

**UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGE DEPARTMENT**



**A STUDY OF THE EFFECTS OF THE CHANGES ADOPTED IN THE 2002
CURRICULUM OF THE LICENCIATURA EN IDIOMA INGLÉS-OPCIÓN
ENSEÑANZA AT THE WESTERN MULTIDISCIPLINARY CAMPUS OF
THE UNIVERSITY OF EL SALVADOR**

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**TO OBTAIN THE DEGREE OF:
LICENCIADO EN IDIOMA INGLÉS-OPCIÓN ENSEÑANZA**

**ADVISOR:
LICENCIADO JUAN ANTONIO ESCALANTE**

SANTA ANA, FEBRUARY 15th, 2007

SANTA ANA

EL SALVADOR

CENTRO AMERICA

**UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
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CONTENT:

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Genovez

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(God rests her
soul)

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Carmina

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Cristela, Alma and
Carmina

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“The Lord will guide you always; He will satisfy your needs in a sun scorched land and will strengthen your frame. You will be like a well watered garden, like a spring whose waters never fail”. Isaiah 58:11

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Julia Yolanda de Galdámez

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Philippians 4:13

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TO MY FRIENDS:

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INTRODUCTION

This undergraduate research work presents significant information about the Effects of the Changes Adopted in the 2002 Curriculum of the Licenciatura en Idioma Inglés-Opción Enseñanza. This study was carried out at the Western Multidisciplinary Campus. The main focus of this undergraduate study was to find out the effects of taking important subjects such as English Grammar I, English Pronunciation, Introduction to Linguistics, Didactics of the English Language I, and English Composition I when students have not fully developed the four English macro skills. For this reason, the researchers gathered reliable data, intending to carry out a successful investigation.

This document embodies five chapters. Chapter I, called Statement of the Problem, comprises the description of the problem, research questions, justification of the problem, and general and specific objectives. Chapter II contains the State of Art. Chapter III, The Methodological Design, contains the method, the population and sampling, and the data collection, which includes procedures, techniques, instruments, and field work. It also describes how the data were analyzed. Then, chapter IV, The Analysis and Interpretation of Data, presents how data were analyzed and interpreted. Chapter V encompasses conclusions and recommendations. Finally, it presents the bibliography references and appendices.

ABSTRACT

This qualitative study focuses on an Analysis of the Effects of the Changes Adopted in the 2002 Curriculum of the Licenciatura en Idioma en Inglés-Opción Enseñanza at the Western Multidisciplinary Campus. Therefore, the aim of this research study is to find out in what manner students' low level of English affects them in their achievement when they take English Grammar I, English Pronunciation, English Composition I, Didactics of the English Language I, and Introductions to Linguistics. In addition, it intended to answer the research questions: How does students' low level of English affect their progress when they take English Grammar I, Pronunciation I, English Composition I, and Didactics of the English Language I?, What are the effects in students' learning progress when they take English Grammar I, English Pronunciation, English Composition I, and Didactics of the English Language I?, In what manner do these effects impinge upon students' learning?, and How should the 2002 Curriculum be reorganized to fulfill students' needs? The method applied by the researchers was the qualitative descriptive method, and the instruments administered to gather the data were three different questionnaires for students, one interview for each of the target subject teachers, one interview for the Coordinator of the Licenciatura en Idioma Inglés-Opción Enseñanza at the Main Campus, and two checklists for Didactics and Compositions classes. Through these instruments, the researchers found out that the 2002 Curriculum of the Licenciatura en Idioma Inglés-Opción Enseñanza is not well designed for students because the placement of the target subjects studied in this research study is not appropriate since students are not ready to take such subjects because their English level is low.

CHAPTER I

STATEMENT OF THE PROBLEM

The Western Multidisciplinary Campus was founded in 1965 because of the need to spread higher education in other areas of El Salvador other than San Salvador. At the very beginning, the Western Multidisciplinary Campus was divided into five sections: Biology, Mathematics, Chemistry, Philosophy, and English.

However, it was until the year 1971 that the Language Section began offering the career Licenciatura en Idioma Inglés and Profesorado para la Enseñanza del Idioma Inglés. And in 1976 the Language Section became GLanguage Department, offering the Licenciatura en Idioma Inglés as a complete career. Consequently, the Language Department began working with the first curriculum until the year 1998. The Language Department kept using this second curriculum until the year 2001. Since a curriculum must be flexible to any changes depending on the circumstances (Herdoza, Rodriguez & Azúcar, 1999), the Language Department adopted a third curriculum of the Licenciatura en Idioma Inglés-Opción Enseñanza in the year 2002. Nowadays, teachers at the Western Multidisciplinary Campus are still using this curriculum. So, it is necessary to analyze if it has accomplished its goals.

According to a questionnaire administered to the Head of the Language Department and member of the designers of the recent curriculum at the Main Campus and to the Head of the Language Department at the Western Multidisciplinary Campus, this curriculum has some advantages (See Appendices A and B). One of them is that it was well designed in the research area since it contains subjects closely related to investigation such as Statistics, Research Methods, and Seminar I and II. Furthermore, these subjects were reorganized to be taken at the end of the career so that students are well trained

in research methodologies to carry out their undergraduate work. Also, this curriculum comprises more subjects related to the general area such as Visual Expression and General Didactics (MINED) since education must be integral. In addition, this new curriculum contains four more subjects, Reading and Conversation in English I and II, Phonology and Morphology, and Advanced English Grammar to reinforce students' four English macro skills.

On the other hand, this curriculum did not include subjects such as English for Specific Purposes (ESP) and French III. Besides, students attend subjects such as English Grammar I, Didactics I, English Pronunciation and English Composition I when students have not fully developed the four English macro skills except English Grammar I and Composition I, in which the oral skill is not extremely necessary (See Appendix A).

Moreover, both interviewees agreed that teachers often face some barriers at the time of developing the class since students' level of English is too low. As students have not developed the four English macro skills before taking certain subjects, the 2002 Curriculum impinges upon students to learn deeply the contents of each discipline. For example, after having administered a questionnaire to third and fifth semester English students, researchers found out that most students had problems to comprehend English Grammar I and English Pronunciation classes because their English vocabulary is not rich, causing them difficulties to understand classes and given materials. Finally, some students said that the classes are developed too fast for them to get all the information provided by the teachers (See Appendices C, D, and E).

The 2002 Curriculum of the Licenciatura en Idioma Inglés-Opción Enseñanza comprises thirty-six subjects: seven in Spanish, twenty-seven in English, and two French courses. However, this seven-month research study was focused on five subjects, English Grammar I, English Pronunciation, Composition I, Didactics I, and Introduction to Linguistics. According to the data collected from the Heads of the Language Departments, these subjects are misplaced and students' level of English is not enough to take them. As a result,

students are not able to understand the contents studied in each discipline. For this reason, the aim of this research study was to find out in what manner students' low level of English affects their achievement when they take these courses.

RESEARCH QUESTIONS

1. How does students' low level of English affect their progress when they take English Grammar I, Pronunciation I, English Composition I, and Didactics of the English Language I?
2. What are the effects on students' learning progress when they take English Grammar I, English Pronunciation, English Composition I, and Didactics of the English Language I?
3. In what manner do these effects impinge upon students' learning?
4. How should the 2002 Curriculum be organized to fulfill students' needs?

JUSTIFICATION

In the year 2002, the Language Department of the University of El Salvador at the Western Multidisciplinary Campus adopted a new curriculum of the Licenciatura en Idioma Inglés-Opción Enseñanza replacing the 1998 English curriculum. This new curriculum was expected to meet students' needs. Though this curriculum includes some subjects to improve phonological and research areas, other subjects such as English Grammar I, English Pronunciation, Didactics I, Composition I and Introduction to Linguistics are misplaced, according to the information gathered from the Heads of the Language Departments, the Main and Western Multidisciplinary Campus. As a matter of fact, in relation to the 1998 English Curriculum students attended English Grammar I in the fourth semester; meanwhile, in the 2002 Curriculum learners study this subject in the third semester. Linguistics I, which is equivalent to

English Pronunciation, was taken in the sixth semester, and in this new curriculum, Pronunciation is taken in the third semester. Also, continuity between Pronunciation and Introduction to Linguistics does not exist as Introduction to Linguistics is attended in the fifth semester-having a term without studying anything related to it. Reading and Writing in English equivalent to Composition I was attended in the sixth semester, and now it was taught in the fourth one.

All of these subjects have been placed at the beginning of the career when students are trying to acquire the language and to develop the four macro skills. Nevertheless, Didactics I remains the same in relation to the 1998 Curriculum because in both curricula it appears in the fourth semester. Since this is a subject to learn contents and methodologies, it requires students to have an appropriate command of the language. For this reason, it is necessary to analyze how these changes meet students' needs and how they affect students' acquisition of the contents of the four subjects mentioned before. In this way, the findings of this research study will provide curricula designers with important data to analyze if it is suitable to continue working with the current curriculum, or if it is necessary to redesign a new one that accomplishes the desired results in students' learning. In the same way, both teachers and students of the Licenciatura en Idioma Inglés-Opción Enseñanza at the Western Multidisciplinary Campus will be benefited since this research study focused on finding out information that would lead to the placement of the target subjects in the appropriate level.

OBJECTIVES

A) General Objective

- To identify the effects of the changes adopted in the 2002 Curriculum of the Licenciatura en Idioma Inglés-Opción Enseñanza at the Western Multidisciplinary Campus of the University of El Salvador

B) Specific Objectives

- To determine whether students' level of English influences positively or negatively on students' learning when they take subjects like English Grammar I, English Pronunciation, Composition I, and Didactics I

- To compare students' achievement in both the 1998 and 2002 Curricula concerning English Grammar I, English Pronunciation, Composition I, and Introduction to Linguistics

CHAPTER II

STATE OF ART

A curriculum is a basic guide of the educational system either in public or private institution (Palacios & Ramirez, 1999). Besides, a curriculum must fulfill the general educational requirements common to most fields of study and most specialized requirements of their major field. Indeed, the curriculum represents the expression of educational ideas in practice. The word curriculum has its roots in the Latin word for track or race course. From there it came to mean course of study. This term appeared in the Medieval Age, and it was defined as a series of disciplines. After, in the XVII century, it was described at the very beginning as the course of life. Finally, it was known as a series of subjects that have to be studied at school. Today the definition is much wider and includes all the planned learning experiences of a school or educational institution.

A curriculum is defined as an integral organization of all the elements which participate in the teaching learning process. David Pratt (1997) states that a curriculum is a plan for a sustained process of teaching and learning. Furthermore, in education a curriculum is the set of courses and their contents offered by an institution such as a school or university.

Besides, some of the most common definitions about curriculum are:

- A program of courses that meets the requirements for a degree in a particular field of study
- The aggregate of courses of study given in a school, or university
- A structure which a higher education institution should follow when delivering a degree in social work
- The aggregate of modules or courses directed toward a common goal of a given organization

- The process of defining an organizing teaching learning strategies, assessment processes and evaluation processes into a logical pattern

In addition, it is important to design a curriculum that contains the necessary courses to make connections between research and theory of language learning, on the one hand, and the practice on the other one (NATION 2000).

Curriculum components

When designing a curriculum, people need to take into account the following components:

- People involved in the educational process, teachers, students, and the entire community
- Processes that refer to the curricular design: planning, administration, curricular development, and curricular assessment
- The curricular elements, purposes, contents, sequences, methods, sources, and evaluation

Characteristics of a curriculum

In the curriculum theory, it is very important to mention the characteristics a curriculum should have.

1. Integrity: A curriculum must be integral when it is part of an integral vision or a multilateral education. In other words, it gives opportunities to students to develop in all dimensions. Thus, the curriculum is integral, since it fulfills the purpose of an authentic education. Curriculum guidelines described are predicated on the judgment that a series of basic intellectual competencies – listening, speaking, reading, writing, critical thinking and computer literacy are essential to the learning process in every discipline.

Reading: It means the ability to analyze and interpret a variety of printed materials – books, articles, and documents. A curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

Writing: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Even though, correct grammar, spelling and punctuation are important in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic, how to develop and organize it, and how to phrase it effectively for their audience.

Speaking: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large group, and through the media.

Listening: It means the ability to analyze and interpret various forms of spoken communication.

Critical thinking: It embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking used to address an identified task.

Computer Literacy: It means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the necessary tools to evaluate and learn new technologies as they become available. Some of these and intellectual competencies have traditionally being tied to specific courses required for all students. For example, courses in composition together with

mathematics have long been the corner stone experience of the freshman year. But a single course or two-course sequence in composition can do little more than introduce students to the principles and practices of good writing. Within the boundary of three to six semester credit hours of course work, neither of these sequences can guarantee proficiency. Moreover, in most curricula there are not required courses specifically dedicated to reading or to critical thinking. Thus, if a curriculum is to prepare students effectively, it is imperative that these intellectual competencies be included among the objectives of many individual courses and reflective in their course content (Richards J. 2006)

2- Validity: In a world in which science and technology grow up rapidly, moral values are neglected. For this reason, education, specifically the curriculum, should make emphasis on the development of attitudes and moral, civic, and ethic values. Values like peace, democracy, justice, and honesty should be a priority.

3- Meaningfulness: The new curriculum should consider the events of the economic, social, politic, scientific, and technologic reality of a country. Consequently, it is important that the content selection be based on the necessities of the country and learners' needs and aptitudes. That is to say, a curriculum should not rely on ideas of people from other countries.

4- Flexibility: In an educational system of a dynamic and changing world, a curriculum must acquire the dynamism and flexibility that allow it to ensure relevance. Besides, it is the capacity to select and to use the knowledge and experience according to the psycho-social and economic students' factors.

5- Diversity: A curriculum should include a variety of pragmatic selection of contents, educational materials, and equipment according to different circumstances of the learner.

6- Innovation: a curriculum should be changing constantly to incorporate the scientific and technological advances. Also, it must be responsive to changing values and expectations in education if it is to remain useful (Prideaux, D, 2002)

Elements of a curriculum

The curriculum should be designed in such a way that can be communicated to those associated with the learning institution, should be open to critique, and should be able to be readily transformed into practice. The curriculum exists at three levels: what is planned for the students, what is delivered to the students and what the students experience (Unwin, D, 2006)

When talking about what is planned for students, curriculum designers create the objectives to be reached. A crucial part of the curriculum is the definition of these objectives which are often expressed in terms of learning outcomes and normally includes the assessment strategies for the program. These learning outcomes (and assessments) are often grouped into units (or modules), and the curriculum, therefore, comprises a collection of such units, each specializing on specific part of the curriculum.

What is delivered to students means that the contents, when identified, have to be structured to reflect notions of coherence and progression through a program of study. Thus, the contents should be structured both to clearly acknowledge and demonstrate the various interrelationships between different areas of content and to reflect the principle that learning to progress from relatively simple concepts and changes in behavior to the most complex as the student moves through the courses. So a typical curriculum would include units on communication, numeracy, information technology, inter-personal skills together with more specialized provision.

Assessment is a very important aspect of curriculum design, as it has a lot to do with what students experience from course to course. The intense focus on standards has had the effect of causing a reappraisal of the purposes of assessment and its methods as well as more detailed considerations of issues such as the validity, the reliability, and appropriateness of assessment methods and criteria in different contexts. Furthermore, the wholesale move to the learning outcomes has created a very different environment for assessment and

people have yet to develop a universally understood and practiced model of assessment for an outcome – based curriculum (Thurston & Stribling, 1993).

After signing the Peace Accords, El Salvador began a new process of social, politics, and economics changes. Consequently, the country has had the need to compete commercially with developing countries or in the process of development. One of the major problems the country has faced in this hard process is to solve the linguistics barriers. Because all countries that compete in the world marketing use English as an international language, they have access to technology, scientific researchers, and a better comprehension of foreign cultures.

The English language clearly gives advantages to developing countries that El Salvador has to compete with. This problem has been identified by the Ministry of Education and by the Education Commission of Science and Development, integrated by the Government of El Salvador, who recommends teaching English from Elementary School; whereas, in the Educative Reform of 69´ the English Language was taught only in seventh, eighth, and ninth grade (MINED 1995).

So, the University of El Salvador as the major center of higher studies in the country has to prepare professionals to fulfill the demands of globalization and modernization. In this way, professionals in teaching the English language are responsible for helping the country overcome the linguistics barriers to face the challenges of modernization and to facilitate the incorporation of new well-trained professionals in the competitive world. Nowadays, globalization requires people that not only speak English but also know about English Grammar and literature as well as Spanish so that people are able to contrast both languages to specialize themselves as translators. Also, the world needs people able to investigate topics and problems related to their work or study fields. According to one of the first persons who studied the Licenciatura en Idioma Inglés at the Western Multidisciplinary Campus, Licenciado Victor Urey, the first curriculum of the Licenciatura en Idioma Inglés at the Western Multidisciplinary Campus was

applied in 1971. However, this curriculum had some gaps, and since assessment is a very important aspect of a curriculum design, it was necessary to redesign it in the year 1996. This new curriculum was applied in 1998 being organized in the following way:

1998 ENGLISH CURRICULUM

Term	Subjects
First Semester	<ul style="list-style-type: none"> - Intensive Basic English - Research Methods (Spanish) - Oral and Written Expression in Spanish
Second Semester	<ul style="list-style-type: none"> - Intensive Intermediate English I - History of El Salvador and Central America - Oral and Written expression in Spanish II - General Psychology
Third Semester	<ul style="list-style-type: none"> - Intensive Intermediate English II - Mathematics - General Pedagogy
Fourth Semester	<ul style="list-style-type: none"> - Intensive Advanced English I - Statistics Applied to Education - English Grammar I - Didactics of the English Language I

Term	Subjects
Fifth Semester	<ul style="list-style-type: none"> - Intensive Advanced English II - English Grammar II - Didactics of the English Language I
Sixth Semester	<ul style="list-style-type: none"> - Reading and Writing in English - Linguistics I - Literature - Didactics of the English Language III
Seventh Semester	<ul style="list-style-type: none"> - Advanced English Writing - Linguistics II - Literature II - Didactics of the English Language IV
Eight Semester	<ul style="list-style-type: none"> - Optional Subject I - Linguistics III - English for Specific Purpose - Educational Administration in Spanish
Ninth Semester	<ul style="list-style-type: none"> - Optional Subject II - Seminar I - Teaching Practice I
Tenth Semester	<ul style="list-style-type: none"> - Optional Subject III - Seminar II - Teaching Practice II

These subjects are divided into three major areas with their subdivisions.

Areas	Subdivision	Subjects
1.Mechanization Area	a. Development of the linguistics skills	<ul style="list-style-type: none"> ➤ Intensive Basic English ➤ Intensive English I Intermediate ➤ Intensive English II Intermediate ➤ Intensive Advanced English I and II ➤ English Grammar I and II ➤ Reading and Writing in English ➤ Advanced Writing in English ➤ Literature I and II ➤ Second Foreign Language I ➤ Second Foreign Language II ➤ Second Foreign Language II
	b. Linguistics Area	<ul style="list-style-type: none"> ➤ Oral and Written Expression in Spanish I and II ➤ Linguistics I, II, and III ➤ Translation I, II, and III
2.Research Area	a. Research Area	<ul style="list-style-type: none"> ➤ Research Techniques ➤ Linguistics II and III ➤ Seminar I and II
	b. General Formation Area	<ul style="list-style-type: none"> ➤ General Psychology ➤ History of El Salvador ➤ Mathematics ➤ Statistics applied to Education

Areas	Subdivision	Subjects
3.Methodological Area	a. Theoretical and Methodological Area	<ul style="list-style-type: none"> ➤ General Pedagogy ➤ Didactics of the English Language I, II, III, and IV ➤ Educational Administration in Spanish ➤ English for Specific Purposes
	b. Practical Methodological Area	<ul style="list-style-type: none"> ➤ Teaching Practice I and II

Designing a curriculum is not a simple matter, and there is no single “best” answer either in the form of the curriculum or in the methodology adopted for its design. After two promotions of undergraduate students of the 1998 Curriculum of the Licenciatura en Idioma Inglés-Opción Enseñanza, the curriculum designers of the Foreign Language Department at the Main Campus considered having other changes that meet students’ needs better.

The curriculum of the Licenciatura en Idioma Inglés-Opción Enseñanza intends students to have integral education training. A curriculum is an interacting system made up of aims and objectives, (Gold et al., 1990). The new curriculum is aimed at training future professionals in teaching methodologies of a foreign language, social sciences, and specifically the language as a human communication means. Students are expected to receive a scientific training in their own field and acquire the capacity to analyze and interpret the Salvadorian reality to create educative proposals to contribute to the development of society. Consequently, the curriculum was redesigned in the following form

2002 ENGLISH CURRICULUM

TERM	SUBJECT
First semester	<ul style="list-style-type: none"> - Intensive Basic English - Psycho pedagogy - Spanish Grammar - Visual Expression
Second semester	<ul style="list-style-type: none"> - Intensive Intermediate English I - Optional Subject I - Spanish Composition - History of El Salvador and Central America
Third semester	<ul style="list-style-type: none"> - Intensive Intermediate English II - English Grammar I - English Pronunciation - General Didactics (MINED)
Fourth semester	<ul style="list-style-type: none"> - Intensive Advanced English I - English Grammar II - English Composition I - Didactics of the English Language I
Fifth semester	<ul style="list-style-type: none"> - Intensive Advanced English II - Introduction to Linguistics - English Composition II - Didactics of the English Language II
Sixth semester	<ul style="list-style-type: none"> - Reading and Conversation in English I - English Phonology and Morphology - Literature I - Didactics of the English Language III
Seventh semester	<ul style="list-style-type: none"> - Reading and Conversation in English II - Syntax - Literature II

TERM	SUBJECT
	- Teaching Practice I
Eight semester	- Research Methods in English - Statistics applied to Education - Advanced Grammar - Teaching Practice I
Ninth semester	- French I - Seminar I
Tenth semester	- French II - Seminar II

As previously mentioned, some of the characteristics of a well-designed curriculum are integrity, validity, and flexibility. In fact, after having seen the changes made to the 1998 Curriculum and applied on the 2002 Curriculum, it is important to analyze the major changes and characteristics in this new curriculum. One of the major changes adopted in this new curriculum was that subjects like General Didactics (MINED), Visual Expression, Reading and Conversation in English I & II, Phonology and Morphology, Research Methods in English, and Advanced Grammar were added. Nonetheless, other subjects like English for Specific Purposes (ESP), Mathematics, and Research Methodologies in Spanish, Didactics of the English Language IV, and French III were eliminated. Another important change was the replacement of some subjects such as English Grammar I, English Pronunciation, English Composition I, and Introduction to Linguistics. So, all these changes are going to be analyzed separately.

Being a curriculum the result of a planning process to be carried out in a concrete system of the teaching learning process, it is extremely important to design a curriculum that fulfill students' needs. One important characteristic of a

well-designed curriculum is its effective organization. This means that subjects must be placed in the proper position so that they accomplish the desired results on students. Based on all the written information about what a well-designed curriculum must contain, the 2002 Curriculum does not meet such requirements as some subjects are misplaced because some of them should be taken consecutively, and some others are placed in terms in which students are not ready to do well in those subjects.

As previously stated, another principle of a curriculum is integrity. That is to say that students should be trained in different fields. For instance, series of intellectual competencies such as computing literacy should be part of a curriculum design. However, the 2002 Curriculum does not include any subject related to computing. Also, a curriculum should make emphasis on the practice of some moral values such as peace, democracy, justice, and honesty. Yet the 2002 Curriculum does not provide students with any course to develop themselves as professionals with moral values in a broken world.

Besides, a curriculum should consider the reality of a country when it is to be redesigned. In other words, a curriculum should not rely on ideas of people from other countries. Contrary, based on some information gathered from curriculum designers at the Main Campus some changes adopted in the 2002 Curriculum were based on ideas brought from a person who traveled from the United States. Moreover, assessment is a very important part of a curriculum design. Nonetheless, in the 2002 Curriculum there is not any committee in charge of assessing the development of the current curriculum.

After having administered some questionnaires to both the Heads of the Language Departments and the third and fifth semesters students of the Licenciatura en Idioma Inglés-Opción Enseñanza at the Western Multidisciplinary Campus, the researchers found out that the students had some difficulties to do well in complex shifted subjects such as English Grammar I, English Pronunciation, Introduction to Linguistics, and Composition I. Thus, it is really important to find out the most appropriate place for the previous subjects

taking into consideration students' needs and their level of English so that students do better in those subjects.

CHAPTER III

METHODOLOGICAL RESEARCH DESIGN

METHODOLOGY

Basically, in every research study it is necessary to establish a specific method that serves as a foundation to develop logical procedures in order to think, abstract, analyze, and create new theories within a context. This research study was carried out by using the qualitative descriptive research method. It is descriptive since it described and analyzed the 2002 Curriculum of the Licenciatura en Idioma Inglés-Opción Enseñanza at the Western Multidisciplinary Campus. The participants were all students that took English Grammar I, English Pronunciation, and Introduction to Linguistics in the first semester of the year 2006 and students who took English Composition I and Didactics of the English Language I in the second semester at the Western Multidisciplinary Campus and the professors of the subjects mentioned above. To gather information about the effects of the changes adopted in the 2002 Curriculum, the researchers went to the classrooms and administer one questionnaire to students who took English Grammar I and English Pronunciation. Second, a questionnaire administered to students who attended Introduction to Linguistics. Third, investigators applied an observation checklist to English Composition I and Didactics of the English Language I classes. Fourth, the researchers asked for students' record of grades of the subjects English Grammar I, English Pronunciation, Introduction to Linguistics, English Composition I, and Didactics of the English Language I. Fifth, researchers went to the Language Department at the Western Multidisciplinary Campus to interview teachers in charge of the target subjects. Finally, the investigators interviewed the Coordinator of the Licenciatura en Idioma Inglés-Opción Enseñanza at the Main Campus.

Instruments

Questionnaires

A questionnaire was administered to students who took English Grammar I, and English Pronunciation. And a second questionnaire was applied to Introduction to Linguistics students at the Western Multidisciplinary Campus. All these questionnaires provided information about students' own experience when taking these subjects. The first two questionnaires administered on the second week of September in the year 2006.

Observation Checklist

The researchers observed ten hours of Didactics of the English Language and ten hours of English Composition I classes at the Western Multidisciplinary Campus in the third and last week of September in the year 2006. Besides, the researchers gathered information about students' performance to analyze their level of English and its effect in the classes.

Semi-structured Interview

The investigators interviewed teachers of English Grammar I, English Pronunciation, Introduction to Linguistics, English Composition I, and Didactics of the English Language I at the Western Multidisciplinary Campus of the University of El Salvador in the second week of September in the year 2006. The data helped researchers to find out the advantages and disadvantages of having these subjects in the level they appear in the 2002 Curriculum of the Licenciatura en Idioma Inglés-Opción Enseñanza at the Western Multidisciplinary Campus.

Structured Interview

The researchers interviewed the Coordinator of the Licenciatura en Idioma Inglés-Opción Enseñanza at the Main Campus in the last week of September in the year 2006. The information gathered helped researchers to

find out the reasons of the changes implemented in the 2002 Curriculum of the Licenciatura en Idioma Inglés-Opción Enseñanza at the Western Multidisciplinary Campus.

Analysis of Students' Grades

Researchers asked for grades of English Grammar I, English Pronunciation, and Introduction to Linguistics, English Composition I, and Didactics of the English Language I to analyze students' progress in each of the subjects mentioned above.

CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

The researchers carried out an analysis throughout some questionnaires submitted to English Grammar I, English Pronunciation, and Introduction to Linguistics students. All these questionnaires provided information about students' own experience when taking these subjects. Also, the investigators interviewed teachers of English Grammar I, English Pronunciation, Introduction to Linguistics, English Composition I, and Didactics of the English Language I at the Western Multidisciplinary Campus. The data collected helped researchers to find out about the advantages and disadvantages of having these subjects in the level they appear in the 2002 Curriculum of the Licenciatura en Idioma Inglés-Opción Enseñanza at the Western Multidisciplinary Campus. Besides, the researchers interviewed the Coordinator of the Licenciatura en Idioma Inglés-Opción Enseñanza at the Main Campus to find out the reasons of the different changes adopted in the 2002 Curriculum. At the same time, the investigators observed ten hours of Didactics of the English Language I and English Composition I classes at the Western Multidisciplinary Campus to gather information about students' performance to analyze their level of English and its effect in the classes. Finally, researchers requested for grades of English Grammar I, English Pronunciation, Introduction to Linguistics, English Composition I, and Didactics of the English Language I to analyze students' progress in each of the subjects mentioned above. Thus, the researchers collected adequate data to answer the research questions stated.

I. METHOD

Through questionnaires, semi-structured interview, direct observation of English Didactics and Composition I classes, and students' grades, the executors used the qualitative descriptive research method to analyze the

effects of the changes adopted in the 2002 Curriculum of the Licenciatura en Idioma Inglés at the Western Multidisciplinary Campus.

A. SUBJECTS

The sample selected in this research study was made up of sixteen English Grammar I students, ten English Pronunciation students, and twelve Introduction to Linguistics students. Besides, all students of Didactics of the English Language I and English Composition I were observed during ten hours in each subject. Furthermore, professors in charge of teaching the target subjects and the Coordinator of the Licenciatura en Inglés-Opción Enseñanza at the Main Campus were interviewed.

II. MATERIALS

To carry out this investigation, the researchers used the following instruments: a questionnaire administered to forty English students, a semi-structured interview applied to five EFL teachers, and a semi-structured interview administered to the Coordinator of the Licenciatura en Idioma Inglés-Opción Enseñanza at the Main Campus. Finally, an observation checklist was applied to Didactics of the English Language I and English Composition I students.

First, the semi-structured interview administered to English Grammar I, English Composition I, and Introduction to Linguistics students, was made up of seven questions. Second, the semi-structured interview administered to the target subjects teachers consisted of six questions. Third, the semi-structured interview administered to the Coordinator of the Licenciatura en Idioma Inglés-Opción Enseñanza at the Main Campus consisted of seven questions. Finally, an observation checklist to Didactics of the English Language I and English Composition I students was made up of nine criteria.

III. PROCEDURE

To find out the effects of the changes adopted in the 2002 curriculum of the Licenciatura en Idioma Inglés, first, the researchers administered a semi-

structured interview to ten English Pronunciation students, to sixteen English Grammar students, and twelve Introduction to Linguistics students at the Western Multidisciplinary Campus from September eleventh up to September thirtieth . Second, the investigators went to Western Multidisciplinary Campus of the University El Salvador, looked for students, and administered the instruments. Third, researchers administered an interview to five EFL teachers from September fifteenth up to September twenty-third. Researchers went to the Language Department at the Western Multidisciplinary Campus and asked teachers for an appointment to have the interview. Fourth, the investigators administered an observation checklist from September eleventh up to September twenty-ninth. They went to the classrooms, asked teachers for permission, and observed ten hours of Didactics of the English Language and English Composition I classes. Finally, executors administered an interview to the Coordinator of the Licenciatura en Idioma Inglés-Opción Enseñanza at the Main Campus on October twelfth of the year two thousand six.

IV. RESULTS

INTERVIEW ADMINISTERED TO THE INTRODUCTION TO LINGUISTICS TEACHER

When the teacher was asked about the shifting of the subject Introduction to Linguistics to the third semester, he said that students had forgotten almost everything they had studied in English Pronunciation. Besides, he pointed out that Introduction to Linguistics deals with the contents studied in English Pronunciation; as a result, he had to go over the contents so that students were able to understand what he was to teach in Introduction to Linguistics. According to the teacher, it was not a good idea to leave a term between English Pronunciation and Introduction to Linguistics, so it would be better if one subject goes after the other. The teacher said that when he taught the subject, he did not observe so much interest in students, probably because of the nature of the subject or the methodology. Furthermore, he stated students did not like to read

too much as they are not accustomed, and the subject demands students to read a lot. The teacher also mentioned that the English level of students in the 1998 Curriculum was better than the students who are studying with the 2002 Curriculum. He said that the problem was that students had not taken Advanced English and other subjects that are important for them to develop their skills; consequently, they had a lot problems understanding the materials because of the complexity of the structures. Finally, when the teacher was asked if he could decide the semester in which Introduction to Linguistics should be taught, he suggested that he would like to have it in the way it was before. He also said it would be better to maintain the sequence of teaching Introduction to Linguistics right after taking English Pronunciation and probably after students have taken Advanced English II.

The following matrix presents the information obtained from the interview administered to the Introduction to Linguistics teacher.

INTRODUCTION TO LINGUISTICS TEACHER	ANSWERS	KEY WORDS	CODE
1-What is your opinion about shifting the subject Introduction to Linguistics to the fourth semester when it used to be in the sixth one?	He said that it is not a good idea to leave a term as students had forgotten almost everything.	Forgotten Information	FI
2- What are the major problems you have identified when teaching this subject?	Students do not like to read too much.	No Reading	NR
3- What are the difficulties students had when they attended this subject?	Teacher said that students have problems to understand the material.	Problems to Understand Materials	PTUM

4. If you could decide the semester in which Introduction to Linguistics should be taught, what would you suggest?	It would be good to take Introduction to Linguistics in the sixth semester when students have already taken all English courses.	Sixth Semester	SS
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INTERVIEW ADMINISTERED TO THE ENGLISH COMPOSITION I TEACHER

When the teacher was asked about the shifting of the subject English Composition I to the fourth semester, he said that it was a problem because of the English level of students. One of the problems he identified was that he had to adequate the level of difficulty of the contents for the students because their English level is low. He said that it is not suitable to take English Composition I before students have taken English Grammar II because they must master the grammatical rules of the language. Students must apply these rules in order to write correctly. Besides, he said that students show a low level of understanding of the materials given in class. Finally, he suggested that English Composition I should be in the sixth semester as it was before when students had already taken grammar.

The following matrix presents the information obtained from the interview administered to the English Composition teacher.

ENGLISH COMPOSITION I TEACHER	ANSWERS	KEY WORDS	CODE
1- What is your opinion about the shifting of the subject English Composition I to the fifth semester?	It is a problem because of students' level of English.	Students Level of English	SLE

2- What are the major problems you have identified when teaching this subject?	He said that it is a problem because he has to adequate the contents.	Adequate Contents	A C
3- What are the difficulties students had when they attended this subject?	Teacher said that students show a low level of understanding of the material.	Low Level of Understanding of the Material	LLUM
4- What do you think about taking English Composition I before students have taken English Grammar I?	He said that it is not adequate as students do not master some grammar rules.	No Mastering some Grammar Rules	NMGR

INTERVIEW ADMINISTERED TO THE ENGLISH GRAMMAR I TEACHER

According to the English Grammar teacher, it was a bad idea to shift English Grammar I to the third semester when it used to be in the fourth one. He said that students are not well-prepared as they have not taught some structures used in English Grammar classes. Also, he pointed out that the major problem he identified was that students did not write down everything while he was dictating because they had not developed the four English macro skills appropriately to be in that level, and he decided to give students handouts. Moreover, he stated that students' level of English was very poor. Consequently, they did not understand the handouts. Finally, he said that English Grammar I should be taught in the fourth semester because at that level they have already taken Intermediate English II and one level can make the difference.

The following matrix presents the information obtained from the interview

administered to the English Grammar I teacher.

ENGLISH GRAMMAR I TEACHER	ANSWERS	KEY WORDS	CODE
1. What is your opinion about shifting the subject English Grammar I to the third semester when it used to be in the fourth one?	It was not a good idea.	Not Good Idea	NGI
2. What are the major problems you have identified when teaching this subject?	He said that students have not developed their English skills appropriately.	No Developed English Skills	NDES
3- What are the difficulties students had when they attended this subject?	Students have problems to write everything he dictates them.	Problems in Dictations	PID
4. What is your opinion about the English level of students to attend this subject in the third semester?	Teacher said that students' level of English is poor.	Poor English Level	PEL
5. How does the English Level of Students affect them when they read hand outs related to the subject?	Teacher pointed out that students do not understand handouts.	Lack of Understanding	NU
6. If you could decide the semester in which English Grammar I should be taught, what would you suggest?	Teacher suggested that it should be taught in the fourth semester when students have already coursed Intermediate English I	Subject Placement	SP

INTERVIEW ADMINISTERED TO THE PROFESSOR IN CHARGE OF DIDACTICS OF THE ENGLISH LANGUAGE I

The Didactics of the English Language I teacher said that it was very difficult to teach Didactics I when students are in the fourth semester because they have not developed the four macro skills yet. As a result, he said, students face many difficulties to do well in the subject. Moreover, he said he had to deal with a group of about forty students. He also added that this large group is the result of not having any prerequisite to attend Didactics of the English Language I. So he argued that even though he explained to students who did not pass Intermediate English II that it was not advisable for them to take Didactics of the English Language I because they did not have the necessary skills to be there, many students took it. For instance, he stated that to work this problem out, he had planned to send a letter to the Registrar's Office so that students are not allowed to take Didactics of the English Language I when they have not passed Intermediate English I.

Moreover, he said that students' major problem is basically that they could not express their ideas accurately. Actually, he pointed out that it is very annoying for him when students ask him a question related to something he has already explained in class. Furthermore, he said that students are not mature because they still do not know what being a university student means. He said that he expects students not to speak perfectly but to have a good command of different tenses, vocabulary, verb subject, and so forth.

Besides, the teacher said that the material he gave students was for fully bilingual people. However, students complain because there were many unknown words, and he said he just tells them to look up the words in the dictionary. The teacher pointed out that as a result, students got frustrated when reading handouts and they ended up avoiding reading. When he was asked about the level in which Didactics of the English Language I should be taught, he suggested teaching it when students are taking Advanced English II. It means when students are in their third year.

The following matrix presents the information obtained from the interview administered to the Didactics of the English Language I teacher.

DIDACTICS OF THE ENGLISH LANGUAGE I TEACHER	ANSWER	CATEGORY	CODE
1. What is your opinion about teaching Didactics of the English Language I in the fourth semester?	He said it is difficult to teach this subject as students have not developed the four English macro skills yet.	Development of the Four English Macro Skills	DFEM
2. What are the major problems you have identified when teaching this subject?	He said that one of the major problems is that he has to deal with students who did not pass intermediate English II.	Student's Low Level of English	SLL
3. What are the difficulties students have when they take this subject?	Teacher said that students had problems to express their ideas and they got frustrated when reading materials.	Students' Difficulties	SD
4. What is your opinion about the English level of students to attend this subject?	Teacher said that the level of English of students was not appropriate.	Appropriateness of Students' Level of English	ASLE
5. How does the English level of students affect them when they read handouts?	He said that students got frustrated and avoided reading the material.	Students' Reading Difficulties	SRD

6. If you could decide the semester in which Didactics of the English Language I can be taught, what would you suggest?	He said that the subject should be taught when students are attending Advance English II.	Subject Placement	SP
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INTERVIEW ADMINISTERED TO THE ENGLISH PRONUNCIATION TEACHER

The Pronunciation teacher said that she did not like the semester in which English Pronunciation has been placed now as students are not well prepared to be in that level. She mentioned that students' level of English was very low, and they did not understand most of the contents she taught. In relation to the problems she found when teaching this subject, she mentioned that students were not well prepared since pronunciation is a subject that requires reading a lot, and students had not studied the structures and vocabulary to understand the theory. She said that students read the book, but they did not understand and spent their time looking for new words. She stated that Intensive Basic English classes are very different to English Pronunciation classes, and students were not prepared to be in this level.

As a result, she said that students were always complaining about theoretical things. She said that students did not know the vocabulary, and she had to prepare very basic handouts for students to understand. She stated that she could not go deeper in classes. Furthermore, she said that students learned fifty percent or sixty percent because students did not have the structures, and they did not know many things about grammar. Finally, she said that English Pronunciation should be in the fifth semester as it used to be before.

The following matrix presents the information obtained from the interview administered to the English Pronunciation teacher.

ENGLISH PRONUNCIATION TEACHER	ANSWER	CATEGORY	CODE
1. What is your opinion about shifting the subject, English Pronunciation, to the third semester when it used to be in the sixth one?	The teacher said that she didn't like it as students are not well prepared.	Not Well Prepared	NWP
2. What are the major problems you have identified when teaching this subject?	She cannot go deeper in the subject.	Teacher's Development of the Class Limited	TDCL
3. What are the difficulties students had when they attended this subject?	Students do not understand vocabulary and structures	Unknown Vocabulary and Difficulties in Structures	UVDS
4. What is your opinion about the English level of students to attend this subject in the third semester?	Students' level of English is very low	Low Level of English	LLE
5. How does the English level of students affect them when they read handouts related to the subject?	Students do not understand the handouts and loose their time looking new words	Students Complaining and Disappointed	SCD
6. If you could decide the semester in which pronunciation can be taught, what would you suggest?	The teacher said that it should be in the fifth semester.	Subject Placement	SP

INTERVIEW ADMINISTERED TO THE COORDINATOR OF THE LICENCIATURA EN IDIOMA INGLES OPCION ENSEÑANZA AT THE MAIN CAMPUS

Licenciado Guillermo Ernesto Escobar said that there were some errors when the 2002 Curriculum was designed. He stated that English Pronunciation was placed in the third semester when students have a low level of English. That is why, he said that this subject should be placed when students have a better command of the language. Also, he considered that it was a mistake that students take English Pronunciation in the third semester as students need to have a good command of the language, for instance, vocabulary and grammar. He said that English Pronunciation is a subject that deals with theory and phonological aspects, and he considered that the contents are not suitable for students' level. Besides, he said that English Composition I and English Grammar I are placed very early in the curriculum. He considered that English Grammar I should be a reinforcement to Advanced English I. In regards to the Didactics of the English Language I placement, he stated that students' level of English affects when they read the materials and have presentations as students are not well prepared to take the subject in that level. Furthermore, he said that it was a mistake to place Introduction to Linguistics until the fifth semester. Finally, when he was asked if a diagnostic was carried out to redesign the 1998 Curriculum, he said that a superficial one was done.

The following matrix presents the information obtained from the interview administered to the Coordinator of the Licenciatura en Idioma Inglés-Opción Enseñanza at the Main Campus.

COORDINATOR OF LICENCIATURA EN IDIOMA INGLES AT THE MAIN CAMPUS	ANSWER	KEY WORDS	CODE
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1. What was the reason to shift English Grammar I to a lower Level?	He stated that there was not a specific reason because a deep diagnostic was not carried out before adopting changes in the 2002 Curriculum.	Any Reason to shift English Grammar I	AREG
2. What was the reason to shift English Pronunciation to a lower level?	He said that shifting this subject to lower English level was really a mistake.	Shifting English Pronunciation to a lower English level	SPLEL
3. What was the reason to shift English Composition I to a lower level?	He argued that this is also another mistake of the changes adopted since this is a subject that should be taught in a higher level.	English Composition I Placement	ECP
4. What is your opinion about studying Didactics of the English Language I in the 4 th Semester?	He said that students' level of English affects when they read the materials and have presentation	Proper place to Teach this Subject	PTS
5. What is your opinion about shifting the subject Introduction to Linguistics to the fifth semester and leaving a term without studying anything related to the subject since English pronunciation is attended in the third semester?	It was a mistake.	Incorrect Placement	IP
6. How would you rate the changes adopted in the 1999 Curriculum of the Licenciatura en Idioma Inglés-Opción Enseñanza?	He said some changes were done incorrectly as students face some difficulties when taking some subjects.	Incorrect Changes	ICH

INTERVIEW ADMINISTERED TO STUDENTS WHO TOOK ENGLISH GRAMMAR I

When students were asked if they had any difficulties in English Grammar I, the majority of them said that they did. In fact, most students pointed out that they have difficulties when reading and understanding both written materials and classes. In addition, students stated that they were not able to overcome such difficulties. In fact, students said they learned about fifty percent of the subject. Also, students argued that their English was not enough for them to understand classes. So, students said they would like to take this subject in an advanced semester.

The following matrix presents the information obtained from the interview administered to English Grammar I students.

ENGLISH GRAMMAR I STUDENTS	ANSWER	KEY WORDS	CODE
1. Did you have any problem to understand English Grammar I?	Twelve out of fourteen students said they had some difficulties when taking this subject	Students Difficulties	SD
2. What kind of problems did you have?	Most students said they had difficulties when reading and understanding materials, and classes.	Reading and Understanding Material	RUM
3. Did you overcome the difficulties you faced in English Grammar I?	The majority of students said that they did not overcome the difficulties they faced.	No Overcome Difficulties	NOD
4. How did you overcome the problems you had?	Some students pointed out they studied in groups.	Students' Studying Style	SSS

5. How would you rate your learning in English Grammar I?	Most students said that they learned about the fifty percent of the subject.	Students' Rate of Learning	SRL
6. Did your level of English affect your learning in English Grammar I?	Some students said that their level of English affected their learning in this subject.	Students' Level of English	SLE
7. Do you agree about taking the previous subject in a higher English level?	The majority of students said they are in agreement to attend this subject in a higher English level.	Subject Placement	SP

INTERVIEW ADMINISTERED TO STUDENTS WHO TOOK INTRODUCTION TO LINGUISTICS

Most students stated they had problems understanding Introduction to Linguistic classes. In addition, they mentioned that having a term without studying anything related to phonetics affected them. For instance, they said they had problems to remember some topics studied in English Pronunciation that were necessary to handle topics in Introduction to Linguistics. Though many students said they overcame the difficulties they faced at the beginning, they stated they learned about sixty percent of the subject. Finally, all students said they agree to take Introductions to Linguistics right after English Pronunciation.

The following matrix presents the information obtained from the interview administered to the Introduction to Linguistics students.

INTRODUCTION TO LINGUISTICS STUDENTS	ANSWER	KEY WORDS	CODE
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1. Did you have any problem to understand the topics developed in Introduction to Linguistics?	Most of the students had problems to understand Introduction to Linguistics classes	Students Difficulties	SD
2. Did having a term without studying anything related to phonetics affect when you took Introduction to Linguistics?	The majority of students had problems in learning as there was a space between English Pronunciation and Introduction to Linguistics	Learning Problems	LP
3. What kind of problems did you have in Introduction to Linguistics?	Students said that they had problems to remember the things they studied in English Pronunciation and they were overloaded with too much information.	Forgotten Topics and Too Much Information.	FTMI
4. Did you overcome the difficulties you faced in Introduction to Linguistics?	Some students stated that they overcame the difficulties they faced in the subject	Overcame the Problems	OP
5. How did you overcome the problems you had?	No answer		
6. How would you rate your learning in Introduction to Linguistics?	Most students learned the sixty percent or more of the subject.	Students' Rate of Learning	SRL
7. Do you agree about taking Introduction to Linguistics right after taking English Pronunciation?	All students said that they are in agreement about taking Introduction to Linguistics right after English Pronunciation	Subject Placement	SP

INTERVIEW ADMINISTERED TO STUDENTS WHO TOOK ENGLISH PRONUNCIATION

Most English Pronunciation students said that they really had problems understanding the topics studied in English Pronunciation. Actually, they were given too much complex information. They also stated that they were not able to overcome the difficulties they faced even though they tried by studying harder and by studying in groups. When students were asked about their rating of their learning in this subject, students stated that they learned about fifty percent or less. Hence, they considered they did not learn more because their level of English was too low for them to succeed. Finally, they were in agreement to take the subject in a higher English level.

The following matrix presents the information obtained from the interview administered to English Pronunciation students.

ENGLISH PRONUNCIATION STUDENTS	ANSWER	KEY WORDS	CODE
1. Did you have any problem to understand topics studied in English Pronunciation?	The majority of students said they really had problems understanding the topics studied in this subject.	Students Difficulties	ST
2. What kind of problems did you have in English Pronunciation?	Most students said that they were given too much information and that it was too complex for them.	Complexity of the Subject	CS
3. Did you overcome the difficulties you faced in English Pronunciation?	The majority of students stated that they were not able to overcome the difficulties they faced.	Difficulties Not Overcame	NOD

4. How did you overcome the problems you had?	Some students said they tried to overcome their difficulties by studying harder and studying in groups.	Students' Studying Style	SSS
6. Did your level of English affect your learning in English Pronunciation?	Many students pointed out that their level of English impinged upon their learning in this subject.	Students' Low Level of English	SLLE
7. Do you agree about taking the previous subject in a higher English level?	Some students said that they agree to take this subject in a higher English level.	Subject Placement	SP

DATA OF OBSERVATION CHECKLIST ADMINISTERED TO DIDACTICS OF THE ENGLISH LANGUAGE I CLASSES

The teacher generally began classes by giving some feedback from the previous class. He asked students about the previous class, stimulating students' participation. Some of the observed classes consisted of students' speeches on teaching principles. It was observed that many students had many difficulties to express their ideas in front of the class, and some of them did not do the presentations even though it was an evaluation activity. Besides, students hardly ever asked questions when attending classes. At the same time, students often complained when doing some activities especially when they had to give speeches.

Furthermore, students often asked questions about topics the teacher had already explained, showing that they did not understand the class well. Most students had problems to understand the written materials. On the other hand,

the teacher used appropriate vocabulary according to the students' level of English, but the classes were developed too fast.

The following matrix presents the information obtained from the class observation of the Didactics I students.

OBSERVATION TO DIDACTICS OF THE ENGLISH LANGUAGE I STUDENTS	OBSERVED ITEMS	CATEGORY	CODE
Students' participation	They participated only when the teacher pushed them.	Students' Participation	SP
Vocabulary difficulties shown by students when speaking	Students always had problems to express their ideas as they did not find the appropriate words.	Vocabulary Difficulties	VD
Grammatical difficulties shown by students when speaking	Most of the time, students made many grammatical mistakes when speaking.	Grammatical Difficulties	GD
Students ask whenever they have a doubt.	During the class, students hardly ever asked questions.	Students' Asking Questions	SAQ
Students' attitude when doing the activities.	Students most of the time complained when giving speeches.	Students' Complaining	SC
Students show evidence that they understand the class.	Students usually asked questions at the end of the class about topics already explained.	Students' Understanding the class	SU
Students show they understand the handouts they are to read.	Most students had problems to understand written materials.	Students' Understanding of Materials	SUM

The teacher uses appropriate vocabulary for students' level.	The teacher always used appropriate vocabulary.	Teacher's Usage of Appropriate Vocabulary	TUAV
The teacher develops the class too fast.	The teacher did develop the class rapidly.	Class Development	CD

DATA OF OBSERVATION CHECKLIST ADMINISTERED TO ENGLISH COMPOSITION I CLASSES

First of all, regarding students' participation in class, it is worth mentioning that only a few students participated actively in class. As a result, they rarely asked questions when the teacher developed the classes. Also, students had problems to jot down the information the teacher dictated to them, and sometimes they got lost with the directions. Besides, some of students had problems to understand the materials, and sometimes it was difficult for them to understand teacher's grammar points. Consequently, students showed they did not understand classes well. Furthermore, some students were speaking Spanish while the teacher was explaining to them, and they did not look interested in the classes. In fact, many students complained when they were asked to write. Concerning to the teacher, he did use appropriate vocabulary for students' level, and the pace of the class was slow.

The following matrix presents the information gathered from the observation checklist to English Composition I students.

OBSERVATION TO ENGLISH COMPOSITION I STUDENTS	OBSERVED ITEMS	KEY WORDS	CODE
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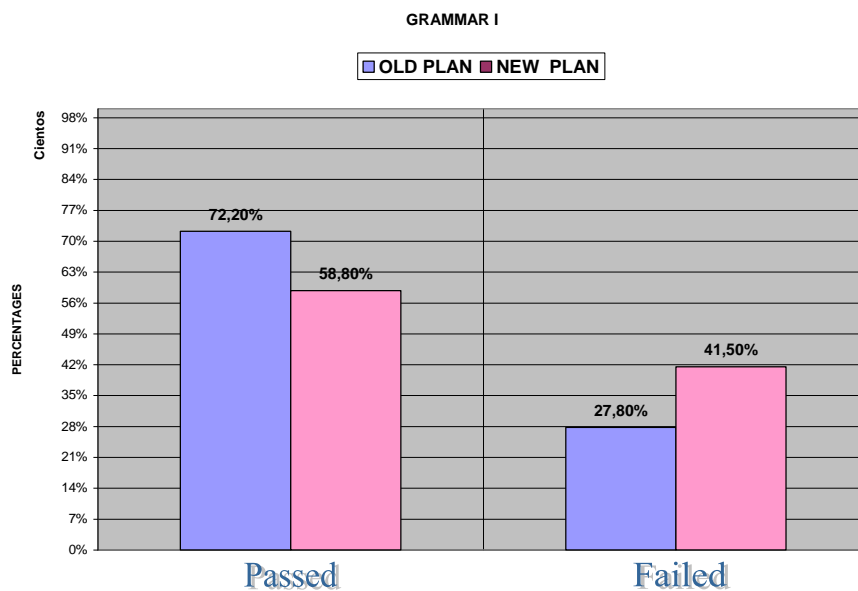
Students' participation	Only a few students participated actively in class	Students' Participation	SP
Students ask whenever they have a doubt.	Students' rarely asked questions in class	Students Asking Questions	SAQ
Students' attitude when doing the activities	Some students did complain when they were asked to write.	Students' Complaining	SC
Students show evidence that they understand the class.	Students had difficulties to understand grammar points and directions.	Students Difficulties to Understand Classes	SDUC
Students show they understand the handouts they are to read.	Students had difficulties to understand the materials given especially with vocabulary.	Students' Difficulties to Understand Given Materials	SDUGM
The teacher uses appropriate vocabulary for students' level.	The teacher did use appropriate vocabulary In classes.	Teacher's Vocabulary	TV
The teacher develops the class too fast.	The class was developed slowly.	Pace of the Class	PC

DATA GATHERED FROM STUDENTS' RECORD OF GRADES

ENGLISH GRAMMAR I

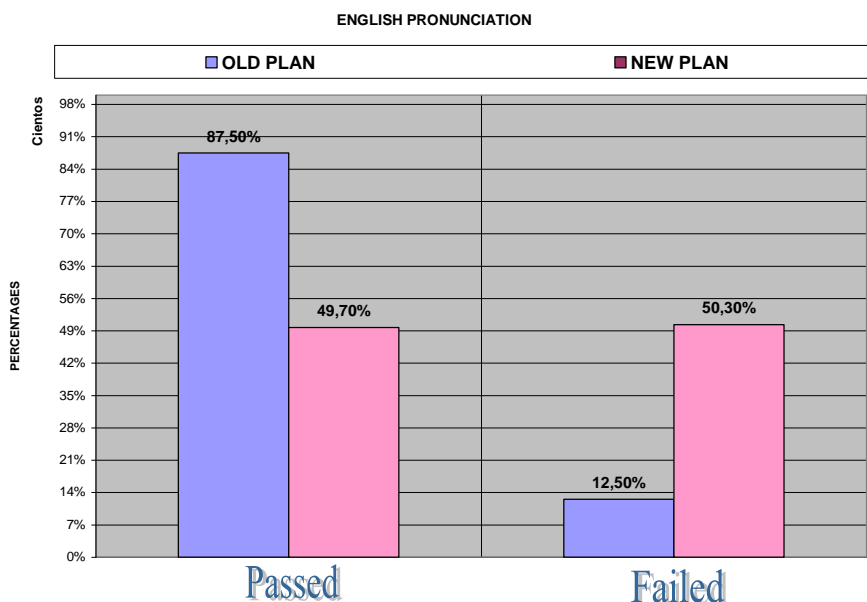
The English Grammar I course in the second semester of the year 2006 consisted of sixty-one students, but seven of them dropped out. Students' grade record showed that twenty-four out of fifty-four students failed the subject last semester, and nineteen students passed with a grade lower than seven. Also, most students who began getting bad grades did not show any progress as their grades were always low. As a result, they failed the subject. Furthermore, the

analysis of students' grades gathered during the years 2001, 2002, 2004 and 2006 showed that the average of students who failed is higher in the new plan than in the old one. See the following graphic.



ENGLISH PRONUNCIATION

One English Pronunciation course taken in the first semester of the year 2006 was made up of thirty students, yet two of them quit. After looking at students' record of grades, the researchers found out that only nine students out of twenty-eight passed the subject. The majority of students passed the subject with a grade lower than six point five. And only one student got seven point six and this was the highest grade of the course. Moreover, most students who started getting bad grades were not able to improve them. Consequently, more than fifty percent of students failed. Based on the information gathered from students' record of grades during the years 2001, 2002, 2004 and 2006, it was found out that the average of students who failed in the new plan is higher than in the old plan.

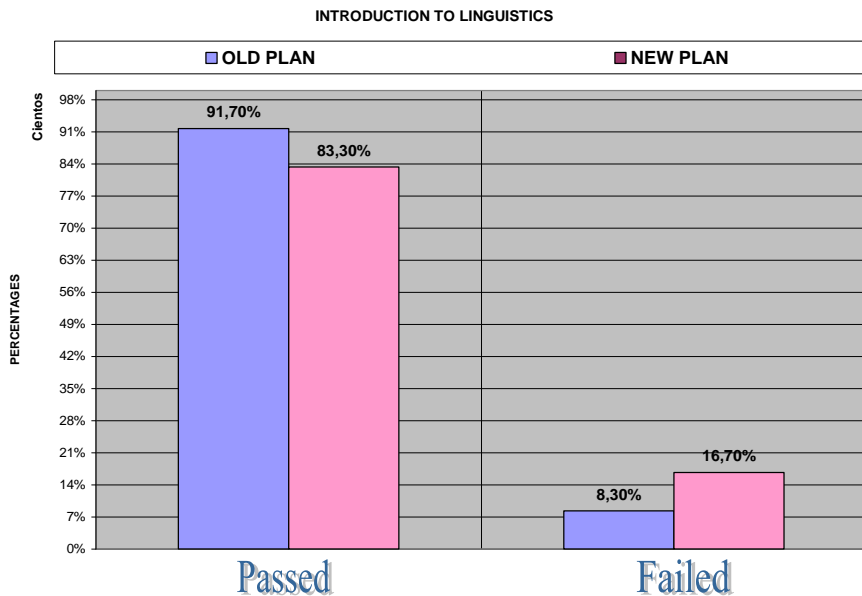


INTRODUCTION TO LINGUISTICS

The course of Introduction to Linguistics in the first semester of the year 2006 was composed of twenty-eight students. The students' record of grades showed that twenty-one out of twenty-eight students passed. The students who failed the subject did not overcome the difficulties they had at the beginning of the course as their grades show that they did not have any progress during the course.

According to the information obtained from students' record of grades in the years 2001, 2002, 2004 and 2006, it was found out that the average of students' failure is higher in the new plan than in the old one, showing a difference of eight point four percent.

The following graphic presents the results obtained from the analysis of students' grades in Introduction to Linguistics during the years mentioned above.

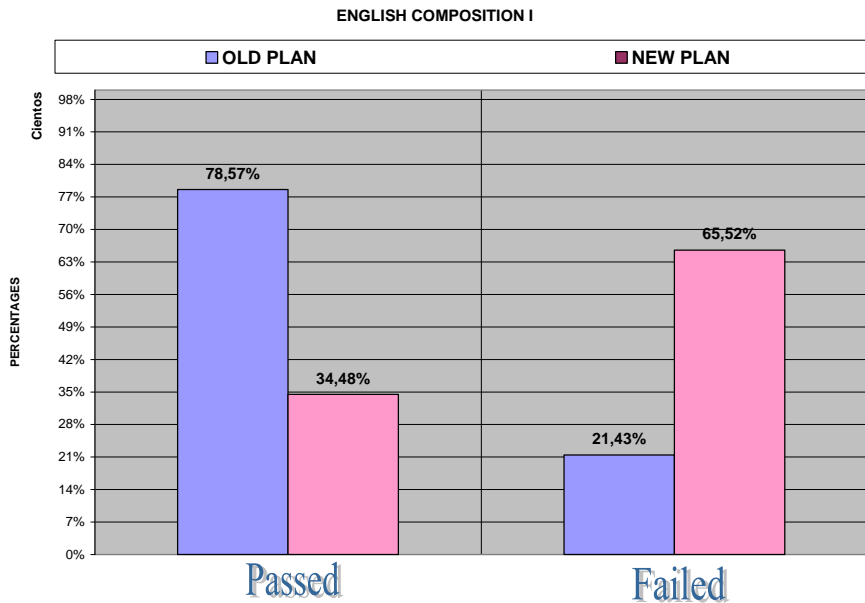


ENGLISH COMPOSITION I

The English Composition I course taken in the second semester of the year 2006 was made up of thirty-three students. After looking at students' record of grades, the researchers found out that nine students out of thirty-three failed the subject. The majority of students passed the subject with a grade lower than seven point six. And only two students passed with a grade of eight point one and eight point four.

Moreover, most students who started getting bad grades were not able to improve them. Based on the information gathered from students' record of grades during the years 2001, 2002, 2004 and 2006, it was found out that the average of students who failed in the new plan is higher than in the old plan.

The following graphic presents the results obtained from the analysis of students' grades in English Composition One Subject during the years mentioned above

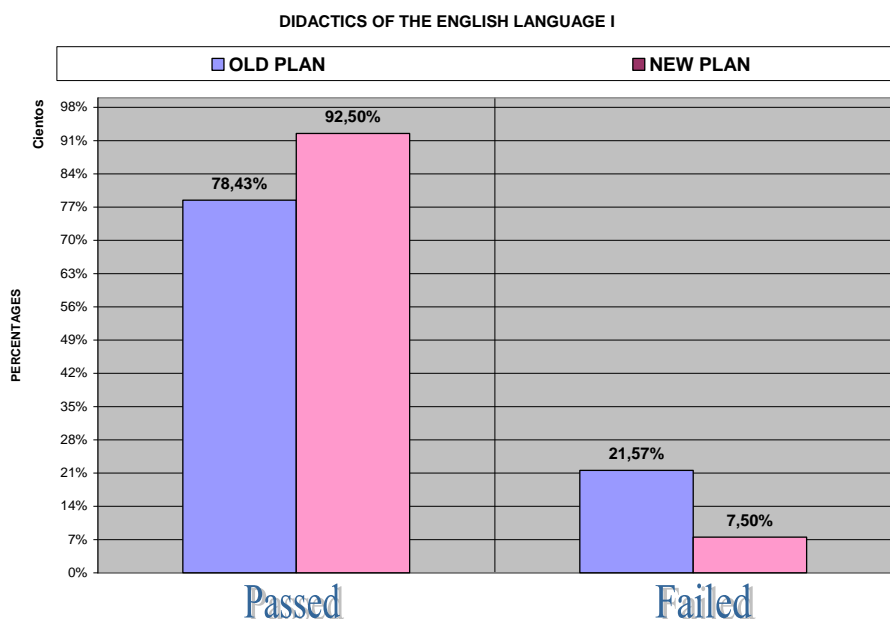


DIDACTICS OF THE ENGLISH LANGUAGE I

The Didactics of the English Language I course taught in the second semester of the year 2006 consisted of thirty-nine students, but one of them dropped out. Students' grade record showed that only three students out of thirty-nine failed the subject last semester.

Furthermore, the analysis of students' grades during the years 2001, 2002, 2004, and 2006 showed that the average of students who failed is lower in the new plan than in the old one even though both teachers and students argued they faced many difficulties in the development of the subject. For instance, some students had problems to give speeches, and to understand materials given by the teacher as such materials were for fully bilingual people. Also the teacher had difficulties to deliver classes because of students' level of English.

The following graphic presents the results obtained from the analysis of students' grades in Didactics English Language One Subjects during the years mentioned above.



INTERPRETATION OF DATA

The following analysis is based on all the information collected through five interviews administered to the teachers in charge of the subjects mentioned before, one interview applied to the Coordinator of the Licenciatura en Idioma Inglés-Opción Enseñanza at the Main Campus, one interview carried out for English Pronunciation students, one for English Grammar I students, and one for Introduction to Linguistics students, two observation checklists administered to English Composition I and Didactics of the English Language I classes at the Western Multidisciplinary Campus, and students' record of grades in the subjects English Grammar I, English Pronunciation, and Introduction to Linguistics taking into consideration two years of the old plan and two years of the new one.

All the information will be analyzed regarding the five target subjects: English Grammar I, English Pronunciation, Introduction to Linguistics, Didactics of the English Language, and English Composition I.

Regarding English Grammar I on the 1998 Curriculum, it was taken in the fourth semester, According to the Coordinator of the Licenciatura en Idioma Inglés-Opción Enseñanza at the Main Campus, this subject was in such a level with the objective of making students study deeply the grammar structures practiced through the first three English levels. Furthermore, this subject was a support to Advanced English I. On the other hand, in the 2002 Curriculum, the designers did not present any justification for English Grammar I to be placed in the third semester when student's level of English is not enough to acquire the basics of this subject. Besides, the English Grammar I teacher said it was not appropriate to shift the subject as most students are not well prepared and do not master the grammar rules. In fact, most students stated that they had difficulties to understand both classes and given materials. As a result, it is difficult for them to get the information since comprehension is the understanding of the meaning of the written material, and it covers the conscious strategies that lead to understanding. Based on all the data collected, it was found out that most students are really affected when they attend this subject in the third semester. For instance, almost half of the group failed the subject, and the students who passed did it with a grade lower than seven. This means that students' achievement of the subject is low. After analyzing students' record of grades, researchers found out that students' failure in the new plan is higher than in the old one. This means that students are likely to fail in the new plan because they are not ready to take this subject in such a level.

Concerning English Pronunciation, it was found out that shifting the subject to the third semester when it used to be in the sixth one really affected students as their level of English is not enough for them to do well in the subject. According to the English Pronunciation teacher, students had problems to understand classes and materials because most of them spent their time looking for new words. As a result, students always complained when studying theory as it was too much information for them to study. A point to keep in mind when looking for appropriate reading is that the material should not go beyond the

student's level of knowledge in the content area. Besides, the Coordinator of the Licenciatura en Idioma Inglés-Opción Enseñanza at the Main Campus stated that the topics developed in English Pronunciation are not suitable for students' English level.

As English Pronunciation is a subject to study theory and phonological aspects, it is very important that students have a wide knowledge of the English Language. Furthermore, teaching phonetics components is not the same as teaching language since the teaching of phonetic components may enhance and extend the students' awareness and understanding of a particular language. This means that it is not appropriate to teach English Pronunciation when students are acquiring the four English macro skills. Moreover, the data gathered showed that the majority of students failed the subject. In addition, the ones who passed the subject did it with a grade lower than six point five. This means that students are not ready to take this subject as the results are not so good. Finally, the analysis of students' record of grades showed that fifty point three percent of students failed the subject in the new plan. On the other hand, in the old plan only twelve point five percent of students failed the subject. In other words, the subject placement is not the adequate for students to succeed.

On the 1998 Curriculum, the subject, Reading and Writing in English, equivalent to Composition I was taken in the sixth semester. On the contrary to the 2002 Curriculum, Composition I is taken in the fourth semester. According to what curriculum designers said, the main objective of Composition I is to make students develop their writing skills. However, since grammar certainly has an appropriate if not essential place in the writing process, students should have a deep knowledge of grammar. According to the information gathered, some of the barriers students faced when taking Composition I is that they did not know some grammar structures, for they have taken only one Grammar course, so students need to study all English and Grammar courses before taking English Composition. Also, students faced difficulties to understand classes as their level of English is low. As a result, the teacher has to adequate the class.

Moreover, student's record of grades showed that students are more likely to fail the subject in the new plan than in the old one as the average of students who failed in the new plan is sixty-five point fifty-two percent meanwhile in the old plan it is only twenty-one point forty-eight percent. Writing is a comprehensive ability involving grammar, vocabulary, conception, and other elements; it has everything to do with listening, speaking, reading, and writing.

In relation to Introduction to Linguistics, the teacher said it was not suitable to shift this subject to the fifth semester and to leave a term without studying anything related to phonological aspects. This is so because English Pronunciation is taken in the third semester. As a result, students forget many important aspects about phonetics. Most students pointed out that they faced difficulties to understand materials because they had to deal with concepts that they learned in English Pronunciation, but they had forgotten. Regarding students' record of grades, it showed that having a term without studying anything related to phonetics did not affect so much students' learning in Introduction to Linguistics since most students passed the subject. However, the average of students who failed in the new curriculum is a little bit higher than in the old one.

Didactics of the English Language I is a special case because this subject appears in the fourth semester in both curricula. According to the interview administered to the Didactics teacher, students have to analyze and discuss material for fully bilingual people. Besides, students study this subject when they are still developing their English macro skills. As a result, students have problems to express their ideas. It was found out that students have difficulties to understand given materials as they spend their time looking for new words ending up frustrated. So, as a student who reads word by word may end up failing to understand the meaning of a sentence in which the words occur, a student may read sentence by sentence and fail to grasp the meaning of a paragraph as he does not sense the relationship between sentences. Besides, the teacher stated that it is difficult for him to teach the subject because of the

amount of students, and there is not any prerequisite to take this subject. Consequently, many students who flunked Intermediate English I can take the subject. Nonetheless, student's record of grades showed that most students passed the subject in the new plan.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

After carrying out the analysis and interpretation of the collected data, the investigators concluded the following:

1. The 2002 Curriculum of the Licenciatura en Idioma Inglés-Opción Enseñanza is not well designed for students because the placement of the target subjects studied in this research study is not appropriate.
2. One of the effects on students' learning in the target subject is that students' level of English is not adequate for them to succeed.
3. As students have not developed the four English macro skills before taking the target subjects, they have difficulties to understand materials and classes.
4. Student's level of English influences negatively on their learning in the target subjects.
5. Students' are more likely to fail the target subjects in the 2002 Curriculum.
6. It is important that related subjects are placed one right after the other one so that students do not loose track.
7. Some students face difficulties when taking Didactics of the English Language as some of them have not passed Intermediate English I
8. One of the main factors that impinges upon students' learning when they take Didactics of the English Language I is that there is not any

prerequisite, leading to two major difficulties: a large number of students and teachers and students difficulties in the development of the classes because of the students' low level of English.

RECOMMENDATIONS

Based on the results obtained through the analysis and interpretation of data, the researchers recommend that:

1. A deep diagnosis should be carried out before making curriculum changes.
2. A curriculum should be designed based on the following principles: integrity, validity, meaningfulness, flexibility, and diversity.
3. The target subject should be placed in a higher English level so that students have more probabilities to succeed.
4. English Pronunciation and Introduction to Linguistics should be taught one right after the other one.
5. Students who have not passed Intermediate English II should not be allowed to take Didactics of the English Language I if it remains in the same semester. On the contrary it should be placed when students are taking Advanced English II.
6. Future researchers should make an analysis of the complete 2002 Curriculum so that a new one can be created.
7. Future researchers should work on a proposal of a new curriculum.

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APPENDICES

APPENDIX A

UNIVERSITY OF EL SALVADOR

WESTERN MULTIDISCIPLINARY CAMPUS

FOREIGN LANGUAGE DEPARTMENT

INTERVIEW TO BE ADMINISTERED TO THE HEAD OF THE LANGUAGE DEPARTMENT AT THE WESTERN MULTIDISCIPLINARY CAMPUS

OBJECTIVE: To collect important information to diagnose the assets and liabilities of the 2002 Curriculum of the Licenciatura en Idioma Inglés-Opción Enseñanza

1- What is your opinion about the 2002 Curriculum of the Licenciatura en Idioma Inglés-Opción Enseñanza?

2- What are the major strengths of the 2002 Curriculum you have identified?

3. What are the major weaknesses of the 2002 Curriculum you have identified?

4. How did the teachers react toward the implementation of the 2002 Curriculum of the Licenciatura en Idioma Inglés-Opción Enseñanza?

5. What impact has the 2002 Curriculum had on students' language proficiency?

APPENDIX B

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGE DEPARTMENT

INTERVIEW TO BE ADMINISTERED TO THE HEAD OF THE LANGUAGE
DEPARTMENT AT THE MAIN CAMPUS

OBJECTIVE: To collect important information to diagnose the assets and liabilities of the 2002 Curriculum of the Licenciatura en Idioma Inglés-Opción Enseñanza

1. What is your opinion about the 2002 Curriculum of the Licenciatura en Idioma Inglés-Opción Enseñanza?

2. What are the major strengths of the 2002 Curriculum you have identified?

3. What are the major weaknesses of the 2002 Curriculum you have identified?

4. How did the teachers react toward the implementation of the 2002 Curriculum of the Licenciatura en Idioma Inglés-Opción Enseñanza?

5. What impact has the 2002 Curriculum had on students` language proficiency?

APPENDIX C

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGE DEPARTMENT

QUESTIONNAIRE TO BE ADMINISTERED TO THIRD SEMESTER
STUDENTS OF THE LICENCIATURA EN IDIOMA INGLES OPCION
ENSEÑANZA

OBJECTIVE: To collect important information to diagnose the assets and liabilities of the 2002 Curriculum of the Licenciatura en Idioma Inglés-Opción Enseñanza

DIRECTIONS: Answer the following questions matching your response with an "X"

1- Do you have any problem to understand English Grammar I?

Yes_____

No_____

2- What of problems do you have in English Grammar I?

Vocabulary_____

Structure_____

Complexity of the lesson_____

Too much information_____

3- Do you think your level of English is good enough to understand English Grammar I classes?

Yes_____

No_____

4- Do you have any problem to understand English Pronunciation?

Yes_____

No_____

5- What kind of problems do you have in English Pronunciation?

Vocabulary_____

Structure_____

Complexity of the lesson_____

Too much information_____

6- Do you think your level of English is good enough to understand English

Pronunciation classes?

Yes_____

No_____

7- Do you agree about taking the previous subjects in a higher English level?

Completely Agree _____

Agree _____

Disagree _____

Completely Disagree _____

COMMENTS: _____

APPENDIX D

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGE DEPARTMENT

QUESTIONNAIRE TO BE ADMINISTERED TO FIFTH SEMESTER STUDENTS
OF THE LICENCIATURA EN IDIOMA INGLES OPCION ENSEÑANZA

OBJECTIVE: To collect important information to diagnose the assets and liabilities of the 2002 Curriculum of the Licenciatura en Idioma Inglés-Opción Enseñanza

DIRECTIONS: Answer the following questions matching your response with an "X"

1. Did you have any problem to understand English Grammar I?

Yes_____

No_____

2. What of problems do you have in English Grammar I?

Vocabulary_____

Structure_____

Complexity of the lesson_____

Too much information_____

3. Did you think your level of English is good enough to understand English Grammar I classes?

Yes_____

No_____

4. Did you have any problem to understand English Pronunciation?

Yes_____

No_____

5. What kind of problems did you have in English Pronunciation?

Vocabulary_____

Structure_____

Complexity of the lesson_____

Too much information_____

6. Did you think your level of English is good enough to understand English Pronunciation classes?

Yes_____

No_____

7. Did you agree about taking the previous subjects in a higher English level?

Completely Agree _____

Agree _____

Disagree _____

Completely Disagree _____

COMMENTS: _____

APPENDIX E

UNIVERSITY OF EL SALVADOR

WESTERN MULTIDISCIPLINARY CAMPUS

FOREIGN LANGUAGE DEPARTMENT

QUESTIONNAIRE TO BE ADMINISTERED TO FIFTH SEMESTER STUDENTS
OF THE LICENCIATURA EN IDIOMA ENGLÉS OPCIÓN: ENSEÑANZA AT
THE WESTERN MULTIDISCIPLINARY CAMPUS

OBJECTIVE: To collect important information to diagnose assets and liabilities of the 2002 Curriculum of the Licenciatura en Idioma Inglés-Opción Enseñanza

DIRECTIONS: Answer the following questions matching your response with an “x” and provide more information when required.

1. Did you have any problem to understand the topics developed in Introduction to Linguistics?

Yes _____

No _____

2. Did having a term without studying anything related to phonetics affect when you took Introduction to Linguistics?

Yes _____

No _____

Why? _____

3. What kind of problems did you have in Introduction to Linguistics?

Vocabulary _____

Structure _____

Complexity of the lesson _____

Too much information _____

Why? _____

4. Did you overcome the difficulties you faced in Introduction to Linguistics?

Yes _____

No _____

5. How did you overcome the problems you had?

Studying in groups _____

Studying every day _____

Studying alone _____

Studying every other day _____

Others _____

APPENDIX F

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGE DEPARTMENT

INTERVIEW TO BE ADMINISTERED TO THE ENGLISH PRONUNCIATION
TEACHER

OBJECTIVE: To collect important information about teaching English Pronunciation in the third semester of the carrier to find out the effects of the changes adopted in the 2002 Curriculum of the Licenciatura en Idioma Inglés-Opción Enseñanza

1. What is your opinion about shifting the subject, English Pronunciation, to the third semester when it used to be in the sixth one? Why?

2. What are the major problems you have identified when teaching this subject? Why?

3. What are the difficulties students had when they attended this subject? Why?

4. What is your opinion about the English level of students to attend this subject in the third semester? Why?

5. How does the English level of students affect them when they read handouts related to the subject? Why?

6. If you could decide the semester in which pronunciation can be taught, what would you suggest?

APPENDIX G

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGE DEPARTMENT

INTERVIEW TO BE ADMINISTERED TO THE ENGLISH GRAMMAR I
TEACHER

OBJECTIVE: To collect important information about teaching English Grammar I in the third semester of the carrier to find out the effects of the changes adopted in the 2002 Curriculum of the Licenciatura en Idioma Inglés-Opción Enseñanza

1. What is your opinion about shifting the subject, English Grammar I, to the third semester when it used to be in the fourth one? Why?

2. What are the major problems you have identified when teaching this subject? Why?

3. What are the difficulties students had when they attended this subject?

Why?

4. What is your opinion about the English level of students to attend this subject in the third semester? Why?

5. How does the English level of students affect them when they read handouts related to the subject? Why?

6. If you could decide the semester in which English Grammar I can be taught, what would you suggest? Why?

APPENDIX H

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGE DEPARTMENT

INTERVIEW TO BE ADMINISTERED TO THE INTRODUCTION TO LINGUISTICS TEACHER

OBJECTIVE: To collect important information about teaching Introduction to Linguistics in the fifth semester of the carrier to find out the effects of of the changes adopted in the 2002 Curriculum of the Licenciatura en Idioma Inglés-Opción Enseñanza

1. What is your opinion about shifting the subject, Introduction to Linguistics, to the fifth semester and leaving a term without studying anything related to the subject? Why?

2. What are the major problems you have identified when teaching this subject? Why?

3. What are the difficulties students had when they attended this subject?

Why?

4. If you could decide the semester in which Introduction to Linguistics can be taught, what would you suggest? Why?

APPENDIX I

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGE DEPARTMENT

INTERVIEW TO BE ADMINISTERED TO THE ENGLISH COMPOSITION I
TEACHER

OBJECTIVE: To collect important information about teaching English Composition I in the fourth semester of the carrier to find out effects of the changes adopted in the 2002 Curriculum of the Licenciatura en Idioma Inglés- Opción Enseñanza

1. What is your opinion about shifting the subject, English composition I, to the fourth semester when it used to be in the sixth one? Why?

2. What are the major problems you have identified when teaching this subject? Why?

3. What are the difficulties students had when they take this subject? Why?

4. What do you think about taking English Composition I before students have taken English Grammar II? Why?

5. How does the English level of students affect them when they read handouts related to the subject? Why?

6. If you could decide the semester in which English Composition I can be taught, what would you suggest? Why?

APPENDIX J

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGE DEPARTMENT

INTERVIEW TO BE ADMINISTERED TO THE DIDACTICS OF THE ENGLISH
LANGUAGE I TEACHER

OBJECTIVE: To collect important information about teaching Didactics of the English Language I in the fourth semester of the carrier to find out effects of the changes adopted in the 2002 Curriculum of the Licenciatura en Idioma Inglés-Opción Enseñanza

1. What is your opinion about teaching Didactics of the English Language I in the fourth semester? Why?

2. What are the major problems you have identified when teaching this subject? Why?

3. What are the difficulties students have when they take this subject? Why?

4. What is your opinion about the English level of students to attend this subject? Why?

5. How does the English level of students affect them when they read handouts? Why?

6. If you could decide the semester in which Didactics of the English Language I can be taught, what would you suggest? Why?

APPENDIX K

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGE DEPARTMENT

QUESTIONNAIRE TO BE ADMINISTERED TO STUDENTS WHO TOOK
ENGLISH GRAMMAR I OF THE LICENCIATURA EN IDIOMA INGLES
OPCION ENSEÑANZA

OBJECTIVE: To collect important information to ascertain effects of the changes adopted in the 2002 Curriculum of the Licenciatura en Idioma Inglés-Opción Enseñanza

DIRECTIONS: Answer the following questions matching your response with an "X".

1. Did you have any problem to understand English Grammar I ?

Yes _____ No _____

Why? _____

2. What kind of problems did you have in English Grammar I?

Vocabulary _____ Structure _____

Complexity of the lesson _____ Too much information _____

Why? _____

3. Did you overcome the difficulties you faced in English Grammar I?

Yes _____

No _____

4. How did you overcome the problems you had?

Studying in groups _____

Studying every day _____

Studying alone _____

Studying every other day _____

Others _____

5. How would you rate your learning in English Grammar I?

100%	90%	80%	70%	60%	50%	40%	30%	20%	10%
------	-----	-----	-----	-----	-----	-----	-----	-----	-----

Why?

6. Did your level of English affect your learning in English Grammar I?

Yes _____

No _____

Why?

7. Do you agree about taking the previous subject in a higher English level?

Yes _____

No _____

Why? _____

APPENDIX L

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGE DEPARTMENT

QUESTIONNAIRE TO BE ADMINISTERED TO STUDENTS WHO TOOK
ENGLISH PRONUNCIATION OF THE LICENCIATURA EN IDIOMA INGLES
OPCION ENSEÑANZA

OBJECTIVE: To collect important information to ascertain effects of the changes adopted in the 2002 Curriculum of the Licenciatura en Idioma Inglés-Opción Enseñanza

DIRECTIONS: Answer the following questions matching your response with an "X".

- 1 Did you have any problem to understand topics studied in English Pronunciation?

Yes _____ No _____

Why? _____

- 2 What kind of problems did you have in English Pronunciation?

Vocabulary _____ Structure _____

Complexity of the lesson _____ Too much information _____

Why?

3 Did you overcome the difficulties you faced in English Pronunciation?

Yes _____

No _____

Why?

4 How did you overcome the problems you had?

Studying in groups _____

Studying every day _____

Studying alone _____

Studying every other day _____

Others _____

5. How would you rate your learning in English Pronunciation?

100%	90%	80%	70%	60%	50%	40%	30%	20%	10%
------	-----	-----	-----	-----	-----	-----	-----	-----	-----

Why? _____

6. Did your level of English affect your learning in English Pronunciation?

Yes _____

No _____

Why? _____

7. Do you agree about taking the previous subject in a higher English level?

Yes _____

No _____

Why? _____

APPENDIX M

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGE DEPARTMENT

QUESTIONNAIRE TO BE ADMINISTERED TO STUDENTS WHO TOOK
INTRODUCTION TO LINGUISTICS OF THE LICENCIATURA EN IDIOMA
INGLES OPCION ENSEÑANZA

OBJECTIVE: to collect important information to ascertain the effects of the changes adopted in the 2002 Curriculum of the Licenciatura en Idioma Inglés-Opción Enseñanza

DIRECTIONS: Answer the following questions matching your response with an “x” and provide more information when required.

1. Did you have any problem to understand the topics developed in Introduction to Linguistics?

Yes _____ No _____

1 Did having a term without studying anything related to phonetics affect when you took Introduction to Linguistics?

Yes _____ No _____

Why? _____

3. What kind of problems did you have in Introduction to Linguistics?

Vocabulary _____

Structure _____

Complexity of the lesson _____

Too much information _____

Why? _____

4. Did you overcome the difficulties you faced in Introduction to Linguistics?

Yes _____

No _____

5. How did you overcome the problems you had?

Studying in groups _____

Studying every day _____

Studying alone _____

Studying every other day _____

Others _____

6 How would you rate your learning in Introduction to Linguistics?

100%	90%	80%	70%	60%	50%	40%	30%	20%	10%
------	-----	-----	-----	-----	-----	-----	-----	-----	-----

Why? _____

7. Do you agree about taking Introduction to Linguistics right after taking English Pronunciation?

Yes _____

No _____

Why? _____

APPENDIX N

UNIVERSITY OF EL SALVADOR

WESTERN MULTIDISCIPLINARY CAMPUS

FOREIGN LANGUAGE DEPARTMENT

OBSERVATION CHECKLIST FOR THE ENGLISH DIDACTICS I STUDENTS

OBJECTIVE: To observe students' performance in the classroom to analyze students' achievement in Didactics I class.

Nº	ACTIVITY	Always	Sometimes	Rarely	Never
1	Students participate actively				
2	Students show vocabulary difficulties when speaking				
3	Students show grammatical difficulties when speaking				
4	Students ask whenever they have a doubt				
5	Students complain when doing the activities				
6	Students show evidence that they understand the class				

7	Students show they understand the handouts they are to read				
8	The teacher uses an appropriate vocabulary for students' level				
9	The teacher develops the class too fast				

COMMENTS:

APPENDIX O

UNIVERSITY OF EL SALVADOR

WESTERN MULTIDISCIPLINARY CAMPUS

FOREIGN LANGUAGE DEPARTMENT

OBSERVATION CHECKLIST FOR ENGLISH COMPOSITION I STUDENTS

OBJECTIVE: To observe students' performance in the classroom to analyze students' achievement in English Composition I class.

Nº	ACTIVITY	Always	Sometimes	Rarely	Never
1	Students' participation				
2	Students ask whenever they have a doubt				
3	Students complain when doing the activities				
4	Students show evidence that they understand the class				
5	Students show they understand the handouts they are to read				

6	The teacher's use of vocabulary in the classroom				
7	The teacher develops the class too fast				

COMMENTS:

APPENDIX P

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGE DEPARTMENT

INTERVIEW TO BE ADMINISTERED TO THE CURRICULUM DESIGNERS OF
THE LICENCIATURA EN IDIOMA INGLES OPCION ENSEÑANZA

OBJECTIVE: To gather important information to analyze the changes adopted
in the 2002 Curriculum of the Licenciatura en Idioma Inglés-Opción Enseñanza

DIRECTIONS: Answer the following questions.

1. If you could decide the semester in which Didactics of the English Language I
can be taught, what would you suggest? Why?

2. What was the reason to shift English Grammar I to a lower Level?

3. What was the reason to shift English pronunciation to a lower Level?

4. What was the reason to shift English Composition I to a lower Level?

5. What is your opinion about studying Didactics of the English Language I in the fourth semester?
