to have the resources that are necessary to teach English?**

Alternatives	Frequency	Percentage %
a) Agree	29	25.89%
b) Strongly agree	16	14.29%
c) Disagree	48	42.86%
d) Strongly disagree	19	16.96%
Total	112	100.00%

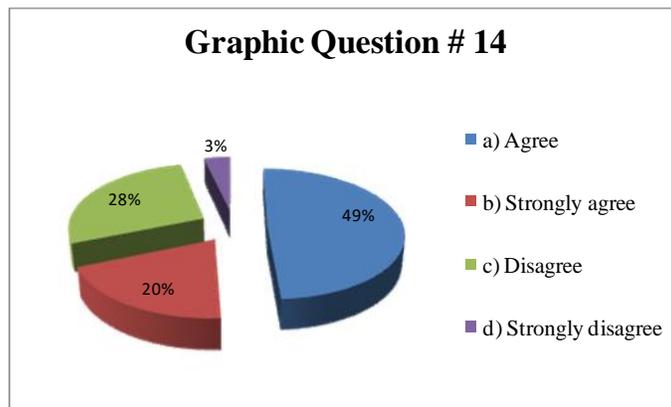


Analysis: according with the graph, 42.86% of the respondents said disagree when asking if they consider their Department to have the necessary resources to teach English, another 25.89% said agree, 16.96% argued strongly disagree and the rest 14.29% said strongly agree.

Question # 14: **Do you agree that**

the program used to teach English at your Major is the correct one?

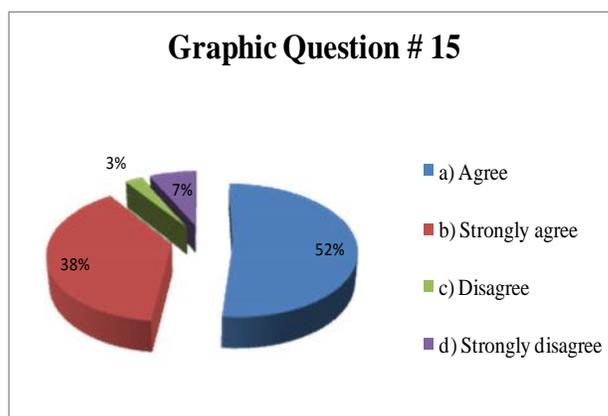
Table N° 14		
Alternatives	Frequency	Percentage %
a) Agree	55	49.11%
b) Strongly agree	22	19.64%
c) Disagree	31	27.68%
d) Strongly disagree	4	3.57%
Total	112	100.00%



Analysis: when asking respondents if they agree that the program used in their Major is the correct one 49.11 % of them answered agree 27.68% said disagree, 19.64% argued strongly agree and the remaining answered 3.57% strongly disagree respectively.

Question # 15: Do you consider you will need to take additional courses after finishing your four English classes in your Department?

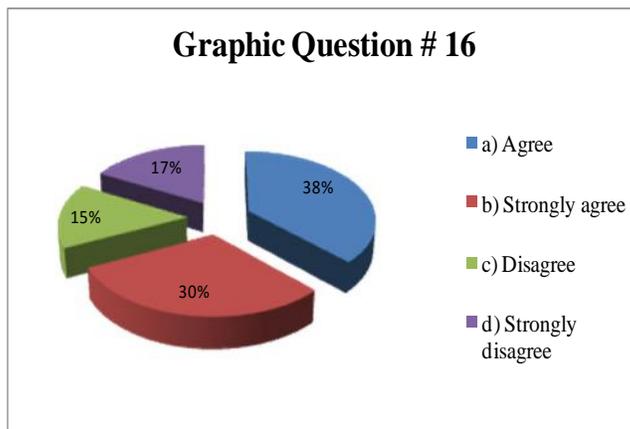
Table N° 15		
Alternatives	Frequency	Percentage %
a) Agree	58	51.79%
b) Strongly agree	43	38.39%
c) Disagree	3	2.68%
d) Strongly disagree	8	7.14%
Total	112	100.00%



Analysis: regarding if students consider taking additional courses after finishing the four English classes in the Journalism Department, 51.79% said agree, 38.39% argued strongly agree, 7.14% said strongly disagree and the rest 2.68% answered disagree.

Question # 16: Do you agree having the English subject as an obligatory course at the program in your career?

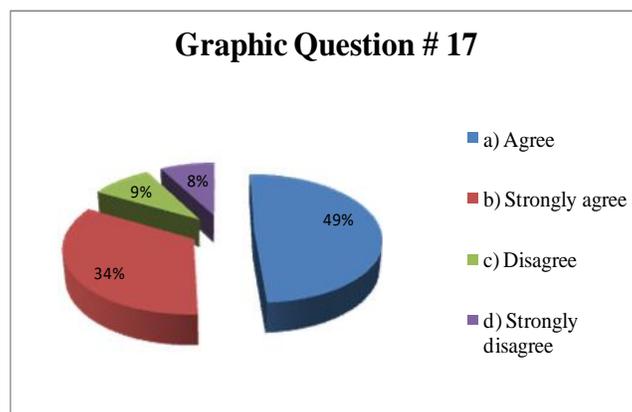
Alternatives	Frequency	Percentage%
a) Agree	42	37.50%
b) Strongly agree	34	30.36%
c) Disagree	17	15.18%
d) Strongly disagree	19	16.96%
Total	112	100.00%



Analysis: regarding if students agree having the English subject as an obligatory course in their career 37.50% of the respondents said agree, 30.36% argued strongly agree, 16.96% answered strongly disagree and the rest 15.18% said disagree.

Question # 17: In your opinion does the Journalism Major require you to take English among the subjects in your career?

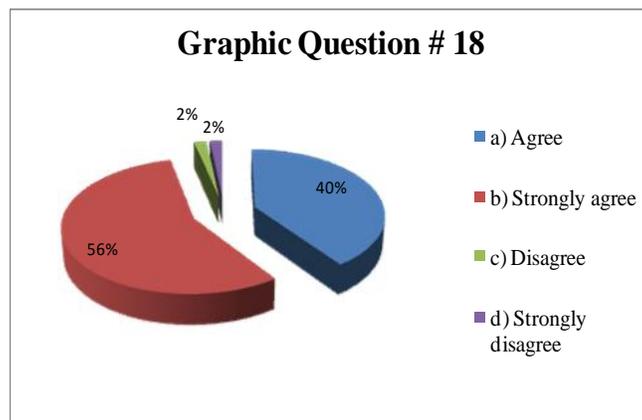
Alternatives	Frequency	Percentage %
a) Agree	55	49.11%
b) Strongly agree	38	33.93%
c) Disagree	10	8.93%
d) Strongly disagree	9	8.04%
Total	112	100.00%



Analysis: according with the graph, when asking the students if their Major requires taking English as subject, 49.11% said the option agrees, 33.93% answered strongly agree. On the other hand, 8.04% argued strongly disagree and the remaining said 8.93%.

Question # 18: Do you consider studying English improves the opportunities to apply for a job position?

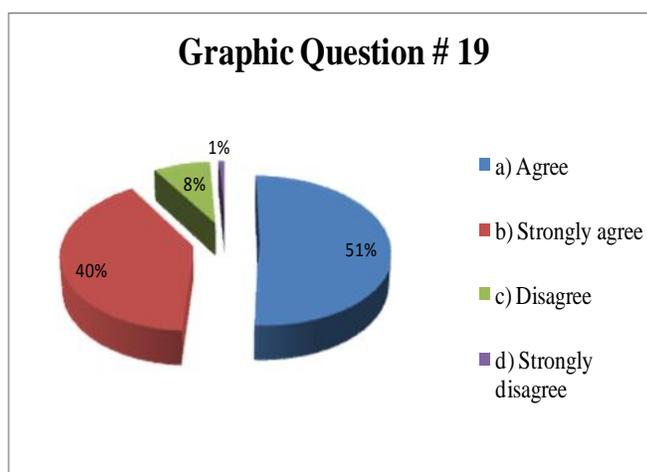
Alternatives	Frequency	Percentage %
a) Agree	45	40.18%
b) Strongly agree	63	56.25%
c) Disagree	2	1.79%
d) Strongly disagree	2	1.79%
Total	112	100.00%



Analysis: when asking if students consider studying English improves the opportunities to apply for a job position 56.25% said strongly agree and 40.18% answered agree. The same percentage of the answers 1.79% was given to the option “disagree” and “strongly disagree” respectively.

Question # 19: Does having English as second language improves the way society looks at you as a professional?

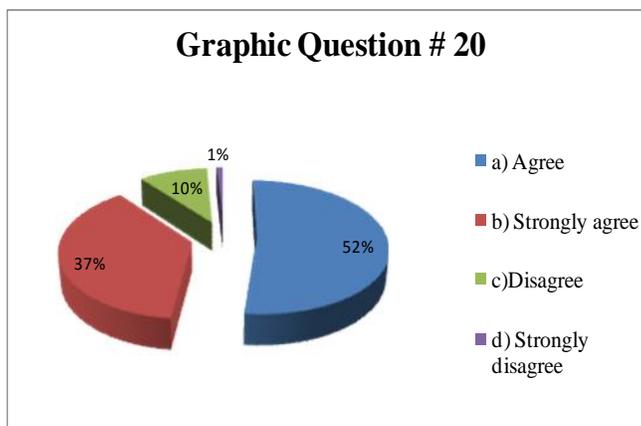
Alternatives	Frequency	Percentage %
a) Agree	57	50.89%
b) Strongly agree	45	40.18%
c) Disagree	9	8.04%
d) Strongly disagree	1	0.89%
Total	112	100.00%



Analysis: according with the graph, regarding if students consider having English as second language improves them in the society as professionals, 50.89% said agree, 40.18% answered strongly agree, 8.04% disagree and the remaining 0.89% replied strongly disagree.

Question # 20: Does learning English language help you to have a better salary incoming as a professional?

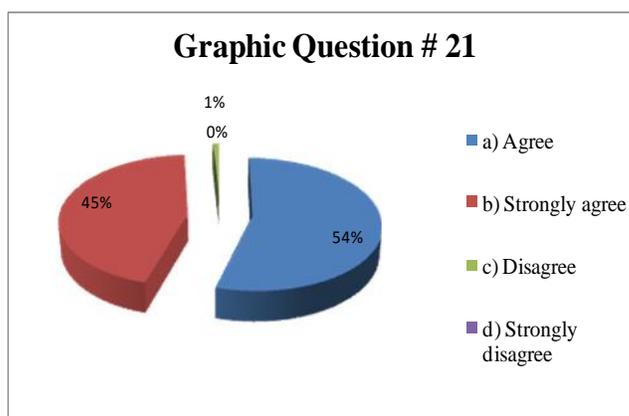
Table N° 20		
Alternatives	Frequency	Percentage %
a) Agree	58	51.79%
b) Strongly agree	42	37.50%
c) Disagree	11	9.82%
d) Strongly disagree	1	0.89%
Total	112	100.00%



Analysis: when asking the students if learning English help them to have a better salary as professionals, 51.79% answered agree, 37.50 argued strongly agree, 9.82% said disagree and the rest 0.89% answered strongly disagree.

Question # 21: Do you consider English has gained more importance over the time?

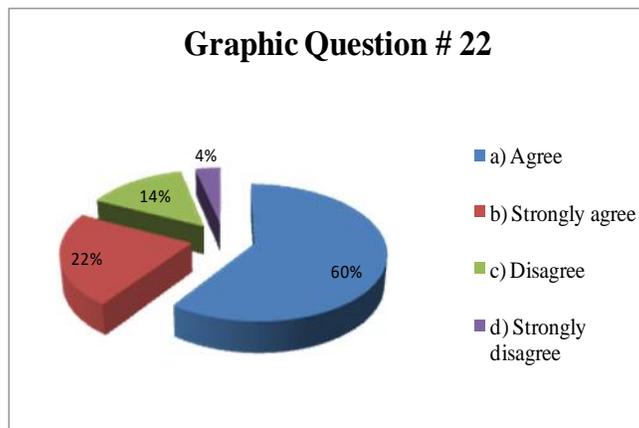
Table N° 21		
Alternatives	Frequency	Percentage %
a) Agree	61	54.46%
b) Strongly agree	50	44.64%
c) Disagree	1	0.89%
d) Strongly disagree	0	0.00%
Total	112	100.00%



Analysis: according with the graph, when asking students if they consider English has gained more importance over the time, 54.46% answered agree, 44.64% strongly agree, 0.89% said disagree. No answers were given to the option strongly disagree.

Question # 22: Do you consider the demand of English is an obstacle for the professionals to apply for a job position?

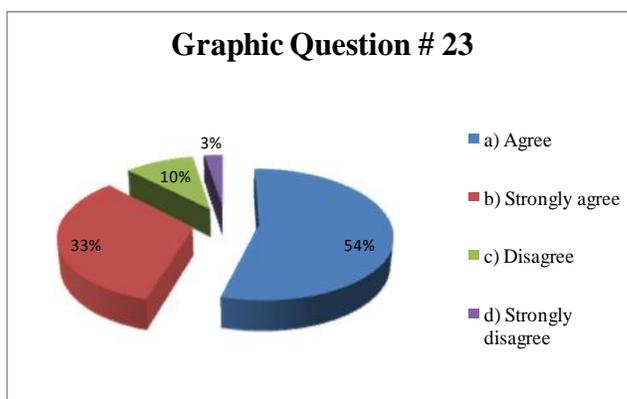
Table N° 22		
Alternatives	Frequency	Percentage %
a) Agree	67	59.82%
b) Strongly agree	25	22.32%
c) Disagree	16	14.29%
d) Strongly disagree	4	3.57%
Total	112	100.00%



Analysis: according with the graph, regarding if students consider the demand of English an obstacle for the professionals to apply for a job position 59.82% of the respondents answered agree, 22.32% strongly agree, 14.29% replied disagree and the rest 3.57% said strongly disagree.

Question # 23: Do you think the Salvadoran society looks English as an important factor on a professional resume?

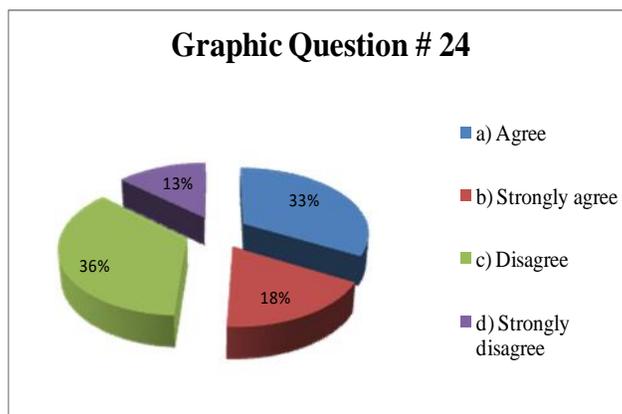
Table N° 23		
Alternatives	Frequency	Percentage %
a) Agree	61	54.46%
b) Strongly agree	37	33.04%
c) Disagree	11	9.82%
d) Strongly disagree	3	2.68%
Total	112	100.00%



Analysis: according with the graph, when asking the students if they think Salvadoran society looks English as an important factor on a professional resume, 54.46% said agree, 33.04% strongly agree, 9.82% answered disagree and the rest 2.68% said strongly disagree.

Question # 24: Do you agree that English must be part of the requirement for you to apply to a job position?

Table N° 24		
Alternatives	Frequency	Percentage %
a) Agree	37	33.04%
b) Strongly agree	20	17.86%
c) Disagree	40	35.71%
d) Strongly disagree	15	13.39%
Total	112	100.00%



Analysis: when asking if students agree English must be part of the requirement in a job position, 35.71% answered disagrees, 33.04% said agree, 17.86% argued strongly agree and the rest 13.39% said strongly disagree.

INTERPRETATIONS

Once the research team has analyzed the questions from the questionnaire (twenty four) it is relevant to interpret the findings of the most related questions (twelve) with the research study as follow:

1: Do you like the English subject?

Most of the students at the Journalism Department argued they like the subject and consider important learning the language in their Major. On the other hand, a minority of students dislike it. They consider English must not be taught as a mandatory subject in their career because it is an obstacle for graduating faster.

(Table and graphic# 1)

2: Do you consider English to be important nowadays?

The answer given by the students under study reveals that there is a noticeable tendency on the students' part that considers English to be important nowadays. A minority of them think that English is not really important. (Table and graphic # 2)

3: Do you like your English classes in your Department?

According to the students' answers there is a strong tendency on the students' part that like the English classes in the Department. On the other hand, a minority dislike the English classes. (Table and graphic # 3)

9: Do you think English is useful in your career?

Based on the students' opinion, there is a noticeable tendency on the students' part to think English is useful in their career. Moreover, there is a low tendency of the students that consider English is not useful in their Major. (Table and graphic # 9)

10: Do you consider necessary to take four English courses in your Major?

Most of the students consider necessary to take four English courses in their Major. They argued that in order to apply for an acceptable job position it is important to manage the language. There is a low percentage who thinks that it is not necessary to take the English subject.

(Table and graphic # 10)

11: Do you agree having four English courses as part of the program for your Major?

The Students at the Journalism Major argued they agree in taking the four English courses as part of the program in their Major. Otherwise, a moderate percentage considers not necessary having all the courses in the program. (Table and graphic # 11)

12: Are the four English courses well directed for the requirement of your career?

The students at the Journalism Department have a significant tendency to choose the option “agree” and “strongly agree” regarding if the four English courses are well directed for the requirement of their career. The options “disagree” and “strongly disagree” are other options that are emphasized by the students with a moderate tendency according to the students' opinions. (Table and graphic # 12)

16: Do you agree having the English subject as a mandatory course at the program in your career?

A large percentage of the students states that they agree having the four English courses as mandatory in their career. Whereas, a moderate percentage is in disagreement about taking the English subject as a mandatory course.

(Table and graphic # 16)

18: Do you consider studying English improves the opportunities to apply for a job position?

Based on the responses gotten from the students at the Journalism Department there is a strong tendency who consider studying English improves the opportunities to apply for a job position. On the other hand, there is a low tendency on the students' part who thinks that English decrease the chance to get a better job position.

(Table and graphic # 18)

19: Does having English as second language improves the way society looks at you as a professional?

Most of students at the Journalism Major consider having English as a second language improves the way society looks at professionals. Besides, a very low tendency considers learning English is not relevant in the social world when someone becomes professional. (Table and graphic # 19)

22: Do you consider the demand of English is an obstacle for the professionals to apply for a job position?

According to the student's opinions, they have a considerable tendency to consider that the demand of English is an obstacle for professionals to apply for a job position. Nevertheless, a low percentage of participants say that the demand of English is not a problem to professionals when applying for a job position.

(Table and graphic # 22)

23: Do you think the Salvadoran society looks English as an important factor on a professional resume?

Based on the students' opinion, they have a strong tendency to think that people in the society look English as an important factor on a professional resume. Moreover, there is a very low tendency of them who argues that learning the English language is not a requirement in the resume of a professional. (Table and graphic # 23)

4.1.3 FINDINGS OF THE TEACHERS' OBSERVATION

Based on the information gathered from the observation researchers did during two and half weeks to the Intensive English II, groups (02, 03, 04) and IV, groups (02, 03) in order to observe teachers' performance, personality and the level of motivation they raise in the Intensive English II and IV courses at the Journalism Major in the Journalism Department and to notice the influence of the foreign language in the students' personal, academic and social insights, the researchers discovered the following findings:

Teacher's performance

Aspects that were taken into account:	Ratings:
❖ Class control	Always 70%
❖ Professional development	Usually 28%
❖ Preparedness during classes	Sometimes 2%
❖ Giving instructions	Never 0%
❖ Good interaction	

Based on the table from always (100%) to never (0%) the following findings to the questions used to observe the teachers' performance in the classroom are: teachers "always" have excellent class control, show professional development and preparedness during the class, give clear instruction and have good interaction with the students in a 70% of the total of observations.

On the other hand, teachers “usually” seem to show the same characteristics in a 28%. Finally, only 2% was given to the option “sometimes” during the teachers’ observations.

Teacher’s personality

Aspects that were taken into account:	Ratings:
<ul style="list-style-type: none"> ❖ Enthusiasm ❖ Gestures and posture ❖ Neatless ❖ Proper dressing ❖ Equal attention to all the students 	Always 74%
	Usually 26%
	Sometimes 0%
	Never 0%

Based on the table from always (100%) to never (0%) the following findings to the questions used to observe the teachers’ personality in the classroom are: teachers “always” seem to show enthusiasm, have appropriate gestures and posture, develop the class neatly, dress property and show equal attention to all students in a 74% of the total of observations. Otherwise, teachers “usually” seem to show the same characteristics in a 26%. The options “sometimes” and “never” were not checked by researchers during the observations.

Teachers' motivation

Aspects that were taken into account:	Ratings:
❖ Arouse student's interest in the subject	Always 28%
❖ Encourage student's participation and to ask questions	Usually 42%
❖ Motivate to learn the English language	Sometimes 14%
❖ raise awareness about the current demand of the language	Never 16%

Based on the table from always (100%) to never (0%) the following findings to the questions used to observe if teachers motivate students in the classroom are: teachers “usually” arouse students’ interest in the subject, encourage students’ participation, encourage students to ask questions, motivate students to learn the language and raise awareness about the current demand of the language in the society in a 42% of the total of the observations. Moreover, teachers “always” seem to show the same characteristics in order to increase the students’ interest in the subject in a 28%. The option “never” ranked in a 16% when evaluated the teachers’ performance in the English class. Lastly, the option “sometimes” got a percentage of 14% in the total of the observations.

In conclusion, the only question that got the option “never” in most of the answers was the one related to: the lack of teacher’s awareness about the current demand of the language in the society. Besides that, it was noticed that teachers talked most of the time during the class instead of the students. Also, it was observed that teachers made use only of the English language. As a final comment researchers could observe that one of the teachers only used the book to teach the English class.

4.1.4 FINDINGS OF THE STUDENTS’ OBSERVATION

Based on the information gathered from the observation researchers did during three weeks to the Intermediate Intensive English II, groups (02, 03, 04) and IV, groups (02, 03) in order to observe the students’ personal, academic and social insights in the Intensive English II and IV courses at the Journalism Major in the Journalism Department, the researchers discovered the following findings:

Students’ personal insights

Aspects that were taken into account:	Ratings:
❖ Attitude	Always 60%
❖ Seems to like English	Usually 40%
❖ English level	Sometimes 0%
❖ Punctuality	Never 0%

Interpretation:

During the observation process, there was a noticeable tendency on the students' part to show interest in the English class. Most of the students do not seem to have a competent English level and seem to like English as second language.

Besides that, most of the students were on time in the classroom. Moreover, there was a strong tendency on the students' part to show a negative attitude towards the subject.

Students' academic insights

Aspects that were taken into account:	Ratings:
❖ Enthusiasm	Always 75%
❖ Participation	Usually 25%
❖ Use of their own material	Sometimes 0%
❖ Attendance	Never 0%
❖ Involvement in activities	Never 0%

Interpretation

According to the observation, there is a strong tendency on the student's part to show interest and enthusiasm in the English class. Most of the students made use of their own

materials and get involved in all the activities. Moreover, there is a low tendency on the students' part to show negative attitudes towards taking the subject.

Students' social insights

Aspects that were taken into account:	Ratings:
❖ work group	Always 74%
❖ student's attention	Usually 26%
❖ respect	Sometimes 0%
❖ follow directions	Never 0%
❖ fellowship	

Interpretation:

According to the observation, there is a considerable tendency on the students' part to keep respect for the teachers and follow their directions. Also, most of the students seem to like working in groups and showing fellowship. Furthermore, there was a low tendency on the students' part to show negative attitudes with teachers and classmates during the class.

During all the observation process it was noticed that a minority of students arrived late and talked too much in Spanish during the English class. Besides that, students were asked to participate in class most of the time and the answers they gave were short, confuse and they look like afraid to make mistakes. Furthermore, some students were distracted using cell phones and laughing at each other. As a final comment researchers could perceived that few students lack interest in the class and sometimes they seem to be bored.

4.1.5 THE FINDINGS OF THE STUDENTS' INTERVIEW

To evaluate students' personal, academic and social insights researchers developed some interviews along the research during one week to the Intensive English II, groups (02, 03, 04) and IV, groups (02, 03). The research team applied a self-elaborated ten items questionnaire in order to know the students' viewpoint about taking four English subjects in the Journalism Major at the Journalism Department.

Based on the interview made the researchers discovered the following findings:

1. Do you like your English class? Why?

According to the students' answers the majority of the students argued they like the English class because they consider important to learn the language. Moreover, few students said that they disliked the English class when they were in high school but now they like it. On the other hand, almost the same percentage of students stated they dislike the subject because they find difficult to learn the English language.

2. How would you describe your experience at the English classes?

Based on the students' answers, most of them describe their experience in the English classes like: excellent, good, nice, funny, dynamic, interesting, great and acceptable but others describe their experience in classes like stressed and fearfully because they do not know much of the language. Some of them said that in some cases it will depend on the teachers and their methodology to teach the class. Also, some students said that teacher "A" tries to increase the motivation in the English class. They added that teacher "B" and "C" did not care about their learning process. In conclusion, the majority of students agree they like their experience at the English classes.

3. What is your opinion about taking English as a mandatory subject in your Major?

The answer given by students interviewee reveals that half of them agree that the English subject must be mandatory because they consider that nowadays the language is very important in the society, Besides that, they consider taking the subject in their Major is an advantage instead of taking courses outside the University because they do not have enough time. Likewise, the other half of the students consider that the English subject must not be mandatory because of some reasons such as they take more time in the career when they fail the English course; they say that the English language and the evaluation are very difficult, among others.

4. What do you think of the way English is being taught at your Department?

Most of the students think that the contents are not appropriate to be implemented in their career because the vocabulary is not related with their Major. Also, some others argued that teachers in charge of the subject are not prepared to teach English because they do not have enough experience and knowledge to be teaching. The last point they mentioned is that the class was lacking of teachers' motivation.

5. Would you consider studying English in the future after finishing your career? Why?

The majority of students stated that they would like to continue studying English after finishing their career even during the Major because they consider very important to learn the language. Moreover, some of them said that they are taking additional English courses to improve it. Besides that, others argued that they went to English academies in order to take the course in their Major again. A minority of students said that they will not like studying English when they finish their career.

6. Would you say English improves you as a Journalism student? Why?

Almost all the students' opinions are similar regarding the influence of English and their improvement as journalists because they said that English has become a universal language in the world. Furthermore, some of the students think that someone who learns English has more advantages that someone who does not. At the same time, they consider that the language gives them more opportunities to get a better job position.

7. In what areas would you use English in your work?

Based on the students' interview, they would like to use English in their work in the areas media, redaction; production of news, among others. Moreover, all the students stated that it is very important to learn the English language because they as students of the Journalism Major could have more chances to work abroad. Additionally, all of them said that they would like to work outside the country because in El Salvador they do not have the opportunity to grow as a professional.

8. Do you think a Journalist has more opportunities if knows English?

According to the students' opinions, all of them think that a journalist has more opportunities if he knows English. For instance, they could cover international news and work as correspondents. In addition, the majority of the students in the Department argued that they could have better job opportunities abroad and in their own country if they have a competent English knowledge.

9. What difficulties do your peers face when taking the four English courses?

In the majority of answers, students argued that one of the most common difficulties they face when taking the four English courses is pronunciation. Some of them do not participate in the class because they are afraid of making mistakes or they find difficult understand grammar and read sentences. Also, students consider that some of their classmates face difficulties with the language because their lack of interest in learning English.

Lastly, students have problems understanding the new vocabulary that the teachers present in the class and for the same reason they get bad grades in exams.

10. Do you agree if the four English courses were taken away from the curricula?

The students' answer in this question is very varied. First of all, students consider the subject must be taken away from the curricula because for them it has nothing to do with their career, especially in the kind of vocabulary that is not technical. Some others said in their Major should be less English courses because sometimes this is the only subject they cannot pass to graduate.

Finally some students argued that even though the subject it is too difficult for them, it should not be removed from the curricula because of the importance of the language in the society.

4.1.6 MAIN FINDINGS RELATED WITH GENERAL AND SPECIFIC QUESTIONS

At the beginning of the study the research team presented some research questions (one general and six specific) which were answered with the findings gotten during the data gathering process with the instruments checklist, interview and questionnaire. The students' insights that answered the general question according with these instruments are the following:

General research question:

- **What are the students' insights about taking four different English courses in the Journalism Department?**

The students' positive insights about taking the four English subjects are:

The majority of the students argued that they like learning English. Despite that, they consider the subject difficult, even though, they stated that learning the English language is essential for the resume when applying for a job position. Besides that they are aware that nowadays in the companies there is a big competence and only the professionals that are really prepared are the ones that get their goals without any trouble. Another opinion is that the English language opens doors to go abroad having in that way more opportunities to succeed. Also, the majority of the students agree in taking the English subject as a mandatory requirement in their career. Some students expressed that they have taken courses outside the University and others have solid knowledge of the language because they were well taught in high school. Few students have an opposite answers. Some consider that they dislike the subject because of its difficulty in grammar, vocabulary, understanding listening and pronunciation. Moreover, they said that the subject delay them in their career when they fail any of the English courses. Also, some students agree in taking the English subject but they would like to take fewer courses. Besides that, some of them think that the contents are not focused in their career because they do not learn any technical vocabulary related with what they are studying. Finally, some students feel frustrated by the way teachers prepare the class. They said that

some teachers do not use authentic material; the kind of vocabulary used in the class is more difficult according to their level and they do not understand the directions given in the tests. As consequence the students get bad grades and fail the subject. In spite, regarding teachers' motivation students express a negative insight. They consider that the teachers should increase the level of motivation they show in the classes through the use of real situations, technology and attractive material that might call the students' attention.

Specific research questions:

- **What are the students' attitudes about taking four English courses in their career?**

Based on the observation process, the research team details the following findings: the students showed positive and negative attitudes when answering this specific research question. The students' positive attitudes were: the majority of the students were on time and attended the English class. Also, they obeyed the teachers' directions most of the time. Another aspect was that some students showed interest towards the English class. Among the negative attitudes can be mentioned: the students get engaged in the class participation only when it was required by the teachers. On the other hand, little volunteer participation class was observed. Besides that, some students talk to each other and used their cell phones during class time. In addition, it is relevant to mention that only few students seemed to show a competent English level in the intermediate intensive levels. This could be observed when the teachers asked the students and they gave an incorrect answer.

Finally, it is important to add that in general few students showed a negative attitude towards the English class.

- **What are the students' expectations for the future in regards of getting a job in which they have to apply a competent English level?**

Based on the interview, the students answer to this question was positive. They consider that being skillful in learning another language provide more and better opportunities for professionals, mostly in the current globalized world in which we live the demand to learn the English language is growing faster. For example, any professional for any career is applying for a job in which having a competent English level is indispensable. Also, some students argued that even though they dislike the subject, they are aware of the importance of learning English because the language makes a professional resume more attractive for employers compared with a resume of someone who lacks the English knowledge. This means that students who do not speak English have more disadvantages regarding the opportunities in the labor field that someone who does. Moreover, some students said that learning English gives them more advantages in their professional life. For instance, they mentioned that they would like to work in another country as correspondents (people cover international news). In addition, students added that if they have a competent English level they will apply to a better job position and income as well. Lastly, most of the students' expectations for the future are to become a successful journalist because their Major is demanding them a competent English knowledge.

- **What are the students' opinions when they fail any of the English courses and delay to graduate?**

The students that have not faced the awful experience to fail subjects and delay to graduate did not express any comment regarding this situation. On the contrary there were many comments from the students' and teacher's part when asking them about their personal experiences. For example, something very interesting to mention is that these students argued that the English courses should be mandatory even though they have failed them many times because of the importance of the language in the Journalism Major. They also said that when they realized that they had to take more time to finish their career, it was impossible to become frustrated to the point to want to drop out immediately but they were persistent to the point to look for extra help (academies and courses outside the University). On the other hand, teachers also said that some of their students were struggling in order to pass English because it was the only subject they need to graduate. In this case, the results in this situation are diverse. Some students work hard and pass the subject making a big effort and some other do not have the option to chance their career because they do not achieve to pass the courses. In conclusion, even though some students face difficulties with the English subject they agree taking the four English courses because of the current importance of the language in most professional areas where English is consider as a fundamental tool of development.

- **What are the students' viewpoints regarding teachers' methodologies in their effective learning process?**

Based on the interview made by researchers according to the methodologies of some teachers, the majority of the students said that these were appropriate to the level they were studying and to the development of their oral fluency. They also added that those teachers' methodologies such as group work, peer work, discussions and role plays enhance their interest in participating and putting into practice the speaking domain. Besides that, some students argued that they feel comfortable with some teachers' methodologies because they use extra meaningful material apart from the English book. Some others stated that one of the teachers in charge of the English course was very dynamic and used the physical response method which helps them to understand what the teacher explained through the use of physical movements and gestures. On the other hand, some teachers' methodologies did not accomplish the student's expectations about the subject. For instance, some students complained that some teachers taught the English subject in a monotonous way. They do not use any extra material to explain real situations that could help students to memorize new vocabulary and make the class more interesting. Also, some students were disappointed about the teachers' criteria to evaluate. Students said that they find very difficult all kinds of evaluations such as: oral performance, written exams and quizzes because the contents they learnt in the class were easier than the ones teachers present in these assessments. Finally, they argued that teachers are too demanding to evaluate their oral presentations and for that reason they usually get bad grades in the subject. As a final comment, the majority of the students

were in disagreement about some teachers' methodology at the Journalism Department because the students' success in learning the English language will depend in some degree in the teachers' methodology.

- **What are the students' insights about the limitations they face when taking the English subject in the Journalism Major?**

Based on the findings from the interview some students face different limitations in regards of taking four English courses in their Major. One of the main limitations that some students mentioned was that they find difficult to learn the language and for that reason they did not show interest in the subject. They added that one of the causes to consider difficult the language was to have poor English basis from high school. Besides that, some students argued that teachers were very tough at the moment of evaluating and giving them grades because they supposed that their students had a competent English knowledge. Another controversial aspect that the students expressed was that they have poor technology access. Some of them do not have the necessary resources to learn another language such as access to internet and other technological tools. Likewise, some students argued that neither the teachers nor the Journalism Department have the necessary technological equipment to increase the students' English knowledge. Also, some students said that they feel afraid when the teachers ask them to participate in class because they did not know if their answers were the correct ones. Another aspect that they stated was feeling disappointed about making correct meaningful sentences with the appropriate grammar structure. Lastly, some students

said that they do not participate much in classes because of the fear to commit pronunciation mistakes. In conclusion, all the above limitations affect the students' learning process in the four English courses at the Journalism Major.

CHAPTER V
CONCLUSIONS
AND
RECOMMENDATIONS

5.1 CONCLUSIONS

In conclusion the research team emphasizes the following findings:

- Firstly, the researchers conclude that it is very important to know the way the English language is taught in other Departments at the University of El Salvador. In this case, it was interesting to carry out this research at the Journalism Department in the Journalism Major in order to know the students' personal, academic and social insights regarding the English subject.
- Secondly, it was essential to know the following students' personal insights. There were a variety of positive and negative personal opinions about taking the four English courses such as some students like the English subject but consider difficult to memorize vocabulary, pronunciation, grammar structures and listening activities, provide meaningful sentences, among others.
- Thirdly, in general the students' academic insights are that the students at the Journalism Major the English language is very important for many aspects of the social and academic fields. Despite that, they consider English is difficult to learn. Moreover, the students argued that they should not be taking the subject because it has nothing to do with their career. Besides that, they stated that they should learn technical vocabulary related with their Major. Also, they dislike the teachers' methodology of some educators because students consider difficult their evaluations. Besides, they were disappointed because some teachers did not care if they learn or not. They added that an increase in the teachers' motivation could help them to learn more effectively. Lastly, students were in disagreement

about taking four English courses because if they fail any of them they are going to spend more time in their career.

- As a final conclusion regarding students' social insights learners detailed the following: students consider that nowadays the English language is indispensable for any profession. According to the students is important to take into account the big demand of the language in the society. Moreover, at the Journalism Major it is necessary for students to learn English because they could have more opportunities to apply for a job position.

5.2 RECOMMENDATIONS

After finishing the research project about Students' insights on taking four English subjects in the Journalism Major at the Journalism Department, School of Arts and Social Sciences, University of El Salvador, year 2015. The researchers have decided to include some recommendations for the parts involved in the research in order to help the students to improve their English quality and teachers to improve their teaching style.

- Professors' methodologies should include social and technical topics as part of contents studied in the course. Activities that provide opportunities to the students to be more exposed to those contents might contribute to develop a better level of oral fluency in all the fields and enhance their learning of English along their Major.
- Professors should be aware of how students' enhance their participation in order to provide them equal opportunities to express their opinions in the class and give special support to the ones that are under the level required with the aim to contribute to get an appropriate development of oral fluency to all students.
- The professors should use a variety of methodologies to teach. Thus, they would call the student's attention and the class would be more interesting and dynamic for them. Moreover, students should be aware of learning English because the responsibility is not only from the teachers but also from themselves.

- As a final point, students should spend more time studying by their own in order to be exposed to real language situations. Likewise, the students should pay more attention in the English classes with the purpose to get better grades and pass the four English courses satisfactorily.

RESOURCES

Human resources

- Searchers (three members)
- Undergraduate Degree Process Coordinator (Manuel Alexander Landaverde)
- The advisor (MsD. Francisco Antonio Rodríguez)
- Students from Journalism in intensive English II and IV courses.

Material resources

- Books
- Notebooks
- Projector
- CD'S
- Pen, pencil, eraser
- calculator
- Internet
- Computers: PC and laptops
- I phone, cell phone
- Papers, folders
- Camera
- Recorders

Financial resources

MATERIALES	PRICE	QUANTITY	TOTAL
Paper sheets	\$0.02 c/u	250 sheets	\$5.00
Printer ink blank	\$25.00	2	\$50.00
Printer ink color	\$20.00	2	\$40.00
CD'S	\$1.00	3	\$3.00
Book cover	\$10.00	5	\$50.00
Pencil	\$0.25	3	\$0.75
Pen	\$0.25	5	\$1.25
Folders	\$0.15	6	\$0.90
Photocopies	\$0.03	300	\$9.00
Transportation		\$ 50	\$60.00
Food			\$40.00
Internet		2 hours	\$100.00
Others			\$10.00
Total			\$369.90

Students' insights on taking four English subjects | 2016 in the Journalism Major

TIMETABLE

Period of time Activities	2015																								2016						
	June				July				August				September				October				November				December		February				
1. Meeting with the advisor			x	x	x	x	x	x			X	X	x	x	x	x	x	x	x	x	x	x	x	x	x	X	x				
2. Elaboration of the research project profile					x	x	x	x																							
3. To check literature related to the topic					x	x	x	x	x	x	X	x	x																		
4. Presentation on the research profile											X																				
4. Instrument researching design												x	x																		
5. Students' observation														x	x																
6. students' interview																x	x														
7. To apply questionnaires to the students																	x														
8. Analysis of collected data of students																						x	x	x	x						
9. Writing final report																												x			
10. Oral presentation																														x	

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ANNEXES

ANNEX A: OBSERVATION GUIDE

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



Observation Guide

Objective: To observe the teachers' performance in the Intensive English II and IV courses at the Journalism Major in the Journalism Department in order to notice the influence of the foreign language in the students' personal, academic and social insights.

Rating:

1=never 2=sometimes 3= usually 4=always

Teachers' performance		Rating (circle)
1	Does the teacher have class control?	1 2 3 4
2	Does the teacher show professional development?	1 2 3 4
3	Does the teacher show preparedness during the class?	1 2 3 4
4	Is the teacher clear in giving instructions?	1 2 3 4
5	Does the teacher have a good interaction with the students?	1 2 3 4
Teacher's personality		
6	Is the teacher enthusiastic during class time?	1 2 3 4
7	Are the teacher's gestures and posture correct?	1 2 3 4
8	Is the teacher neat when developing the class?	1 2 3 4
9	Is the teachers' dressing proper?	1 2 3 4
10	Does the teacher show equal attention to all the students?	1 2 3 4
Teachers' motivation		
11	Does the teacher arouse students' interest in the subject?	1 2 3 4
12	Does the teacher encourage students' participation in the English class?	1 2 3 4
13	Does the teacher encourage students to ask questions?	1 2 3 4
14	Does the teacher motivate students to learn the English language?	1 2 3 4
15	Does the teacher raise awareness about the current demand of the language in the society?	1 2 3 4

Students' personal insights		Rating (circle)
16	Do the students present a good attitude towards English class?	Yes / No
17	Do the students seem to like the English as a second language?	Yes / No
18	Do the students seem to have a competent English level?	Yes / No
19	Do the students' attitudes show English as an important subject in the Journalism Major?	Yes / No
20	Are the students on time in the classroom?	Yes / No
Students' academic insights		
21	Do the students demonstrate enthusiasm when starting the English class?	Yes / No
22	Do the students show interest to participate in class?	Yes / No
23	Do the students use their individual materials in the class?	Yes / No
24	Do the students attend the English class?	Yes / No
25	Do the students get involved in all the activities regarding English subject?	Yes / No
Students' social insights		
26	Do the students work in groups?	Yes / No
27	Does the environment affect the student's attention?	Yes / No
28	Do the students respect teacher during the English class?	Yes / No
29	Do the students' follow teacher's directions?	Yes / No
30	Do the students show fellowship?	Yes / No

Comments:

ANNEX B: STUDENT'S INTERVIEW

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



MAJOR: ENGLISH TEACHING

Student's interview

Objective: To describe student's personal, academic and social insights on taking four English classes in the Journalism major at the Journalism department.

1. Do you like your English class? Why?

2. How would you describe your experience at the English classes?

3. What is your opinion about taking English as an obligatory subject in your Major?

4. What do you think of the way English is being taught at your Department?

5. Would you consider studying English in the future after finishing your career?

Why?

6. Would you say English improves you as a journalist student? Why?

7. In what areas would you use English in your work?

8. Do you think a journalist has more opportunities if knows English?

9. What difficulties do your peers face when taking the four English subjects?

10. Do you agree if the four English subjects were taking away from the curricula?

ANNEX C: STUDENTS' SURVEY

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

MAJOR: ENGLISH TEACHING



Students' Questionnaire

This questionnaire is designed to collect information about the student's insights on taking four English subjects in the Journalism Major at the Journalism Department.

Objective: To gather information related with the Intensive English student's insights on taking four English subjects in the Journalism Major at the Journalism Department, University of El Salvador.

Instructions: Circle the option among the different levels of agreement that better express your opinion.

Gender: Female____ Male____ English level ____ Group____

PART I

1. Do you like the English subject?

- a) agree b) strongly agree c) disagree d) strongly disagree

2. Do you consider English to be important nowadays?

- a) agree b) strongly agree c) disagree d) strongly disagree

3. Do you like your English classes in your Department?

- a) agree b) strongly agree c) disagree d) strongly disagree

4. Do you consider English to be difficult?

- a) agree b) strongly agree c) disagree d) strongly disagree

5. Do you feel comfortable in your English classes?

- a) Agree b) strongly agree c) disagree d) strongly disagree

6. Do you consider the four English courses in your career are the ones you need?

- a) agree b) strongly agree c) disagree d) strongly disagree

7. Do you like the methodology your English teachers use in the English courses?

- a) agree b) strongly agree c) disagree d) strongly disagree

8. Does learning English accomplish your expectations about the subject?

- a) agree b) strongly agree c) disagree d) strongly disagree

PART II

9. Do you think English is useful in your career?

- a) agree b) strongly agree c) disagree d) strongly disagree

10. Do you consider necessary to take four English courses in your Major?

- a) agree b) strongly agree c) disagree d) strongly disagree

11. Do you agree having four English courses as part of the program in your Major?

- a) agree b) strongly agree c) disagree d) strongly disagree

12. Are the four English courses well directed for the requirements of your career?

- a) agree b) strongly agree c) disagree d) strongly disagree

13. Do you consider your Department has the necessary resources to teach English?

- a) agree b) strongly agree c) disagree d) strongly disagree

14. Do you agree that the program used to teach English in your Major is the correct one?

- a) agree b) strongly agree c) disagree d) strongly disagree

15. Do you consider you will need to take additional courses after finishing with the four English courses in your Department?

- a) agree b) strongly agree c) disagree d) strongly disagree

16. Do you agree having the English subject as a mandatory course in the program of your career?

- a) agree b) strongly agree c) disagree d) strongly disagree

PART III

17. In your opinion, does the Journalism Major require you to take English among the subjects in your career?

- a) agree b) strongly agree c) disagree d) strongly disagree

18. Do you consider studying English improves the opportunities to apply a job position?

- a) agree b) strongly agree c) disagree d) strongly disagree

19. Does having English as second language improves the way society looks at you as a professional?

- a) agree b) strongly agree c) disagree d) strongly disagree

20. Does learning the English language help to have a better salary incoming as a professional?

- a) agree b) strongly agree c) disagree d) strongly disagree

21. Do you consider English has gained more importance over the time?

- a) agree b) strongly agree c) disagree d) strongly disagree

22. Do you consider the demand of English is an obstacle for professionals to apply for a Job position?

- a) agree b) strongly agree c) disagree d) strongly disagree

23. Do you think the Salvadoran society looks English as an important factor on a professional résumé?

- a) agree b) strongly agree c) disagree d) strongly disagree

24. Do you agree that English must be part of the requirements for you to apply for a job position?

- a) agree b) strongly agree c) disagree d) strongly disagree

ANNEX D: TEACHERS' GUIDELINE

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

TEACHERS' GUIDELINE



Topic: Students' insights on taking four English subjects in the Journalism Major at the Journalism Department, School of Arts and Social Sciences, University of El Salvador, year 2015.

Objective: to propose some advices for teachers in charge of the Intensive English II and IV at the Journalism Department with the purpose to raise awareness about the importance of teachers' methodology and motivation in their classes.

- Teachers should use the appropriate methodology according with the students' level in order to help them to feel comfortable in the learning of a second language.
- Teachers should raise the level of students' motivation in the English class through the use of authentic material and real situations to help them to comprehend the importance of the language in a globalized world.
- Teachers should emphasize the current demand of the language in the society.
- Teachers should encourage volunteer students' participation in the English class.
- Teachers should make more use of technological devices such as computer, projector among others in the English class.
- Teachers should show a good sense of humor and be more dynamic in order to make students feel more confidence in the English class.
- Teachers should provide feedback mostly in difficult topics for the students with the purpose to help them to get better grades and do not fail the English subject

ANNEX E: PICTURES

Pictures taken during the observation process in the intensive English II and IV courses

Picture # 1



This picture was taken while one of students from the intensive English IV was in an oral presentation.

Picture # 2



In this class students were working on an activity in which they have to complete a crossword. They were asked to work in pairs.

Picture #3



In this class one of the students from the Intensive English II was asking for clarification while they were developing listening activities.

Picture # 4



In this picture the teacher from the Intensive English II was teaching about habits. The students were involved in the class because the visual aids called their attention.