

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



**CURRICULAR REFORM OF THE STUDY PLAN OF BACHELOR IN ENGLISH
TEACHING AND ITS CORRESPONDENCE TO STUDENTS' NEEDS, FOREIGN
LANGUAGE DEPARTMENT, UNIVERSITY OF EL SALVADOR YEAR, 2014**

PRESENTED BY:

ROXANA PATRICIA AYALA CHAVARRIA	AC93021
CINDY GUADALUPE NAVAS MIRANDA	NM07006
IRVIN EDUARDO COLINDRES SANTAMARIA	CS09022

FINAL RESEARCH REPORT IN ORDER TO OBTAIN THE DEGREE OF
BACHELOR OF ARTS IN ENGLISH WITH EMPHASIS IN TEACHING

Pedro Antonio Salazar Murcia, M.A.
RESEARCH ADVISOR

Alexander Landaverde, M.A.
COORDINATOR OF GRADUATION PROCESSES

JUNE 20TH/ 2016

MAIN UNIVERSITY CAMPUS, SAN SALVADOR, EL SALVADOR

AUTHORITIES OF THE UNIVERSITY OF EL SALVADOR

Luis Argueta Antillón, M.A.
RECTOR (Temporary)

ACADEMIC VICE-PRESIDENT

Dra. Ana Leticia Zavaleta de Amaya
SECRETARY GENERAL (Temporary)

AUTHORITIES OF THE SCHOOL OF ARTS AND SOCIAL SCIENCES

José Vicente Cuchilla Melara, M.A.
DEAN

Edgar Nicolás Ayala, M.A.
VICE-DEAN

Rafael Ochoa Gómez, M.A.
SECRETARY

AUTHORITIES OF THE DEPARTMENT OF FOREIGN LANGUAGES

José Ricardo Gamero Ortiz, M.A.
HEAD OF DEPARTMENT

Manuel Alexander Landaverde, M.A.
COORDINATOR OF GRADUATION PROCESSES

Pedro Antonio Salazar Murcia, M.A.
RESEARCH ADVISOR

José Ricardo Gamero Ortiz, M.A.
Francisco Antonio Rodríguez Argueta, M.A.
EVALUATING COMMITTEE

INDEX

INTRODUCTION	3
1. SUBJECT OF STUDY:	5
1.1. SPECIFIC SUBJECT MATTER:.....	5
1.2. PROBLEM:	5
1.2.1. PROBLEMATIC SITUATION.	5
1.2.3. JUSTIFICATION.	8
1.2.4. DELIMITATION.....	9
1.2.5. ACHIEVEMENTS AND LIMITATIONS	9
1.2.6. OBJECTIVES OF THE RESEARCH:	10
1.3. ASSUMPTIONS OF THE RESEARCH:	10
2. THEORETICAL FRAMEWORK.....	12
2.1. HISTORICAL BACKGROUND	12
2.1.1. INTRODUCTION	12
2.1.2. CURRICULUM OF 1977(see annex 1)	14
2.1.3. CURRICULUM OF 1996(see annex 2)	15
2.1.4. CURRICULUM OF 1999(see annex 3)	17
2.1.5. ONGOING CURRICULUM UPDATE(see annex 4).....	19
2.2. THEORY	20
2.2.1. WHAT IS A CURRICULUM?.....	20
2.2.2. CURRICULUM DESIGN	21
2.2.3. CURRICULUM STRUCTURE	25
2.2.4. CURRICULUM DEVELOPMENT	31
2.3. OPINIONS OF EXPERTS	41
2.3.1 ADMINISTRATION OF SCHOOLS	41
2.3.2 COMMON EUROPEAN FRAMEWORK OF REFERENCE	44
2.3.3 CRITICAL THINKING	49
2.3.4. COMPROMISE WITH ACADEMIC QUALITY	53
2.3.5. ACADEMIC WRITING.....	55
2.3.5. READING COMPREHENSION.....	58
2.3.6. LESSON PLANNING (ADMINISTRATION OF TIME)	60

2.3.7. THE USE OF ICT's FOR ACADEMIC PURPOSES	62
2.3.9. METACOGNITION STRATEGIES	65
2.3.10. NATIONAL AND INTERNATIONAL REALITY.....	67
3. METHODOLOGY OF THE RESEARCH.....	69
3.1. TYPE OF STUDY	69
3.2. METHOD	70
3.3. POPULATION.....	70
3.4. SAMPLING FRAME	71
3.5. SAMPLE	71
3.6. TECHNIQUES	72
3.7. INSTRUMENTS.....	73
4. DATA ANALYSIS AND FINDINGS.....	75
4.1. SURVEY.....	75
4.2. INTERVIEWS(see annex 5).....	86
5. CONCLUSIONS AND RECOMMENDATIONS	97
5.1. CONCLUSIONS.	97
5.2. RECOMMENDATIONS	98
BIBLIOGRAPHY	101
WEB RESOURCES	103
GLOSSARY	104

INTRODUCTION

Education is defined as the process by acquiring new knowledge and developing new skills in order to get ready to face the society needs; besides that, education is very important because it allows a country to grow up in different areas of human life. In El Salvador, educational services are offered from early education to higher education, in which they develop a curricular plan provided by the Ministry of Education, these curricular plans, according to the law, must be updated in order to fulfill the expectations of the new society requirements.

The University of El Salvador is one of the highest educational institutions, best known as the “Alma Mater” since the quality of its education is one of the highest in the country; however, some of the majors in this institution have not updated their curricular plans. This research is mainly focused on the Foreign Language Department of this university, especially in the Bachelor in English Language Teaching; this major is still working with the curricular reform of 1992 and according to the General Law of Higher Education, university plans must be updated every five years. As a matter of fact, updating a curriculum is important because the society is changing and institutions must get along with those changes. According to the opinion of some experts, there are many elements to be taken into account when updating a curriculum.

This research has been developed by taking a population from different educational institutions (bilingual schools, English academies, universities) from the metropolitan area. These institutions provided information about the main

requirements they seek in a good professional to get hired. Also, they give their opinion about the professionals that are graduating with this plan. On the other hand, students' opinion is taken into account by providing information about which of their real needs in order to be added in a possible new curriculum in the major. Once the information is gathered, a diagnosis is presented, it shows the possible changes the curriculum may have and how it can be improved in order to prepare better professionals.

1. SUBJECT OF STUDY:

1.1. SPECIFIC SUBJECT MATTER:

Analysis of the curricular reform in the study plan of Bachelor in English Teaching and its correspondence to student's needs, Foreign Language Department, University of El Salvador 2014.

1.2. PROBLEM:

1.2.1. PROBLEMATIC SITUATION.

Education in our country has been growing up through the last decade due to cultural changes and needs that our society has been facing and language learning has become part of this fact. English language has come to innovate education since it is a universal language that provides new knowledge in different areas such as culture, technology and science. Toward the necessity to acquire a new language, there arises the idea to create a school that supports specialization on English language in its different academic fields. As a result of that necessity to teach a new language, The University of El Salvador created a Language Academy in 1948 as a complementary way for other schools to teach English. But it was until 1956 that the academy was consolidated as an official department (The Foreign Language Department) with its first major named "Técnico en Traductor-Interprete". Afterwards, in 1968, the technical major disappeared due to lack of teachers capable to teach in that major, but in 1973 the "Consejo Superior Universitario" (CSU) approved the major "Licenciatura en Idioma Inglés" and "Profesorado en Idioma Inglés". Later in 1996, a new curriculum was approved in the "Licenciatura en Idioma Inglés." Subsequently, two years later MINED began with a new curriculum for the "Profesorado en Idioma Inglés para Tercer ciclo y

Bachillerato.” At the same time, a new proposal was created in order to update the curriculum of “Licenciatura en Idioma Inglés opción Enseñanza”, that was implemented in 1999.

From that time, there has not been any updating in the present curriculum. When designing a curriculum, it must be considered that all the components have to work well together, but sometimes one or more of its parts can fail. Indeed, a key element in a curriculum design is to provide for continuous adjustments or improvements during the design process and afterwards (*Designs for Science Literacy, Oxford University Press, New York Oxford, 2000*). Thus, it is a fact that a curriculum updating is a complex process since it takes a lot of time to identify different aspects that must be considered in a curricular change. Behind it, there is a whole process like the programs of each course, the course books, the resources, etc. it is not just to have a course of study... it involves using an explicit process that identifies clearly what will be done, by whom and when (*Designs for Science Literacy, Oxford University Press, New York Oxford, 2000*). Therefore, in the brief history of the curricular changes it can be seen that before the new curriculum is implemented, there is a wait time to be approved by “Ministerio de Educación” (MINED). Also, when implementing a new curriculum, it is important to take into account the perception of the different parts involved in this process and their possible expectations about the new development of the curriculum updated.

In the Bachelor in English Teaching from the Foreign Language Department of the University of El Salvador the curricular plan now is obsolete and students are facing some troubles in their professional areas. When they get graduated and

want to get a job, they fail in their professional background since they are not prepared to deal with all aspects required by the society. Besides that, the National Law of Higher Education in the curricular reform number 465 article 47 expresses that the higher education must have an academic quality in its degree. That law highlights that in order to get an academic quality, universities must implement curricular changes every five years to be updating and cutting edge with the society requirements; besides that, innovation is a crucial part of a curriculum because the implementation of new ideas help to accomplish improvements that foster and contribute to get higher standards of quality in education. Furthermore, innovation produces changes that go directly to support students' needs since they need to develop abilities and competences that improve their professional performance.

Based on those facts, the following main question arises:

What are the areas that need to be reinforced in the English teaching major in order to fulfill students' needs?

From that general question, the following subsidiary questions were obtained: (1) *Is the current curriculum preparing students to perform a successful professional experience?*

(2) *How would students perceive the idea of a new curriculum?*

(3) *What are the skills that students need to accomplish to develop a competent teaching profile?*

(4) What are the most common weaknesses that graduated students present in their professional environment?

1.2.3. JUSTIFICATION.

A curricular program is designed to learn and acquire knowledge and develop skills in students. Also, it has to be under an educational policy that must be evaluated constantly in order to know if the curricular program contributes to raise the quality of the education in our country. On the other hand, the curriculum is the tool for the future of the students and with the help of the curricula they could face the society and the new requirements to be integrated into the labor area.

From that point of view, many universities around the world are making changes in their curricular programs, and the universities of El Salvador are not the exception. The Foreign Languages Department from The University of El Salvador has been making changes since its foundation. According to the “Ley Superior Universitaria” (for the name in Spanish) from El Salvador, a curricular program must be checked, changed or updated every five years. This deals with the development of the quality and the new requirements in the labor area. But in the curricular reform, there are many factors involved. For that reason, it is essential to know the nowadays students` needs to integrate them in the curricular reform

To deliver a curricular reform, it is necessary to identify students’ needs because when a curricular reform takes place, it must give benefits not only to current students or to the institution, but also to the future students of the major. Also the society must receive some benefits because it is where students put into practice their knowledge. So, this information is essential for our research. Also, the main

goal is that through this study, the authorities from the FLD could use this information as a reference of the needs that students are demanding.

1.2.4. DELIMITATION.

The present diagnostic study is going to be developed in the Foreign Language Department, School of Arts and Science, University of El Salvador. It is going to be delivered to students from the Foreign Language Department. The time for the research is going to be from April 15th to November 28th, 2014. The study is going to show the principal needs that students have by making a diagnosis focused on the main strengths and weaknesses that shows what is needed according to the society.

1.2.5. ACHIEVEMENTS AND LIMITATIONS

Achievements:

With this investigation, the research team pretends to present a diagnosis about students' professional needs to the authorities of the FLD. With this research, the team also pretends to help the FLD community to improve the learning and teaching experience.

Limitations:

In our investigation the team will find some limitations in order to accomplish our general objective:

- Difficulty to get the information about the research project

That would be difficult since the information about the new curriculum proposal is something that is not well known by all the students of the Foreign Language

Department, in order to have the complete access to that information; the team needs to get some documents and information that only is handled by the Coordinator of the Department and the group in charge of curriculum changes.

- Also the lack of cooperation of the group in charge of the curriculum change

It is another factor that can influence in our investigation because the research team needs to get in contact with the group in charge of the project and get the information at first hand. This would be difficult since currently the Curriculum Team of the FLD is not working in the curriculum proposal and without the involvement of the group the collection of the information would be a little hard.

1.2.6. OBJECTIVES OF THE RESEARCH:

1.2.6.1. GENERAL OBJECTIVE:

To present a diagnosis about students' needs, that shows the main strengths and weaknesses according to the society requirements.

1.2.6.2. SPECIFIC OBJECTIVES:

- To identify student's educational needs
- To identify the current requirements in the labor area.

1.3. ASSUMPTIONS OF THE RESEARCH:

The current curriculum does not fulfill students' needs and does not prepare them for the real requirements of the job market. According with the National Law of the Higher Education, a curriculum must be changed every five years. (Act. 468 art.47). Besides that, no change has been made since 1999, but by October 1999 the new curriculum was approved by the "Consejo Superior Universitario" (CSU). This change was promoted by M.A. Guillermo Escobar, M.T.I. Israel Oliva, among

others led by M.A. Ana Maria Glower and it was created for the deficiencies experienced by the curriculum of 1993. Since that time, the quality of education has decreased and graduated students are not capable to deal with a teacher's profile. Equally important is to mention that higher quality of education is something that gives prestige to the institutions in charge, since the degrees of the institution give advantages to get more job opportunities. In consequence for all these reasons, curricular innovation is an essential part of the quality in the higher education. The curricular innovation is not about to change it just because a group of people wants it, it is about to make significant changes according with students' needs. Toward these changes, it is convenient to question: How are our students now? How far can they get? Is that current curriculum helping them to achieve their goals? (DR. Fernando Vera Pedagogue, Tuesday, January 1st, 2013).

2. THEORETICAL FRAMEWORK

2.1. HISTORICAL BACKGROUND

2.1.1. INTRODUCTION

Learning a language is learning to communicate since we are social beings. Every day, words are used to transmit ideas, thoughts, and express ourselves. That is why language is so important; here is where arises the need to acquire and develop language skills and this is an essential part that prepares our minds to deal with a globalized world, because nowadays it is needed and important to learn English as a second language. This allows us to interact, communicate and at the same time get access to different cultures, costumes and people.

In our country, toward the necessity to create a relationship with others countries, emerge the idea to build a specialized institution in the teaching and learning others language. In that moment the University of El Salvador took an important role in spreading the acquisition.

Since the language academy was founded in 1948, the Foreign Language Department has been changing pedagogically as well as in their academic structure improving its academic areas by making curricular reforms, having its first reform in 1972 and the last one 15 years ago in 1999 (Igmar Mauricio Blanco et. al. 2013 *History of curricular changes of the Bachelor in English Teaching, Foreign Language Department, University of El Salvador, from 1972 to 2013* B.A. thesis).

By the year of 1968 the technical major and language department almost disappeared due that the country was facing many problems including the civil war and as a consequence FLD became a support for the other schools at UES. But in

order to foster the department, two people were assigned to create a new curriculum to implement a new major. The people assigned to do this were the B.A. Sara Mendez and B.A. Orlando de Jesus Castro. Their main objective was to support the department. Two years later, the project was presented, but due to a military intervention it was delayed. (Igmar Mauricio Blanco et. al. 2013 *History of curricular changes of the Bachelor in English Teaching, Foreign Language Department, University of El Salvador, from 1972 to 2013* B.A. thesis).

It was until 1973 that finally the new reform was approved and the first students started to receiving classes even when the department was facing a hard time because there were no appropriate places to teach.

The Foreign Language Department was located in cabins. Then, the Department was moved to the first floor of the “Letras y Periodismo” building, but in 1984 the Foreign Language Department was moved to another location and it was to “Psicología y Educación” building when the B.A. Alvaro Suncin was the head of the FLD.

Later in 1993 a new curriculum was implemented for the major B.A. in English, but it was in 1996 that the “Consejo Superior Universitario” approved the new curriculum. Next year, in 1997 the “Ministerio de Educación” began the new “Profesorado en Inglés para Tercer Ciclo en Educación Básica y Media” with a new curriculum.

Proposed my MINED (Ministry of Education), Foreign Language Department asked for a query to modify the B.A. in English. The curriculum was completed and put

into action in the second semester of 1999. Then, after 3 years a new major was created, B.A. in Modern Languages.

2.1.2. CURRICULUM OF 1977(see annex 1)

By the year 1968 The Foreign Language Department almost disappeared due to political conflict during that year. It was two years later, after the technical major translator interpreter was offered for the last time; the Foreign Language Department was planning to offer a new major according with the social needs of that time. For that mission, it was assigned to B.A Sara Mendez and Orlando De Jesús Castro in (1972) because they were experienced in the field. The change was big because there was not a previous curriculum for that major, which meant to create a new one. Despite that fact, that they worked very hard, they had a deadline to complete the new curriculum B.A in English. But it was until 1973 that the new major was approved. A total of 241 students registered in the major and most of the students finished the major in 10 years due to civil war in El Salvador. The first graduated students were in 1977. It is also important to mention that the main focus of the major was to prepare students to communicate in English, and get a complete domain of it. Some of the subjects that contributed to this were: English Phonetics, Introduction to linguistics, Contrastive Analysis of English and Spanish I and II. Among others, equally the writing and grammatical structure was important in this current teaching subject such as: Grammar I and II, English composition I and II. (Igmar Mauricio Blanco et. al. 2013 *History of Curricular Changes of The Bachelor in English Teaching, Foreign Language Department, University of El Salvador, from 1972 to 2013* B.A. thesis).

The curriculum of 1977 was focused not only to prepare students in the communicative area, but also in the teaching field like teaching practice methods, material for teaching English as a foreign language, General Didactics and General Pedagogy. On the other hand, there were many disadvantages in this curriculum. First, there was an empty space because the major did not have a specialization. Second, each teacher designed their own syllabus and for that reason not all the students got the same academic level. Finally, it was supposed that one of the goals of the curriculum was that at the end of the major, students could develop in the commerce and banking industry. But in the curriculum there was not any subject related to these fields. That means that the curriculum did not achieve the goals. For that reason, in the eighties a new necessity came and also the necessity to improve the curriculum appeared, thinking of the new generation of the students.

2.1.3. CURRICULUM OF 1996(see annex 2)

After 15 years of being offering the new major, a new reform was needed. While Dr. Fabio Castillo was the administrator of the UES many majors did a reform in their study plans, being one of them the B.A English Teaching. After many deficiencies were identified in the curriculum of 1977 there was the necessity to make changes in it. Some of the deficiencies were the majority of students graduated with a low level in the English proficiency. On the other hand, other students graduated with a high domain in the grammatical structure, but their oral proficiency was not the best. Due to all these facts in the eighties a group of teachers started to think in making reform to improve it. But it came true when M.A

Rolando Labrador was the head of Foreign Language Department. (Igmar Mauricio Blanco et. al. 2013 *History of Curricular Changes of The Bachelor in English Teaching, Foreign Language Department, University of El Salvador, from 1972 to 2013* B.A. thesis).

Even when there were not many weaknesses, it was until the first semester of 1993 that the new curriculum was off at the beginning of the major, it was thought to offer 3 specializations, but since the curriculum was still not approved, they had to choose only one specialization. Then in 1996 there was the idea to change the name of the major to be B.A. in English Teaching. Finally it was approved as B.A. in English. In conclusion, the curriculum was composed of 35 subjects and 172 credits being divided in 3 axes (Linguistic, Research, and Methodological Research) with these changes also new tools came, to offer to the students in order to enhance their learning .One of these tools was the foundation of the new language lab. This idea was proposed by Ricardo Gamero and Pedro Antonio Salazar. This project provided higher expectations for the department because it would contribute to students' development in different skills such as listening, speaking and pronunciation of the English language. Then, in 1997 the new lab arrived with the support of the Sony Company and it was inaugurated in the second semester of 1998. Even with all these innovations, the new curriculum lasted just 3 years due to new necessities that came to our country; for this reason the implementation of a new curriculum was needed and another revision began.

2.1.4. CURRICULUM OF 1999(see annex 3)

The year of 1999 was a memorable date for the B.A. in English because new changes were coming to the FLD in order to reinforce students' pedagogical development.

In these changes were involved some teachers such as M.A. Guillermo Escobar (R.I.P.), M.T.I. Israel Oliva among others led by Ana Maria Glower. They were in charge of fostering the new curriculum that accomplished student's needs. (Igmar Mauricio Blanco et. al. 2013 *History of Curricular Changes of The Bachelor in English Teaching, Foreign Language Department, University of El Salvador, from 1972 to 2013* B.A. thesis).

So, in October 1999 a new curriculum was approved by Consejo Superior Universitario due that the current curriculum has not been updated sin 1993. However, with the implementation of that new curriculum, some requirements were requested to students' admission. First of all, a diagnostic test to students that attempted to study the major in English, this in order to measure the level of students' knowledge since English students had to have different qualities to language acquisition such as, communication and fluency skills to learn a foreign language, but despite that, these requirements have never been implemented to new admissions in the major.

An important thing is to mention that behind the new curriculum application of 1999, the name of the major was set as B.A. in English Teaching and not as translation. One of the reasons why the name of the major was changed as English Teaching was because in our country there were not enough professional people

in the translation area to teach the subjects, as well as there was not a good laboral area to work and the idea of teaching got better opportunities of development to graduated students. (Igmar Mauricio Blanco et. al. 2013 *History of Curricular Changes of The Bachelor in English Teaching, Foreign Language Department, University of El Salvador, from 1972 to 2013* B.A. thesis).

Furthermore, one of the main purposes of this curricular reform was to prepare students in the Teaching of English as a Second Language (TESOL), goal that the last study plan did not accomplish. For that reason many subjects were taken out and changed from the last curriculum like Mathematics and Psychology among others.

Consequently, new subjects were added, for instance “Expresión Visual” that helped students develop their creativity to make didactic material that allows teachers to apply it in real classes.

Despite the application of the new subjects in the major, the areas of professional development were the same as 1993. It focused on linguistics, research and general formation methodological area, also teaching practice and elective area. This latter option was a new area added for student’s curriculum as an optional area to develop in students the necessary skills for their future professional areas as Sociology, Psychology, Philosophy and others.

All these changes were made in order to reinforce the pedagogical formation of students in teaching with the necessary tools for Teaching English as a Foreign Language (TEFL) as well as in their pedagogical formation.

It is because the new curriculum reform of 1999 pretends to fulfill the emptiness that was detected in the previous study plan of 1993 of the FLD that did not focus the objectives of the major.

2.1.5. ONGOING CURRICULUM UPDATE (see annex 4)

The current curriculum is obsolete. It was in 2004 that FLD took the task to improve the curriculum 1999 having the proposal of implementing more subjects in the curriculum to reinforce student's proficiency. Through the task to improve a new curriculum, more proposals were added such as TOEFL exam that demands undergraduate students to get a score of 520 in the exam in order to get the diploma. Another proposal was the implementation of a proficiency test that allows candidates students to measure their previous knowledge about the English language. As well as increasing the number of the subjects to 39 with the intention to reinforce the linguistic and methodological areas. It is important to mention the reinforcement of the curriculum of 1999; there were many changes that were considered such as the name of the major. The current name of the major is "Licenciatura en Idioma Ingles Opción Enseñanza" but there was a proposal to change to "Licenciatura en Ciencias de la Educación Opción Ingles" because in that way it would be easier to get an "Escalafón Docente." (Igmar Mauricio Blanco et. al. 2013 *History of Curricular Changes of The Bachelor in English Teaching, Foreign Language Department, University of El Salvador, from 1972 to 2013* B.A. thesis).

2.2. THEORY

2.2.1. WHAT IS A CURRICULUM?

What is a curriculum? A curriculum is a systematic and intended packaging of competence, knowledge skills and attitudes that are under some values. Moreover, it has been also defined as a body of courses to be run; a guide. (SIMONS, Llewellyn, *Curriculum Reform*, 2009, <http://www.moed.bm/academics/Lists/Announcements/DispForm.aspx?ID=3>, consulted: November 14th, 2014) The structure of a curriculum is complex because of the elements involved, due that when we talk about curriculum we are referring an academic plan which should include the purpose of the curriculum, content sequence and instructional methods instructional resources evaluation approaches.

One of the most important elements of a curriculum is to have clear objectives of it in little words to clarify the purpose of the curriculum.

Goals and objectives are general intended purpose and desire achievements of a particular educational environment. Crucially, they provide a framework for assessing the effectiveness of a curriculum as have been notice; objectives are useful not only at the beginning of the process but also at the end of it. At the beginning because it sets a guide to follow a successfully and suitable curriculum design for all of the people involved, so, at the end of the people all this goals must been accomplish. Curriculum is more than just have a bunch of subjects in a sheet of paper which students must pass in order to get a degree or to start a carrier. Curriculum goes beyond. There are four key words that best describe this term:

goals, methods, materials and assessment. These four words working together make a curriculum and must be related one another to get good results.

2.2.2. CURRICULUM DESIGN

The curriculum design is the heart of students` educational experience. The curriculum is the university`s primary means of changing students` directions. The term design is way of going about planning instructions. It is consider as a plan; creative and able to innovate the learning process.

The aims of a curriculum are the reasons for undertaking the learning journey. One of the most important aims to create a curriculum is to prepare students for employment in a particular profession and this is one of the educational purposes of a curriculum. Furthermore, the curriculum design process will depend on how clearly its goals are. If we are not sure about curriculum goals we will not be able to accomplish them. One of the purposes of education is to prepare students to face the society at the time they get a job as well as to encourage the development of each student`s interests and skills. However, it is necessary to concentrate that goals are not part of the curriculum process the goals are the ends.

Successful learning outcomes is what students must pretend accomplish when they follow a curriculum successfully. Those outcomes are the fruits of foster a curriculum update. In summary, the quality of education must be founded on philosophy of education and should be based on institution mission because its revel the goals and purpose of the institutions.

Furthermore is important to mention that curriculum design process follow this attributes:

- *Diversity*: It allows teachers to deal with diversity of contents and subjects that contribute to encourage students' learning outcomes.
- *Deliberate*: It is a conscious planning that involves an explicit process that requires innovation in students' thinking.

Designing a curriculum can be a challenging task, but not an impossible one. It is a complex job because the tools for creating a new one are few. In spite of the lack of tools, there are some basic strategies that can be helpful when designing a curriculum.

a) *Copying and designing an existing design:*

At the time to design a curriculum, it is necessary to follow a format because it is a guide that helps to begin the difficult task. To modify a previous curriculum helps to have an idea about the characteristics that a curriculum must have. For instance: learning outcomes, aims and goals.

b) *Compartmentalizing design challenge:*

The development of a curriculum is a complex assignment that must require a designing team because the design of a curriculum is divided in many parts. So, compartmentalizing job is needed in order to get alignments, coherence and integration that must follow a sequence to get better outcomes.

c) Testing the curriculum design:

At this stage of the process, the curriculum is almost done and easy to test the key element of it. Curriculum features can be tested in single schools, grades, classrooms. The testing of the underway curriculum is important because it provides feedback to the designing team about the possible strengths and weaknesses of the emerging design, since much of a curriculum depends on interaction among its component parts.

At the time of designing a curriculum, there are many key elements that up to now have been explained, so another key essential element in the curriculum design phase are the principles in which the emerging design will be based. Those principles will assess teachers and schools in their practice and as a basis of continuing review, evaluation and improvement. The principles will help to have emphasis on students. The curriculum must be designed on the basis of the following principles:

a) Challenge and enjoyment:

A curriculum should encourage students' sense of challenging and motivating in the learning process as an important part of the curriculum reform. It is important to consider the level of challenge that each subject must require in order to develop students' skills and abilities in the learning process.

b) Breadth:

The curriculum should organize the contents of itself in a way that the application of the updated curriculum will help to develop a variety of contexts within both the classroom and other aspects of school life. Students must have opportunities for a broad, suitably experiences.

c) Progression:

In this stage, students should experience continuous progression in their learning process because a curriculum update is needed after a period of time. So in the design it must be considered an updated process that allow students be cutting edge with the society within a single curriculum framework. This stage should foster and develop in students 'earlier knowledge and achievements. They should be able to progress at a rate which meets their needs and aptitudes progression in the experiences and outcomes.

d) Depth:

There should be opportunities that allow students to develop their future capacity for different types of thinking and learning. As they progress, they should develop and apply increasing intellectual rigor, drawing different strands of learning together, and exploring and achieving more advanced levels of understanding.

e) Personalization and choice:

The curriculum should respond to individual needs and support particular aptitudes and talents. It should give each children and young people

opportunities for increasing and exercising responsible, personal choice as they move through their school career.

f) Coherence:

Taken as a whole, students' learning activities should combine a formal and coherent experience. There should be clear links between the different aspects of children and young people's learning including opportunities for extended activities which draw different strands of learning together.

g) Relevance:

Children and young people should understand the purpose of their activities. They should see the value of what they are learning and its relevance to their lives, present and future.

Finally, as we can see curriculum design is not an easy task to develop. But principles help to create a curriculum that much of their purpose would be to show what the school will look like in future times for future generations.

2.2.3. CURRICULUM STRUCTURE

When designing a curriculum, the mission must be to accomplish all need of students according to what society demands in the real context, community and individuals. The structure of a curriculum should be base around of experiences that are plan as part of learning and teaching. To put in another way, planning a curriculum structure is something that support student's knowledge, because it involves a number of key aspects of the learning process. For instance: organization, students' range, subjects, syllabus, contents, and time. All these

components are essential, when structuring a curriculum since it contributes to generate a high level of education.

One structure of the features of a curriculum is the time, due to determine the duration in weeks, months, and minutes in which different subjects , courses take place to fulfill a curriculum space. With this in mind, the curriculum space is divided in two dimensions: clock time and calendar time, referring to clock time is involving daily schedules typically portioned into different periods for different subjects. Furthermore, calendar time is another component that is related to time duration in weeks and months. For instance, it would be illustrative university because the clock time is between one and two hours per day and the calendar time is divided into 6 months per semester and two semesters per year. Furthermore, the content is another essential part of a curriculum structure, since this contributes to a successfully completion of the learning process. As has been notice, content is what we can see at first sight. Sometimes, it is call subject of the school curriculum due it represents the content organization that compound a career. Important to realize is that curriculum content is divided in two main aspects: the first one is the objectivity of the curriculum, and the second is the relation between the different structural contents level. To start with the objectivity of the curriculum, it is not a different mixture of different contents. To organize it is necessary to take into account some considerations as: the content curriculum selection, which is based on student's need in order to become a professional with academic knowledge, even though not only knowledge is important but also human beings. Certainly, the responsibility to accomplish those aspects is people who design the curriculum and the syllabuses. With this in mind,

it must be focus on certain learning axes. As show above in the content selection is essential to consider some important characteristics that determinate which content should be include in the curriculum, such as: constantly content change, due to educational experience in an active process into the curriculum that allow an institution to be updated in all educational needs. In the other hand, content is defined as curriculum backbones, since all of the learning outcomes will depend from the quality of the contents. In fact, content can be classified as Core content and practical ones. When talking about core content it is referring to basic subjects. For instance in high school the first year the basic contents could be: Science, Math, Language, Arts, etc. However, these are practical contents that mean specific contents with special purposes, for example: In high school when the students are in third year, some of the subjects are related with specific domains. Curricular organization is referring to a level of coordination that involves a pedagogical team, subjects, students group, classes and levels; all these elements integrates, contribute to accomplish the objectives into the organization of a curriculum. Furthermore, it is important to make emphasis that the core organization are students because it helps to diagnostic student's poor development, limitations, needs, advances and interests. Based on these aspects, the pedagogical team must take action in order to enhance students learning. In fact, in the curricular organization, another relevant aspect to realize is teacher's preparation due that they are in charge to guide educational process based in the students' needs since the educational process shows various information about students, the functionality of a curriculum and weaknesses presented into the curriculum development. All this is in order to

restructure the current curriculum to get better results in students learning. Besides that, material resources is another element that facilitates the curriculum organization because a better learning will depend on the resources that an institution has due that when students are exposed to new materials, they learn better and the teaching process gets easier. For example, some of the resources could be course books and technological resources. All these resources must be organized in a way that students learn in an organized way, too. For instance, the course book used in a Grammar II class must have materials related to the Grammar I class and so on that students follow a sequence each other fundamental students' knowledge and learning process. A syllabus is a detail study program where the main emphasis is based in the objectives of the institution, the major and the subjects. As well as teacher collaboration is so important to students syllabus due it is an important tool that helps them to get a clear vision of the objectives to set and how these objectives would be accomplish. Additionally some parameters are stated in order to evaluate the learning outcomes. Afterwards, a syllabus must have clear purpose that guide students throughout the course development, and helps them to have a clear view of what and how they will accomplish the goal of a subject. As well as a clear purpose, the syllabus must accomplish some functions that are important not only at the beginning of it, but also at the end in order to accomplish the goals of the syllabus. Some of these functions are:

- ✓ To establish a relationship between students teachers.
- ✓ Define teachers and students' responsibilities.
- ✓ It helps to establish the purpose of the course.

- ✓ To self-evaluate their degree of readiness.

To begin with, establishing a relationship students teacher refers to: set the rules, purposes, objectives and resources to be used along the course, another important function of the syllabus is to define teachers and students responsibilities in order to activate the learning process during the course that allows teachers and students get a better understanding and results. The next function is about helping to establish the purpose of the course as well as the vision that the teacher has for the course. Finally, it is to help student-self-evaluation and readiness to measure their degree of readiness and learning in which the objective is to show their availability with the course.

There are also some components that structure a well-designed syllabus which can be mentioned:

- 1- *Course information*: This part deals with the general information about the course such as: course title, course number, schedule, location, course classroom and the credits hours, also, it tells if there are prerequisites for the course.
- 2- *Structure information*: It includes basic information about the people and the people in charge of the course for instance: full name, title, office location, contact.
- 3- *Text reading materials*: This includes three main details
 - a) Textbooks: In this section is included the title, author day, edition, publisher, cost, and where to purchase.

- b) Reinforce reading: Recommended or additional material whether the readings are on reserve.
 - c) Material: Any specific resource or software necessary for the class like lab equipment, tape recorder, projector and laptop.
- 4- *Course description*: A paragraph describing the general contents why the course is important and what students will obtain from the course. Developed skill, learning application. It clarifies the expectations and the purpose of the course.
- 5- *Course calendar*: It provides students with a schedule of the topics that are to be covered. Days for the exam, quizzes and other assignments and special events.

Syllabus types:

Regardless the components shown above, there also many options at the time to structure a syllabus

- Notional –functional syllabus*
- Grammatical syllabus-lexical syllabus*
- Text based syllabus skill based syllabus,*
- Talk based syllabus*
- Learner generated syllabus*
- Mixed syllabus*
- On line course syllabus.*

This factor is important in the curriculum structure because it is a central part where the objectives of the subjects and their contents can be defined.

2.2.4. CURRICULUM DEVELOPMENT

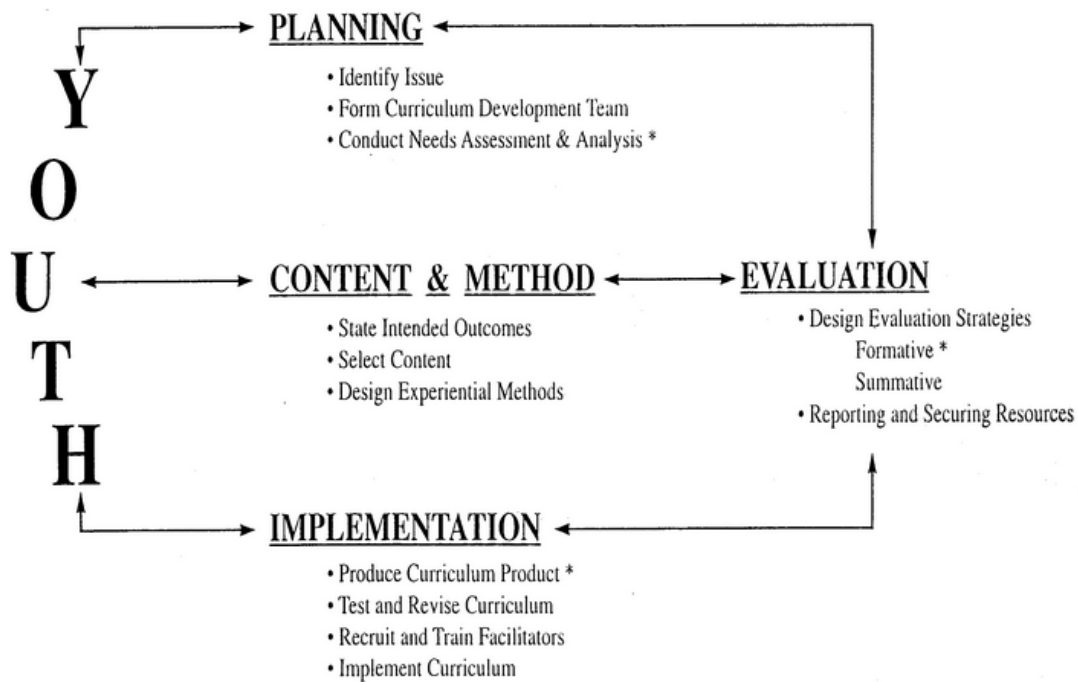
It is important to know, that a curricular process defines how effective and efficient will be the quality of the education for the students. The Curriculum Development is charged with the responsibility to operationalize the activities. From this point of view, curriculum must be known as a component and aspect that triggers the curriculum development and see how effectively every part matches with learning and teaching experiences for the people involved in the process. So, a curricular map must represent a shape of knowledge that has to be followed by teachers who are working in the construction of the curriculum. All of this will lead to reach the purpose of a curriculum development that is to ensure that the students received integrated, coherent learning experiences for their personal, academic and professional development. Moreover, it will be necessary to form a curriculum development team to be in charge of everything related with the curriculum development process. This team takes the decisions related with the learned characteristic, intended outcomes (objectives) content, methods and evaluation strategies. Every component has to be developed, tested evaluated and redesigned, if necessary.

A curriculum development process can be divided in phases and steps.

Every phase shows the steps that overlap with others steps or phases. The steps follow a sequence to keep a good organization in the curriculum development. But the most important task is to keep the learner involved in the process. In other words, the Curriculum Team Members should have knowledge about the problematic areas, to identify gaps between what students know and what they

need to know, scope of the problem clarify and define the performance of the curriculum development.

As the first step, the process of a curriculum development covers determining learner's needs, developing aims or objectives to address the needs, and also learning outcomes. Talking about student's needs, it is mandatory to make a diagnosis about it. To know what the students need to learn during the major and apply the knowledge in the labor area when they finish the major. Then, it is necessary to define the aims or objectives of the curriculum. Because they are the purpose of the curriculum development, and at the same time they are able to fulfill the learning outcomes. Objectives will be the guide to teach, and will say the reason to teach, what for? And the learning outcomes that are the final product expressing what students can do successfully.



2.2.4.1 PHASE I: “PLANNING”

As soon as the team gets all the components, they can start with the first phase called “Planning” that includes the following three steps. 1. To identify Issue/Problem/Need. 2. To form a Curriculum Development Team, 3. To conduct Needs Assessment and Analysis. In the first step, it is a need to make a diagnosis to discover hidden needs, and explore the people in the learning and teaching process as a human resource to face the curricular process. This step is useful as a framework that provides indicators about the situation in different curricular areas. The second step is to form a Curriculum Development Team that will be supporting all the process. For the performance of these steps, some considerations must be taken into account as: selecting educational designers, subject matter experts, teachers, and students. Another consideration when selecting members of the team is the expertise needed for the scope of the project. And also, one important aspect of team building is being clear about the objectives of the project, as well as the roles and responsibilities of team members .

The third step is divided in two different phases: Conduct needs assessment and analysis. The first one contains some aspects such as: The scope of the gap, to establish previous knowledge of the target audience, intended outcomes, contents address to the needs of the target audience, and form evaluations strategies. With this step, the team will understand how to conduct the needs and use the results to make intended outcomes that will be made by using the qualitative information coming from the target audience. Because of that, the team can make discussion focus groups, make interviews and surveys. Tools that will be useful to

formulate intended outcomes, to select contents and designed methods, to meet the needs of the students. Once the information is collected, the needs must be put into the following categories: Knowledge, Attitude or Practices.

Besides, Identifying the areas by the number of times and items mentioned in the survey or interview. Then, the subject matter experts may identify some topics that probably are not identified by the audience. But it does not mean that this gap is not useful. The gap exists between desired performance and actual behavior. So, to make change in a curriculum is a matter of facing new challenges.

2.2.4.2. PHASE II “CONTENT AND METHOD”

To continue with the curricular development, the second phase is a process related with the contents and methods used. This phase provides steps to develop useful learned-oriented curriculum materials, and take into account learners' needs identified from the assessment and analysis. As an important aspect, learner's need must match with intended outcomes (Educational Objectives) to develop all the components of the issue. In others words, the content (What is taught) has a base in the educational objectives, as well as, Knowledge, attitudes, skills, aspirations, and behaviors of the students. And how the content is taught, it is determinate by the experimental methods. Besides, there are some characteristics to take in considerations as: style of learning, and the content. It is good to know that this phase make emphasis in the learners, and the way they can acquire basic components, that they will apply for their own life.

As the first step in this phase, Needs must be previously identified in the assessment process, and then converted in measurable outcomes for the students. On the other side, Educational Objectives are called Intended Outcomes, term that is referring to learning planned and measurable outcomes that is expected. So, these steps establishes a guide for the content and enable students' needs to the issue or problem; it is obvious that in each step is linked one another, and all intended outcomes are useful like a guide to learn, a guide for instructions, and also a guide to evaluating. But intended outcomes is also a statement of what a learner will specifically know and be able to do as a result of participating in the activities planned in the curriculum. Equally important is the life skill developed through the activities done, such skills include communicating and relating with others, problems solving, decisions making, acquiring, analyzing and using information etc. So, this life skill has to be developed in order to get educational experiences that will be applied in the workplace, or community. To turn to intended outcomes, there are three components that intended outcomes make emphasis (Conditions, Performance and Standard) also, the three domains of learning behavior (Cognitive, Knowledge and Thinking) once these components are clearly identified, the next step can be performed.

To start with the following step that is "To Select Content" the curricular must organized these components: Identification of the scope of the content and materials, plan the sequence, outline the content, including knowledge, attitude and the skills that they will acquired through the planned curriculum activities. To begin with this process, it must determine the content and define the scope of the issue, at the same time it is determined the expertise needed on the curriculum

team. They are the experts who know the population, and factors involved. Also, they will know contents that must be included. Talking about the contents, these needs are outlined in two categories: Scope and Sequence, Scope can be defined as what the curriculum includes, and sequence refers to “When” the curriculum topics lessons, experiences, and activities must be included. All of this overlaps with the intended outcomes and domains. But at the same time they are under four organized principles which are: Move from the simple to the complex, move from general to specific, use an existing logical organization, and the last one that is move from known to unknown.

After the selection of the content, the following step is about how to design experimental learning methods. What the curriculum teaches and how the students acquire the knowledge, attitudes, skills, aspirations, and behaviors enable to the intended outcomes. Also, it includes a review the characteristic of learners, style of teaching, experimental learning methods, and the design of activities sheets, the creation of learning environment, resources and information. The curriculum development team has to deal with these aspects; they also have the opportunity to focus every component by making the learners participate in the experience, “To be in touch” is an effective method. That will help answer questions like this: What decisions /problems did they face? How did they decide what to do? How did they evaluate what they did? Finally, as it says it before all the process is around the learners and every component of curriculum development must overlap with other. As soon as, the phase about content and method is completed, the curriculum team must continue with the phase about implementation.

2.2.4.2. PHASE III “IMPLEMENTATION”

This phase includes some steps like these: Producing curricular materials, testing and revising them, recruiting and training volunteers and implementing the curricular materials. Talking about curricular product, the curricular team must have to consider aspect related with the curricular materials, how to evaluate them, how to write and produce new materials. Beside show to design and conduct a formative evaluation of the curricular materials, it is important to know the kind of materials already existing, also if the materials are useful or not and where to find the materials is another aspect to take into account; moreover, in this step the curricular team will look ideas related with the materials that they are going to use. A good source of information is the networking that helps identify sources. Besides content methods of learning (activities), style and format are criteria to evaluate existing curricular materials. The curricular team can make a check list to evaluate the materials, and add some questions that can provide information, such as: Does the curriculum fulfill a genuine need? Will it help learners attain the intended outcome? Is the product well designed for the intended audience? The information will be various because from the information, the curricular team can justify the creation of new material. This determination will be in relation with intended outcomes, students' need and the quality of existing materials. Also, there are some factors to consider before writing and producing new curriculum product. Factors like the knowledge of the writer, the publication identified, facilitators' needs and validity in the curricular material are also required.

Because it is good to focus that learner is the direct user of the product that will determine what the learner will do, and if it will provide opportunities for them. The

final step is to produce a draft copy of the curriculum product to be piloted. It should be reviewed by several members of the curriculum development team, revised and edited at least once before being piloted testing. Allow time for revisions and rewriting. Quality takes time; curriculum development is a creative process that requires gestation before it turns fruitful.

Ideally, the draft will include illustrations and resemble the final product. Testing and Revising the curriculum is a step where the team has to include suggestions as: how to pilot a test, the materials and conduct formative evaluation. In fact, the formative evaluation is only a process used to determine if a curriculum product is valid and reliable. After, reviewing this step, the team in charge is ready to know how to pilot a test of the curricular materials, evaluate and training for the test facilitators. This is divided in two phases 1) The selection of group facilitators and pilot test sites and 2) the selection of evaluation tools to assess the effectiveness (validity and reliability) of the curriculum product. The first stage will determine pilot test sites under some conditions that affect the target audience; the goal is to test the curriculum with a representative sample. In the second stage is related with the formative Evaluation, and its purpose is to get feedback from the final users of curricular product, a feedback can identify if learners are attained to the intended outcomes with activities. Both steps are needed, because using an effective evaluation tool is a way to accomplish (intended outcomes) what the curricular team wants.

Another important step in the curricular development is to recruit and train facilitators; they need to be trained in new content and methods because they will be people who help learners achieve outcomes. This step is focused on two topics:

recruiting volunteers to facilitate and implement the new curriculum, and recruiting group facilitators to become an effective resource who present specific curriculum information. The facilitator's group has to be expert in only one area to provide adequate information, this is very important for a successful curriculum implementation. A training curriculum develops the same process used for the curriculum product, but it is adapted for training facilitators. And also, if facilitators are not trained, there is not a good development of the curricular material. As consequence, there is not an implementation of the program.

But the implementation of the curriculum development is the last step of this phase; the main idea is to implement the development of the curriculum product. And there are some considerations and strategies to take into account as: how to plan the total incorporation into the program, how to collect the knowledge of the learners, their needs, environment and their communities. In the strategies, some leaders of the community can collaborate; volunteering facilitators will recognize the benefits of the curriculum product and the potential success of the program. Young people can be involved to promote new ideas to the program. To focus on the activities and interactions among the group members to identify some interests existing among young, also the promotion and implementation of curriculum materials requires special attention, (because it will benefit the target audience). The implementation is a step discussed from the beginning, like a part of planning strategy "Keeping the end in mind" As part of the development process. Besides, most of the considerations are applied in the following phase, evaluation and reporting.

2.2.4.4. PHASE IV: “EVALUATION AND REPORT”

The last part of the curriculum development process is 1) Evaluation strategies and 2) Report and Round up. To begin with the first step, the curriculum team must know the concept of evaluation that is: to make a specific assessment about the value of all part of the curriculum by collecting evidence to determine if acceptable standards have been met. Then, it must focus the two types of evaluation, the first one the formative evaluation that is used to make judgments about how well a part of the process has achieved the outcomes, also it provides information helpful to final product design, and a baseline data for the summative evaluation that is the second type. Summative evaluation involved to put all parts together and make judgments about the intended outcomes. It answers the question, “did it achieve what it intended?” Evaluation is to determine what happened or did not happen, improve future curriculum development process, communicate results to current and future shareholders, and also effect policy. Besides, The evaluation is useful in the needs assessment(formative),Pilot test and revision(formative), the beginning of the implementation(formative)during the implementation(formative),completion of implementation(summative),follow up data(summative).

Reporting and securing resources have two important aspects: 1) reporting curriculum impact and 2) securing resources for future development, expanding training and the scope of the program through the curriculum. The first consideration in the reporting process is to identify the audience for the report. The rest of the process is focused in what is being communicated, to which audience, and what purpose. The content of the report will depend on the evaluation

evidence and the audience, including the facilitators and youth participants. Talking about the security sources, it is very important to know that in this area it includes information about secured funds from non-governmental or governmental organizations, justifications and accountability. The evaluation and reporting strategies are focused on providing evidence to justify the cost-benefit analysis and expenditures. This completes the curriculum development process and as said before “keep the end in mind” but it is good to begin all over again. To develop a curriculum process it is needed to make a continuous revision of the steps and the process. All components match one another, and create support like a web. Also, it allows modifications in order to benefit youth and their communities.

2.3. OPINIONS OF EXPERTS

As shown in previous chapters, when designing or updating a curriculum, many elements must be taken into account; like for example, the people involved in the process. But besides all the people involved in this process, the opinion of those people must be taken into account; that is the opinion of experts. Expert people are individuals that are mainly involved in a curricular change. In the case of the University of El Salvador, the experts are professors, because they are the ones that have been into the curriculum. In this part of the chapter, some of the main weaknesses will be explained that according to experts are affecting students of the university.

2.3.1 ADMINISTRATION OF SCHOOLS

Etymologically, the Word administration is composed by two Greek words “ad” that means direction and “minister” that is servant; in few words, Educative

Administration is a key element for an efficient development for any institution to reach quality in education. Many authors have defined the word administration in different ways, but all of them got to the same point. It is to control and manage material and human resources with the objective of obtaining economic or social benefits depending on the goals of each institution. Generally, school administration involves not only activities related with the institution, but also the organization and the use of its resources (human, intellectual and technological). In fact, the person in charge of the administration must be capable to identify problems, analyze systems, apply strategies and get solutions, (Reyes Ponce, 2004); since that education is the way to reach the advance of a nation, in order to get advantages of all the resources (time, money, methods and facilities).

As mentioned before, administration is an important part of any institution because without a good administration, institutions could not grow up. So, according to Luis Lort ì Raventos on his document “*Supervision y Administración Escolar*” pages 63 and 64, some important functions of administration can be identified along with some activities to be accomplished:

a) Administrative function:

- General planification and organization for long or short term.
- Tuitions, files of students, grades and statistics.

b) Economic function:

- Payments and taxes.
- Looking for new resources and availability of spaces.

c) Maintenance function:

- Facilities, fixings and donations.
- Delivering of school materials like desks, tables, whiteboards, etc.

d) Social relationships:

- Keep in touch with parents.
- Communication with banks and stores.
- Designing of advertisements.

e) Technical function:

- Positive management of the different departments of the institution.
- Responsibilities upon teachers.
- Evaluate and innovate the institution.

On the other hand, according to Fayol, the administration process is composed of some basic phases (<http://www.youtube.com/watch?v=ZK6ge8Zol9y>):

1. Planification: in this phase, objectives are set and the procedures to accomplish them.
2. Organization: is a process where two or more people work together with the objective of reaching specific goals.
3. Directions: this phase is in charge of managing activities with the members of certain groups.
4. Coordination: in charge of integrating activities in different parts with the objective of accomplish the stated goals.
5. Control: a process to make sure that all the planned activities have been done.



Taken from UNID, Administración Escolar, Módulo I.

According to Nichols Murray Butler, ex-president of the University of Columbia, there are three kinds of people, the ones that make things happen, the ones who evaluate what happens and the kind of people who do not have any idea of what is happening. Teachers are always the second kind of people, but as it is known, the world is changing and everyday teachers are taking other responsibilities besides just to teach.

2.3.2 COMMON EUROPEAN FRAMEWORK OF REFERENCE

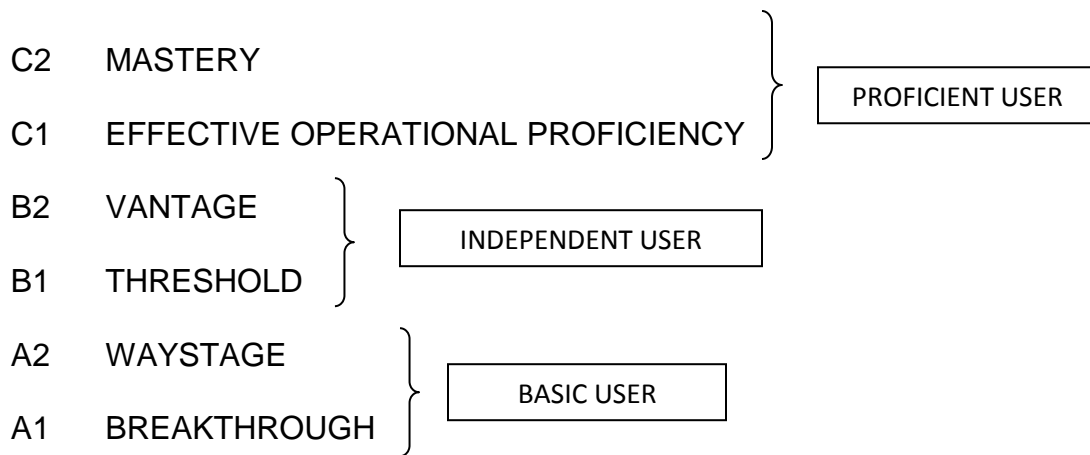
The Common European Framework of Reference (CEFR) for language learning, teaching and assessment was created by the Council of Europe to provide a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe. It was envisaged primarily as a planning tool whose aim was to promote transparency and coherence in

language education (*Using CEFR: Principles of Good Practice, October 2011, University of Cambridge*). According to the document *Using CEFR: Principles of Good Practice, October 2011, University of Cambridge*, the CEFR is a framework published by the Council of Europe in 2001, which described language learners abilities in terms of speaking, reading, listening and writing at six reference levels. As mentioned before, the CEFR is divided into six main levels; however, it is not an international standard, it means that universities and English academies can not use it as a curriculum or checklist. Even though, it is not an international standard, most text providers, textbook writers and curriculum designers now claim to link the CEFR (*Using CEFR: Principles of Good Practice, October 2011, University of Cambridge*).

1960s and 1970s	Emergence of the functional/notional approach	<ul style="list-style-type: none"> • The Council of Europe's Modern Languages projects start in the 1960s and (following the 1971 intergovernmental symposium in Rüschiikon) include a European unit/credit scheme for adult education. It is in the context of this project that the concept of a 'threshold' level first arises (Bung 1973). • Publication of the Threshold level (now Level B1 of the CEFR) (van Ek 1975) and the Waystage level (van Ek, Alexander and Fitzpatrick 1977) (now Level A2 of the CEFR). • Publication of <i>Un niveau-seuil</i> (Coste, Courtillon, Ferenczi, Martins-Baltar and Papo 1976), the French version of the Threshold model. • 1977 Ludwigshafen Symposium: David Wilkins speaks of a possible set of seven 'Council of Europe Levels' (North 2006:8) to be used as part of the European unit/credit scheme.
1980s	The communicative approach	<ul style="list-style-type: none"> • Communicative approach becomes established. Attitudes to language learning and assessment begin to change. Greater emphasis placed on productive skills and innovative assessment models. The concept of levels is extended in practice.
1990s	The development of the Framework and a period of convergence	<ul style="list-style-type: none"> • 1991 Rüschiikon intergovernmental symposium 'Transparency and Coherence in Language Learning in Europe', the outcome of which is the setting up of an authoring group and an international working party. • Authoring group comprises head of the Language Policy Division, Joe Shiels plus John Trim, Brian North and Daniel Coste. Key aims are: <ul style="list-style-type: none"> - to establish a useful tool for communication that will enable practitioners in many diverse contexts to talk about objectives and language levels in a more coherent way - to encourage practitioners to reflect on their current practice in the setting of objectives and in tracking the progress of learners with a view to improving language teaching and assessment across the continent. • Publication of revised and extended Waystage and Threshold, and first publication of the Vantage level which sits above these at Level B2 of the CEFR (van Ek and Trim, 1990a/1998a, 1990b/1998b, 2001). • Pre-Waystage level called Breakthrough developed by John Trim.
2000s	Using the Framework and the emergence of the 'toolkit'	<ul style="list-style-type: none"> • 2001 final draft published simultaneously in English and French (Council of Europe). • 2001 European Language Portfolio launched. • CEFR translated into at least 37 languages. • 'CEFR toolkit' developed including manuals, reference supplements, content analysis grids and illustrative samples of writing and speaking. • Council of Europe encourages development of Reference Level Descriptions for specific languages.

Summary of the development of CEFR (<http://www.cambridgeenglish.org/images/126011-using-cefr-principles-of-good-practice.pdf>)

In addition, the six levels of the CEFR describe the language proficiency that students must be capable to accomplish according to each level. The six levels are name as follow:



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

Scheme of levels and proficiency (<http://www.cambridgeenglish.org/images/126011-using-cefr-principles-of-good-practice.pdf>)

It is important to mention that even though the CEFR is well designed, it must not be taken as a checklist or as a curriculum; what universities and academies can do is to take some features and compare them with the real context by choosing the

relevant ones and apply them according to the learners' needs and the learning objectives. For example:

- Aims are high level statements that reflect the ideology of the curriculum.
- We wish our students to grow into aware and responsible citizens.
- At a slightly lower level, aims also show how the curriculum will be sought to achieve them.

Besides the levels, the aims and objectives; there are also two main approaches that the CEFR suggests: The Communicative Approach and The Plurilingual Approach.

1. *Communicative Approach*: this approach must be based on communication, but especially on learners communicative needs; two main characteristics of this approach are *task and interaction*; this means that communication will be better if its purpose is important or relevant to learners in order to achieve goals. In short words, learning will be more effective where language is purposeful and tasked-based.
2. *Plurilingual Approach*: another key aspect of the CEFR approach is the belief of plurilinguism. Many Universities and English language Centers, ask students to use only English from the very first time; however, according to the document *Using CEFR: Principles of Good Practice, October 2011, University of Cambridge*, studying a foreign language inevitably involves comparison with the first language, this make students learn in an easy way because they have a general knowledge of how language proficiency and acquisition works. In summary, it becomes easier and easier to pick up a

partial competence in new language (*Using CEFR: Principles of Good Practice, October 2011, University of Cambridge*).

	general context	details of context	purpose
1	education, university	undergraduate applicants to an English-medium university's humanities, sciences and social sciences courses	English language entrance exam to determine which university applicants have sufficient English language ability to follow their chosen course
2	education, school	school students in a particular class	mid-course classroom assessment to diagnose areas of language ability which need further work before the national school leaving exam
3	migration	migrants who have lived in country Z for less than one year	placement exam to determine which course migrants should join to improve their language ability in a range of defined social contexts
4	work	candidates from anywhere in the world	to determine the ability level of candidates who want to use English in business situations

Examples of context and purposes for assessment (<http://www.cambridgeenglish.org/images/126011-using-cefr-principles-of-good-practice.pdf>)

As mentioned above, the CEFR works as a tool for institutions which is useful to set a started point when designing or applying curriculum and apply different features in each context by taking into account the proficiency students must be able to get; on that way, nowadays many institutions use the CEFR as a reference in their study plans.

2.3.3 CRITICAL THINKING

Thinking is the human natural ability. As it is known, every human being can think, but the question is: how to develop a critical thinking? Critical thinking is the process of thinking in a variety of ways, a critical thinking is a process of thinking clearly with accuracy and precision with logic and depth, but overall to be open minded by examining points of view. Additionally, there are some important skills students must develop in order to display critical thinking. First of all, students must

interpret, that is to understand in a clear way the topic and its main meaning; secondly, analyzing is taking the main point of content and makes a central or main idea in a logical way. Then, reasoning is another important skill of critical thinking because these skills allow students to create and state their own point of view based on facts. Finally, evaluating is the part of the process where the interpretation, analysis and reason are judged, that means if they are worthy or supportive.

Until now, it is also relevant to mention the importance of critical thinking of college students; in general, students who develop critical thinking are more able to (orientation Lecture Series, Learning to Lear, Developing Critical Thinking Skill.):

- ✓ Achieve better marks.
- ✓ Become less dependent of teachers and textbooks.
- ✓ Create knowledge.
- ✓ Evaluate, challenge and change structure in society.

Equally important is to mention that there are four main types of critical thinking (<http://www.arn.org/realscience/kog1asample/kog-ct-chem-1a-sample.pdf>):

- A. Getting the fact: that is the critical tool that allow us to collect information by asking the questions *who? What? Where? When? And how?* This questions help to clarify the facts by obtaining **accurate, clear** and **precise** answers.
- B. Evaluating the fact: in this step, the thinker must evaluate the gathered information, based not only in the facts, but also in opinions and preferences. Evaluating the fact also explore the importance of the fact and if they are **substantial, crucial** or **applicable** to draw the conclusion.

- C. Drawing a conclusion using logic: a conclusion is to sum up all the gathered information to make a decision, supportive by **validity, consistency** and **logical** flaws.
- D. Evaluating a conclusion: after drawing the conclusion, there must be the necessity to consider if the conclusion is logical by asking the questions “Is my conclusion fair?” “Has my conclusion taken into account all the information available?” “Is my conclusion reasonable?” and “is there more information that must be considered?” In other words, evaluating a conclusion explores the **fairness, reasonableness, depth** and **breadth**.



Taken from <http://www.arn.org/realscience/kog1asample/kog-ct-chem-1a-sample.pdf>

Important to realize is that reading places an important role on critical thinking because it helps to provide validity that supports the point of view by developing reflexive thoughts through different strategies.

Ask Questions about	For Example
your purpose	why?
the context of the text	why written? where? when? who? how relevant?
the structure of the text	Do the parts fit together logically? Is there a clear argument?
the arguments	are they fair? do they leave out perspectives of certain groups?
the evidence used	Is evidence given to support the point of view? is the evidence from an authority in this field? is the evidence evaluated from different perspectives?
the language used	Is the language coloured to present some things as more positive than others? Are claims attributed clearly to specific sources?

Taken from: Orientation Lecture Series, Learning to Lear, Developing Critical Thinking Skill

Another key point on critical thinking is writing, that is also known as critical review (orientation Lecture Series, Learning to Lear, Developing Critical Thinking Skill). It asks to evaluate or to consider literary texts, researching articles and getting an argument or interpretation of an issue.

Some general strategies are (orientation Lecture Series, Learning to Lear, Developing Critical Thinking Skill):

- ✓ Select sections of the texts (thesis/methodology/conclusions) which are open to questions.
- ✓ Comment (possible from both a positive and negative perspective) on the section.
- ✓ Draw on other resources to back up your comments.
- ✓ Come to a conclusion to the overall worth / validity of the original text.

As can be seen, critical thinking is a tool that helps to draw problems more clearly improve your ability to decide what kind of statements are valid or not; and also offer another alternative perspective about different issues.

2.3.4. COMPROMISE WITH ACADEMIC QUALITY

Quality in the superior education is one of the principal and currently demanded in our country. Quality is defined as the mix of knowledge and characteristics in certain context; there are some components that compose educational quality with excellence. In case of institutions, many authors assign educational quality to different elements like curricular design, updated, academic environment and teachers; the mix of all these elements contribute to build or to generate quality in education.

According to Kuh et. al. (2005) y Pascarella and Terenzini (2005), educational quality is related with the time and energy that students spend making academic activities inside and outside the classroom. Moreover, there are 5 main characteristics that enrich the educational quality (Kuh, 2001): Academic Challenges, Active and Collaborative Learning, Rapport between Teacher and Student, Students Enrichment academic experience and academic support.

- ✓ Academic Challenge: these are activities mainly focus on foster students' cognitive learning; so students will spend more time in doing the assignment with the objective of accomplishing certain goals set by the teacher.
- ✓ Active and Collaborative Learning: it is based on students active participation in the learning process as well as reinforced learning with the interaction of third persons like parents, friends, partners and teachers; for example some activities that can enhance this type of learning are dialogues, discussions of topics, debates and active participation on projects.
- ✓ Rapport between Teachers and Students: it is considered as a main factor in the students' cognitive and social development because it is defined an exchange of information, perspective, ideas, points of view between teacher and student (Pascarella/Terenzini, 2005 Astin, 1993).
- ✓ Enrichment Academic Experience: these are learning opportunities inside and outside the classroom that allow students to learn about themselves and others through a collaborative process with partners and teachers (National Survey of Students Engagement, 2005) that means students will acquire not only academic knowledge, but also a personal one that in the future could be applied in different contexts; for instance: volunteering, community work and social work.
- ✓ Instructional Support: this characteristic makes reference to the activities that contribute to enrich social and academic experience from college students to the society. The main goal of these activities is to supply and identify society needs.

To sum up, Educational Quality is a key element to a successful curriculum which is mainly composed of three entities which are the institution, teachers and students. With the collaborative engagement of these three entities the quality of successful institutions can be enriched.

2.3.5. ACADEMIC WRITING

According to Lennie Irvin and his document "*What is Academic Writing?*" he defines academic writing as a form of evaluation that asks people to demonstrate knowledge and show proficiency with certain disciplinary skill of thinking, interpreting and presenting. Writing is not an easy task, nor a difficult one; besides that, we can mention that academic writing is not just about writing, it involves researching and drafting.

When writing in college, we are talking about a specialized form of writing situation due that people do not know the audience. Many people write essays as if they were talking with themselves, and do not think about the readers; for that reason, there are some questions to take into account when writing in college (<http://www.parlorpress.com/pdf/irvin--what-is-academic-writing.pdf>):

- ✓ *Who is your audience?* Primarily the professor and possibly classmates; however, there are may be the case where a secondary audience may be included.
- ✓ *What is the occasion or context?* Most of the time in college, students write because they have an assignment by the teacher with the objective of learning and demonstrating learning.

- ✓ What is the message? It may be the learning and interpretation gained when studying a subject matter.
- ✓ *What is the purpose?* Unfortunately, students write in college just to obtain a grade or accomplish the goals of a writing assignment.
- ✓ *What genres are used?* The essay is the most frequent type of document college students' use.

As a matter of fact, Chris Thaiss and Terry Zawacki conducted a research at George Mason University, where they asked professors from their universities what they thought academic writing was and its standards; their results can be summarized into three main characteristics that composition teachers want to see in an academic writing assignment.

- A. *Clear evidence in writing that the writer has been open-minded and disciplined*, most of the time students will be assigned to write about topics they are not familiar with or they may not agree with it.
- B. *The domain and reason over emotions or sensual perception*, that is to add a tone in each sentence or to convince the audience by using persuasion and express emotions in the text.
- C. *An imaginative reader who is coolly rational*, reading for information and intending to formulate a reasonable response, in other words, this is to support ideas with trustful sources.

Another important key point to mention is the structure of an academic essay. Most universities use the APA format as well as many others like MLA. According to Lennie Irvin, some important characteristics are:

- A. It is an argument, persuasion essay that in its broadest sense **MAKES A POINT** and **SUPPORTS IT**. (We have already discussed this argumentative nature of academic writing at length.)
- B. The point (“claim” or “thesis”) of a critical essay is interpretive in nature. That means the point is debatable and open to interpretation, not a statement of the obvious. The thesis statement is a clear, declarative sentence that often works best when it comes at the end of the introduction.
- C. Organization: Like any essay, the critical essay should have a clear introduction, body, and conclusion. As you support your point in the body of the essay, you should “divide up the proof,” which means structuring the body around clear primary supports (developed in single paragraphs for short papers or multiple paragraphs for longer papers).Support: (a) the primary source for support in the critical essay is from the text (or sources). The text is the authority, sourcing quotations is required. (b) The continuous movement of logic in a critical essay is “assert then support; assert then support.” No assertion (general statement that needs proving) should be left without specific support (often from the text(s)). (c) You need enough support to be convincing. In general, that means for each assertion you need at least three supports. This threshold can vary, but invariably one support is not enough.
- D. A critical essay will always “document” its sources, distinguishing the use of outside information used inside your text and clarifying where that information came from (following the rules of MLA documentation style or whatever documentation style is required).

- E. Whenever the author moves from one main point (primary support) to the next, the author needs to clearly signal to the reader that this movement is happening. This transition sentence works best when it links back to the thesis as it states the topic of that paragraph or section.
- F. A critical essay is put into an academic essay format such as the MLA or APA document format.
- G. Grammatical correctness: Your essay shouldn't have any grammatical mistake. You'll want to edit your final draft carefully before turning it in.

As we leave this discussion, I want to return to what I said was the secret for your success in writing college essays: Your success with academic writing depends upon how well you understand what you are doing as you write and then how you approach the writing task. Hopefully, you now have a better idea about the nature of the academic writing task and the expectations behind it. Knowing what you need to do won't guarantee you an "A" on your paper that will take a lot of thinking, hard work, and practice but having the right orientation toward your college writing assignments is a first and important step in your eventual success.

2.3.5. READING COMPREHENSION

Reading Comprehension is a skill that must be practiced by students in order to develop the capacity to understand the written context, this through the process of reading and connecting ideas with previous knowledge. This process is also known as "Active Reading"; this involves not only the reading skill, but also to analyze and understand the text; but the question is "How to become an active reader?" According to the document "Remembering what you Read, Students

Success Workshop by Sauk Valley Community College”, there are many reading techniques to get an active reading:

- ✓ Predict text context: that process starts by making an inference about what will be presented in the text by reading the title and subtitle.
- ✓ Clarifying work: this consists of restating definitions in your own words by decoding an unknown word.
- ✓ Making point of confusion: when students read, there are some topics that students do not have previous knowledge, so they get confused and have to re-read to understand.
- ✓ Re- reading for clarification: it is the technique that consists of reading several times to clarify and find new ideas about the content.
- ✓ Asking questions: questions help to find out the purpose, the significance in the text by using key questions like: what? Who? Why? Where? When? And how?
- ✓ Relating the text to a previous knowledge: it consists of relating previous information with the text by writing them down. This technique facilitates the understanding of the text.
- ✓ Finding personal interests: it is the action of highlighting relevant information about the topic that allows readers to get a better idea after reading.
- ✓ Visualize the text: it is when readers draw, draft or imagine a picture on their minds from the text. This technique helps to memorize remaining information to get understanding.
- ✓ Summarizing textual information: it is a technique that summarizes the main ideas of the topic for the reader that supports the knowledge about the

content; if the reader can explain the text in a quick way or in short words to someone else, they prove they understood the content of the text.

- ✓ Determining important text content: consists of classifying the most important information, finding out the purpose, extending main ideas and supporting agreements and disagreements about the content in the text.

All this considered before, can help the reader to become active readers by applying different techniques that help them to understand the content of the text and get a complete domain of a topic by using key points.

2.3.6. LESSON PLANNING (ADMINISTRATION OF TIME)

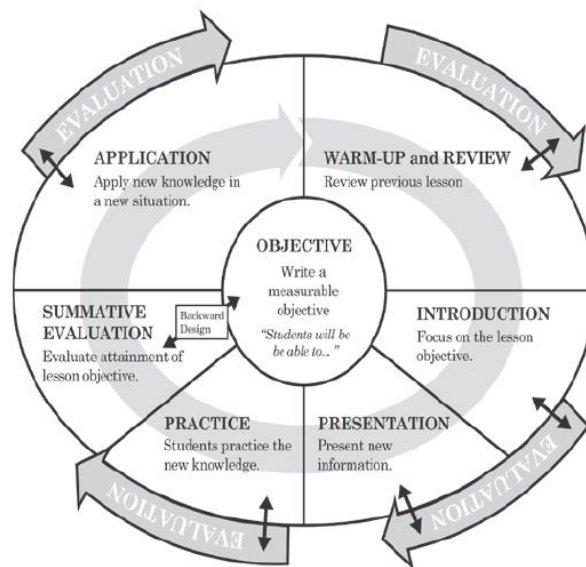
There are many factors involved in the organization of a successful class, but one of the most important is lesson planning because this is the tool that allows teachers to organize contents, materials, time and instructional strategies; all these based on the accomplishment of objectives and learning outcomes. With this in mind, there can be stated that a lesson is an organized set of activities designed to present a flexible piece of a course; furthermore, lesson plans communicate to learners what they will learn and how their goals will be assessed.

Important to realize is that in order to get a successful lesson, it is relevant to set well stated objectives due that they are critical to effective instructional, because they help instructors to plan the instructional strategies and activities they will use, this includes the materials and the resources to support learning. It is important that the objectives be clear and describes the intended learning outcomes. An effective way of writing instructional objectives is by using the A B C D's technique set by Heinich et. al (2001):

- ✓ **Audience:** learner for whom the objectives are written.
- ✓ **Behavior:** the verbs that describe what the audience will be able to do.
- ✓ **Condition:** the circumstances under which the audience will perform the behavior.
- ✓ **Degree:** acceptable performance of the behavior.

After having set the objectives, there comes the body of the lesson plan, which will be based on the objectives already set. The body of the lesson plan is also called as the “Planning Process” whose mainly parts are: THE WARM UP, THE PRESENTATION, THE PRACTICE, and THE PRODUCTION AND THE WRAP UP. This according to the PPP style, but there are other styles like the WIPPEA.

The first part is the *warm up* which is an activity that reviews learners’ previous knowledge that can be applied with the new content too. The following part is the *presentation* that consists of presenting the new content and concepts to be taught; also, it is important to create an activity to



introduce the new concepts by using visual aids, realia, descriptions, explanations or written text. After that, teachers can check learners’ understanding about the new content and make changes if necessary. Consequently, the next part of the process is the *practice* where students are provided with several activities to model the skills and knowledge, these activities can be done in groups, pairs or

individually; equally, *evaluation* is an important part of the process because it allows not only students, but also teachers to measure how well the lesson has been understood. After all the previous process, there comes the *wrap up* or *application* that is an activity to measure the accomplishment of learning outcomes, it is also an activity to support what students have just learned.

As an additional part of the process, it is also the *time* which is important in every part of the process since it allows the lesson to be applied in a defined period of time, as well as there must be a back of the activity in case lesson finishes earlier. Most of these aspects of lesson planning are learned by experience, so it is important for instructors to evaluate how lesson went at the end of each period.

In sum, it can be stated that “A lesson plan is not written in stone” (Jhericol Skinner) it means that the instructor has the power to manipulate the lesson plan according to students’ needs and the different contents.

2.3.7. THE USE OF ICT’S FOR ACADEMIC PURPOSES

According to Daniels (2002) Information and Communication Technologies (ICTS) have become in a short time, one of the basic building blocks of modern society. Nowadays, ICTS have become one of the most important tools for educational purposes, especially in the learning of the second language, also it is important to mention that at the end of the 80’s the term computer was changed by “Information Technology” referent to the computer as devices with the capacity to start and reattribute information (Pelgrum and Law, 2003)

There are many definitions about ICTS, but the most trustful is the one provided by the United Nations Development Program(UNDP): “ICTS are basically information handling tools, a varied set of goods, applications and services that are used to

produce, store, and process, distribute and exchange information.” They include the old ICTS of radio, television and telephone, and the new ICTS of computer, satellite, wireless technology and internet. These different tools are now able to work together, and combine them to form ours. “Networked world” a massive infrastructure of interconnected telephone services, standardized computing hardware, the internet radio and TV, which reach every corner of the globe.”

As can be seen before, ICTS have caused many changes in the current society, but the most affected is the educational field due that the new informational technologies can facilitate and enhance the learning process. However, with this change, also people and teachers must have changes and being informed about the use of the new technologies and how to apply them in education. Besides that, it is important to mention that there are different types of ICTS Media Technologies.

- ✓ Delivery Systems based on their characteristics, ICTS can be divided into Synchronous and Asynchronous media. The Synchronous ICTS require all students and teachers to be together at the same time and in the same place. While an Asynchronous ICTS can be delivered when the participants are in different times and different places.

Synchronous Media	Asynchronous Media
Audio-graphics	Audio and video tapes and CDs
Audio conferencing, as in a telephone conference	E mail
Broadcast radio and television	Computer file transfers
Teleconferencing	Virtual conferences
Computer conferencing such as chat and Internet telephony	Multimedia products, off line
	Web based learning formats

Available at: http://www.unesco.org/education/aladin/paldin/pdf/course01/unit_13.pdf

- ✓ Types of ICTS /Media content: talking about content, media can be divided into educational and instructional content. Due that when using ICTS tools, teachers must be able to define the purpose of the content. The following table defines the difference between the contents.

Educational	Instructional
Broad audiences awareness orientation Nature of learning is broad, multidimensional, even incidental process, and summative methods	Clearly defined target E n r i c h m e n t , Clear Objectives Target related format and treatment Evaluation critical, through formative,

Available at: http://www.unesco.org/education/aladin/paldin/pdf/course01/unit_13.pdf

With every outcoming technological tool, there are advantages and disadvantages; so ICTS have strengths and weaknesses when applying them in the real context (Role of ICTS in Education and Development: Potential, Pitfalls and Challenges, Usha Vyasulu Reddi) some of them strengths are:

- ✓ Individualization of learning: these allow learners to have an autonomous learning by relating the media content with their context.
- ✓ Interactivity: students can go forward and backward in the contents as much as they need them.
- ✓ Distance and climate insensitive: learners can have access to the content wherever they are.
- ✓ High speed delivery: learners can have access to the material in a quick way.

On the other position, there are also many weaknesses with the new coming technologies, some of them are:

- ✓ High infrastructure and startup costs: every computer or digital device needs to be in constant maintenance that requires monetary investment.
- ✓ Problems of reaching access and remain: while some people can have full access to ICTS, others may have difficulties to reach them.
- ✓ Essentially delivery system: ICTS are mainly useful to deliver information and content, but do not change attitudes nor create behaviors.
- ✓ Hard to assess: while some students make an effort to get a good grade in the assessment, others can use a search engine (Google, Yahoo, Bing, etc.) to cheat on the assessment.
- ✓ Officers, trainer needs orientation and training: teachers need to be trained about how to use ICTS for educational purposes.

To summarize, ICTS have come to facilitate not only everyday life, but also educational because there are several tools that can be applied in everyday classroom referring to technology.

2.3.9. METACOGNITION STRATEGIES

When talking about cognitive activities are referring about mental activities that are always conscious, but more than activities it is a process that students use to require, maintain, and evoke different types of knowledge. The word metacognition can be defined as the strategies that allow students to learn process, know and identify ideas as styles of learning, in which students learn. As a result of joining the two words “Meta” and “Cognition” arise the word meta cognitive which means a conscious activities that students do to improve and facilitate learning . When students learn unconsciously, they develop in a natural

way some strategies that allow them to learn; for instance: classifying main information, note taking about the most important information and conceptual mapping. All of these strategies have been used by most of the students, unconsciously as a way of learning.

One of the characteristics of metacognition is self-regulated learning. It means planning which are the strategies used in each situation to apply, controlling the processing and evaluating it. In other words; it is a conscious process that allows students to get information, evaluate it and keep in their mind and recover that info to resolve problems. So, the benefits that students receive when they use metacognitive strategies are.

- Students focus on information
- Students learn to relate new information with old knowledge to support learning.
- Help them build mental map that organize information.
- Reinforce information that comes from different areas
- It allows them to recognize actions and situations that facilitate learning and enhance the learning process.

As can be seen, the metacognitive strategies are vital tools that allow students to learn by learning. Since this makes students understand and develop efficiently the activities; also, it let students learn new things, and use knowledge to resolve problems.

2.3.10. NATIONAL AND INTERNATIONAL REALITY

The word *reality* is a broad term, because the concept itself can be related to many aspects and will be defined in many ways depending on the different situations; for example, a politician can see the reality as a social matter, while an economist can see the reality from a financial perspective. Many philosophers have tried to define the term reality, but all of them have got to the same point; some of them define reality as “something already done” (Yalot O. ¿qué es el realismo dialectico? México: Ediciones de Cultural Populares, SA. 1974).

As mentioned before, reality involves many aspects in the society (economic reality, political reality, cultural reality, social reality and educational reality). Considering all these aspects, it is said that National Reality can be defined as the set of resources, tools and people that a country has in order to develop itself in different social aspects. In addition, there are also involved the strengths and weaknesses of a country because by identifying them, the country can supply society needs.

The main field affected by those changes is Education, due that the new technologies and new generations of students have come and brought new educational needs and this is part of the reality of a country. Some relevant aspects to take into account are that educational system in El Salvador faces many challenges, for instance the lack of resources in public schools (whiteboards, desks and technological resources). On the other hand, there are also long-term challenges like the quality of teachers and the curricular plans implemented in public and private schools:

- ✓ Quality of teachers: in many public schools of El Salvador, most of the teachers have just a teaching degree, while in developed countries, most of elementary teachers have a master degree or even a doctorate degree and that contributes to change the educational reality of a country.
- ✓ Curricular plans: many study plans implemented in schools are just taken from other countries while the reality is that study plans must be redesigned basing the objectives on students' social and academic needs. Recently in El Salvador there was a change in the pre-school curriculum which required schools to have technologies, resources and facilities, and also well prepared teachers staff knowing that our country does not have those resources.

All things considered before are aspects that define the real situation of a country, taking into account long-term challenges.

3. METHODOLOGY OF THE RESEARCH

Exposing the main strengths and weaknesses of the students from “Licenciatura en Idioma Inglés Opción Enseñanza” of the Foreign Language Department at The University of El Salvador is the strongest reason of this research, due to current necessities that have been identified in the students that already got graduated with the curriculum of 1999.

Based on those facts, it is important to choose the right method that can help us study the problematic situation. Because of this, the research team decided to use the qualitative method because it is the one that mostly fits to the research question where we pretend to highlight the main necessities that students are having in their professional development. One of the benefits of using the qualitative method is that it can allow us to obtain reliable information from the participants since it is obtained at first hand. Due that the research is based on qualitative method, an exploratory design is going to be used because in that way, the team can gather trustful and serious information to develop the investigation.

Finally, the sampling frame, the sample, the population and the instruments were based on an exploratory design taking into account that the research team is using a qualitative method to develop the investigation.

3.1. TYPE OF STUDY

According to the nature of research, this study is exploratory. Since, it is oriented to discovering the areas that are needed to reinforce in the teaching major. Also, this research will show a diagnosis about the student’s development in the professional area. The coordinators, principals and heads of department’s perception about student’s development in the labor area will be also useful to the

research. So, both elements will provide information to make a complete diagnosis about the weaknesses in the major

3.2. METHOD

Emphasizing the necessity of a curriculum updated in the Foreign Language Department in English teaching option is one of the main purpose of the present research in order to get information from the students and employers of the research topic, that are involved in the curriculum updated in the Foreign Language Department.

In effect, the research team is going to use a qualitative method to develop the investigation. With this method the team pretends to focus on the essential necessities and expectations of the people involved on this research topic such as students and employers. It allows us to gather primary, quality and with the collected data the researchers can get detail and described information that can support the reasons to foster a curricular updated.

The curriculum updated is necessary to fulfill teacher's profile. Basically, the professional skills that students develop in the major must prepare them to deal with current society needs in the educational area. Under those circumstances, the qualitative method is adequate to get the information of the participants' answers.

3.3. POPULATION

In order to develop the investigation, the research team decided to choose a population taken from the Foreign Language Department in the School of Science and Humanities at the University of El Salvador. Also, the research team chose

different institutions of the metropolitan area that teach English as a Foreign Language and where students that graduate from the UES may work (such as: academies, bilingual schools and universities).

3.4. SAMPLING FRAME

This research will be developed by taking a sample from student who is currently studying the “Licenciatura Idioma Inglés opción Enseñanza”, major that belongs to the Foreign Language Department in the School of Humanities and Sciences, and that had or had not been under a labor experience. Also the team will choose coordinators, principals and head of departments from some Academies, Bilingual schools and Universities (three at least. all of them from Metropolitan Area of San Salvador.) that hire students from FLD.

3.5. SAMPLE

The sample for this research is students from 4th and 5th year in the English teaching major and employers. The research is going to need a sample from both parts, to get information about the development of the students in the labor area. The main idea is: to make a diagnosis to focus on positive and negative points in the major that are causing influence in the development of the student's performance. On the other hand, employers are also a various elements that researchers are taking into account; because students work with them and they are also part of this research, even though they are not part of the FLD. In other words the research team will run a survey to students that are currently taking seminars I group 02 and is taught Tuesdays and Thursdays from 5:00 to 7:00pm in the IF4 classroom in the

2015 academic year. The total of students that will take the survey will be approximated 45 to 50 students who have or have not been under a labor experience. Also there will be deliver an interview with principals, coordinators and heads from different institutions, for instance: three academies from metropolitan area (Prolingua Institute, CENIUES and Extensión Escuela Americana), one bilingual school from the Metropolitan Area(Maquilishuat Bilingual School) and three Universities from metropolitan area(Universidad Tecnológica, Universidad Francisco Gavidia and Instituto Especializado de Nivel Superior IENS). For the interview, a letter will be sent to the different institutions to give a date where the team could do the interview. Once having the results, they will be analyzed in two ways: the survey will be analyzed in a quantitative way and the interviews in a qualitative way because the information recollected will be first-hand information from coordinators, principals and heads of departments.

3.6. TECHNIQUES

It is important to realize that the technique is something indispensable to process and gather information for a research, because it can allow the investigator to collect and organize the research topic.

Given these points, the research team is going to use some techniques to develop the investigation such as the interview and the survey. Through the interview the main objective is to collect the information by a face-to-face conversation about the research topic with the participants.

Knowing firstly students and employees' expectations and perceptions about the research topic, the investigator can analyze the information provided to get a reliable diagnostic of the necessity of people involved as a support for the curriculum update.

In fact, the interview is the technique that must fulfill the research topic of this investigation in order to obtain reliable and trustful information from the participants. In that way the collected information will help us to get inputs for the research that contributes with the creation of the curricular updated to improve students from the Foreign Language Department proficiency and development in professional areas.

3.7. INSTRUMENTS

The instruments used in this research will allow us to collect trustful information at firsthand about the participants. For this reason, the research team decided to use two instruments; a survey (see annex 5) to student involved, and an interview for employers. The survey is going to be delivered to students from the subject Seminars II due to most of them are currently working since they are in the fourth or fifth year of the major. In the survey, there will be close questions that will let the team collect information about the perspective that students have about the major and its incidence in their professional experiences. On the other hand, the interview is another instrument that will be used (see annex 6) to collect information from the employers (principals or bosses) about the strengths and weaknesses presented by students from the Foreign Language Department at the University of El Salvador. Equally important is to mention that the survey is going to be run to

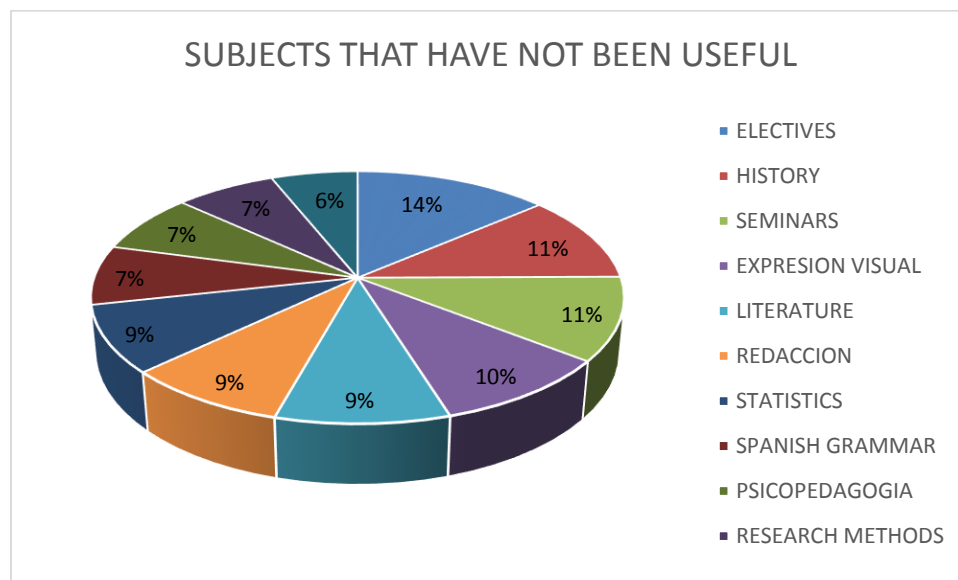
specific institutions like: universities from metropolitan area, academies and bilingual private school, all of the metropolitan area. Moreover, the research team decided to choose three academies from metropolitan area (Prolingua Institute, CENIUES and Extension Escuela Americana), one bilingual school from the Metropolitan Area (Maquilishuat Bilingual School) and three Universities from metropolitan Area (Universidad Tecnologica, Universidad Francisco Gavidia, Instituto Especializado de Nivel Superior IENS). In fact, these institutions were chosen because they are well-known institution in the country which are updating with the teaching English methodology. Also, the teachers always must be constantly trained in order to fulfill the requirements of the institution. For that reason, these institutions can provide to the research reliable information. These instruments are going to contribute to gather the required information to answer the research question taking into account the participant's expectation and experiences.

4. DATA ANALYSIS AND FINDINGS

4.1. SURVEY

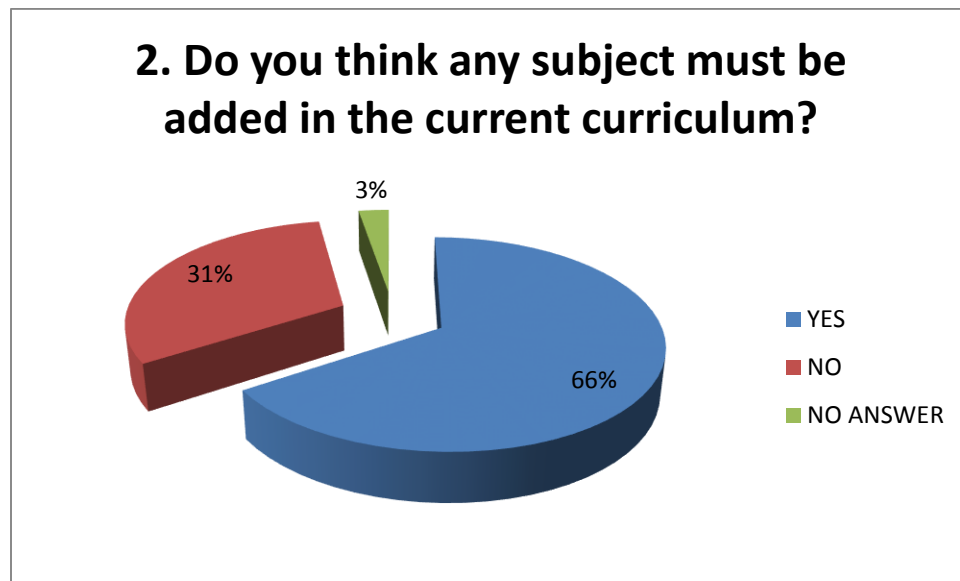
This research was done at the Foreign Language Department of the University of El Salvador, with the help of students from Seminars I, group 02 that is delivered Tuesdays and Thursdays from 5:00 to 7:00pm; this class has a population of 38 students and all of them took the survey. From this 38 students, the 53% are female, the 37% are male and the 10% did not answer, of which the 87% are on their fifth year of study, the 8% are on their fourth year and the 5% did not answer; so, it can be mentioned that the 42% of the population have 7.00 as an average CUM, the 34% have more than 8.00, the 16% have 8.00 and the 8% did not answer. Finally it can be said that the 58% of the population work in the Teaching field, the 18% do not work, the 13% work in a Call Center and just the 11% work in other areas like chef and airport.

QUESTION 1



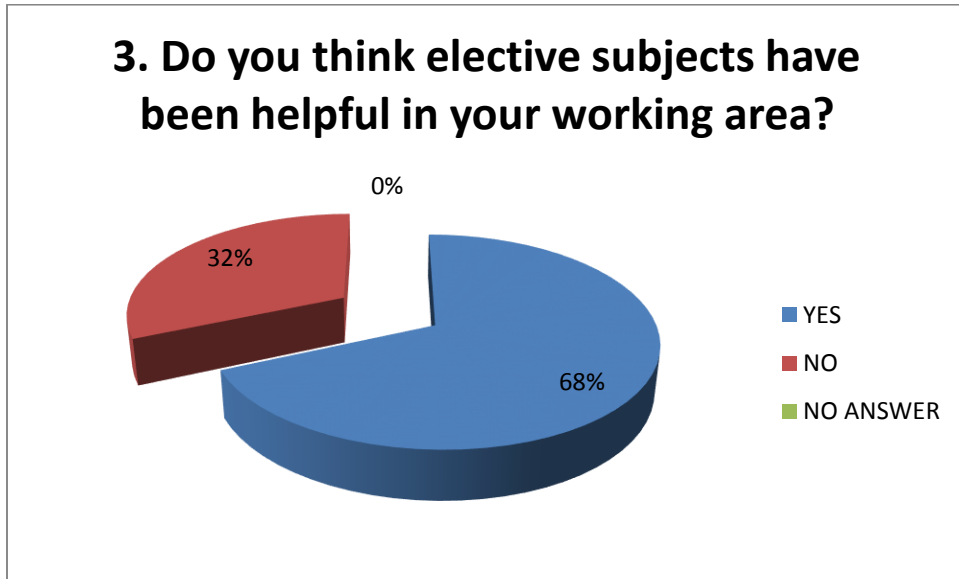
Most students, who took the survey, marked that elective subjects have not been helpful in their professional development and should be changed by other useful subjects; some other students think that Spanish subjects must be replaced by other ones in English or maybe other subjects in Spanish.

QUESTION 2



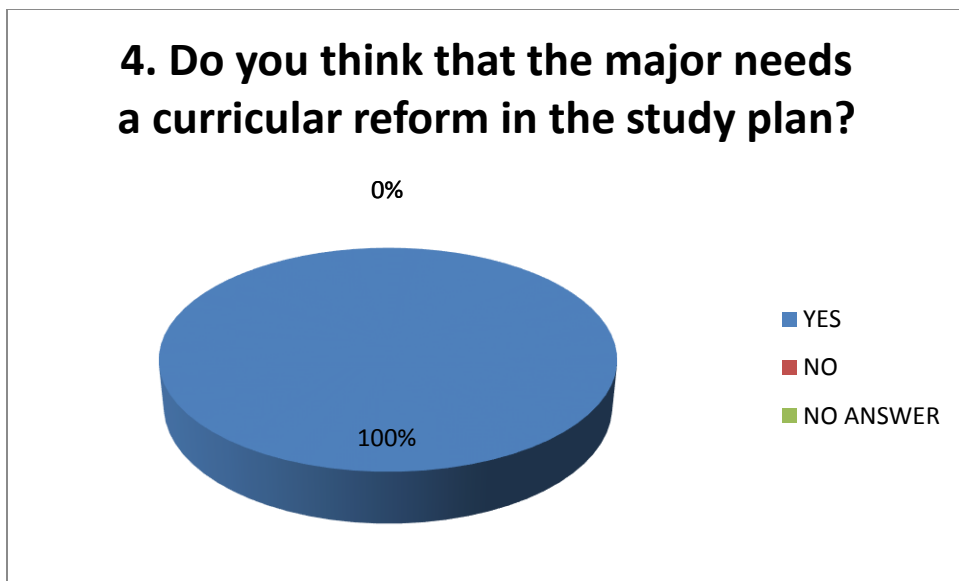
According to the results, the 60% of students think that more new subjects must be added to the current curriculum, for instance, subjects related to TOEFL preparation, Administration of Schools, Technology and subjects that reinforced the four macro skills. The 30% think that all the subjects of the current curriculum are OK. And the 3% did not answer to the question. As a conclusion, more subjects must be added to the current curriculum to reinforce students' development as the ones already mentioned

QUESTION 3



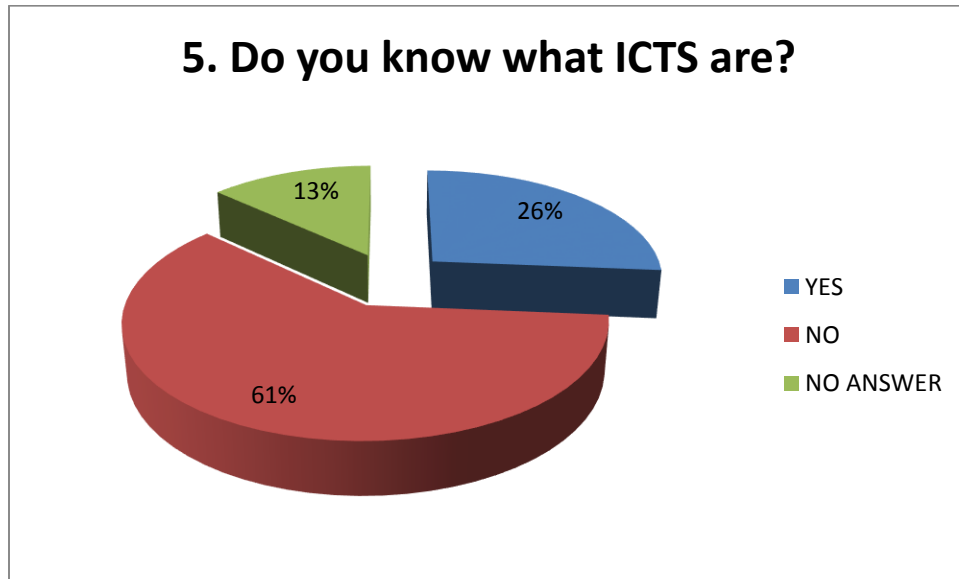
According to students' experience, elective subjects have been helpful in their working area. The 68% of students consider that elective subjects have been helpful in their professional development, while the 32% answer that electives have not been helpful in their working area.

QUESTION 4



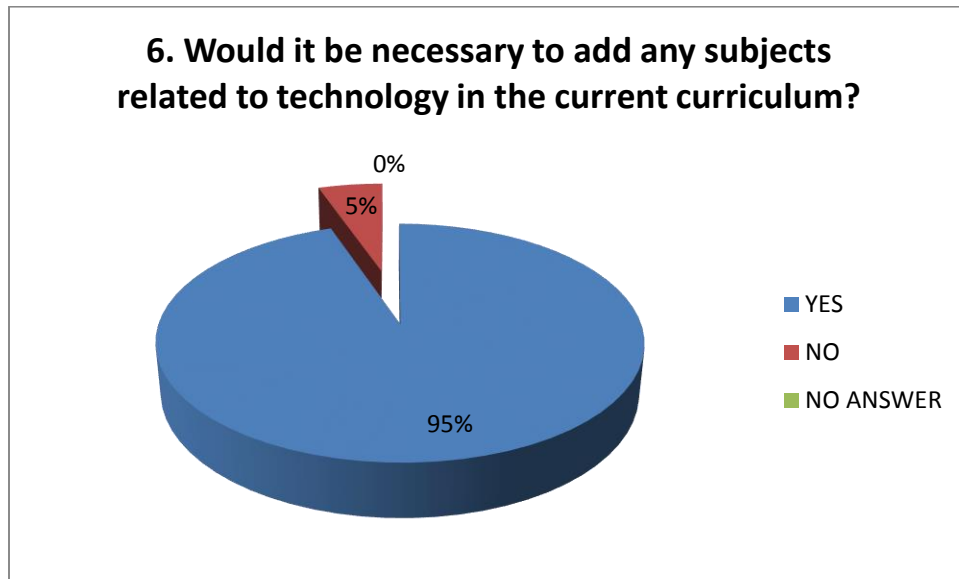
According to the results obtained by the survey, the major needs a curricular reform in the study plan of the Bachelor in English Teaching.

QUESTION 5



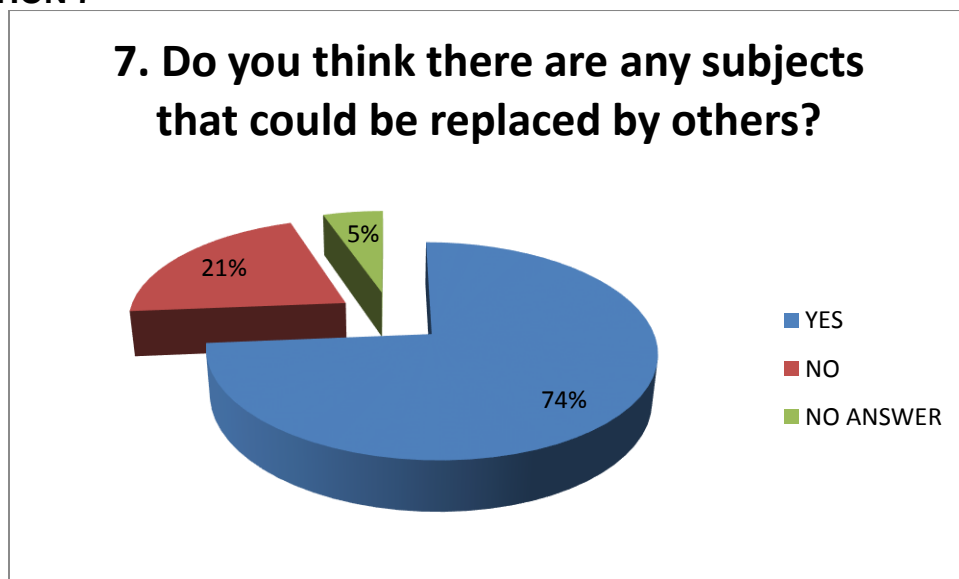
Out of the 100% of students who took the survey, the 61% of them do not know what ICTS are, while the 26% do know what ICTS are and the 13% of them did not answer; the results show that students from the Foreign Language Department are not well informed about technological terms.

QUESTION 6



95% of students said that subjects related to technology should be added in the current curriculum; on the other hand, just the 5% think that it is not necessary to add subjects related to technology.

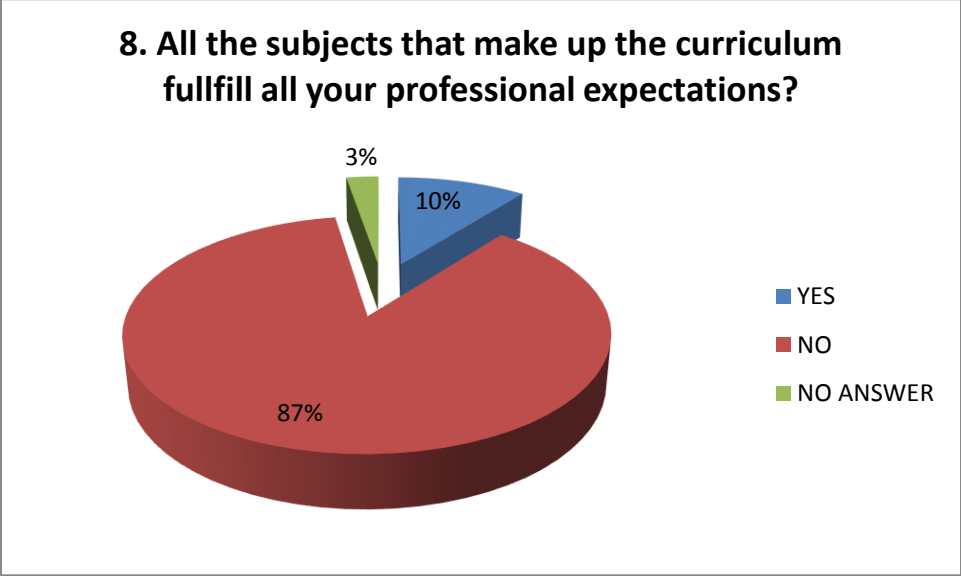
QUESTION 7



From the entire population, 74% think that some subjects could be replaced, for example: Expresión Visual, Historia de El Salvador y Centro América, Redacción en Español and some elective subjects, while the 21% considered that

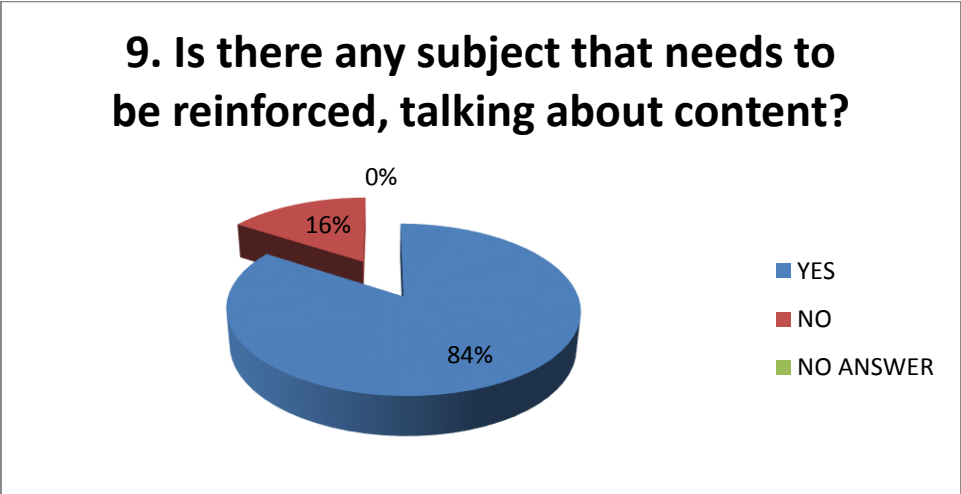
all the subjects are OK, and the 5% did not answer. However; according to employers, subjects related to general culture are important at the time of being hired.

QUESTION 8



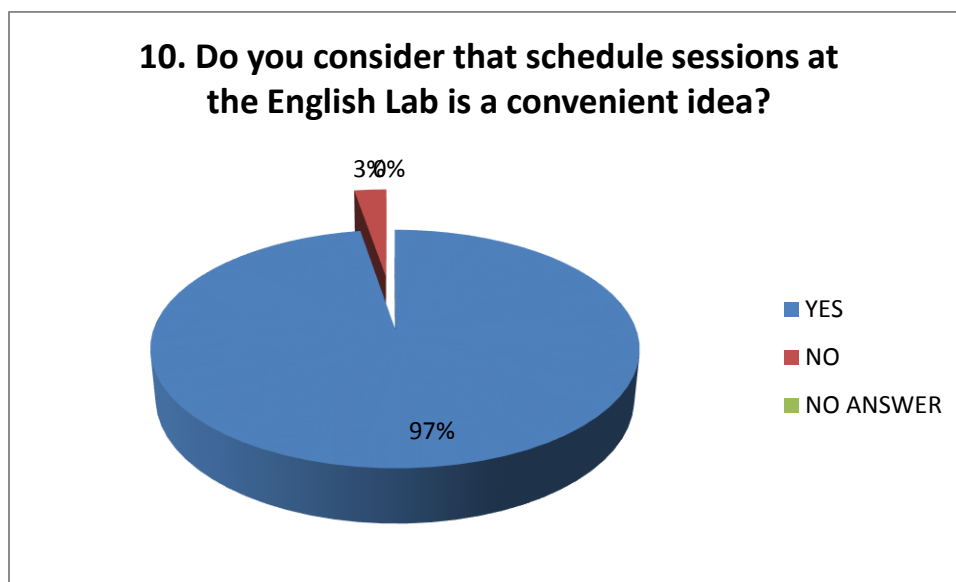
87% of students consider that all the subjects that make up the curriculum do not fulfill their professional expectations; on the other hand, the 10% answered that all the subjects fulfill their expectations and the 3% did not answer.

QUESTION 9



According to the results, the 84% of the population think that there are subjects that could be reinforced their contents, such as: Literature, Pronunciation, Advanced Grammar and Composition, the 16% said that contents of all subjects are updated and well designed.

QUESTION 10



The 97% of the students considered that schedule sessions and updating the English Lab is a convenient idea for them, because in a place like this, they could practice and develop their language skills like listening, speaking and also they could be in contact with technological resources; on the other hand, the 3% do not know about the existence of an English Lab.

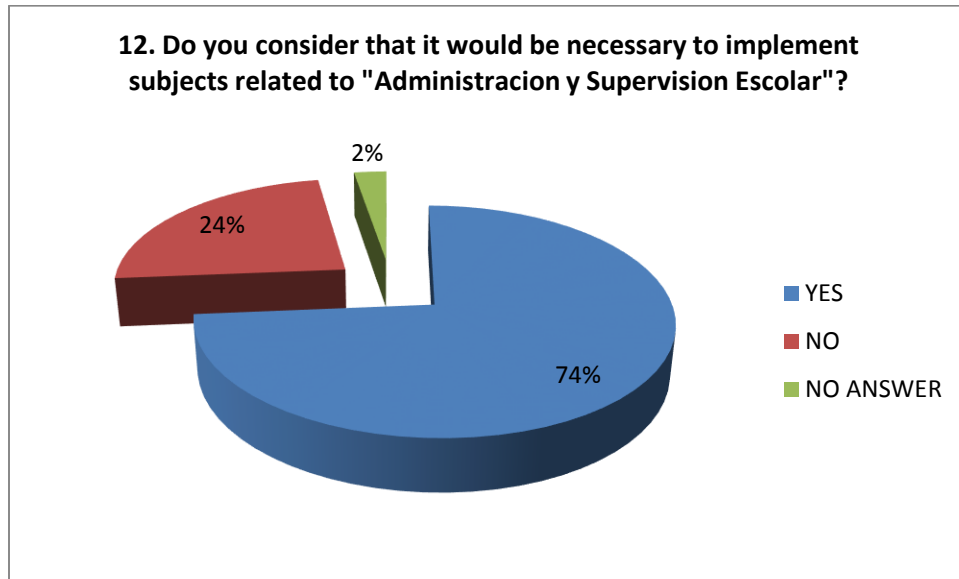
QUESTION 11

What activities could be implemented in order to enhance your speaking skill?

According to students, some of the activities that could be implemented in order to improve their speaking skills are: conversation clubs, to have contact with

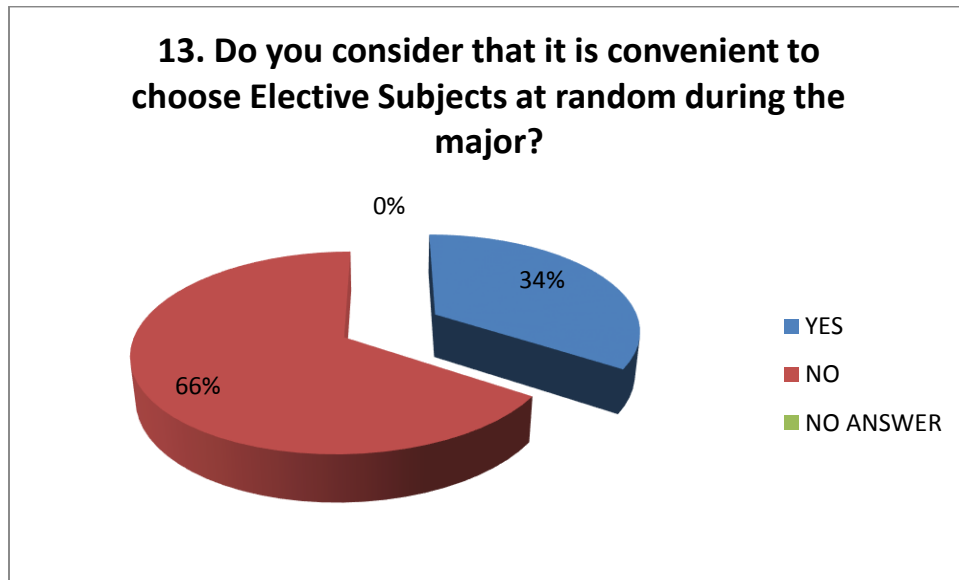
native speakers, to have a better computer center, to use authentic materials, roll plays and have well prepared lesson plans and teachers.

QUESTION 12



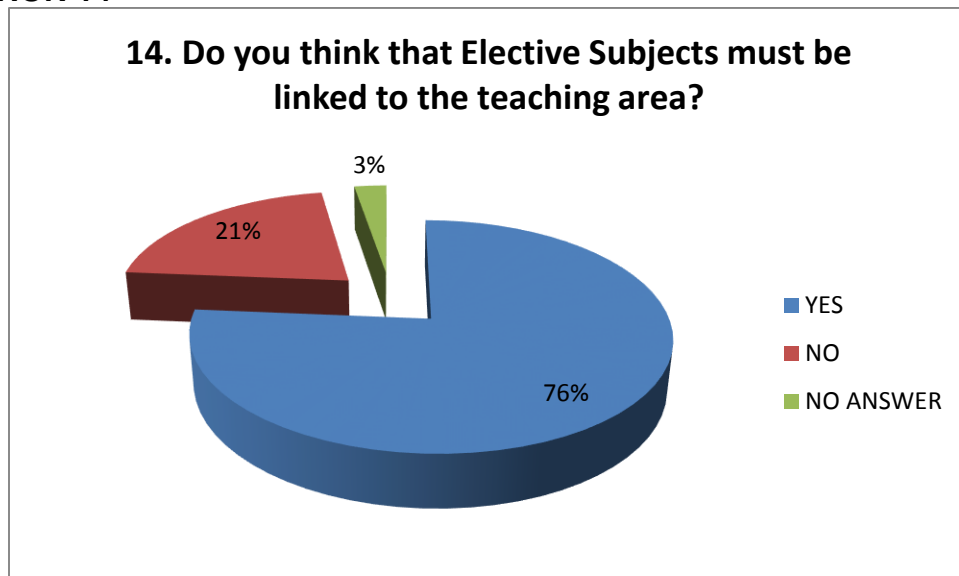
The 74% of students consider that an English teacher must have basic knowledge about School Administration because it is an extra skill that in the future could be useful if someone wants to manage a private school or set an English academy, while on the other hand, the 24% consider that school administration is not part of an English Teachers 'profile, and the 2% did not answer.

QUESTION 13



From the whole population, the 66% consider that it is not convenient to take elective subjects at random; then, the 34% said that it is a convenient idea for the fact that they can develop different skills.

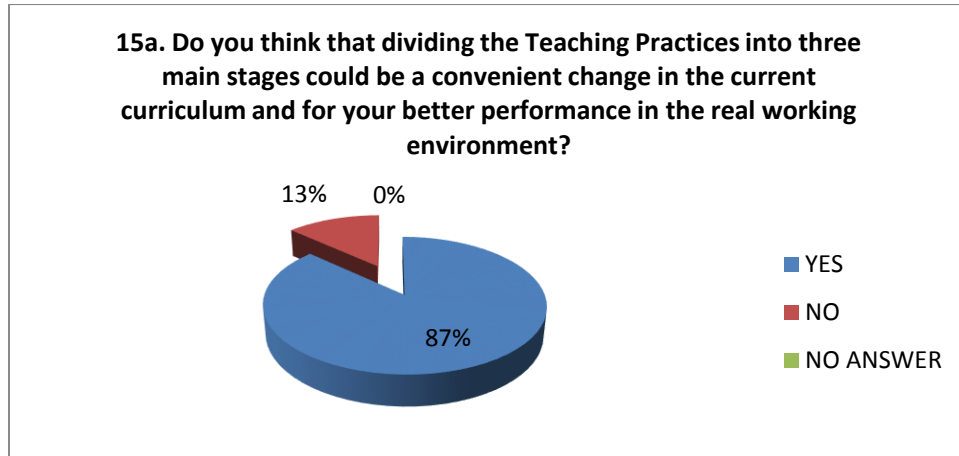
QUESTION 14



The majority of students (76%) think that elective subjects must be linked or related to the teaching field because the purpose of the major is to prepare

students to become teachers, but on the other hand, the 21% think that it could be useful to have knowledge in other areas; while the 3% did not answer.

QUESTION 15



PROPOSAL: The teaching practices must be divided in 3 stages, the first teaching practice could be oriented in teaching English to kids (7-12), the second one could be focused on teaching teens (13-17), and the third one could be oriented in teaching adults and young adults (18 on).

- A. 87% of the population supports the idea of dividing the Teaching Practice into three stages because we as teachers, could identify students' needs at any age so at the time of getting a job, we will have enough experience to deal with any kind of students; but on the other hand, the 30% do not agree on the proposal.
- B. According to students, some of the advantages of this proposal are:
- ✓ Students could get more experience in different teaching fields and will be prepared to face reality.
 - ✓ Students will get more opportunities to get a better job because they will have experience in different stages.
 - ✓ Students will have new techniques about managing classrooms.

C. The point of view that students have about this proposal is that it is a good idea to divide the Teaching Practice in 3 main stages, but it has to be well designed in order to ease students` practice.

4.2. INTERVIEWS(see annex 5)

4.2.1. UNIVERSITIES OF THE METROPOLITAN AREA

Education in our country is an important element in humans' life because it generates changes in people, development in a country and shapes culture of the society. As a matter of fact, the main goal of education is to produce quality in human beings with the objective to make a country grow, from basic to higher education. In El Salvador, education is a main issue, since a country without education can not progress. Nowadays, in El Salvador, most of the population has access to superior education; if we compare that fact with the past generations, most of the people got until 9th grade; however, currently the lifestyle has changed and to get superior education is easier. In our country, there are more than 20 institutions but just a few of them offer a major in English Teaching, so for that reason, three Universities were taken from the Metropolitan area that are cutting edge with English Language Teaching (ELT). These institutions share similar characteristics like offering the major in English Teaching, using technological resources when teaching and other important strategies to offer quality in education. So, in order to gather information about how to improve quality of education at the University of El Salvador (UES), three universities were chosen to get first-hand information from heads of foreign language departments about the requirements they seek in a well prepared professional. For that reason, an instrument was designed with key questions that helped us to find information that contributes to support the research.

A good institution, must always keep in mind the mission and the vision with the purpose of developing good professionals to become leaders in the society. In other words, the objective of these institutions is not only to generate professionals, but also people who contribute to make huge changes of getting a better country. Because of that, it is very important to make emphasis on the teachers' skills and prepare teachers to use different methodologies. Furthermore, in order to get good professionals, it is relevant to highlight the importance of teaching because of the good development on students will depend upon teachers skills and the ability they have to teach.

Due to the importance of teachers' role it is relevant to highlight some characteristics they must have to at the time to be hired for an educational institution, for instance: to have the desire to help students to succeed, be humble, get 550 in TOEFL exam, to have an "Escalafón" and previous experience. Another important point is the reinforcement in pedagogical area and the technological skills. In addition to the fact that teachers must have these skills, they must also reinforce some aspects about pedagogical area such as cutting edge with the technology, support with new methodologies that allow them to develop knowledge, abilities and skills to become good professionals. Methodology is an important part in a teachers' profile because it is the way in which they transmit knowledge, teachers must have cognition about different kinds of methodologies. Some institutions use the methodology that best applies on students' needs. As part of the methodology, teachers must use technological resources to support their learning process. Some institutions ask for basic knowledge, while others

require a degree that specializes them in that field and can apply it in the classroom. Even though some teachers do not have enough knowledge about technological resources, they received some training. Some of the resources they can use are virtual classrooms, English labs, webinars, computers, tape recorders, projectors, platforms, social networks, tablets and cell phones.

It is important to mention that a professional teacher must be well prepared to teach with high quality in education, that means that an extra degree is not essential, but it gives prestige to the institution and makes students to develop additional skills. For that reason, in El Salvador some institutions have been considering the idea to ask for a master's degree as a requirement to be hired in a superior educational institution. Meanwhile, another important requirement is the experience, many educational institutions ask for at least three years of experience in the teaching field, as preference in superior education. Also a university professor must be well qualified to be hired by an institution; if he or she is not prepared in some areas, he or she will receive a training to be capable to fulfill institutions expectations. Besides all the experience, preparation and skills; also, there must be something that accredited teachers legally on their field. In our country, the "Escalafón Docente" is an important element that a teacher must get at the time to apply for a job, even though not all the institutions ask for it when hiring. While in other institutions they ask for the "Escalafon" level 1.

Beyond saying that education and methodology are a key point of learning process, there is also evaluation, which is an essential element in an institutional development because it measures the accomplishment of learning outcomes and

help the institution to improve quality in education. So, some institutions in El Salvador, deliver two types of evaluation, one made by the head of the department and other made by students.

In order to keep ahead in the quality of education, many institutions use a variety of tools that contribute to the development not only for teachers, but also to students, for instance, they offer: clubs to practice and enhance knowledge, also the opportunity to get a pre-specialization in a specific field, as well as to promote TOEFL preparation groups. All of these tools help to foster a higher quality in education.

In brief words, a good professional is the one that combines knowledge and attitude. Considering that knowledge is a significant element in the learning process, due that it is the way that teachers use to transmit ideas, skills and abilities by using a variety of methodologies regardless the language domain. On the other hand, attitude is another important fact because it is the human part that is involved in the learning process. It goes beyond payment, that means that teachers must have passion for teaching, and intrinsic motivation that makes them responsible, humble and proactive professionals. To summarize, “a good teacher, teaches; a great teacher changes lives.”

4.2.2. ACADEMIES OF THE METROPOLITAN AREA

In our country, English language teaching and learning have been growing up in the last years. Nowadays, a person who speaks English has better opportunities in the labor market because foreign companies have come to El Salvador to create job opportunities and to make ties among nations. For that reason, specialized institutions have been created to teach English, like English academies, these institutions prepare people to develop the main skills for an English language conversation; also these institutions constantly hire new teachers that fulfill their expectations.

Something that teachers must keep in mind are students' needs because there are different purposes at the time of learning a language, for instance some academies in our country based their philosophy of teaching on supplying society's needs; that means that a person who learns English could develop in the field they want (travel, studies or better job opportunities). Besides that, it is said that the main purpose of English academies is that at the end of the course, students can produce and put into practice all what they have learned by developing fluency when speaking English. In consequence, academies in El Salvador have adopted a communicative approach; the communicative approach focuses mainly on having students to produce and build their own knowledge, also the main point of this approach is to center in students, and not in the teacher. Teachers are just a role model.

An important fact for academies is to have a well prepared staff of teachers to guarantee high quality in ELT. For that reason, they ask for a proficiency test at the

time of hiring a new teacher. The most common proficiency test is the TOEFL exam that measures if a person has developed the four macro skills of ELT; academies ask a minimum score of 500 points on. On the other hand, a few quantity of academies require the TOEIC test with a minimum score of 900 points, the TOEIC test is focused mainly on communication, which is an important characteristic a teacher must have to work in an academy.

When talking about characteristics to work in an academy, there are two main ones: language domain and teaching development. According to some institutions, language domain is very important, but the way a teacher transmit that knowledge is more important. In first place, to have a language domain is a key element that an English teacher must have, that means that English teachers must have a complete manage of the four macro skills; however, listening and speaking are the two most important for teachers because when teaching a language, the comprehension of the language is a key. Secondly, the use of the right methodology to transmit that knowledge is important because by using the right methodology, the learning process gets easier for students. On the other hand, the personal profile of a teacher is important when transmitting a knowledge, for instance, the learning process is successful when a teacher has experience, proactive and includes different ingredients in the class; one of those ingredients is the application of technology in classes, most of the academies in our country ask teachers to have basic knowledge about the use of TIC`s; however; if they can not use one of them, they are constantly trained by the institution in order to enhance the quality in education. Some of the most common technological resources that

can be mentioned are: projectors, computers, software and virtual platforms; if it is possible, teachers could include technology in their lesson plans.

Lesson planning is an important fact in the learning process because it is a creative way to apply learning to the different needs of students; also, it is important to mention that planning allows teachers to organize classes; however, for some academies it is not mandatory to design a lesson plan, but it is an essential part of teachers' development because it helps students knowledge in the classroom. It seems students can identify when a teacher is not ready or has not planned. For that reason it is important to make a lesson plan besides it is not mandatory for some academies, but they also give freedom to the teacher when planning; that means they can use from a simple agenda up to a more complex and structures lesson plan.

Taking into consideration all these aspects about academies, what makes a successful teacher is not just to have a good methodology into the classroom, but also to provoke a change of attitude in students and to do what they do because they like.

4.2.3. BILINGUAL SCHOOLS OF THE METROPOLITAN AREA

Education in our country is divided into three main stratum, public education, private education and bilingual education; the first, is the one all citizens in El Salvador have opportunity to attend, it is given and supported by the state which provides uniforms, educational supplies, besides it is free. Private education is under the government supervision, but each school has the freedom to modify the study plan according to their needs; moreover, private schools are well-known for their quality in education, which is higher than public education due that they not only emphasize on contents of MINED, but also apply extracurricular activities to put into practice what students have learned along the year. Furthermore, there are also bilingual schools that provide special and complete education to students at the same time, also offer a second language learning and culture. For that reason, it is important to highlight bilingual education in our country, due that it is growing up. Each year, MINED evaluates schools by putting them into three main categories (A, B, C), where most of the bilingual schools are in the A category. But the question is: why are bilingual schools at the top of education in El Salvador?

One of the reasons that make bilingual schools being at the top of education in our country is that they based their learning on mainly supply students' needs; moreover, most of bilingual schools have sections with no more than 24 students, which makes learning more personalized. These help teachers to identify strengths and weaknesses and also allow students to develop all capacities not only academically, but also personally. Another key point of bilingual education is based on their methodology because it makes successful students by using different

strategies, for example: the “Constructivism”, which means that students have to produce and build knowledge by themselves; teachers are just a guide for students. For that reason, teachers must accomplish some qualities to be a good model for students; for instance, a teacher must have complete domain of the subject and its contents, besides that, they must have a close relationship with students, that means to be confident and show good attitude to enhance the learning process. Briefly, a good teacher must be enthusiastic and transmit it to students. In addition, experience is also an important quality in teachers’ development because it helps teachers to acquire knowledge not only about content, but also about classroom management. Equally important is to realize that even though experience is not mandatory, some institutions make sure that teachers accomplished the requirements to work there; for example, most bilingual schools ask for the TOEFL exam to measure the English proficiency teachers have. In view of getting capable teachers, every institution makes constant staff evaluation to check improvements, weaknesses and strengths in every teacher. There are two kinds of evaluation along the year, one made by the coordinator and at the end of the year students evaluate teachers.

On the other hand, technology is an important part in bilingual education due that it eases and fastens the learning process. For that reason, many bilingual schools are cutting edge with the technology by using different resources like labs, platforms, tablets, computers and projectors; on that way students not only acquire knowledge, but also domain different technologies. Under those circumstances,

teachers must be prepared to deal with new technologies. So, schools constantly train them to be updated with new ways of teaching.

An important characteristic of bilingual education is that they are bicultural institutions that mean they focus a foreign culture instead of just the Salvadoran one. For that reason, bilingual schools work with an international calendar; the school year starts in August and finishes in June. Besides that, schools celebrate many international holidays, for example: thanksgiving, independence day, etc. this helps students to get close with the American culture. As a matter of fact, the evaluation system is divided in two different types: summative and formative. Summative evaluation is divided into activities (50%) ad projects (50%); the formative evaluation contains behavior, participation, responsibility, etc.

As previously mentioned, bilingual schools work with double curriculum (English and Spanish); in the English curriculum, there are subjects like math, science, social studies, English Literature and English. As well as Spanish subjects (Lenguaje y Literatura, Estudios Sociales, Moral y Cívica, etc.) who sometimes require a specialization in the subject; however, it does not mean that a teacher can not deal with a subject. As an illustration, a teacher graduated from the Bachelor in English Teaching could teach any English subject by receiving training since they have the language proficiency. On the other hand, some subjects require cultural background for example: someone who teaches Social Studies or Literature must be aware of the culture and history of the foreign country.

As shown above, something relevant in bilingual schools is the compromise with the society needs because the focus not only in academic aspects, but also in human values, that is to get close relation with students and being aware of their lives. In short terms, bilingual schools prepare people to help people.

5. CONCLUSIONS AND RECOMMENDATIONS

5.1. CONCLUSIONS.

Taking into account students 'needs, opinion of experts and currently laboral requirements; the research team can conclude that the Bachelor of Arts in English with Emphasis in Teaching needs a curricular reform. Based on that fact, some of the identified needs can be mentioned:

- Some subjects must be added to the curriculum, for instance: TOEFL subjects, Administration of schools, technology and subjects to implement the four macro skills.
- There are some subjects that must be replaced like: Historia de El Salvador y Centro America, Redacción en Español and Expresión Visual.
- Some subjects need to reinforce their contents, for example: Literature, Advanced Grammar and Composition.
- To expand the Teaching Practice in three main stages (kids, teens and adults) in order to enhance the teaching profile and experience.
- Technological resources are needed to reinforce students' skills and knowledge.
- Teachers from the Foreign Language Department must be in constantly training to be updated with new resources and new methodologies.
- Curricular plans must be updated every 5 years to keep the quality of education.

- The curriculum must be updated every 5 years to keep the quality in education.

After all these facts, it can be mentioned that a successful student is not shaped by the institution; they are great professionals because of their attitudes, their passion for what they do, and the compromise they have with the society. In short, students are a key element in a curricular change, due that they are the starting point because they provide important supplies to find out the strengths and weaknesses of a curriculum in order to generate successful professionals.

5.2. RECOMMENDATIONS

According to the results and findings of this research, the research team provides the following recommendations to the main entities involved in a curricular reform in order to be taken into account for the future curricular change. The recommendations are delivered to three main entities: teachers from the Foreign Languages Department, Authorities from the Foreign Language Department and to the team in charge of the curricular change.

5.2.1. RECOMMENDATIONS FOR THE CURRICULAR REFORM TEAM

- To implement TOEFL preparation courses.
- To include a students' representative in the curricular reform team.
- To relate elective subjects with the major.
- To follow the development of the curriculum and evaluate it every year.

- To revise the title of the major in order to automatically obtain the “ESCALAFON”.

5.2.2. RECOMMENDATIONS FOR AUTHORITIES OF THE FOREIGN LANGUAGE DEPARTMENT

- To provide constant training to the teachers in different areas such as technology and methodologies to teach English.
- To involve students in the evaluation of teachers in order to identify weaknesses and needs.
- To place teachers in different subjects according to their background and skills.
- To involve native speakers as teachers in the Foreign Language Department for students to have real contact with the Language.
- To open on-line courses to give more opportunities to students to have an autonomous learning and avoid overpopulation in classrooms.
- To create reading and conversation clubs and workshops for students to have extra knowledge.
- To create multimedia classrooms where students can increase and develop their language skills.
- To update the contents of some subjects.
- To promote reading in each English Intensive Course.
- To implement academic exchanges with other countries such as USA, Canada, England, etc.

**5.2.3. RECOMMENDATIONS TO TEACHERS FROM THE FOREIGN
LANGUAGE DEPARTMENT**

- To provide students with the different tools to develop their abilities and skills.
- To give students more opportunities to speak in the class by doing oral presentations, tasks and debates.
- To do extracurricular activities in order to enhance students' skills and have more real practice.
- To use new methodologies and more technological resources in classes and motivate students to use them, too.

BIBLIOGRAPHY

- Agencia de Los Estados Unidos para el Desarrollo Internacional. (2012, mayo). *"El Salvador: Evaluacion de la Educacion Superior y Recomendaciones"*. Retrieved from USAID:
http://pdf.usaid.gov/pdf_docs/PA00HX9K.pdf
- +*Diseño Curricular: Un Ejercicio de Sistematizacion*". Retrieved from Asociacion Oaxaqueña de Psicologia A.C.; Centro Regional de Investigacion en Psicologia, Mexico:
http://www.conductitlan.net/notas_boletin_investigacion/140_planeacion_educativa_curriculum.pdf
- British Columbia Institute of Technology. (n.d.). *"Preparing Lesson Plans"*. Retrieved from BCIT: http://www.bcit.ca/files/ltc/pdf/ja_lessonplans.pdf
- Connections Educations. (n.d.). *"Curriculum Development, Revision, and Evaluation Processes"*. Retrieved from Connections Academy:
http://www.connectionsacademy.com/Libraries/FLVS_Documents/Disclosures_Curriculum_development_revision_evaluation_process_FINAL_101012_PH.pdf
- Dra. Fernandez Lomeli, A. G. (n.d.). *"El Diseño Curricular: La Practica y La Evaluacion Curricular"*. Retrieved from UAEM:
http://sistemas.dti.uaem.mx/evadocente/programa2/Psic009_13/documentos/06%20DISENO%20Y%20EVALUACION%20CURRICULAR.pdf
- Farias, M., & Jane, M. (2007). *"Innovation and Change in the Chilean ITT Curriculum for Teachers of English"*. Retrieved from UAHurtado:
<http://biblioteca.uahurtado.cl/ujah/reduc/pdf/pdf/txt128265.pdf>
- Lennie, I. (n.d.). *"What is Academic Writing? Reading on Writing Volume I"*. Retrieved from parlorpress: <http://www.parlorpress.com/pdf/irvin--what-is-academic-writing.pdf>
- Orientation Lecture Series. (n.d.). *"LEARNING TO LEARN Developing Critical Thinking Skills"*. Retrieved from Learning Centre:
http://sydney.edu.au/stuser/documents/learning_centre/critical.pdf
- Prof. Hawes, G., & Donoso, S. (2006-2007). *"Curriculum Universitario: Caracteristicas, Construcccion, Instalacion"*. Retrieved from Universidad de Talca:
<http://www.ses.unam.mx/curso2012/pdf/CurriculumUniversitarioCHILE.pdf>

- Raventos I, L. T. (n.d.). *"Supervision y Administracion Escolar"*. Retrieved from RACO: www.raco.cat/index.php/Educar/article/download/42093/90008
- Reddi, U. V. (n.d.). *"Role of ICTS in Education and Development: Potential Pitfalls and Challenges"*. Retrieved from UNESCO: http://www.unesco.org/education/aladin/paldin/pdf/course01/unit_13.pdf
- Regional Bureau of Education for Latin America and The Caribbean. (2013). *"Strategic Approaches on the Use of ICTS in Education in Latin America and The Caribbean"*. Retrieved from UNESCO: <http://unesdoc.unesco.org/images/0022/002232/223251e.pdf>
- Shrewder, J., & Warner, D. (2006). *"Planning a Successful Lesson Plan"*. Retrieved from Petronics Publishing: https://www.wvcc.wy.edu/facres/tfs/focalites/LessonPlan_Focalite.pdf
- Teaching Excellence in Adult Literacy. (n.d.). *"Effective Lesson Planning"*. Retrieved from American Institute of Research: https://teal.ed.gov/sites/default/files/Fact-Sheets/8_TEAL_Lesson_Planning.pdf
- Troncoso, K., & Hawes, G. (2007). *"Esquema General para los Procesos de Transformacion Curricular en el Marco de las Profesionales Universitarias"*. Retrieved from Universidad de Chile, Santiago: http://www.cesuchile.cl/innovacion/wp-content/uploads/2012/10/Proceso_General_Transformacion_Curricular.pdf
- Universidad Interamericana para El Desarrollo. (n.d.). *"Modulo I: Administracion Escolar"*. Retrieved from UNID: http://brd.unid.edu.mx/recursos/Modulo_Uno_Admin_Escolar/Modulo_I_Sesion_1.pdf?603f00
- Vezub F, L. (n.d.). *"La formacion y El Desarrollo Profesional Docente Frente a Los Nuevos Desafios de la Escolaridad"*. Retrieved from UNESCO Buenos Aires, Argentina: <http://www.ugr.es/~recfpro/rev111ART2.pdf>

WEB RESOURCES

- https://meded.ucsd.edu/index.cfm/ugme/oede/educational_development/curriculum_development/how_to_create_a_syllabus/
- <http://www.differencebetween.info/difference-between-syllabus-and-curriculum>
- <http://trabajosfernandovera.blogspot.com/2013/01/innovacion-como-proceso-de-mejora.html>
- <http://www.flinders.edu.au/teaching/teaching-strategies/curriculum-development/>
- <http://moe.edu.tt/services/administration/divisions/curriculum>
- <http://www.thenationalacademy.org/readings/designing.html>
- http://www.rieoei.org/edu_sup31.htm
- <http://www.fao.org/docrep/009/ah650e/ah650e03.htm>
- <http://www.laprensagrafica.com/2015/03/29/los-fragmentos-de-la-ues>

GLOSSARY

A

Administration: The act or process of administrating, especially the management of a government or large institution.

Aims: They are general statements that provide direction or intent to educational action. Aims are usually written in amorphous terms using words like: learn, know, understand, appreciate, and these are not directly measurable. Aims may serve as organizing principles of educational direction for more than one grade. Indeed these organizing principles may encompass the continuum of educational direction for entire programs, subject areas or the district.

Approach: To get near of something.

Assessment: In education, the term **assessment** refers to the wide variety of methods that educators use to evaluate, measure, and document the academic readiness, learning progress, and skill acquisition of students from preschool through college and adulthood.

C

Coherence: logical or natural connection or consistency, logical and orderly and consistent relation of parts.

Curriculum: It can be understood as a process of selecting courses of study or content.

Course: it is a prescribed number of lessons and lectures in an educational curriculum; it is the material covered by the curriculum a prescriptive regimen to be followed for a specific period of time.

Content: It is considering a learning branch that makes reference and denotation about the topics that are going to be teaching in a subject.

Competence: It is the ability to do something well or effectively with ability and expertise.

D

Depth: The quality of being complexity or emotional profundity.

Domain: It is field or scope of knowledge in which someone is proficiency.

Diagnostic: It is the analysis of facts or problems in order to gain understanding that provides evidence for making a specific diagnosis thorough an interpretation.

E

Education: The act or process of education that leads a person to better understanding of the situations in his life. The learning process in which any knowledge can be obtained.

F

Framework: fundamental structure, as for a written work

Feedback:

areactionorresponsetoaparticularprocessoractivity.Knowledgeoftheresultsofanybehavior, considered as influencing or modifying further performance.

G

Gap: A space between objects or points.

Goals: long-term aims that you that a person wants to accomplish. They are statements of educational intention which are more specific than aims. Goals too may encompass an entire program, subject area, or multiple grade levels. They may be in either amorphous language or in more specific behavior.

Goals: it is the aim the destination that a person or a system plans and commits to achieve.

I

Interactions: interactions are the acts, actions, or practices of two or more people mutually oriented towards each other's selves, that is, any behavior that tries to affect or take account of each other's subjective experiences or intentions.

Integration: An act or instance of incorporating or combining into a whole.

K

Knowledge: Facts, information, and skills acquired through experience or education; the theoretical or practical understanding of a subject.

L

Learning outcomes: Are statements of what a learner is expected to know, understand and/ or be able to demonstrate after completion of a process of learning.

M

Mission: **ambition** or purpose that is assumed by a person or group.

Method: It is a Procedure, technique, or way of doing something especially in accordance with definite plan.

Methodology: A branch of pedagogic dealing with an analysis and evaluation of subjects to be taught and of the methods of teaching them.

Measure: A system of measurement the extent, quantity, amount, or degree of something, as determined by measurement or calculation. That assesses the nature and quality of someone or something.

Master: It is the proficiency and efficiency show in a specific area.

Chief, controlling, foremost, grand, great, leading, main, predominant, prime, principal

N

Needs: A condition marked by the lack of something.

O

Objectives: They are usually specific statements of educational intention which delineate either general or specific outcomes. Also, they must be clear and measurable.

Objectivity: To reduce or eliminate biases, prejudices or subjective evaluations by relying on verifiable data.

Organization: A social unit of people that is structured and managed to meet a need or to pursue collective goals.

P

Principle: A fundamental axiom, or doctrine. The essence of something. A basic generalization that is accepted as true and that can be used as a basis for reasoning or conduct.

Philosophy: An underlying theory or set of ideas relating to a particular field of activity or to life as a whole. The study of the nature, causes, or principles of reality, knowledge, or values, based on logical reasons.

Proficiency: having great facility or skill in a specific area. Like art, language, etc.

Q

Quality: a high level of excellence.

R

Resources: Something that is available for use or that can be used for support or help.

S

Skill: An ability that has been acquired by training.

Sequence: An order of succession; an arrangement. A related or continuous series.

Society: is a group of people that share the same geographical or social territory, typically subject to the same political authority and dominant cultural expectations. Human societies are characterized by patterns of relationships.

Strength: virtue and effectiveness to made and accomplish a gold taking advantage of their abilities and capacity to do something.

Syllabus :It is a course control document used for every block of instruction within a training course .It is include objectives of instruction blocks ;duration , support material , and guidance scope .Also called plan of instructions.

Strategy - an elaborate and systematic plan of action.

A large, stylized blue letter 'T' with a subtle drop shadow, serving as a section header for the 'Task' definition.

Task: a usually assigned piece of work often to be finished within a certain time.

Threshold: The starting point of an experience, event, or venture

Transparency: it means take care of the methods and procedures used through the teaching process as well as the administration and processes used in supporting student learning.

A large, stylized blue letter 'V' with a subtle drop shadow, serving as a section header for the 'Validity' definition.

Validity: The state of being acceptable or officially true; a statement that is powerful to convince someone something is right. Based on truth foundations.

Vantage: A position, condition, or opportunity that is likely to provide superiority or an advantage over other people.



Weaknesses: The state or quality of being weak, powerlessness, vulnerability in some aspects and areas.

Annex1: curriculum of 1977

LICENCIATURA EN IDIOMA INGLÉS (PLAN ANTIGUO 1977) L10410

CICLO I	CICLO II	CICLO III	CICLO IV	CICLO V	CICLO VI	CICLO VII	CICLO VIII	CICLO IX	CICLO X	
1 IBI114 INGLÉS BASICO INTENSIVO 8 0	5 III114 INGLÉS INTERMEDIO INTENSIVO I 8 1	8 III214 INGLÉS INTERMEDIO INTENSIVO II 8 5	10 IAI114 INGLÉS AVANZADO INTENSIVO I 8 8	13 FIN114 FONETICA INGLESA 8 10	17 IAL114 INTRODUCCIO N A LA LINGUISTICA 8 13	20 ODI114 ORIGEN, DESARROLLO E HISTORIA DEL IDIOMA INGLES 4 17	24 2° IDIOMA EXTRANJERO BASICO INTENSIVO 6 0	27 2° IDIOMA EXTRANJERO INTERMEDIO INTENSIVO 6 24	29 2° IDIOMA EXTRANJERO AVANZADO INTENSIVO 6 27	
2 TDL114 TEORIA DEL LENGUAJE 4 0	6 DIG114 DIDACTICA GENERAL I 4 4	9 OPTATIVA DEL DEPARTAMENT- O DE EDUCACION	11 LCH114 LECTURA Y CONVERSACION EN INGLES I 4 8	14 LCI214 LECTURA Y CONVERSACION EN INGLES II 4 11	18 GFN114 GRANDES FIGURAS DE LA LITERATURA NORTEAMERICA- NA I 4 15	21 GFN214 GRANDES FIGURAS DE LA LITERATURA NORTEAMERICA- NA II 4 18		28 MMI114 METODOS Y MATERIALES PARA LA ENSEÑANZA DEL INGLES COMO IDIOMA EXTRANJERO 4 19	30 PAD114 PRACTICA DOCENTE 5 28	
3 PGE114 PSICOLOGIA GENERAL 4 0	7 PAE114 PSICOLOGIA APLICADA A LA EDUCACION 4 3, 4		12 GIN114 GRAMATICA INGLESA I 4 8	15 COI114 COMPOSICION INGLESA I 4 8	19 COI214 COMPOSICION INGLESA II 4 15	22 GFI114 GRANDES FIGURAS DE LA LITERATURA INGLESA I 4 19	25 GFI214 GRANDES FIGURAS DE LA LITERATURA INGLESA II 4 22		31 PEI114 PROYECTO ESPECIAL INVESTIGACION DIRIGIDA 5 28	
4 PEG114 PEDAGOGIA GENERAL 4 0				16 GIN214 GRAMATICA INGLESA II 4 12		23 ACI114 ANALISIS DE LOS CONTRASTES INGLES- ESPAÑOL I 4 13, 17	26 ACI214 ANALISIS DE LOS CONTRASTES INGLES- ESPAÑOL II 4 23			
					<u>OPTATIVAS</u>			<u>PREREQ.</u>	<u>UV</u>	<u>CORR.</u>
					PDA114	PSICOLOGIA DEL APRENDIZAJE	PAE114	4	CÓDIGO	
					DIG214	DIDACTICA GENERAL II	DIG114	4	NOMBRE DE	
					AAV114	AYUDAS AUDIOVISUALES	DIG214	4	ASIGNATURA	
									U.V.	REQ.

Annex 2: curriculum 1996

LICENCIATURA EN IDIOMA INGLÉS (PLAN INNOVADO REFORMADO 1996) L10410

CICLO I	CICLO II	CICLO III	CICLO IV	CICLO V	CICLO VI	CICLO VII	CICLO VIII	CICLO IX	CICLO X
1 IBI114 INGLÉS BÁSICO INTENSIVO 8 0	4 III114 INGLÉS INTERMEDIO INTENSIVO I 8 1	8 III214 INGLÉS INTERMEDIO INTENSIVO II 8 4	11 IAI114 INGLÉS AVANZADO INTENSIVO I 8 8	15 IAI214 INGLÉS AVANZADO INTENSIVO II 8 11, 13	18 LYI114 LECTURA Y ESCRITURA EN INGLÉS 8 15, 16	22 ESI114 ESCRITURA AVANZADA DEL INGLÉS 4 18	26 FRA/TRA/114 FRANCES I / TRADUCCION I 4 22	30 FRA/TRA/214 FRANCES II / TRADUCCION II 4 26	33 FRA/TRA/314 FRANCES III / TRADUCCION III 4 30
2 TDI114 TECNICAS DE INVESTIGACION 4 0	5 HIS114 HISTORIA DE EL SALVADOR Y CENTRO - AMERICA 4 0	9 MAT114 MATEMATICA I 4 0	12 EAE114 ESTADÍSTICA APLICADA A LA EDUCACIÓN 4 2, 9		19 LIN114 LINGÜÍSTICA I 4 15, 16	23 LIN214 LINGÜÍSTICA II 4 19	27 LIN314 LINGÜÍSTICA III 4 23		
3 EOE114 EXPRESION ORAL Y ESCRITA EN ESPAÑOL I 4 0	6 EOE214 EXPRESION ORAL Y ESCRITA EN ESPAÑOL II 4 3		13 GIN114 GRAMATICA INGLESA I 4 8	16 GIN214 GRAMATICA INGLESA II 4 11, 13	20 LTE114 LITERATURA I 4 15	24 LTE214 LITERATURA II 4 20	28 IPE114 INGLES PARA PROPOSITOS ESPECIFICOS 4 17	31 SNO114 SEMINARIO I 6 27,28,29	34 SNO214 SEMINARIO II 6 31
	7 PGE114 PSICOLOGIA GENERAL 4 0	10 PEG114 PEDAGOGIA GENERAL 4 0	14 DII114 DIDÁCTICA DEL IDIOMA INGLÉS I 4 8	17 DII214 DIDÁCTICA DEL IDIOMA INGLÉS II 4 11, 14	21 DII314 DIDÁCTICA DEL IDIOMA INGLÉS III 4 17	25 DII414 DIDÁCTICA DEL IDIOMA INGLÉS IV 4 21	29 ADE114 ADMINISTRACI- ON EDUCATIVA 4 25	32 PAD114 PRÁCTICA DOCENTE I 6 27,28,29	35 PAD214 PRÁCTICA DOCENTE II 6 32
									CORR. CÓDIGO NOMBRE DE ASIGNATURA U.V. REQ.

TOTAL U.V. 172

Plan 17

APROBADO POR EL CONSEJO SUPERIOR UNIVERSITARIO SEGÚN ACUERDO N° 49-95-99(IV.1) DE FECHA 2 DE OCTUBRE DE 1996

Annex 3: Curriculum 1999

LICENCIATURA EN IDIOMA INGLÉS OPCIÓN ENSEÑANZA (PLAN MODIFICADO 1999) L10411

CICLO I	CICLO II	CICLO III	CICLO IV	CICLO V	CICLO VI	CICLO VII	CICLO VIII	CICLO IX	CICLO X
1 IB114 INGLÉS BASICO INTENSIVO 8 0	5 III114 INGLÉS INTERMEDIO INTENSIVO I 8 1	9 III214 INGLÉS INTERMEDIO INTENSIVO II 8 5	13 IAI114 INGLÉS AVANZADO INTENSIVO I 8 9	17 IAI214 INGLÉS AVANZADO INTENSIVO II 8 13	21 LCI114 LECTURA Y CONVERSACION EN INGLÉS I 4 17	25 LCI214 LECTURA Y CONVERSACION EN INGLÉS II 4 21	29 MIN114 MÉTODOS DE INVESTIGACIÓN 4 28	33 OPTATIVA II 4 0	35 OPTATIVA III 4 0
2 PCG114 PSICOPEDAGO- GÍA I 4 0	6 OPTATIVA I 4 0	10 GIN114 GRAMATICA INGLESA I 4 5	14 COI114 COMPOSICIÓN INGLESA I 4 10	18 IAL114 INTRODUCCIÓN A LA LINGÜÍSTICA 4 11	22 FYM114 FONOLOGÍA Y MORFOLOGÍA INGLESA 4 18	26 SIN114 SINTAXIS 4 22	30 EAE114 ESTADÍSTICA APLICADA A LA EDUCACIÓN 4 0		
3 GRE114 GRAMÁTICA ESPAÑOLA 4 0	7 RES114 REDACCIÓN EN ESPAÑOL 4 3	11 PRI114 PRONUNCIA- CIÓN INGLESA 4 5	15 GIN214 GRAMATICA INGLESA II 4 10	19 COI214 COMPOSICIÓN INGLESA II 4 14	23 LTE114 LITERATURA I 4 19	27 LTE214 LITERATURA II 4 23	31 GAV114 GRAMÁTICA AVANZADA 4 15	34 SNO114 SEMINARIO I 6 29	36 SNO214 SEMINARIO II 6 34
4 EXV114 EXPRESIÓN VISUAL 4 0	8 HIS114 HISTORIA DE EL SALVADOR Y CENTRO - AMERICA 4 0	12 DGL114 DIDÁCTICA GENERAL I 4 0	16 DII114 DIDÁCTICA DEL IDIOMA INGLÉS I 4 12	20 DII214 DIDÁCTICA DEL IDIOMA INGLÉS II 4 16	24 DII314 DIDÁCTICA DEL IDIOMA INGLÉS III 4 20	28 PAD114 PRÁCTICA DOCENTE I 6 24	32 PAD214 PRÁCTICA DOCENTE II 6 28		
OPTATIVAS DEPARTAMENTO DE PSICOLOGÍA - Psicología General		OPTATIVAS ESCUELA DE CIENCIAS SOCIALES - Sociología General ESCUELA DE ARTES - Pintura I, II y III - Dibujo I, II y III		OPTATIVAS DEPARTAMENTO DE FILOSOFÍA - Filosofía General - Ética y Teoría de los Valores DEPARTAMENTO DE IDIOMAS - Idioma Extranjero I, II y III (Japonés, Francés, Alemán, Portugués, Traducción)		OPTATIVAS DEPARTAMENTO DE EDUCACIÓN - Administración y Supervisión Escolar		CORR. CÓDIGO NOMBRE DE ASIGNATURA U.V. REQ.	

APROBADO POR EL CONSEJO SUPERIOR UNIVERSITARIO SEGÚN ACUERDO N° 164-95-99(V-17-b) DE FECHA 23 DE OCTUBRE DE 1999.

TOTAL U.V. 172

Plan 33

APROBADA MODIFICACION DEL PLAN DE ESTUDIOS POR EL CONSEJO SUPERIOR UNIVERSITARIO SEGÚN ACUERDO 70-99-2003(V-2.8) DE FECHA 17 DE AGOSTO DEL 2001.

MODIFICACION DEL PREREQUISITO APROBADO POR EL CONSEJO SUPERIO UNIVERSITARIO SEGÚN ACUERDO 052-2003-2007(VI-6.1) DE FECHA 2 DE JUNIO DE 2005.

Annex 4: ongoing curriculum (2012)

LICENCIATURA EN IDIOMA INGLÉS OPCIÓN ENSEÑANZA (ONGOING STUDY PLAN, PLAN 2012) L10411

CICLO I	CICLO II	CICLO III	CICLO IV	CICLO V	CICLO VI	CICLO VII	CICLO VIII	CICLO IX	CICLO X
1 INGLÉS BÁSICO 8 0	4 INGLÉS INTERMEDIO BAJO 8 1	7 INGLÉS INTERMEDIO MEDIO 8 5	10 INGLÉS INTERMEDIO ALTO 8 9	14 INGLÉS AVANZADO 8 15	18 TECNOLOGÍA EDUCATIVA 4 17	22 EVALUACION DE LOS APRENDIZAJES EN EL IDIOMA INGLÉS 4 20, 21	26 MÉTODOS DE INVESTIGACIÓN 4 28	330 SEMINARIO I 4 0	34 SEMINARIO II 4 0
2 PEDAGOGIA GENERAL 4 0	5 DIDACTICA GENERAL 4 0	8 PSICOLOGIA DE LA EDUCACION 4 5	11 GRAMATICA INGLESA I 4 10	15 GRAMATICA INGLESA II 4 11	19 INTRODUCCIÓN A LA LINGÜÍSTICA 4 18	23 SOCIO - LINGUISTICA 4 22	27 ADMON. DE LA EDUCACION 4 0	31 PRACTICA DOCENTE I 4 0	35 PRACTICA DOCENTE II 4 0
3 EDUCACION Y SOCIEDAD 4 0	6 OPTATIVA I 4 3	9 REDACCION EN ESPAÑOL 4 5	12 PRONUNCIACION EN INGLÉS 4 10	16 INTRODUCCION A LA ESCRITURA ACADEMICA 4 14	20 GRAMATICA AVANZADA 4 19	24 LITERATURA LATINO-AMERICANA EN INGLÉS 4 23	28 LITERATURA UNIVERSAL EN INGLÉS 4 15	32 OPTATIVA II 6 29	36 OPTATIVA III 6 34
			13 LECTURA Y CONVERSACIÓN EN INGLÉS 4 12	17 COMPRESIÓN AUDITIVA Y PRODUCCION ORAL 4 16	21 DESARROLLO DE ESCRITURA ACADÉMICA 4 20	25 DIDÁCTICA DEL INGLÉS COMO LENGUA INTERNACIONAL 4 24	29 DIDÁCTICA DEL INGLÉS: NIÑOS 4 28	33 DIDÁCTICA DEL INGLÉS: ADOLESCENTES Y ADULTOS 4 0	37 GESTIÓN DE PROYECTOS EDUCATIVOS 4 34
OPTATIVA I DEPARTAMENTO DE PSICOLOGÍA - Psicología General DEPARTAMENTO DE FILOSOFÍA - Ética y Teoría de los Valores		OPTATIVAS II Y III DEPARTAMENTO DE IDIOMAS -Traducción I y II -Japonés I y II -Francés I y II			NOTA: Como primer requisito para comenzar con su Servicio Social, tendrá que haber cursado el 80% de las materias (29).				CORR. CÓDIGO NOMBRE DE ASIGNATURA U.V. REQ.

TOTAL U.V.

Plan 33



Annex 5: interviews (sample)



UNIVERSITY OF EL SALVADOR
SCHOOL OF SCIENCE AND HUMANITIES
FOREIGN LANGUAGE DEPARTMENT

**DIAGNOSTIC ABOUT THE STUDY PLAN OF THE BACHELOR IN ENGLISH TEACHING AND ITS
CORRESPONDENCE TO STUDENTS' NEEDS, FOREIGN LANGUAGE DEPARTMENT, UNIVERSITY OF
EL SALVADOR 2014.**

GENERAL OBJECTIVE: *To make a diagnosis about the perspective of Foreign Language Departments of different academies about English teachers and what they expect from them.*

Name of the institution: _____

INSTRUCTIONS: This interview is delivered to heads of foreign language departments from different Universities.

1. *What is the teaching philosophy in this institution?*
2. *Is there any specific methodology that the institution uses?*
3. *Do you ask for the TOEFL exam as a requirement to work in here?*
4. *Do you require a specific score?*
5. *What are the most important language skills to work in this institution?*
6. *What is the profile that a teacher must have to work in here?*
7. *For you, what is the most important, the language domain or the teaching development?
Why?*
8. *What are the skills that an English teacher must reinforce about pedagogical area?*
9. *Do teachers use any technological resource or device when teaching?*
10. *Should teachers use technology in class? If so, mention some of them.*
11. *What happens if a teacher can not use one of those?*
12. *Talking about teaching development, do you consider that a high level of English in the teacher influences students learning?*
13. *What do you do when you identify any problem in the teacher's performance?*
14. *Is it mandatory to make a lesson plan in each class?*
15. *Is there a specific lesson plan format to follow for all the teachers?*
16. *According to your experience, what makes a successful teacher?*



UNIVERSITY OF EL SALVADOR
SCHOOL OF SCIENCE AND HUMANITIES
FOREIGN LANGUAGE DEPARTMENT



**DIAGNOSTIC ABOUT THE STUDY PLAN OF THE BACHELOR IN ENGLISH TEACHING AND ITS
CORRESPONDENCE TO STUDENTS' NEEDS, FOREIGN LANGUAGE DEPARTMENT, UNIVERSITY OF
EL SALVADOR 2014.**

GENERAL OBJECTIVE: *To make a diagnosis about the perspective of bilingual schools about English teachers and what they expect from them.*

Name of the institution: _____

INSTRUCTIONS: This interview is delivered to principals of different bilingual schools

1. *What is the teaching philosophy in your institution?*
2. *is there any specific methodology that the institution uses?*
3. *What are the qualities that you seek in a teacher of your institution?*
4. *is previous experience a reference at the time of hiring a new teacher?*
5. *Do you ask for any academic reference to work in that school?*
6. *Do you ask for any English proficiency test (toefl, toei or others.)*
7. *Do you require a specific score? Why*
8. *What is the evaluation system that is used in this institution?*
9. *What do you do to increase new hire teacher's knowledge?*
10. *Do you work with a Salvadoran calendar or an international calendar?*
11. *What are the subjects that graduated people from English Teaching Major could teach in this institution?*
12. *What is the profile that a teacher must have to work in this school?*
13. *What strength do you expect from new teachers?*
14. *What cultural aspects must a teacher has?*
15. *What's makes your school different in the English educational field from the other schools?*
16. *According to you what makes a successful teacher?*



UNIVERSITY OF EL SALVADOR
SCHOOL OF SCIENCE AND HUMANITIES
FOREIGN LANGUAGE DEPARTMENT



**DIAGNOSTIC ABOUT THE STUDY PLAN OF THE BACHELOR IN ENGLISH TEACHING AND ITS
CORRESPONDENCE TO STUDENTS' NEEDS, FOREIGN LANGUAGE DEPARTMENT, UNIVERSITY OF
EL SALVADOR 2014.**

GENERAL OBJECTIVE: *To make a diagnosis about the perspective of Foreign Language Departments of different Universities about English teachers and what they expect from them.*

Name of the institution: _____

INSTRUCTIONS: This interview is delivered to heads of foreign language departments from different Universities.

1. What is the teaching philosophy in this university?
2. What are the basic skills that an English teacher must have?
3. What are the characteristics that a potential teacher must have to be employed by this university?
4. What are the skills that an English teacher must reinforce about pedagogical area?
5. Talking about teaching proficiency, do you consider that a high level of English influences the students learning?
6. for this university, is it important a master degree as additional knowledge to the curriculum vitae?
7. When you hire a new teacher, do you ask for previous experience? How much?
8. Are the teachers from this university well prepared to deal with a teaching profile?
9. Do you ask new hired teacher a teacher's accreditation?
10. Does this university use a specific methodology to teach?
11. Do you ask for any English Proficiency test as a requirement?
12. What do you do to increase your staff's academic knowledge in this university?
13. Do you consider that a teacher must develop skills in technology?
14. What kind of technology is used in this university by teachers?
15. Does this university make a constant evaluation to the teachers' performance?
16. What makes this university different in the Educational field from other universities?
17. According to you, what makes a successful teacher?



Annex 6: survey (sample)



**UNIVERSITY OF EL SALVADOR
SCHOOL OF SCIENCE AND HUMANITIES
FOREIGN LANGUAGE DEPARTMENT**

**DIAGNOSTIC ABOUT THE STUDY PLAN OF THE BACHELOR IN ENGLISH TEACHING AND ITS
CORRESPONDENCE TO STUDENTS' NEEDS, FOREIGN LANGUAGE DEPARTMENT, UNIVERSITY OF
EL SALVADOR 2014.**

GENDER:	Male	Female	YEAR OF STUDY:	4 th year	5 th year
----------------	------	--------	-----------------------	----------------------	----------------------

AVERAGE CUM:	Less than 7.00	7.00	8.00	More than 8.00	DATE: / /
---------------------	----------------	------	------	----------------	------------------

AREA OF WORKING:	Call Center	Teaching field	Other :
-------------------------	-------------	----------------	---------

INSTRUCTIONS: Write an "X" on the answer that best answers the questions according to your personal experience.

1. Mark with an "X" the subjects that have been helpful in your professional development and that you have applied in your current job.

1 IBH114 INGLÉS BASICO INTENSIVO 8	5 III114 INGLÉS INTERMEDIO INTENSIVO I 8	9 III214 INGLÉS INTERMEDIO INTENSIVO II 8	13 IAI114 INGLÉS AVANZADO INTENSIVO I 8	17 IAI214 INGLÉS AVANZADO INTENSIVO II 8	21 LCI114 LECTURA Y CONVERSACION EN INGLES I 4	25 LCI214 LECTURA Y CONVERSACION EN INGLES II 4	29 MIN114 MÉTODOS DE INVESTIGACIÓN 4	33 OPTATIVA II 4	35 OPTATIVA III 4
2 PCG114 PSICOPELAGO- GÍA I 4	6 OPTATIVA I 4	10 GIN114 GRAMÁTICA INGLESA I 4	14 COI114 COMPOSICIÓN INGLESA I 4	18 IAL114 INTRODUCCIÓN A LA LINGÜÍSTICA 4	22 FYM114 FONOLOGÍA Y MORFOLOGÍA INGLESA 4	26 SIN114 SINTAXIS 4	30 EAE114 ESTADÍSTICA APLICADA A LA EDUCACIÓN 4		
3 GRE114 GRAMÁTICA ESPAÑOLA 4	7 RES114 REDACCIÓN EN ESPAÑOL 4	11 PRI114 PRONUNCIA- CIÓN INGLESA 4	15 GIN214 GRAMÁTICA INGLESA II 4	19 COI214 COMPOSICIÓN INGLESA II 4	23 LTE114 LITERATURA I 4	27 LTE214 LITERATURA II 4	31 GAV114 GRAMÁTICA AVANZADA 4	34 SNO114 SEMINARIO I 6	36 SNO214 SEMINARIO II 6
4 EXV114 EXPRESIÓN VISUAL 4	8 HIS114 HISTORIA DE EL SALVADOR Y CENTRO - AMERICA 4	12 DGL114 DIDÁCTICA GENERAL I 4	16 DII114 DIDÁCTICA DEL IDIOMA INGLÉS I 4	20 DII214 DIDÁCTICA DEL IDIOMA INGLÉS II 4	24 DII314 DIDÁCTICA DEL IDIOMA INGLÉS III 4	28 PAD114 PRÁCTICA DOCENTE I 6	32 PAD214 PRÁCTICA DOCENTE II 6		

2. According to your professional experience, do you think any subject must be added in the current curriculum?

Yes :	No:	Which one:
--------------	------------	-------------------

3. Do you think that the elective subjects have been useful in your working area?

Yes :	No:
--------------	------------

4. Do you think that the major needs a curricular reform in the study plan?

Yes :	No:
-------	-----

5. Do you know what TIC's are? If YES, write an example.

Yes :	No:	Example:
-------	-----	----------

6. Would it be necessary to add any subject related to technology in the current curriculum?

Yes :	No:
-------	-----

7. Do you think that there are any subjects that could be replaced by another?

Yes :	No:	Which one:
-------	-----	------------

8. Do you think that all the subjects that integrate the curriculum fulfill all your professional expectations?

Yes :	No:
-------	-----

9. For you, is there any subject that needs to be reinforced talking about contents?

Yes :	No:	Which one:
-------	-----	------------

10. Do you consider that reopening and updating the English Lab is a convenient idea?

Yes :	No:
-------	-----

WHY: _____

11. What resource could be implemented in the English Intensive Courses in order to improve the speaking skill?

12. Do you consider that would be necessary to implement subjects related to “Administración y Supervision Escolar”?

Yes :	No:
-------	-----

WHY:

13. Do you consider that it is convenient to choose Elective subjects at random during the major?

Yes :	No:
-------	-----

14. Do you think that Elective Subjects must be linked to the Teaching Area?

Yes :	No:
-------	-----

WHY:

15. Read the following statement and answer the questions related to it.

The teaching practices must be divided in 3 stages, the first teaching practice could be oriented in teaching English to kids (7-12), the second one could be focused on teaching teens (13-17), and the third one could be oriented in teaching adults and young adults (18 on).

a. Do you think that dividing the practice on three main stages could be a convenient change in the current curriculum and for your better performance in the real working environment?

Yes :	No:
-------	-----

WHY:

b. What would be some advantages of this proposal?

c. What is your point of view about this proposal?
