

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

**THE IMPORTANCE OF ENGLISH FOR THE ENGINEERING AND  
MEDICINE SCHOOLS' FACULTY' AT THE UNIVERSITY OF EL  
SALVADOR**

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## **INTRODUCTION**

English has become a worldwide language and there is no doubt about its importance in the present time. Many reasons can be mentioned to the spread of English, for example; the expansion of communication among people around the world through internet; also it is said that it is the language of science and technology, and its presence is remarked in medicine, engineering, education, tourism and in the entire world of business as well. The evolution that this society experiences especially related to the phenomenon of globalization requires having skilled professionals to face the challenges of this world. The English Language Revolution is intrinsically tied in with the progression of a technological global world and professional development.

English has a big importance in most of the professional areas but it is necessary to say that there are some of them where English is considered as a fundamental tool of development. It can be said that English also helps professionals to develop themselves not only in their fields of work but also as a component in their professional growth. It is unfortunate that even though the clear evidence of the importance of the English Language is stated, there

are still some professionals who do not show any interest at all about its learning. The perspective of non English- speaking professionals whose field the English Language is not demanded may not be concerned in the language.

Based on the fact that learning English is essential, its use is present in almost all areas of knowledge and professional growing; practically, English is the Lingua Franca in this era of globalization; for that reason, nobody around the world ignores that English is a synonymous of progress and excellence in the professional development in a global higher education.

The domain of English represents big opportunities for human beings in our society which demands not just one language to survive in any work field. In this sense, English plays a key role among professionals of education, especially, in Engineering and Medicine schools where the knowledge of second Language to develop academic activities is essential.

The research project will be focused on the importance of English for the Engineering and Medicine schools' faculty' at the University of El Salvador, as well as, it describes and identifies the advantages of mastering English in the use of the technology.

This research project is divided into four Chapters: Chapter I comprises the problem, statement of the problem, formulation of the problem, objectives, justification and limitations of the study. Chapter II is presented the frame work that is supported by some theories, background and definitions. Chapter III discloses the methodology, level of investigation, design, the method used by the researchers to execute the research study, the participants in the investigation, the instruments, data collection, data analysis and the results obtained at the end of the study. Chapter IV encompasses the resources, (human, material, financial), time table for the different activities required.

## **CHAPTER I**

### **STATEMENT OF THE PROBLEM**

Nowadays, it is a certainty that professors living in a global world require to have a holistic view in Education. In that respect, English proves to be a necessarily included element to face up the new challenges in the 21st century. It is clear that English, technology, and professional development are interrelated, as a result of this, educators not having any English knowledge confront with difficulties to get along with technology. For instance, problems in managing computer programs, machines, internet, virtual learning, etc. In other words, professionals who do not speak English have many disadvantages: less chances of success, lack of competitiveness and isolation from the global market, scholarships, congress participation, few access to the updated bibliography, recent technology and little access to scientific advances of science.

### **FORMULATION OF THE PROBLEM**

¿How necessary is to master the English language to strengthen professional development and facilitate the use of technology for the Engineering and Medicine schools´ faculty´ at University of El Salvador?

## **OBJECTIVES**

### **GENERAL:**

1. To determine the importance of English for the Engineering and Medicine schools' faculty' at the University of El Salvador.

### **SPECIFIC:**

1. To explore the Engineering and Medicine schools' faculty' opinion on how important English is for them.
2. To diagnose how useful English is for the Engineering and Medicine schools' faculty' work field.
3. To identify the Engineering and Medicine schools' faculty' limitations face when looking for updated information which is available only in English.



## JUSTIFICATION

There is no doubt that English plays an important role in our society, whether people like it or not its presence has become stronger in the last decades. For instance, the majority of the media are published in English, in education its learning has been established as mandatory, public and private school systems are teaching English to children from primary or pre-school grades; a growing number of universities require English for graduation as well. In spite of the large amount of bibliography which talks about the advantages that the mastery of English offers, there are no papers or books that discuss about the importance that English has for the Engineering and Medicine schools' faculty' at the University of El Salvador.

Therefore, this research will inquire on the Engineering and Medicine schools' faculty's opinions on how important they think English is for their professional development, and if so, in what ways English matters in their teaching labor. More specifically, it will point out the limitations faced in their role as faculty, first, when looking for updated information which is available only in English, and second when using technology as a key support.

## **LIMITATIONS**

The research project will be limited to specific information on the research question also the different changes that occur during the development of the investigation that supports the research project. Another limitation is the availability of Engineering and Medicine schools' faculty' time to access their opinion with a previous permission. Finally, the lack of information related to the topic being investigated.

## **CHAPTER II**

### **BACKGROUND**

There is no doubt that during the last years more and more people have experienced the necessity of knowing English. In fact, it can be assumed that nowadays English is the Universal Language and its importance, development and growth depends upon its use. The technology, science and education advances of the world, requires English. Most of the theories are written and spoken in English, even more when the globalization phenomenon is a reality it requires that everybody speaks the same language and that language is English. In that respect, it can be said that people realize that English is the tool most commonly used to carry out the needs of a modern world.

As it has been mentioned, faculty immersed in a global society having any English knowledge face difficulties to handle with technology: problems in managing computer programs, machines, virtual learning, exchange communication around the world etc.; so all in all, it is emphasized that speaking English is mandatory to any faculty involved in a technological global world. Also, it is necessary to keep in mind that any faculty who does

not speak English has many disadvantages such as less chances of success, lack of competitiveness; isolation from the global market; less opportunities of scholarships and congress participation; few access to the updated bibliography related to recent technology and little access to the scientific advances of science. Therefore, to make faculty aware of the importance of English for their professional development is another reason to do this research.

## CONCEPTUAL FRAMEWORK

Taking into consideration the revolution and dominance of English in all of the different areas that a global world carries with, the importance given to English by people worldwide has been multiplied during the last years. The position of English, in terms of significance, lies on its omnipresence and widespread use in all fields of life. The arguments supported by the revision of the literature emphasize on the worth of knowing English and at the same time they stress the restrictions that professionals could face in a world ruled by the English Language if they do not master such a language.

It is evident that English is associated at the leading edge of technological development. In education, it is necessary to handle devices and English plays an important role in the use of a variety of equipment and machines so it is required to domain some reading and comprehension skills in English, for example, for professionals of Engineering and Medicine it is clearly evident the necessity to read and understand the manuals of operation and instructions of equipment in order to use and operate them. As a result of these arguments, English is immersed in the Education field in a high rating.

Consequently, the knowledge of English in education also serves for searching different kind of literature such as publications, articles, magazine, research projects, etc.; and most of the current books about medical science are commonly published in English so it helps professionals to be immersed about the recent advances of science.

### **English in a technological global world**

The relevance of any language has depends on the number of native and non-native speakers, as well as on the population and economic power of the countries in which it is spoken. To tell that English is the most spoken language around the world can be uncertain for many people, but it is completely sure to tell that is one of the most spoken and the most relevant language for its use. Ruiz Garrido (2003) presents in a comparison list of the most spoken languages worldwide that the English Language is the second one on it, being the Chinese Language in the first place. But it is important to remember that in fact native Chinese people exceed native English people. While English is not the most widely spoken language in the world in terms of the number of native speakers, it is the world's most prominent language and despite of a larger number of people that speak Mandarin and Hindi, those languages do not have the same position in terms of importance as English;

they are mainly restricted to fewer areas; however, English is spoken and understood in almost all areas of the world and that is the big difference and at the same time is one of the main reason to consider English as global language, even people from the farthest places of the world have knowledge of English.

English has emerged as an international language over the past decades; and no one denies that English is a requirement for facing the challenges that a global society comes with. English has become in an universal language which helps not only to break down barriers of communication among cultures or countries in which English is used, but also as a necessary tool in the areas of business, industry, technology, etc. De Majo, (2006) remarks on the sense of English by saying that the crash evolution of our society, especially with the globalization phenomenon and the continental integration requires updated people to cope with its demands. Global companies are situated in English speaking countries and first world countries are also English speaking ones. Huge corporations all over the world need to have a common language as platform; they require English language skills from people all around the world in order to succeed at whatever industry or trade they try. A common language will enable people and companies of different countries to communicate with each other without having to learn all their different

languages, so it is important the use of a same language by all of them and this will make easier to adopt new technologies.

English is aimed as the most popular language used around the world by its relation to globalization and technology. The globalization phenomenon has brought modernization and industrial development and as a part of that phenomenon, has arisen the necessity to domain some skills of English to handle and operate the new technological tools by the fact that the most of industrial equipment brings instructions and manuals in the English language. According to Hasman (2004) the competitive demands of government, industries and corporations, both national and multinational, for technological progress requires an understanding of the language of technology; thereby, English become as a component of that demands.

The English language and computers are closely tied with the modern communication and industrial development. English and computers has a close relation, first, by its use in the exchange's communication with countries in where the spoken language is English, second, computers have a mode of operation commonly programed in the English Language so both are used in this current industrial society. Graddol (2000) argues that computers and programs are largely the invention of English speaking countries, computer



operators interact with programs using instructions in English and there is no doubt that English continues being expanded via software products and digitized intellectual property.

### **English a device of professional development**

English is present in several fields such as, engineering, medicine, technology, science, communication, commerce; therefore, it is used for many purposes. Vocabulary, grammatical forms, ways of speaking and writing have influenced by technological and scientific developments, economy and management, literature and entertainment genres.

In recent years the importance of knowing a second language has been growing rapidly and English seems to have emerged as the international language. One factor to consider is that it includes a great number of major fields that use the language in human life, including not only research, education and science but also marketing and trade as well as entertainment and hobbies. This implies that is not a surprise how well English and professional get along with.

There are a number of research papers from professionals' points of view that explain the advantages of coping with the English language; not only in their professions but also on the fields where they work. Medina (2008) provides an overview on the significance of the English language by saying that it is necessary for the work place of professionals. He also highlights English as a fundamental requirement that enterprises ask for when looking for competitive professionals, that is why nowadays, English is not seen as a curricular requisite anymore, by contrary, it is considered as a device of professional development for many universities. Having the right English communication skills will surely provide people with confidence and ability to express and this will surely be an advantage in job interviews giving them more opportunities to wide their career prospects and career advancement or promotions.

Reyes Figueroa & García Alvarez (2009), also agree by saying that current and future professionals need to have a good command of the English Language. The multiple activities in the labor market strongly request social interchanges among professionals and their development. Many people can differ but being a successful professional without communicating in English can be impossible in our times. Studies show a considerable growth in the number of companies requiring employees who have bilingual skills of English will definitely give ones who are globally competitive more

opportunities of enhancing their career and their professional development. English connects people to the new world allowing them better employment benefits. It offers a wider choice of jobs in different fields such as, tourism, administration, public relations, marketing and sales, law, teaching etc. increasing at the same time a sense of self-esteem.

Nowadays, English is an essential competence for professional growth. Professionals of any field need some knowledge of English not only to face the challenges that the technological advances brings but to be more competitive or to get advantages over other professionals. Navarro (2001) rewrites an opinion given by the journalist of a medical magazine, Christopher Edwards: «Scientists well may be subjected to discrimination or misunderstanding if they try to publish in top general-science journals. If they present their work at international scientific meetings and their English language skills are poor, their findings may not receive the attention and acknowledgment they deserve». This current society, demands English skilled professionals that domain a second language to acquire some progress and professional development.

English is considered as “The unique international language of Medicine” (Navarro A., 2001). Areas such as medicine and science use a common language to communicate the new progresses. Most of the updated literature and articles or publications related to this matter and its equipment are in English Language. In science, English is essential for researchers who have to be involved in the scientific advances of science. Despite the evidence of the importance of English, there are refusal opinions still related to these issues. For instance, Varsavsky (2007) explains that the dominance of English can carry out negative consequences especially for doctors who do not speak the language. In Spain, he claims that only the 20% of doctors speak English and the 50 % of the articles related to medicine are written in English. As consequence of this reality, non-speaking doctors do not have access to the current information. Nevertheless, this perspective can differ at a certain point bringing about some controversy; English can be seen also as an advantage to be taken only for those professional who are well prepared and updated in a modern era; in science and medicine the deficient mastery of English slows down a successful career of any professional.

Communication skills are crucial for an engineer who seeks to carry out the professional practice in the global higher education. Engineers need communication skills such as the fluency in the English language to improve

their professional development and to access the advances of new technology. According to Riemer (2002) there is full evidence that graduated engineers lack the required standard of communication in English since most of them just can relate the same theories of mathematics, mechanics and technology, but the modern engineer must also be able to communicate effectively in the English since Engineers who are skillful at communications have a considerable advantage over those who are not.

Presently, universities must have a genuine comprise in higher education and should be the major protagonist in the professional development that permit to enrich the academic excellence and intellectual growth according to the need and interest which demand today's society in the quality of the scientific and technological changes.

The presence of English in higher education of non English speaking countries is a fact and to succeed in a society and being capable to the new changes of globalization lays on learning another language that is one of the most important and valuable parts of any personal education. It results interesting to enhance a deep interest in the acquisition of a second language especially for non-native speaker students (Van Damme, 2010). Learning

English is a necessity since it is considered like a present and essential language among non-speaker English for being considered as a lingua franca (Crystal 2003); for that reason any vocation requires the management of English as an important professional competence, since in the last century education has had major changes such as the revolution of information and communications that is increasing and taking an important role in the education field; a clear illustration of this is internet that has developed as imperative tool to acquire useful knowledge in the different careers.

Globalization is expanded in all the areas of human life and education is not the exception. Distance learning, is one of the examples of the changes that this global century carries out to adapt to the development of education. Distance education allows students who are not physically in a traditional classroom to have access to learning, taking into account that the language of technology is English, students need to improve their profile as future professional by learning English. The role of English in education is clearly essential by the influence of the economic globalization. According to Touriñán López (2000) education is an instrument of innovation and productive development. Based on this, the challenge of a worldwide education must be concerned to prepare professionals with a global

perspective, who are aware in a world in which they will be operating where the presence of English is found in all fields of work and study.

It is unquestionably that the developed countries had progressed not only by the industrial revolution but also by the changes in the education systems such as the adopting of the English Language. Oppenheimer (2010) establishes that Singapore adopted English as an official language, remaining its mother tongue as a second language; all schools of that country are bilingual, by the fact that English is considered as a language of world commerce and internet.

In our country the influence of English is evident, one example of this is the Free Commerce Agreement (TLC) that requires skilled professionals with a strong mastery of English to carry out the commercial relationship and the services offered. Another important fact is the currency's change that has made to emerge multinational enterprises enhancing the expansion of English. Finally, the most important factor to consider is the migration\_of Salvadorians to United States and Canada which has influenced on the necessity of learning English in order to be successful or get advantages in those countries.

## DEFINITION OF TERMS

### **Commerce Agreement**

The activity of buying and selling, especially on a large scale.

*[Http:\Word Reference.com Dictionary of English](http://WordReference.com)*

### **Competence**

Having the ability or skill that is needed

*[Wehmeier, Sally \(1993\). Oxford word power dictionary. Oxford University Press](#)*

### **Competitiveness**

It is a comparative concept of the ability and performance of a firm, sub-sector or country to sell and supply goods and/or services in a given market.

### **Distance learning**

Where students work on their own at home or at the office and communicate with faculty and other students via e-mail, electronic forums, videoconferencing, chat rooms, bulletin boards, instant messaging and other forms of computer-based communication.

*<http://www.webopedia.com>*



## **Engineering**

The branch of science and technology concerned with the design, building, and use of engines, machines, and structures.

*Http:\Word Reference.com Dictionary of English*

## **Fields of work**

Work done or firsthand observations made in the field as opposed to that done or observed in a controlled environment

*http://www.thefreedictionary.com*

## **Findings**

Conclusion reached as a result of an inquiry, investigation, or trial.

*Http:\Word Reference.com Dictionary of English*

## **Globalization**

The intensification of worldwide social relations which link distant localities in such a way that local happenings are shaped by events occurring many miles away and vice versa

*Giddens A. (1990) The Consequences of Modernity, Polity Press, Cambridge*

## **Higher Education**

Education at universities or similar educational establishments, especially to degree level.

*[Http:\Word Reference.com Dictionary of English](http://Word Reference.com Dictionary of English)*

## **Internet**

A global computer network providing a variety of information and communication facilities, consisting of interconnected networks using standardized communication protocols.

*[Http:\Word Reference.com Dictionary of English](http://Word Reference.com Dictionary of English)*

## **Learning**

knowledge or skills acquired through experience or study or by being taught.

*[Http:\Word Reference.com Dictionary of English](http://Word Reference.com Dictionary of English)*

## **Lingua Franca**

A language used as a common language between speakers whose native languages are different.

*[Http:\Word Reference.com Dictionary of English](http://Word Reference.com Dictionary of English)*

## **Mastering**

Having or showing very great skill or proficiency.

[Http:\Word Reference.com Dictionary of English](http://WordReference.com)

## **Medicine**

The science or practice of the diagnosis, treatment, and prevention of disease

[Http:\Word Reference.com Dictionary of English](http://WordReference.com)

## **Modern era**

A period beginning in the last quarter of the 20th century when information became easily accessible through publications and through the manipulation of information by computers and computer networks

[Word Net 3.0, Farlex clipart collection. © 2003-2008 Princeton University, Farlex Inc.](#)

## **Migration**

Move to a new area in order to find work.

[Http:\Word Reference.com Dictionary of English](http://WordReference.com)

**Native speaker**

A person who has spoken the language in question from earliest childhood.

[Http:\Word Reference.com Dictionary of English](http://WordReference.com/Dictionary/English)

**Nonnative speakers**

Not having spoken the language in question from earliest childhood.

[Http:\Word Reference.com Dictionary of English](http://WordReference.com/Dictionary/English)

**Professional development**

Activities to enhance professional career growth such activities may include individual development

<http://www.ncrel.org/sdrs/areas/issues/educatrs/profdevl/pd2prof.htm>

**Profile**

A record of a person's psychological or behavioral characteristics, preferences, etc., so as to assess their capabilities or identify categories of people.

[Http:\Word Reference.com Dictionary of English](http://WordReference.com/Dictionary/English)

**Technological development**

The knowledge and use of science applied to the conversion of natural resources for the benefit of humans.

[Mosby's Medical Dictionary, 8th edition. © 2009, Elsevier](#)

## **Science**

The study of and knowledge about the physical world and natural laws.

*Wehmeier, Sally (1993). Oxford word power dictionary. Oxford University Press*

## **Skill**

The ability to do something well, especially because of training, practice, etc

*Wehmeier, Sally (1993). Oxford word power dictionary. Oxford University Press*

## **Technology**

The body of knowledge available to a society that is of use in fashioning implements, practicing manual arts and skills, and extracting or collecting materials.

*American Heritage Dictionary 2000.4th ed.,.*

## **Tool**

Something (as an instrument or apparatus) used in performing an operation or necessary in the practice of a vocation or profession.

*<http://mw2.merriam-webster.com/dictionary>*

## **Worldwide**

Extending or applicable throughout the world.

*[Http:\Word Reference.com Dictionary of English](http://Word Reference.com Dictionary of English)*

## **CHAPTER III**

### **METHODOLOGICAL FRAMEWORK**

#### **1. SETTING:**

This study will take place in the University of El Salvador in the schools of Medicine and Engineering.

#### **2. THE LEVEL OF RESEARCH:**

2.1 Explicative Research: This requires knowledge of theories to explain the phenomenon in study that contributes to strengthening research.

#### **3. THE LEVEL OF DESIGN:**

##### **3.1 DOCUMENTAL:**

This investigation will be making use of bibliography references such as books, web pages, thesis, virtual library which contains value information about the topic that supports it.

### 3.2 FIELD WORK:

This research project will be developed under natural non-manipulative setting in the University of El Salvador.

## 4. SAMPLE/PARTICIPANTS

The sample for this investigation is the Engineering and Medicine schools' faculty at the University of El Salvador with a population of 804 teachers for which was used the formula for a finite population in which got a sample of 86 faculty.

### SAMPLE DETERMINATION:

$$n = \frac{Z^2 P \cdot Q \cdot N}{E^2 (N - 1) + Z^2 P \cdot Q}$$

Where:

$n$  = Sample Size.

$N$  = Universe.

$E$  = Maximum possible error in the sample

$Q$  = Degree of probability of failure expected.

$P$  = Degree of probability of certain pending investigation.

$Z$  = Confidence Level.

Data for each variable

$n = ?$

$N = 804$ .

$E = 10\% = 0.10$

$Q = 50\% = 0.50$ .

$P = 50\% = 0.50$ .

$Z = 95\% = 1.96$ .



$$\frac{215}{589} = \frac{\text{Engineering teachers}'}{\text{Medicine teachers}'}$$

$$N = 804$$

Substituting

$$n = \frac{(1.96)^2 (0.50) (0.50) (804)}{(0.10)^2 (804 - 1) + (1.96)^2 (0.50) (0.50)}$$

$$= \frac{772.1616}{8.9904}$$

$$n = \frac{(8.03) + 0.9604}{8.9904}$$

$$n = \frac{772.1616}{8.9904} = 85.88$$

$$n = 86$$

According to this research project the stratified method is more convenient to determine the appropriate sub-samples by faculties as stratum. As a result it will be 23 faculties of Engineering and 63 of Medicine, using the following formula:

$$n_i = \frac{n (N_i)}{N}$$

Substituting

$$n_i = \frac{86}{804} (215)$$

$n_i = 22.99 \approx 23$  Engineering teacher's

$$n_i = \frac{86}{804} (589)$$

$n_i = 63$  Medicine teachers'

## 5. MEASUREMENT INSTRUMENT:

This research project will include a set of different analysis gotten by the technique of survey and their corresponded instrument of collecting data. The questionnaire with 21 closed and opened questions; the sample will be answered by 86 professionals, 63 from Medicine and 23 from Engineering. The questionnaire and the guide questions will be related to the different areas of research and the specific questions addressed to the research project.

## **DATA COLLECTION**

The data were collected by a questionnaire administration and it was conducted into two phases: the pretest and the intervention phase. The first phase was conducted a week prior to the intervention; the measurement instrument was administered to ten teachers from school of Medicine at UES. The teachers were individually prompted to their offices by the researchers. The second phase occurred during two weeks' time period and it was implemented after the pretest stage. The procedures for this stage required duplicating eighty six questionnaires these were administered to a same number of teachers. The participants selected, were the Engineering and Medicine schools' faculty's, thirty male and fifty five female. Twenty three of the questionnaires were administered to the former and sixty three to the latter. The participants were prompted to their offices and most of them collaborated filling in the questionnaire individually at the moment asked and other questionnaires were returned a week after. The time rate spent in this procedure took around three weeks. The non-return rate was only one questionnaire.

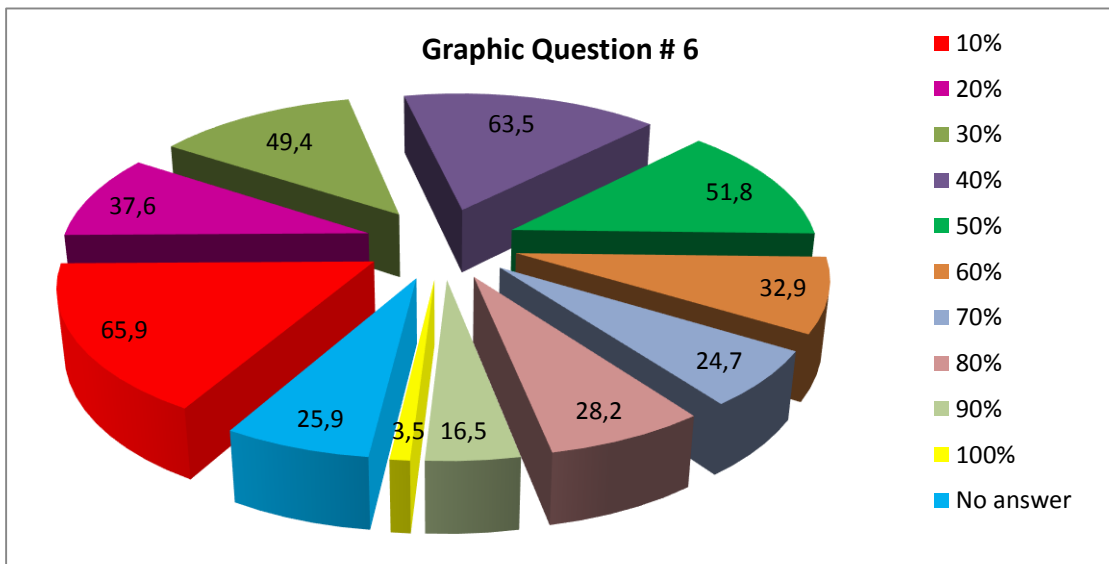
## DATA ANALYSIS

The results were used to identify how necessary is to master the English Language for the Engineering and Medicine schools faculty to strengthen professional development and to facilitate the use of technology. On the basis of this perspective, the structure of this research project was divided into the areas of: English in a technological global world and English as a device of professional development. The methods used in this study to analyze data were quantitative and qualitative.

The collected data on the poll, of the closed and open questions were transcribed item by item to get frequencies and percentages, also they were classified to find out and answers to the specific research questions on how necessary is to master the English Language for the Engineering and Medicine Schools faculty at the University of El Salvador in order to strengthen the professional development and how necessary is to master the English Language for the Engineering and Medicine Schools' faculty' at the University of El Salvador so as to facilitate the use of technology in their daily academic activities. The items associated to this request disclose the frequency distribution and percentages.

**Question # 6: How do you consider the mastering of your English language skills?**

MASTERING OF ENGLISH SKILLS	SKILLS				
	READING	WRITING	SPEAKING	LISTENING	
	Frequency	Frequency	Frequency	Frequency	Percentage of 4 skills %
10%	10	14	18	14	65.9
20%	5	7	10	10	37.6
30%	7	11	12	12	49.4
40%	12	15	13	14	63.5
50%	14	12	10	8	51.8
60%	10	8	4	6	32.9
70%	7	6	4	4	24.7
80%	9	5	4	6	28.2
90%	5	2	2	5	16.5
100%	3	0	0	0	3.5
No answer	3	5	8	6	25.9



On the faculty's point of views on which they evaluated their mastering of the English skills in a scale of 10 to 100 percent, the results were the following;

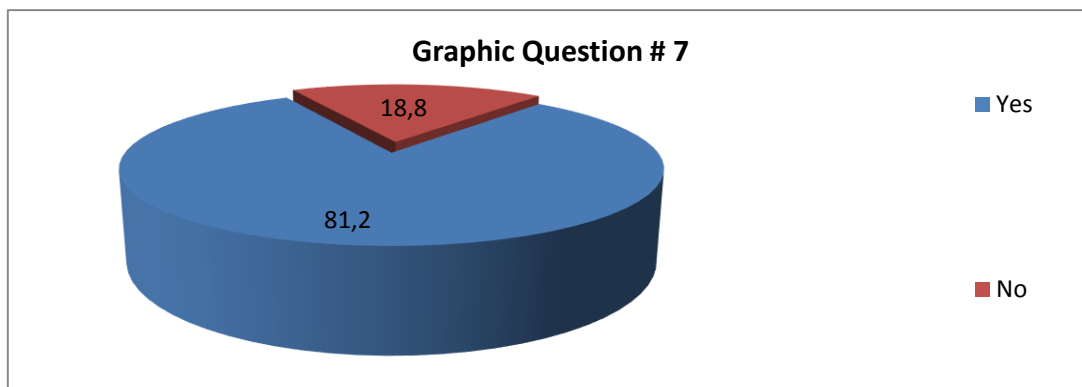
the 65.9% of staff evaluated their mastering on reading, writing, speaking and listening skills in a 10 percent; this high percentage of participants who evaluated their domain on a 10 percent determines that faculty has a low level on the English's skills mastering; meanwhile the 37.6 said to have a 20 percent, this result also establishes that there is a little domain of the English skills. The 49.4% of participants said to have a 30 percent; it can be considered as a low mastering in spite of faculty are immersed on areas in which they need to domain the English skills. The 63.5% of the staff said that their mastering of the English skills is 40 percent; this percentage determines that there is an acceptable faculty's English domain on professionals. The 51.8% of respondents evaluated their mastering in a 50 percent although this result can be considered positive, there is still a few of professionals that domain the English skills on a 50 percent. On the other hand, the 32.9% of faculty considered having a 60 percent on the whole abilities; this means that the level of mastering of skills is among 10 to 50 percent according to the professionals opinions. Besides, the 24.7% of faculty believe to have a 70 percent on skills domain. Further, the 28.2% of professionals think that they have a 80 percent on skills mastering. Meanwhile, the 16.5% of the participants gave a 90 percent to their mastering and only the 3.5% of respondents think that their mastering is in a 100 percent; according to the former results is evident that the participants do not have a high mastering on

skills mentioned above. Finally, the last results of 25.9% of participants did not answer the request.

Based on these results, the mastering of English language for the Engineering and Medicine faculty is low and only a minimum number of professionals master the four English skills in a high domain. (Table and Graphic # 6)

Question # 7: **Have you ever taken English courses?**

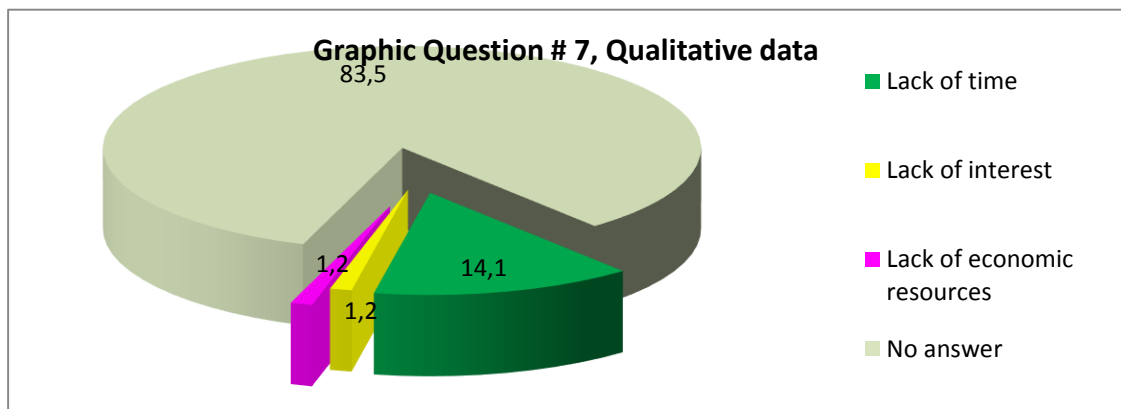
TABLE N° 7		
Alternatives	Frequency	Percentage %
Yes	69	81.2
No	16	18.8



On the question related to the courses taken by the faculty, the results obtained in this stage shows the following: the 81.2 % of the participants are in agreement with the fact to take English courses is important to develop their educational activities and also to be updated not only personally but also professionally due to English is helpful for them in order to use of the new technology. On the other hand, the 18.8% of participants are in disagreement; this low percentage says that for those professionals, English is not considered useful since they teach their classes on the Spanish language. (Table and graphic # 7)



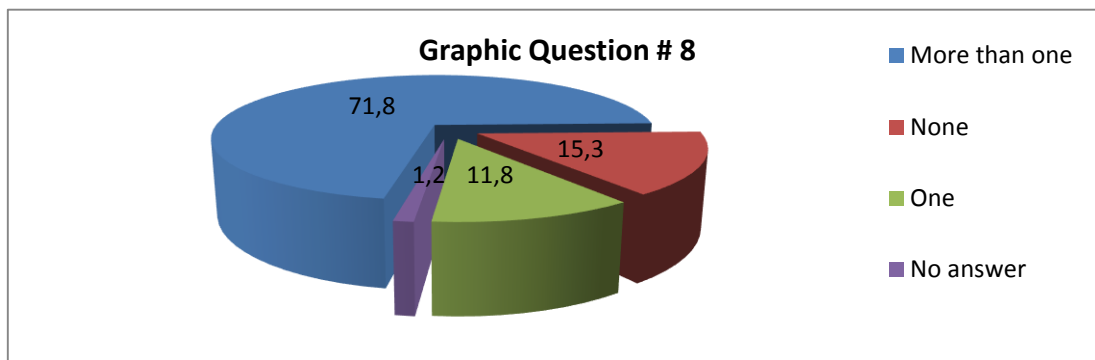
TABLE N° 7 QUALITATIVE DATA		
Alternatives	Frequency	Percentage %
Lack of time	12	14.1
Lack of interest	1	1.2
Lack of economic resources	1	1.2
No answer	71	83.5



In this qualitative stage, if the answer was not, participants were asked the reasons by which they did not take English courses; the faculty expressed a wide range of ideas related to this matter; the results were the following: the 14.1% of respondents said that by the lack of time, the 1.2% of participants answered that by the lack of interest, the 1.2% of faculty expressed that by the lack of economic resources, and the last 83.5% did not answer. Even though, the majority of staff did not give any reason the highest percent of the staff have not taken English courses for the lack of time. (Table and graphic 7 Qualitative data)

Question # 8: **How many modules or courses have you taken?**

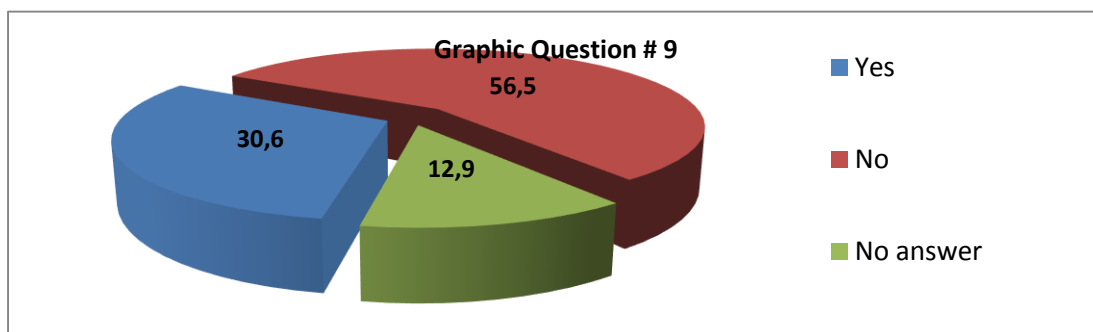
TABLE N° 8		
Alternatives	Frequency	Percentage %
More than one	61	71.8
None	13	15.3
One	10	11.8
No answer	1	1.2



The opinions given by faculty on how many courses they have taken, the results were: the 11.8% of participants said that they took one course; while the 71.8% of professionals expressed to have taken more than one. Meanwhile, the 15.3% of participants said that they have not taken any course, and finally the last 1.2% did not answer. These results show that the majority of the professionals have taken more than one course of English due to its domain permits to them to be updated as well as to handle equipment and software. (Table and graphic # 8)

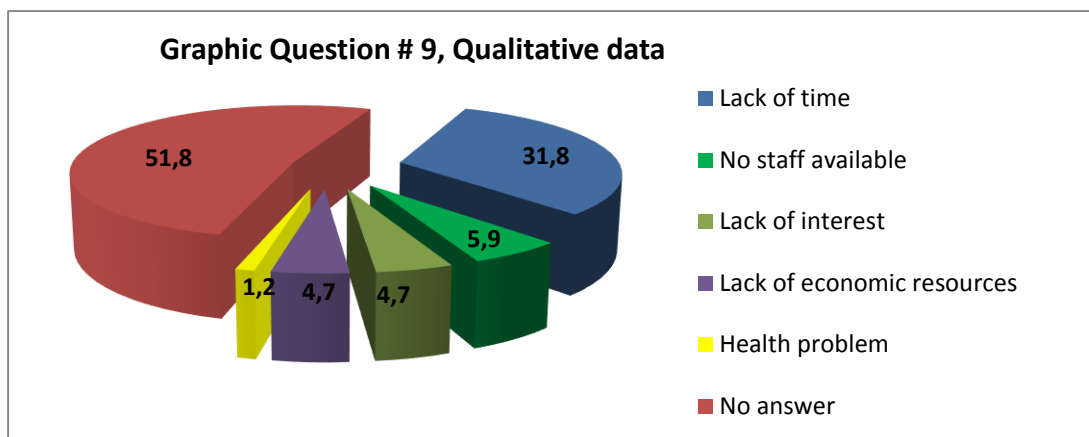
Question # 9: **Did you finish the course or program?**

TABLE N° 9		
Alternatives	Frequency	Percentage %
Yes	26	30.6
No	48	56.5
No answer	11	12.9



The results to the question if faculty finished the English courses o program are the following; the 30.6% of faculty finished the courses; meanwhile the 56.5% of participants said that did not finish the courses of English; this means that a low percentage of the faculty have completed their training on the English language. It also determines that due to the reasons given on the previous item a high percentage of professionals could not finish their preparation on it; although on their opinions they considered that the mastering of English as an advantage and also they are greatly committed to their personal development the most highest percent of faculty that did not finish the course. Finally the last 12.9% did not answer the question. (Table and Graphic # 9)

TABLE N° 9 QUALITATIVE DATA		
Alternatives	Frequency	Percentage %
Lack of time	27	31.8
No staff available	5	5.9
Lack of interest	4	4.7
Lack of economic resources	4	4.7
Health problem	1	1.2
No answer	44	51.8

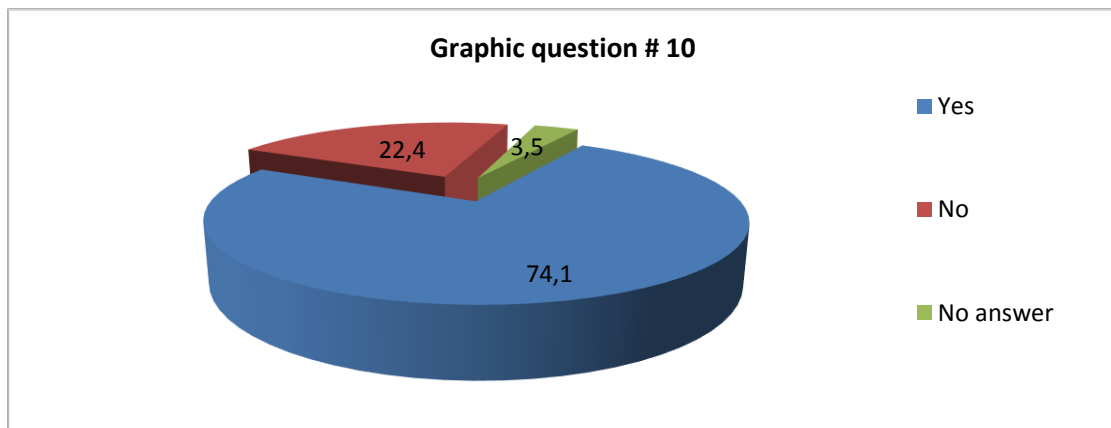


On the answers given by faculty expressing their reasons why they did not finish the English program, the results show the following; the 31.8% of faculty point of views said that the cause to complete the program was the lack of time, it can be determined that they did not have enough time since they have a busy schedule of work that did not permit them attend the English courses. The 5.9% of respondents argue that there was no available staff to prepare faculty on the English training, it means that there is no enough professors available to teach English in each school at the University of El Salvador; whereas the 4.7% of participants express that by the lack of own

interest, this can be determined that only for a few of them English is not considered helpful due to it is seen as an vital language in this century; meanwhile, the 4.7% of questioned affirm that it was by the lack of economic resources; and the 1.2% of respondents said that it was by the health's problems and the rest of 51.8% did not answer the question. (Table and Graphic #9 Qualitative Data)

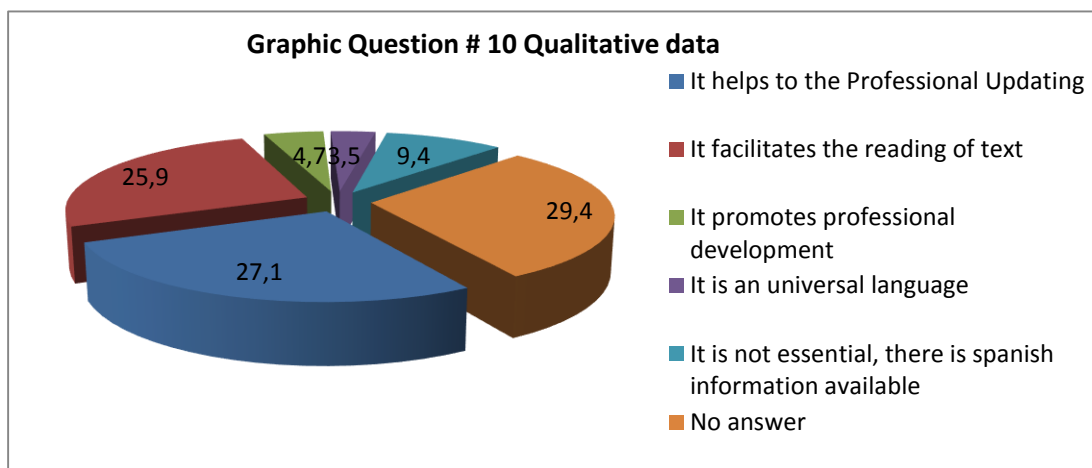
Question # 10: **Do you think English is essential in your work place?**

TABLE N° 10		
Alternatives	Frequency	Percentage%
Yes	63	74.1
No	19	22.4
No answer	3	3.5



The results on the question if English is essential for faculty to develop their academic activities express the following; the 74.1% of the participants are in agreement on the necessity to master the language, the high percentage on affirmative answers determines that faculty uses this language as a support on their academic activities such as bibliography; searching of topics related to the subject in which they are involved, so it is inferred that they consider English as an essential tool on their labor field; meanwhile the 22.4% of participants are in disagreement and the rest of 3.5% did not answer the question. (Table and Graphic # 10)

TABLE N° 10 / QUALITATIVE DATA		
Alternatives	Frequency	Percentage %
It helps to the Professional Updating	23	27.1
It facilitates the reading of text	22	25.9
It promotes professional development	4	4.7
It is an universal language	3	3.5
It is not essential, there is Spanish information available	8	9.4
No answer	25	29.4



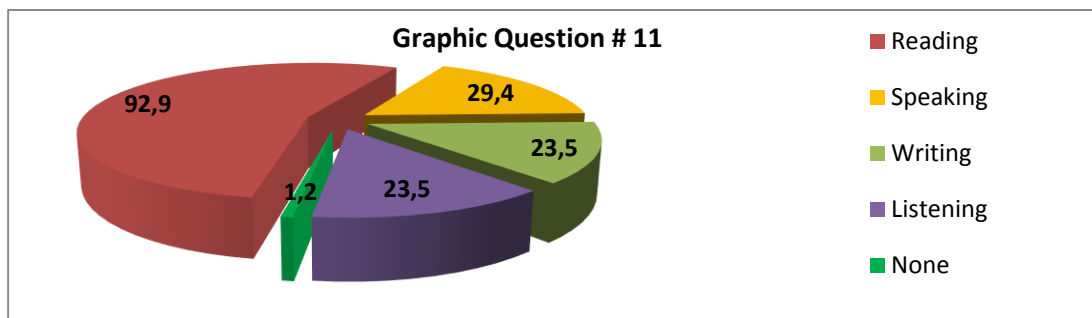
The faculty's opinions by which English is essential are represented on negative and positive categories. In the positive ones; the 27.1% of the answered samples said that English is essential for the professional updating since it helps professionals to get involved in the recent advances of technology, science, medicine, etc.; meanwhile the 25.9% said that English facilitates the reading texts, its result determines that faculty use bibliography, materials on English to support their academic activities. In the same way, the 4.7% believes that it promotes professional development, this low percentage

can be determined by the fact that the faculty do not consider this language to grow as professional; and the last 3.5% of the participants consider English as an universal language, this final result can be analyzed that a low percentage places English on this category. On the negative aspects the 9.4% said that it is not essential due to there is Spanish information available, it can be inferred that these faculty do not use English by the fact that they teach subject on Spanish; and the last result, the 29.4% of the participants did not answer (Table and graphic # 10 Qualitative data)



Question # 11: **Which of the following macro skills is more useful in your field of work?**

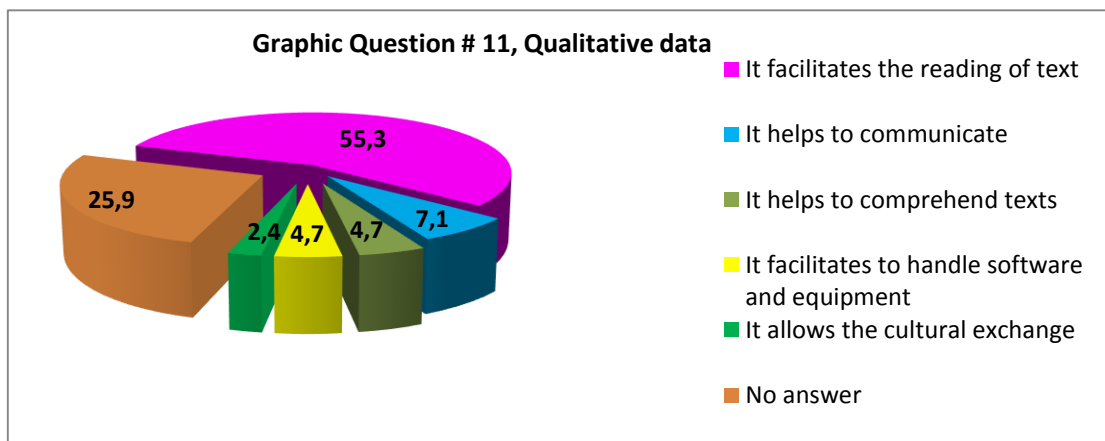
TABLE N° 11		
Alternatives	Frequency	Percentage %
Reading	79	92.9
Speaking	25	29.4
Writing	20	23.5
Listening	20	23.5
None	1	1.2



On the question about the most useful macro skill for faculty in their daily activities, the participants chose more than one answer, the following results were; the 92.9% of the answered samples believes that the Reading skill is one of the most useful. These outcomes determine that usefulness that faculty give to this skill is due to it serves for consulting texts, bibliography, manuals as well as to handle equipment which is commonly designed in the English language; the 29.4% of the participants think that Speaking is useful but this skill has a low percentage, it can be inferred that faculty give it less emphasis due to they do not need the speaking skill in order to teach their

class; the 23.5% of respondents point out writing as a prominent skill but as it was mentioned before, this skill is not so needed than reading; the 23.5% of faculty believe that Listening is necessary, its result can be inferred due to few of them use visual materials on English such as documentaries, conferences, videos, etc., these last two skills has a low percentage compared to Reading; finally the 1.2% of participants do not chose none of the skills (Table and Graphic #11).

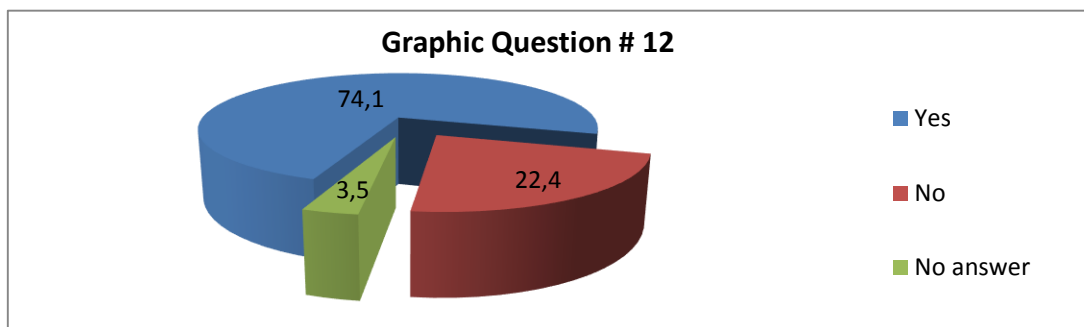
TABLE N° 11 QUALITATIVE DATA		
Alternatives	Frequency	Percentage %
It facilitates the reading of text	47	55.3
It helps to communicate	6	7.1
It helps to comprehend texts	4	4.7
It facilitates to handle software and equipment	4	4.7
It allows the cultural exchange	2	2.4
No answer	22	25.9



The opinions given by the faculty on the usefulness of English are represented on different categories such as: the 55.3% of respondents said that it facilitates the reading of texts. This result shows the highest percentage which is according to the answers given to the most useful skill which is reading; it determines that a high numbers of faculty access to materials, texts, books that they need in their teaching labor; meanwhile the 7.1% of the opinions said that English helps in communication but this result can be considered low due to faculty do not have much participation in congress, scholarship, etc.. The 4.7% of the samples answered think that English helps to comprehend texts, this low percentage demonstrates that a few of faculty need to translate and comprehend auxiliary materials for teaching their class. The 4.7% of the faculty opinions said that English facilitates the handle of software and equipment, it can be said that it is useful for them to operate tools, devices or means to teach their classes. This low scale determines English is useful for few of them. The 2.4% of the opinions of professionals think that English allows the cultural exchange; this result determines the few congress participation and outdoor activities of faculty; and finally the 24.7% did not answer. (Table and Graphic 7 Q. #11, Qualitative data)

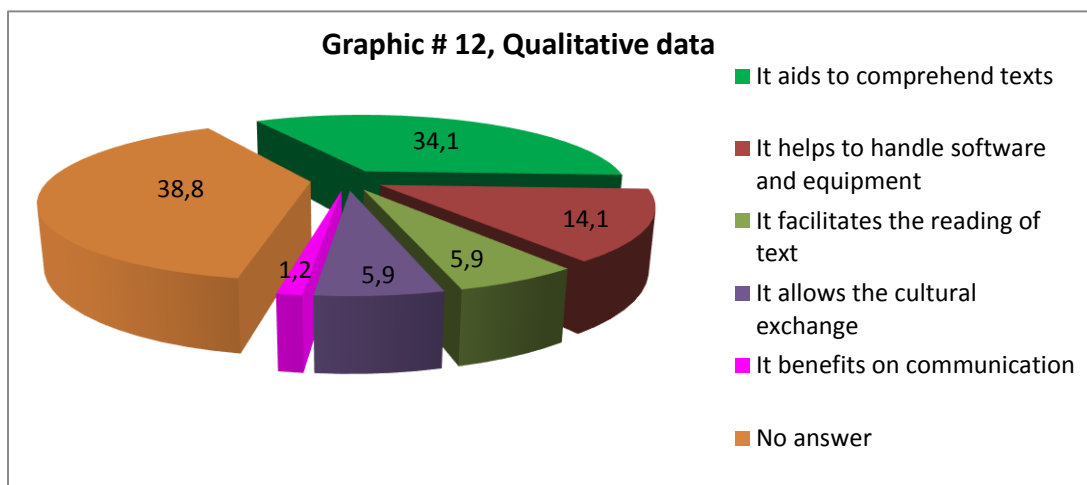
Question # 12: **Is English an advantage in your field of work?**

TABLE N° 12		
Alternatives	Frequency	Percentage %
Yes	63	74.1
No	19	22.4
No answer	3	3.5



On the answers to the question if English is as an advantage in the faculty field of work the results show the following; a 74.1 % of the participants are in agreement. This high percentage can determine that the domain of English is evident in professional work's field; while the 22.4% are in disagreement: this percentage can infer that English is not considered as an advantage since faculty teaches their classes in the Spanish language. Finally, the last result of 3.5% did not answer the question (Table and Graphic Question # 12)

TABLE N° 12 / QUALITATIVE DATA		
Alternatives	Frequency	Percentage %
It aids to comprehend texts	29	34.1
It helps to handle software and equipment	12	14.1
It facilitates the reading of text	5	5.9
It allows the cultural exchange	5	5.9
It benefits on communication	1	1.2
No answer	33	38.8

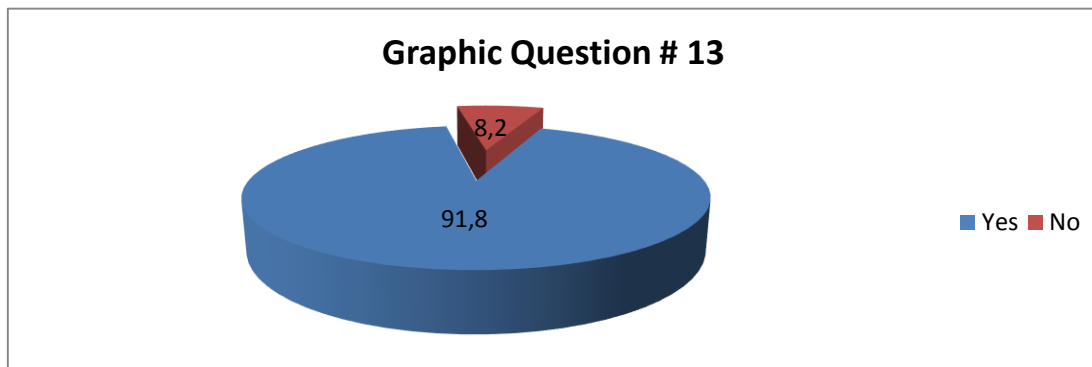


On the faculty point of views on the benefits that mastering English brings, the results show the following; the 34.1% thinks English aids to comprehend text, according to these opinions English benefits faculty as a support on comprehension of texts; meanwhile, a 14.1% indicates that it is helpful to handle software and equipment, its result indicates that the domain of English serves as a support on the handle of technological tools. The 5.9% of the respondents say that English facilitates the reading of text, it can be inferred that no all faculty use didactic resources on the English language. As well, the

5.9% of the participants express that it allows the cultural exchange, this outcome represents the fact that faculty has little access on this issue. In addition, the 1.2% believes that it benefits on communication, it category is related to the previous one since there is a few need of communication on this Language; finally the 38.8% did not answer the question. (Table and Graphic Question # 12, Qualitative data)

Question # 13: **Does the English Language facilitate the use of technology in your academic activities?**

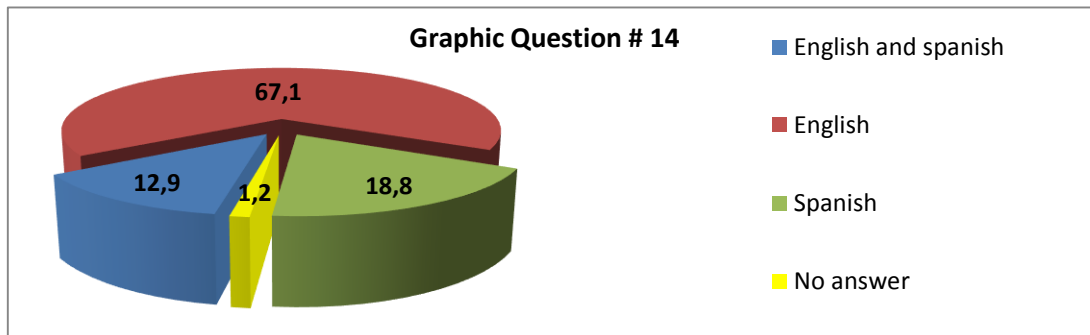
TABLE N° 13		
Alternatives	Frequency	Percentage %
Yes	78	91.8
No	7	8.2



The results on the question if English facilitates the use of technology in the academic activities of faculty, the 91.8% of the respondents are in agreement; it can be said that technology and English are immersed on the professionals' daily academic activities through use of equipment, software, didactic means, so they consider the language as a helpful component; and the last result show that the 8.2% of the samples answered to be in disagreement that English facilitates technology. (Table and Graphic # 13)

Question # 14: **In which Language do you find updated bibliography for your area of work?**

TABLE N° 14		
Alternatives	Frequency	Percentage %
English and Spanish	11	12.9
English	57	67.1
Spanish	16	18.8
No answer	1	1.2



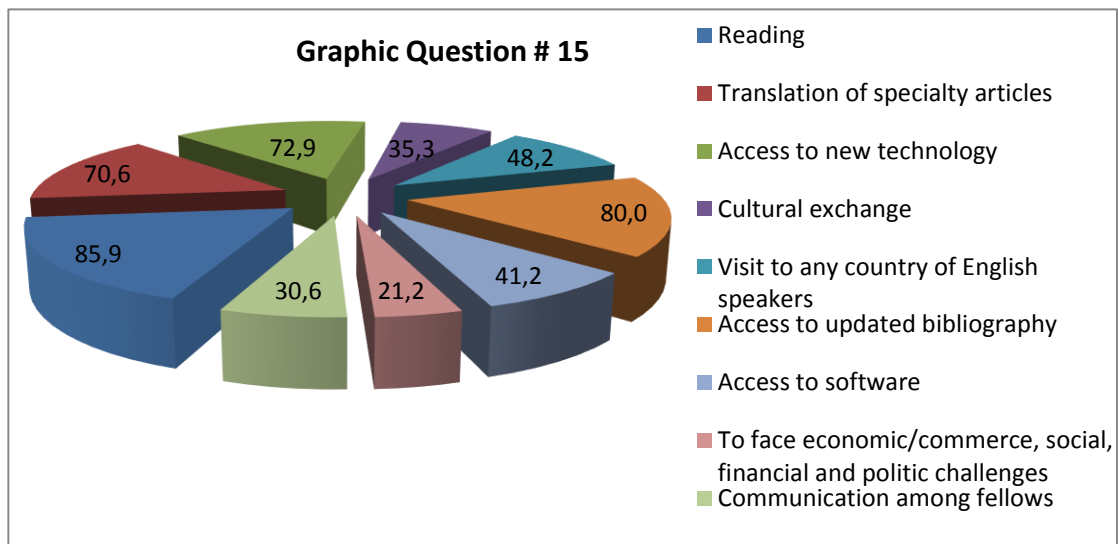
On the question about the language in what the updated bibliography is found, the results are the following; the 12.9 % of the participants answered that they find the updated bibliography in the two languages (English and Spanish). This results established that only a few of faculty agree that in both languages it is found updated bibliography. This probably means that this percentage of faculty does not use the English language when looking for updated information. Whereas the 67.1% of professionals said that the updated bibliography is found in English, this result shows that the most current information is available in this language such as : books, magazine



and manuals related to medicine, science, and technology are written in English and for that reason professionals recognize the importance of English in their academic activities; meanwhile the 18.8% said that it is found in Spanish, it can be interpreted that for these professionals is more useful the Spanish information by the fact that they teach subject in Spanish. Finally, the last result of 1.2% of participants did not answer. (Table and Graphic # 14)

Question # 15: in your teaching activity, which of the following choices English is necessary?

TABLE N° 15		
Alternatives	Frequency	Percentage %
Reading	73	85.9
Translation of specialty articles	60	70.6
Access to new technology	62	72.9
Cultural exchange	30	35.3
Visit to any country of English speakers	41	48.2
Access to updated bibliography	68	80.0
Access to software	35	41.2
To face economic/commerce, social, financial and politic challenges	18	21.2
Communication between fellows	26	30.6



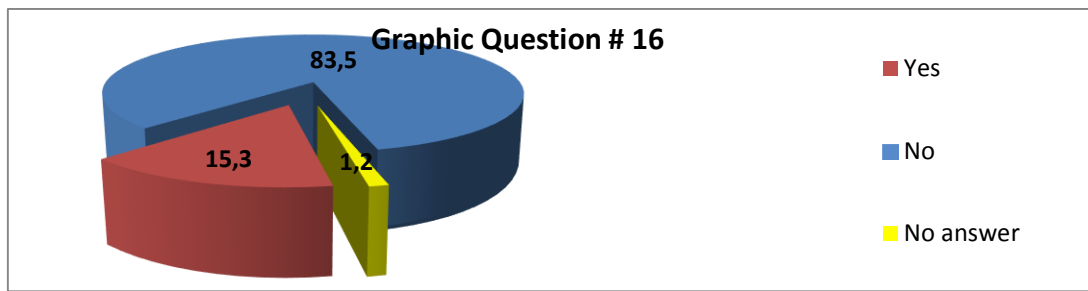
On the question related to the circumstances on which English is needed, the professionals have selected more than one answer; the results of this request are the following: The 85.9% of the faculty expresses that reading is one of

the major resource in their teaching activities; in other words, the professionals are in agreement with the fact that reading is an important resource in their field of work since this permits them to access, to read and to comprehend updated bibliography which is in the English language. Meanwhile, the 70.6% of the participants answered that English helps to translation of specialty articles, it means that English language is an essential tool in order to understand the meaning of these and get useful knowledge to be used in their field of work. On the other hand, the 72.9% of respondents make emphasis in the use of English to access the new technology since they use different equipment necessary to practices for which English is required due to the instructions of that equipment are written in English. The 35.3% of the participants confirmed that English allows them to have a cultural exchange; this means a possibility to have a continuous active participation in training, workshop or get a scholarship as well as to attend an international conference inside and outside of country in the different academic events. Also it encourages people to share personal experience with a foreign staff. Moreover, the 48.2% of the faculty are absolutely convinced that English give the chance to visit any English country, in that way it gives the chance to interrelate with people, to know important places, cultures, traditions using a common language. The 80.0% of the faculty said that English is one of the most important elements to access to the updated bibliography in order to

expand their knowledge with the new information according to the need and interest in the education field. The 41.2% of respondents reflect that English is the best tool to handle software since most of the instructions come written in the English language; meanwhile, the 21.2% are in agreement that English is crucial to face economic/commerce, social, financial and politic challenges. It means that this society needs the English language to establish relations among people to carry out the economic growth, political and social. Finally the 30.6% of respondents answered that English is important in communication among fellows for interacting with other people whose common language is English. (Table and Graphic # 15)

Question # 16: **Have you ever lost any job opportunity by not mastering English?**

TABLE N° 16		
Alternatives	Frequency	Percentage %
Yes	13	15.3
No	71	83.5
No answer	1	1.2

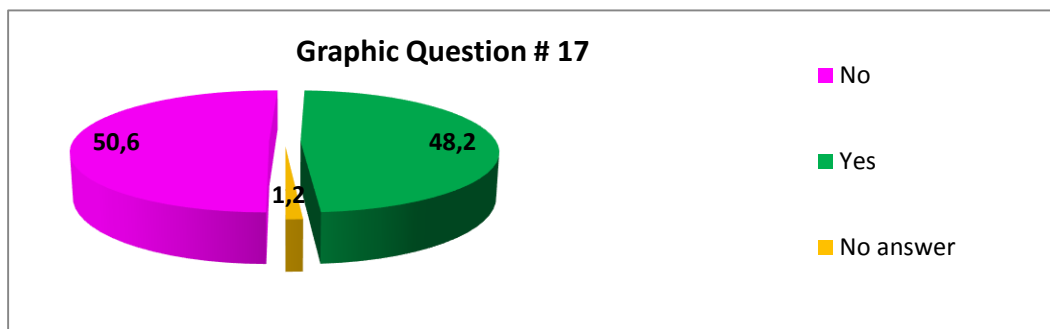


On the question related to if faculty have lost any job opportunity by not mastering the English language; the results were the following. The 15.3% of the participants answered to be in agreement that the fact of not mastering of that language generates limitations, this low result can determine that only a few of them have lost job opportunities and most of the faculty consider to be in a good labor environment where they do not need English to be competitive. On the other hand, the 80.3% said that they have not lost any opportunity of employment for not mastering English. The fact that faculty recognizes that English is an useful tool to get some advantages and to be competitive in order to get better job opportunities, high salaries also to

enhance the professional growth they do not have a high level on English language since English is not required in their educational field. Finally, the 1.2% did not answer question. (Table and Graphic # 16)

Question # 17: **Have you ever lost any scholarship by not mastering English?**

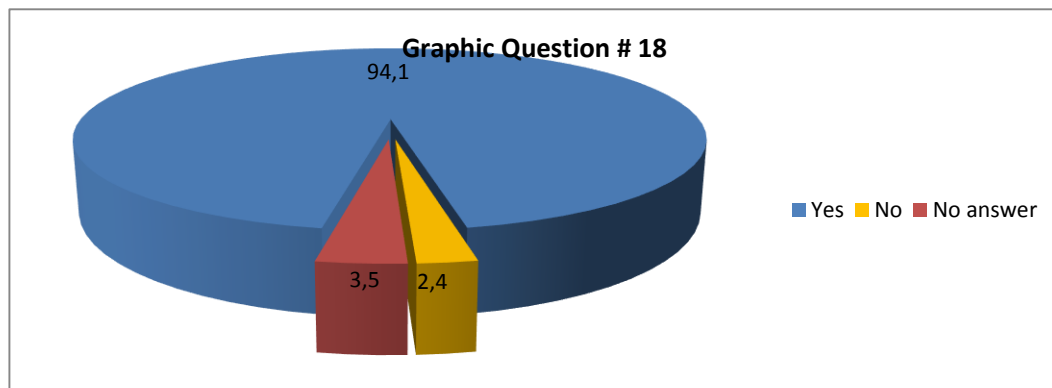
TABLE N° 17		
Alternatives	Frequency	Percentage %
No	43	50.6
Yes	41	48.2
No answer	1	1.2



According to the question if faculty have lost any scholarship by not mastering English, the results show the following: The 48.2% of the faculty said have lost the chance to participate in an exchange program by not mastering the English language. In this sense, the professional should not abandon the idea to learn more than one language with the main purpose of being more successful; while the 50.6% expresses that they have not lost any scholarship. These results determine the following; it is evident that there is few of participation in scholarship by the lack of the domain of the English language on the four macro skills. The last 1.2 % did not answer the question. (Table and Graphic # 17)

Question # 18: **Do you consider English as a tool to strengthen your professional development?**

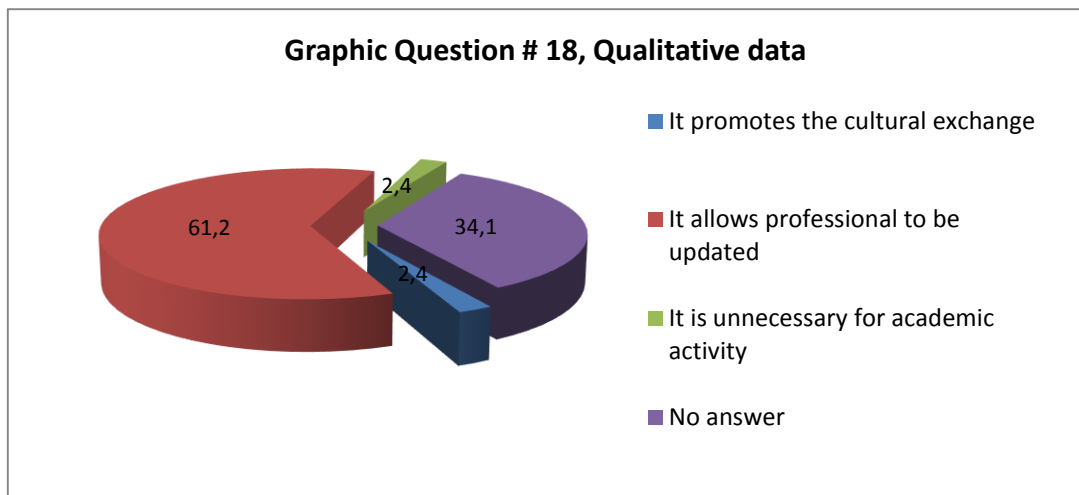
TABLE N° 18		
Alternatives	Frequency	Percentage %
Yes	80	94.1
No	2	2.4
No answer	3	3.5



According to this information the 94.1% of the faculty consider English as a tool to strengthen their professional development. This result shows a clearly evidence that English is a valuable support for the majority of the staff. On the other hand, only the 2.4% of the faculty were not in agreement as it has been determined on the table above, that probably means that English is not so important in their professional grow; and the last 3.5% did not answer.



TABLE N° 18/ QUALITATIVE DATA		
Alternatives	Frequency	Percentage %
It promotes the cultural exchange	2	2.4
It allows professional to be updated	52	61.2
It is unnecessary for academic activity	2	2.4
No answer	29	34.1

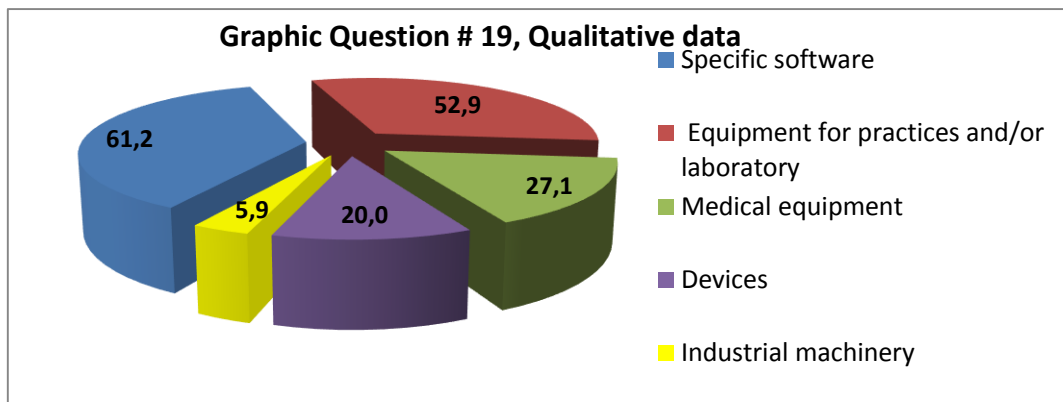


In the qualitative data related to the reasons given by the faculty why English is considered as a tool to strengthen their professional development the results showed that the 61.2% allows them to be updated, this means that mastering English is definitely a good way to get the most recent information related to their field of work. The 2.4% said that English promotes the cultural exchange. This represents that the staff are in agreement that English opens doors to new experiences, ideas, resources and different people worldwide. Whereas, the 2.4% of the faculty consider English not necessary for their academic activities. In this case, it possibly can be that the opinions given

show an English learning rejection or on the other hand, they are convinced that English is unnecessary in their academic activities. Lastly, the 34.1 % did not answer the interrogative.

**QUESTION # 19: Choose the technological tools that you use in your field of work in which it is necessary to master English**

TABLE N° 19/ QUALITATIVE DATA		
Alternatives	Frequency	Percentage%
Specific software	52	61.2
Equipment for practices and/or laboratory	45	52.9
Medical equipment	23	27.1
Devices	18	20.0
Industrial machinery	5	5.9

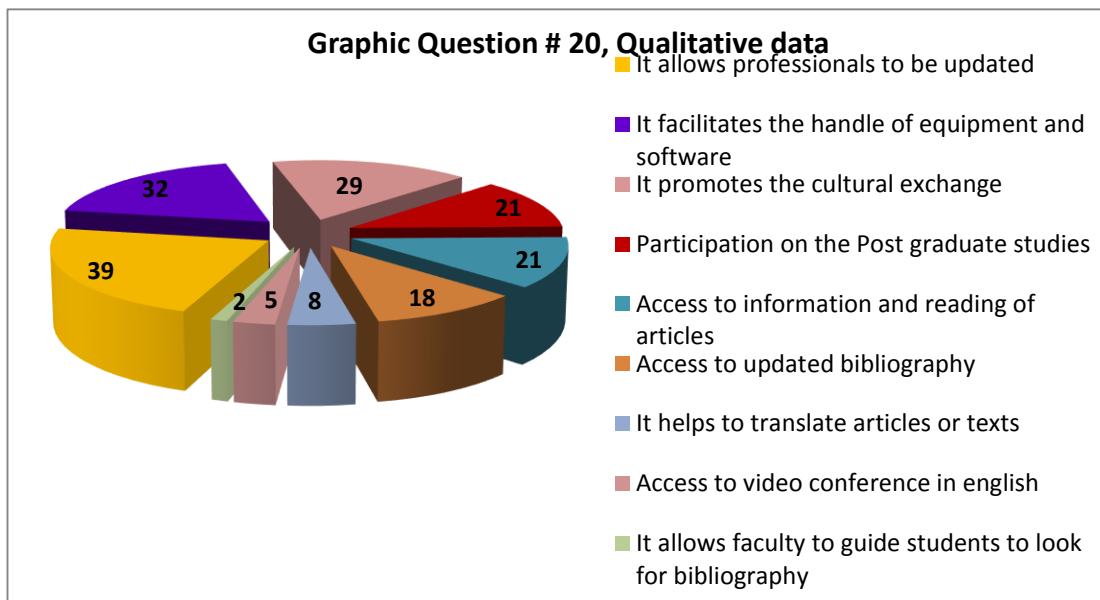


The opinions given by the faculty related to the technological tools used for activities in which it is necessary the mastering of English represent the 61.2% to Specific software. This means they are consciously clear that there is a direct link between English and software. The 52.9% is represented by Equipment for practice and/or laboratory, what it could possibly be connected to faculty's strong familiarity with laboratory practice and equipment in their academic activities. The 27.1 % to Medical equipment, this results might be

due to the medicine's faculty are the ones that use medical equipment. The 20.0%, to Devices, this probably means that only a small part of the participants show a willingness to work using them and the 9.4%. to Industrial machinery, as it was mentioned in the results related to medical equipment, the engineering's faculty are the ones who have better knowledge working on machines and their components.(Graphic and Question #19)

Question # 20: **List what would the 3 major benefits that you have found in your teaching activity by mastering English be**

TABLE N° 20	
Alternatives	Frequency
It allows professionals to be updated	39
It facilitates the handle of equipment and software	32
It promotes the cultural exchange	29
Participation on the Post graduate studies	21
Access to information and reading of articles	21
Access to updated bibliography	18
It helps to translate articles or texts	8
Access to video conference in English	5
It allows to guide students for looking bibliography	2

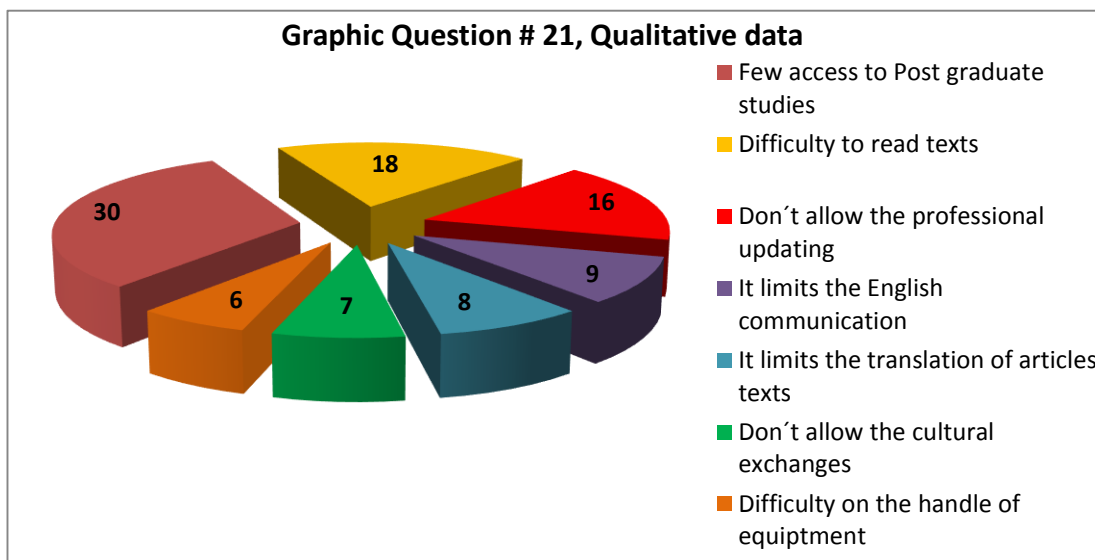


The results to this question have been categorized by likeness of answers in order to get frequencies. The table above shows a frequency of 39 to the benefit that English allows professional to be updated, this stresses the

importance and the necessity of mastering English in order to have regular updating on their teaching activities. A frequency of 32 is shown to the benefit that English facilitates the handle of equipment and software; this means that both schools need and use different resources in their daily activities and English plays an important role for this. A frequency of 29 shows an agreement that it promotes the cultural exchange; this might demonstrate that faculty have experienced how important English is in trade of communication. A frequency of 21 explains the benefit of participation on the post graduate studies, it can be determined that this group of faculty have already a kind of master's degree. A frequency of 21 opinions to access to information and reading of articles, this explains that the Reading skill is obviously immersed in almost all of the faculty' activities. A frequency of 18 points out the benefit that English brings to the access to updated bibliography, according to this result, it can be inferred that some of the faculty find and use Spanish updated resources. A frequency of 8 samples think that English helps to translate articles or texts, this result may explain that a few faculty use English to translate. A frequency of 5 answers think that through English they can access to video conferences; and a frequency of 2 opinions believe that this tool allows faculty to guide their students when looking for bibliography, this could mean that this two faculty recommend their students not only to look for Spanish information.

Question # 21: **List the limitations that you have faced in your field of work by not mastering English.**

<b>TABLE N° 21</b>	<b>Frequency</b>
Few access to Post graduate studies	30
Difficulty to read texts	18
Don't allow the professional updating	16
It limits the English communication	9
It limits the translation of articles, texts	8
Don't allow the cultural exchanges	7
Difficulty on the handle of equipment	6



The opinions given by the faculty on the limitations that they have faced by not mastering English were categorized by likeness of answers in order to get frequencies. A frequency of 30 respondents agreed that a limitation is a few access to post graduate studies, in this result can be assumed that they are

trying to say that some of the faculty have not been able to obtain a master degree or a kind of specialism in their major only by the fact of not knowing English. A frequency of 18 point out to have difficulty to read texts; this could demonstrate that the faculty recognize that most of the updated articles related to medicine advance and technology are written in English and they might be as a disadvantage by not mastering English. A frequency of 16 faculty consider as a limitation of not knowing English not to be able to allow the professional updating, this probably means that faculty believe that to be skilled in English is in a way, a sort of evidence of keeping professional qualification current. A frequency of 9 respondents stands to reason that not to use a common language limits the English communication. A frequency of 8 samplers consider that not English speakers limit the translation of articles, and texts, this could possibly mean that they need not to translate but to comprehend articles and texts related to their field of work and these are mostly written in English. A frequency of 7 reports that not knowing English do not allow the cultural exchange; as it has been mentioned before, English is an international language and its globally domination is an undeniable fact. A frequency of 6 opinions were given to the limitation of difficulty on the handle of equipment, this could be associated to the fact that most of the instruction of medical equipment and machinery often used by the faculty, are written in English (Graphic and Question #21).





## **ANALYSIS OF GENERAL AND SPECIFIC RESEARCH QUESTIONS**

The results of the questionnaire administered to faculty were conducted to seek answers to the research question and to the two subsidiary research questions. Being the question: how necessary is to master the English language to strengthen professional development and facilitate the use of technology for Engineering and Medicine schools faculty at University of El Salvador. The high percentages on these outcomes demonstrate that nearly all of the faculty working on Engineering and Medicine schools are in agreement about the necessity of mastering English in times of globalization such a mastering where is immersed in almost issues related to educational fields due to this language is considered as a language of the science, medicine, technology and its domain strengthen the professional development and facilitates the use equipment, devices, software and handle of didactic resources.

On the other hand, the first subsidiary research question asked about if the mastering of English is necessary for the Engineering and Medicine schools faculty in order to strengthen their professional development. The items associated to this question disclose high percentages on the necessity of English's domain to strengthen the professional growing in like manner, these results have demonstrated that nowadays English plays a significant role and at the same time contributes to stay current in any field of expertise among

professionals working on areas whose field of expertise is not English (T.1 professional development).

<b>TABLE 1. ITEMS RELATED TO “PROFESSIONAL DEVELOPMENT”</b>		
<b>QUESTIONS</b>	<b>PERCENTAGE</b>	<b>AVERAGE</b>
Q. # 10, Quantitative data	74.1	
Q.# 10, Qualitative data	<u>61.2</u>	67.6
Q.# 11, Quantitative data	42.4	
Q.# 11, Qualitative data	<u>100.0</u>	71.2
Q. # 12, Quantitative data	74.1	
Q. # 12, Qualitative data	<u>61.2</u>	67.6
Q.# 14, Quantitative data	32.9	
Q.# 15, Quantitative data	54.0	
Q. # 18, Quantitative data	94.1	
Q.# 18, Qualitative data	<u>65.9</u>	80.0

Although faculty recognize the importance of the English’s domain there has been a few interest to participate on courses to increase their domain which is demonstrated on the results in which faculty evaluated their level of English language skills, only a few of them confirmed to have a 60 or 70 percent of mastering it, being the highest level 10% which evidences that faculty have a minimum mastering of this language. On the other hand, it has been demonstrated that faculty do not have much participation on activities in which English is demanded such as congress, scholarships. It is confirmed that English is considered as a device of professional development, but the results showed that in spite of this language creates great possibilities to promote the professional growing and competitiveness in the labor field only a

few of them have finished high English level. On the results of faculty' opinions on the necessity of English's domain to facilitate the use and access to technology have demonstrated that nowadays this language plays a significant role on it; nevertheless, there is a low level of enthusiasm by professionals to learn all of the related to the English macro skills. (T.2 Technology)

<b>TABLE 2. ITEMS RELATED TO "TECHNOLOGY"</b>	
<b>QUESTIONS</b>	<b>PERCENTAGE</b>
Q. #13	98.1
Q. #19	33.4

It can be determined that English is one of the main languages, its domain takes place in current issues , such as academic conferences, science, technology, education and in the entire world of globalization. English now seems set to have a monopoly as the worldwide medium of communication and the necessity of managing this language is evident mainly by specialists of high education.

## **CHATER IV**

### **ADMINISTRATIVE ISSUES**

#### **MATERIAL RESOURCES:**

- Computers: PC and laptops
- Printer
- Projector
- CD's
- Printer ink black
- Printer ink color
- Paper
- Photocopies
- Pen
- Pencil
- folders

#### **HUMAN RESOURCES**

- Advisor
- Researchers
- Participants

## FINANCIAL RESOURCES

<i><b>MATERIALS</b></i>	<i><b>PRICE</b></i>	<i><b>QUANTITY</b></i>	<i><b>TOTAL (dollars)</b></i>
Paper sheets	\$0.02 c/u	250 sheets	\$ 5.00
Printer ink black	25.00	2	50.00
Printer ink color	30.00	2	60.00
CD'S	1.00	3	3.00
Book cover	10.00	3	30.00
Pencil	\$0.15	10	\$ 1.50
Pen	\$0.25	10	\$2.50
Folders	\$0.15	5	\$0.75
Photocopies	\$0.03	300	\$9.00
Transportation		\$50.00	\$50.00
Equipment rent	20.00	1 hour	20.00
Internet		200 hours	100.00
<b>Total</b>			<b>\$331.75</b>

## TIME TABLE

Activities	May				June				July				August				September				October				November			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Proposal of topic																												
Literature review																												
Research questions General Specific																												
Introduction																												
Justification and background																												
Theoretical framework																												
Methodology																												
Design																												
Pretest																												
Data collection																												
Data analysis																												
Draft																												
Final report																												

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# APPENDIXES



**Universidad de El Salvador**  
**Facultad de Ciencias y Humanidades**  
**Departamento de Idiomas Extranjeros**  
**Proyecto de Graduación**

**Objetivo:** Recopilar información para saber cuán importante es el idioma Inglés para el desarrollo profesional y el uso de nuevas tecnologías para los docentes de Ingeniería y Medicina.

**Indicaciones:** Marque con una "X" según su criterio.

1. Sexo: 1. Masculino  2. Femenino

2. Facultad/Escuela y/o departamento en la que trabaja \_\_\_\_\_

3. Carrera en la que ejerce la docencia universitaria \_\_\_\_\_

4. Años de ejercer la docencia universitaria 1  0-5 2  6-10 3  11-15 4  16-20 5  21-25 6  26-30 7  30+

5. Asignatura/Módulo que imparte frecuentemente \_\_\_\_\_

6. ¿Cuál considera que es su dominio en las habilidades del Idioma Inglés, (Donde 10% es el mínimo y 100% es el máximo)

Leer :	1	<input type="checkbox"/> 10%	2	<input type="checkbox"/> 20%	3	<input type="checkbox"/> 30%	4	<input type="checkbox"/> 40%	5	<input type="checkbox"/> 50%	6	<input type="checkbox"/> 60%	7	<input type="checkbox"/> 70%	8	<input type="checkbox"/> 80%	9	<input type="checkbox"/> 90%	10	<input type="checkbox"/> 100%
Escribir:	1	<input type="checkbox"/> 10%	2	<input type="checkbox"/> 20%	3	<input type="checkbox"/> 30%	4	<input type="checkbox"/> 40%	5	<input type="checkbox"/> 50%	6	<input type="checkbox"/> 60%	7	<input type="checkbox"/> 70%	8	<input type="checkbox"/> 80%	9	<input type="checkbox"/> 90%	10	<input type="checkbox"/> 100%
Hablar:	1	<input type="checkbox"/> 10%	2	<input type="checkbox"/> 20%	3	<input type="checkbox"/> 30%	4	<input type="checkbox"/> 40%	5	<input type="checkbox"/> 50%	6	<input type="checkbox"/> 60%	7	<input type="checkbox"/> 70%	8	<input type="checkbox"/> 80%	9	<input type="checkbox"/> 90%	10	<input type="checkbox"/> 100%
Escuchar:	1	<input type="checkbox"/> 10%	2	<input type="checkbox"/> 20%	3	<input type="checkbox"/> 30%	4	<input type="checkbox"/> 40%	5	<input type="checkbox"/> 50%	6	<input type="checkbox"/> 60%	7	<input type="checkbox"/> 70%	8	<input type="checkbox"/> 80%	9	<input type="checkbox"/> 90%	10	<input type="checkbox"/> 100%

7. ¿Ha tomado cursos de Inglés? Si  No  **Si la respuesta es "no"**

Por qué? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

8. ¿Cuántos módulos o niveles de inglés ha cursado?

1  Uno 2  Más de uno 0  Ninguno

9. ¿Concluyó el programa? Si  No

Por qué? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

10. ¿Es indispensable el conocimiento del idioma Inglés en su desempeño laboral? Si  No

Por qué? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

11. ¿Cuál de las siguientes habilidades del inglés le es más útil en su campo de trabajo?

1  Leer 2  Escribir 3  Hablar 4  Escuchar

Por qué? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

12. ¿Es el inglés una ventaja competitiva para su campo laboral? Si  No

Por qué? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

13. ¿Facilita el idioma Inglés el uso de la tecnología en sus actividades académicas? Si  No

14. ¿En qué idioma encuentra la información más actualizada en su área? Inglés  Español

15. ¿Para su labor docente en cuál de las siguientes opciones es necesario el inglés?

- 1  Lectura de textos
- 2  Traducción de artículos de su especialidad
- 3  Acceso a nuevas tecnologías
- 4  Intercambio cultural
- 5  Visita a un país de habla inglesa
- 6  Acceso a bibliografía actualizada
- 7  Acceso a programas informáticos
- 8  Para enfrentar retos económicos/  
comerciales sociales, financieros y políticos
- 9  Para comunicarse con sus colegas

16. ¿Ha perdido alguna vez una oportunidad de empleo por no tener conocimiento de inglés?  
1  Si      0  No

17. ¿Ha perdido alguna vez una oportunidad de beca por no tener conocimiento de inglés?  
1  Si      0  No

18. ¿Considera el Inglés una herramienta para fortalecer su desarrollo profesional? Si  No   
Por qué? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

19. Seleccione herramientas tecnológicas que utiliza en su campo laboral para la cual es necesario saber inglés

- 1  Equipos para prácticas y/o laboratorios
- 2  Equipos médicos
- 3  Maquinarias industriales
- 4  Programas informáticos específicos
- 5  Dispositivos

20. Enumere cuáles serían los 3 principales beneficios que ha encontrado al saber Inglés en su quehacer docente

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

21. Enumere algunas limitantes que ha enfrentado por no tener dominio del idioma Inglés en su desempeño laboral

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



**University of El Salvador  
School of arts and sciences  
Foreign Language Department  
Undergraduate project**

**Objective:** To gather information in order to know how important the English language is for professional growth and use of new technologies for engineering and medicine schools' faculty.

1. Gender: 1. Male  2. Female   
 2. School or Department in where you work \_\_\_\_\_  
 3. Major in which you teach \_\_\_\_\_  
 4. Years of work      1  0-5    2  6-10    3  11-15    4  16-20    5  21-25    6  26-30    7  30+  
 5. Subject/Module that you often teach \_\_\_\_\_

6. ¿How do you consider the mastering of your English language skills? , (where 10% is the minimum and 100% is the maximum)

Reading :	1	<input type="checkbox"/> 10%	2	<input type="checkbox"/> 20%	3	<input type="checkbox"/> 30%	4	<input type="checkbox"/> 40%	5	<input type="checkbox"/> 50%	6	<input type="checkbox"/> 60%	7	<input type="checkbox"/> 70%	8	<input type="checkbox"/> 80%	9	<input type="checkbox"/> 90%	10	<input type="checkbox"/> 100%
Writing:	1	<input type="checkbox"/> 10%	2	<input type="checkbox"/> 20%	3	<input type="checkbox"/> 30%	4	<input type="checkbox"/> 40%	5	<input type="checkbox"/> 50%	6	<input type="checkbox"/> 60%	7	<input type="checkbox"/> 70%	8	<input type="checkbox"/> 80%	9	<input type="checkbox"/> 90%	10	<input type="checkbox"/> 100%
Speaking:	1	<input type="checkbox"/> 10%	2	<input type="checkbox"/> 20%	3	<input type="checkbox"/> 30%	4	<input type="checkbox"/> 40%	5	<input type="checkbox"/> 50%	6	<input type="checkbox"/> 60%	7	<input type="checkbox"/> 70%	8	<input type="checkbox"/> 80%	9	<input type="checkbox"/> 90%	10	<input type="checkbox"/> 100%
Listening:	1	<input type="checkbox"/> 10%	2	<input type="checkbox"/> 20%	3	<input type="checkbox"/> 30%	4	<input type="checkbox"/> 40%	5	<input type="checkbox"/> 50%	6	<input type="checkbox"/> 60%	7	<input type="checkbox"/> 70%	8	<input type="checkbox"/> 80%	9	<input type="checkbox"/> 90%	10	<input type="checkbox"/> 100%

7. ¿Have you ever taken English courses? Yes  No  if your answer is "not"  
 Why not? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

8. ¿ How many modules or courses have you taken?  
 1  One      2  More than one    0  None

9. ¿Did you finish the course or program? Yes  No   
 Why not? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

10. ¿Do you think English is essential in your work place? Yes  No   
 Why? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

11. ¿Which of the following macro skills is more useful in your field of work?  
 1  Reading    2  Writing    3  Speaking    4  Listening  
 Why? \_\_\_\_\_

12. ¿Is English an advantage in your field of work? Yes  No   
 Why? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

13. ¿Does the English Language facilitate the use technology in your academic activities? Yes  No

14. ¿In which Language do you find updated bibliography for your area of work? English  Spanish

15. In your teaching activity, which of the following choices the English language is necessary?

- 1  Reading
- 2  Translation of specialty articles
- 3  Access to new technology
- 4  Cultural exchange
- 5  Visit to any country of English speakers
- 6  Access to updated bibliography
- 7  Access to software
- 8  To face economic/commerce, social, financial and politic challenges
- 9  Communication among fellows

16. ¿ Have you ever lost any job opportunity by not knowing English?

- 1  Yes      0  No

17. ¿ Have you ever lost any scholarship by not mastering English?

- 1  Yes      0  No

18. ¿ Do you consider English as a tool to strengthen your professional development? Yes  No

Why \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

19. Choose the technological tools that you use in your field of work in which it is necessary to master English

- 1  Equipment for practices and/or laboratory
- 2  Medical equipment
- 3  Industrial machinery
- 4  Specific software
- 5  Devices

20. List what would the 3 major benefits that you have found in your teaching activity by mastering English be

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

21. List the limitations that you have faced in your field of work by not mastering English

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_