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**“ANALYSIS OF THE CONTENTS OF THE MINED ENGLISH CURRICULUM FOR
SECOND YEAR OF BACHILLERATO EN COMERCIO AT INSTITUTO
NACIONAL DE SANTA ANA DURING THE YEAR 2017”**

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ABSTRACT

The researchers carried out the project “Analysis of the Contents of the MINED English curriculum for Second year of Bachillerato en Comercio at Instituto Nacional de Santa Ana during the year 2017”.

The researchers expected to determine if the contents of the MINED English Program for tenth and eleventh grades fulfills the needs of students of Second year Bachillerato en Comercio in accordance with their area of study. Moreover, the researchers carried out a data collection process to obtain information to be analyzed and classified. Such information was obtained through the use of some instruments, such as observation guide, questionnaires, and oral interviews addressed to students of Second year of Bachillerato en Comercio section “C”, the English teacher in charge of the section, the Bachillerato en Comercio coordinator and an expert in the area of education and curriculum design. Therefore, researchers supported that information with theories gathered through the bibliographic research.

INTRODUCTION

Through the execution of the qualitative study entitled “Analysis of the contents of the MINED English curriculum for Second year of Bachillerato en Comercio at Instituto Nacional de Santa Ana during the year 2017”, the research team intended to answer the question: What can the impact of the lack of an English program specifically designed for Second year of Bachillerato en Comercio be?

In the first chapter of this study, researchers describe the problematic situation that students of Bachillerato en Comercio section “C” are facing due to the lack of an English program that fit in their special area of Bachillerato. Moreover, the research team included the justification, the scope of the research work to know about the population and limitations of the study, and the research objectives. In chapter two, researchers presented in the State of art the theories that support this investigation.

In chapter three, researchers exposed in detail all the steps they followed to carry out the qualitative study. Also, the research team included the operationalization of the variables with the indicators of this study and described all the instruments used to gather data in order to give an answer to the research question. In chapter four, the research team presented a detailed analysis of the data gathered during the investigation as well as an interpretation and discussion and results. Researchers also compared and contrasted such results with the theories included in the State of Art. In the final chapter, the research team drew some conclusions and recommendations based on the analysis of all the data gathered. Finally, the

research team included all the appendixes with the instruments used to carry out this investigation.

CHAPTER I

STATEMENT OF THE RESEARCH TOPIC

With the project entitled “Analysis of the contents of the MINED English curriculum for Second year of Bachillerato en Comercio at Instituto Nacional de Santa Ana during the year 2017”, the researchers pretended to study the effectiveness of the current MINED English program for Bachillerato en Comercio.

1.1 DESCRIPTION OF THE RESEARCH TOPIC

In El Salvador, the Ministerio de Educacion (MINED) is a government agency responsible to dictate the norms for the organization of the pedagogical and technical criteria for the integral attention to the different modalities and to provide the educational services that orient the education in the levels of preschool, basic, high school, and university. It is also responsible of advising the different departments, municipalities, and districts in the aspects related to education in accordance with the principles of administration in terms defined by the law, and it is the responsible of providing the English curriculum that is used in all the academic levels in every single official educational institution. However, according to Martinez (2009), only 12% of English teachers in El Salvador adopt the teaching methodology, contents, and evaluation methods of the MINED-2008 English curriculum; besides that, 88% of English teachers stated they do not use the MINED English program because it does not offer them effective solutions to overcome students’ language deficiencies

and 60% stated that using the MINED English program is not a key for the effective learning of English.

The MINED-2008 English curriculum for Second year of Bachillerato en Comercio students provides teachers with a syllabus with the units and contents; however, the English curriculum does not contain any suggestions on how the unit activities may be developed by using the curricular intended teaching approach. Brown (1995) claims that if the curricular syllabus does not contain the lesson plans developed thoroughly, the English teachers must have, at least, advanced knowledge on the curriculum approach to be able to adopt, develop, or adapt suitable teaching activities as needed. In other words, the teacher's knowledge regarding the curricular teaching methodology is extremely crucial to ensure the flexibility and effectiveness of the lessons plans, units, materials, and development activities and meet students' contexts and individual needs. Indeed, through an interview addressed to Licdo. Jorge Alberto Rodriguez (personal communication, March 8, 2017), coordinator of the Bachillerato en Comercio at Instituto Nacional de Santa Ana, researchers found out that the MINED did not carry out a second-year students' learning needs analysis before designing the 2008 English curriculum and has not tested the curriculum effectiveness after its implementation, despite students' language deficiencies. As a matter of fact, the MINED-2008 English curriculum has never been revised or modified and an in-depth study to determine if the implementation of the curriculum has been favorable in regards to students' learning has not been carried out, either. To demonstrate this, researchers interviewed the English teachers at Instituto Nacional de Santa Ana who confirmed and agreed that the MINED-2008 curriculum syllabus objectives, contents, and level of difficulty do not meet students' language needs and are unreasonably excessive for the low level of language knowledge and

competence of Second year of Bachillerato en Comercio students at Instituto Nacional de Santa Ana. For this reason, instead of using the curriculum, teachers develop their classes by using workbooks. In other words, teachers stated the MINED has failed to identify students' needs and to distinguish that students have not yet acquired, in previous grades, the minimum language knowledge and competence to achieve the objectives of the MINED-2008 English curriculum. In addition, Brown (1995) holds the idea that the English program goals and objectives must be focused on students' needs and language level to help them understand and produce the language required during the course. However, the MINED has never tested second-year students' language development to build realistic, meaningful, and easily attainable curriculum objectives based on students' language competence level. Certainly, as cited before, Rodriguez (personal communication, March 8, 2017) also stated his concern about the unsuccessful attempt of the MINED to provide teachers with a well-designed teaching plan with achievable objectives based on students' language level which has also affected the MINED English program effectiveness.

Moreover, researchers noticed that the English program provided by the MINED is accomplished to be general despite the different language necessities of the Second-year Bachillerato en Comercio students for developing their language competences. After this period of diagnosis, the following question has arisen: What can the impact of the lack of an English program specifically designed for Second year of Bachillerato en Comercio be?

1.2 JUSTIFICATION

The English language is one of the subjects taught at Instituto Nacional de Santa Ana since it is included in the curriculum provided by the MINED. As the English language is required nowadays to apply to a wider range of job opportunities, the students of Second year of Bachillerato en Comercio section “C” of the INSA, during the year 2017, are required to master the contents included in the MINED English program which is not specifically designed for their specific area. Indeed, there is not an English program designed for any of the specialties of Bachillerato. In fact, the English teachers base their classes on the MINED-2008 General English Program. Such program presents many deficiencies that hinder an effective learning of the English language. According to the English teacher at Instituto Nacional de Santa Ana, Nelson Dueñas (personal communication, March 1, 2017), the English contents provided by the MINED English program are not enough to fulfill the needs of the class; additionally, half of the students of Second year of Bachillerato en Comercio section “C” expressed that the contents taught in class do not fulfill their expectations in their area.

This research was important because it exposed the lack of a specifically designed English program for Bachillerato en Comercio. At the same time, it underlined the importance of having a specific English program for each of the Bachillerato specialties. Moreover, it aimed at recognizing the lack of an English program designed for Bachillerato en Comercio and at discovering the impact of this lack for the students of Bachillerato en Comercio.

This study was relevant because it emphasized the need of an English program according to the Bachillerato en Comercio students’ professional area, and it showed how the

current MINED English program for all the modalities of Bachillerato has been implemented and how it has been developed.

In fact, this study benefited the students of the Second year of Bachillerato en Comercio at Instituto Nacional de Santa Ana since it set what kind of contents were the most appropriate to study according to Bachillerato en Comercio needs.

1.3 SCOPE OF THE RESEARCH WORK

This study was carried out at Instituto Nacional de Santa Ana, during the year 2017, with Second year of Bachillerato en Comercio section “C” students and English teacher. The researchers choose this target population since it was one of the largest groups of Bachillerato en Comercio at Instituto Nacional de Santa Ana. This sample was composed by forty-three students: twenty-eight girls and fifteen boys. For two years, they have been being taught by their English teachers according to the MINED English program. Moreover, the researchers focused on the English contents of the MINED English program since to study the whole English curriculum was too broad. After choosing the research topic, the research team, together with their tutor, decided to take into consideration only the contents of the MINED English program due to the fact that studying the whole program implies aspects such as materials, evaluation criteria, and competences. Such aspects require more time, and technical resources to be carried out.

In regards of the methods to be used during the information gathering, surveys, questionnaires, interviews and observation guides played an essential role to get the information required.

1.4 OBJECTIVES

1.4.1 GENERAL OBJECTIVE:

- ❖ To analyze the contents of the MINED English program of Second year of Bachillerato en Comercio at Instituto Nacional de Santa Ana

1.4.2 SPECIFIC OBJECTIVES:

- ❖ To determine the appropriate type of contents according to the needs of the students of Bachillerato en Comercio area
- ❖ To determine the importance of having a specialized English program for Bachillerato en Comercio
- ❖ To discover the impact of the lack of an English program specifically designed for Second year of Bachillerato en Comercio

CHAPTER II

STATE OF ART

The content development and implementation of an English program can be approached in several different ways, each of which has different implications for curriculum and program design. Program content and sequencing are essential starting points with further design, which has been the major tradition in language curriculum development since it provides the opportunity to think deeply about how to organize the education process through the core contents.

In this scene, it is important to begin the approaching to the study of an English program by knowing beforehand essential concepts such as Curriculum, Program and Syllabus

2.1 WHAT IS CURRICULUM?

In Hass' (1980) words, curriculum is all of the experiences that individual learners have in a program of education whose purpose is to achieve broad goals and related specific objectives, which is planned in terms of a framework of theory and research or past and present professional practice. Curriculum focuses on the overall plan or design for a course and how the content for such course is transformed into a scheme for teaching and learning and to all the means and materials which students will interact in order to achieve the expected results.

As an illustration, curriculum is a map of how to achieve the outputs of desired student performance, in which appropriate learning activities and assessments are suggested to make it more likely that students achieve the desired results (Wiggins & McTighe, 2006).

A curriculum usually contains a statement of aims and of specific objectives for it indicates some selection and organization of content. Also, curriculum either implies or manifests certain patterns of learning and teaching, whether because the objectives demand them or because the content organization requires them (Taba, 1962). Curriculum takes the contents and shapes them into a plan for how to conduct effective teaching and learning.

According to Kelly (1999), curriculum is wrongly seen as a syllabus which may limit the planning of teachers to a consideration of the contents or the body of knowledge they wish to transmit or a list of the subjects to be taught.

2.1.1 Effective Curriculum

According to Macalister (2010), a successful curriculum must provide regulations and rules on how the teaching-learning process takes place and, at the same time, it also must grant opportunities for teachers to make any necessary pedagogical decisions to positively affect students' performance and skills in achievement tests. Moreover, an effective curriculum must establish not only objectives, goals, syllabus, and teaching methodology but also flexibility to modify any of those components to meet a specific group of students' needs.

The national curriculum is based on a pedagogical theory that guides its components and the set of educational practices, at the different levels and modalities of the national educational system. All these components contribute to the integral formation and construction

of the students' cultural identity. National education institutions play an important role in the national curriculum for they include the necessary resources (whether they are human, academic or physical) to put into practice the national education policies and implement the national curriculum.

In addition to this concept of curriculum, the concept of program is another fundamental aspect to be taken into account in this study.

2.2. WHAT IS PROGRAM?

Programs are the set of activities designed and implemented to achieve a goal in a selected group of learners. Programs propose an organization of the learning objectives in accordance with the curriculum and the time available during the school year. Also, programs constitute a guide to teachers about how to combine the learning objectives with the students' context and how long the learning objectives should last.

In order to facilitate the role of the teacher in the classroom, a program suggests a group of evaluation indicators for each objective with the purpose of showing in different ways what the students have learnt. Also, it brings didactic guidance for each discipline and a wide range of learning and evaluation activities. Such activities complement each other with the suggestions made to teachers, recommendations of didactic materials to use and bibliography for teachers and students. There are measures of changes in a selected group of learners to determine the success or the effectiveness of a program (n.a.), such changes can be affective, academic, social, or physical. Moreover, academic programs are delivered to the

schools as a help to develop the learning process, but its use is voluntary for each school and teacher.

On the other hand, the terms program and curriculum are confusing in the field of education since both of them are not clear enough most of the time. With purpose of clearing those terms, a contrast is needed to understand the meaning implications of program and curriculum.

2.2.1. Program vs. Curriculum

Program and Curriculum are two important terms in the educational field, so it is important to clear them. Curriculum and Program are related with each other, and such relationship may cause confusion in terms of meaning. However, curriculum and program are different from one another. Curriculum is the general framework of planning, development and evaluation in the teaching and learning area. On the other hand, different programs can derive from a curriculum. A program is a plan of work for a specific course or period that includes: objectives, contents, activities, methodology and evaluation.

Summed to the terms already established, Syllabus comes to complete the terms used in education in order to specify the organization and planning of the process of learning.

2.3. WHAT IS SYLLABUS?

Wilkins (1981) defines syllabus as the specification of the content of language teaching which has been submitted to some degree of structuring or ordering with the aim of making teaching and learning a more effective process. A syllabus can also be seen as a summary of

the contents to which learners will be exposed (Yalden, 1987) which function is to specify what is to be taught and in what order (Prabhu, 1984).

Stern (1992) states that a syllabus has to indicate explicitly what will be taught, rather than what will be learned. The rationale behind designing a syllabus is to develop a type of syllabus that is dynamic with ample opportunity for feedback and flexibility.

A teaching syllabus outlines the goals and objectives of a course, prerequisites, the evaluation system, materials to be used, topics to be covered and a bibliography, for it is mainly concerned with how a course is structured and with its content. Furthermore, a syllabus plans what is to be achieved through the teaching and students' learning (Breen, 1984), and involves the combination of subject matter (what to teach) and linguistic matter (how to teach).

Due to the variety of syllabi, it is important to remark the factors involved in each of the syllabus.

2.3.1. Types of Syllabus

The types of syllabi are not totally distinct from each other and rarely occur independently from each other. For a particular content, one type of syllabus usually dominates, but some aspects of the other types of syllabus might be integrated with it. The way in which the content is employed in the teaching procedure is the determining element in choosing a type of syllabus.

The starting point for syllabus design is not the grammatical system of the language but the communicative purpose for which language is used. The language and content are drawn from the input and are selected and graded primarily according to what the learner's need to do the real world communicative task.

Synthetic Syllabus	Analytic Syllabus
They refer to the learner's role: the learner's task is to re-synthesize the language that has been broken down into a large number of small pieces with the aim of making his / her task learning task easier.	Analytic refers not to what the syllabus designer does, but to the operations required of the learner. Analytic syllabuses present the target language whole chunks at a time, without linguistic interference or control.
The synthetic syllabus relies on learners' assumed ability to learn a language in parts (e.g., structures, lexis, functions, and notions) which are independent of one another, and also to integrate, or synthesize, the pieces. Then, the time comes to use them for communicative purposes.	They rely on learner's assumed ability to perceive regularities in the input and to induce rules. They offer the learner target language samples which, while they may have been modified in other ways, have not been controlled for structure or lexis in the traditional manner.
The learner is being exposed to a deliberately limited sample of language at any one time.	Analytic approaches are organized in terms of the purposes for which people are learning language and the kinds of language performance that are necessary to meet those purposes.
Lexical, structural, notional, and functional syllabuses are synthetic. So are most so-called topical and situationsyllabuses.	Procedural, process, and task syllabuses are all examples of the analytic syllabus types.

SOURCE:http://mcu.edu.tw/~vedrash/Research/Present/ELC_Curriculum/syllabusTypes.htm

As a contrast between Curriculum and Program was needed, a contrast between Curriculum and Syllabus is necessary to clear them.

2.3.2. Difference between Curriculum and Syllabus

In education, curriculum is a broad concept that is composed by several parts, including program and syllabus. On the other hand, syllabus refers to the outline of a course of study, which is a brief description of the procedures and activities that are going to be carried out through the whole course.

In order to illustrate the difference between Curriculum and Syllabus, the following chart shows some of the biggest differences between such terms.

SYLLABUS	CURRICULUM
Syllabus is the document that contains all the portion of the concepts covered in a subject.	Curriculum is the overall content, taught in an educational system or a course.
It is set for a subject	It is set for a course
Descriptive	Prescriptive
Narrow	Wide
Varies from teacher to teacher	Same for all teachers
A syllabus last a year of study	A curriculum lasts till the completion of the course

SOURCE: <http://keydifferences.com/difference-between-syllabus-and-curriculum.html>

After having defined the most significant elements of the education process (Curriculum, Program and Syllabus) related to this study, it is necessary to point out that there are certain aspects that are taken into account in the design of such elements. One of those aspects is Needs Analysis which has an essential role in the research project due to the fact that identifying students' needs helps to establish what is relevant to teach and the purpose of teaching.

2.4. NEEDS ANALYSIS

2.4.1. Definition of needs analysis:

Different linguists have defined needs analysis from different perspectives. Some of the important definitions of needs analysis given by different linguists are: Nunan (1988) who states that needs analysis is “Techniques and procedures for collecting information to be used in syllabus design”; moreover, Richards (1992) says that is “The process of determining the needs for which a learner or a group of learners requires a language and arranging the needs according to priorities.” As the before mentioned linguists stated, it is not a matter of putting information to be developed in class, but a matter of analyzing the students’ needs so that the contents to be included in the curriculum or in the syllabus are meaningful and focused to their needs.

2.4.2. Needs Analysis in Second Language Teaching

Needs analysis is a process of collecting and analyzing information about learners in order to set goals and contents of a language curriculum based on their needs (Kayi, 2008). It examines what learners already know and what they need to know (Nation & Macalister, 2010) since knowing about learners’ needs such as their learning objectives, language attitudes, expectations from the course is necessary in order to design an efficient curriculum (Brindley, 1984; Nunan, 1988, Xenodohids, 2002, et Kayi, 2008). By being aware of such information, therefore, the needs analysis process can guarantee that the course will contain the relevant and useful contents for students to learn.

In the context of English as a Second Language (ESL)/English as a Foreign Language (EFL), curriculum development means “a practical activity which aims at improving the quality of language teaching through the use of systematic planning, development, and review practices in all aspects of language program” (Richards, 2001, et Kayi, 2008). Kaur (2007) claimed that developing a curriculum will be challenging and can cause many problems in language teaching and learning if ESL/EFL instructors do not know about students and their needs since the English curriculum for English for Specific Purpose (ESP) is developed based on learners’ needs (Benesch, 1996). Therefore, teachers should pay attention to the learners’ needs and be able to analyze them in order to develop an effective language syllabus.

According to Hutchinson and Waters as cited in Nation & Macalister (2010), needs are divided into Target needs and Learning needs. They suggest that the information of Target needs can be analyzed by looking at: “necessities, lacks and wants” (Nation & Macalister, 2010).

After mentioning this, it evidently proves that ESL/EFL curriculum as well as ESL/EFL program must be different for every specific area of students’ major. Curriculum and program should be adapted to the students’ needs in order to accomplish the target objectives of the students’ major related to the expectations of the English competences that the students must acquire.

Therefore, the MINED English program for Tenth and Eleventh grade should be different for the different specialties of High School in El Salvador and should include contents appropriate for each specialty since the target content is in charge to enhance students’ knowledge according to their area.

Now that it has been stated what Need Analysis is and the reasons why it is important, it is also significant to mention some important aspects, such as the approaches of Need Analysis with the purpose of proving that there must be different programs for each specific area of High School in El Salvador. Since there are several approaches to collect the information, it is meaningful to mention the most relevant of them to know the different ways how to approach the different learners' needs in order to fulfill them.

2.4.3. Approaches to needs analysis

There have been several surveys of approaches to Needs Analysis in EFL since the term was first introduced by Michael West in the 1920s but almost all concern ESP mainly because of two reasons:

- Early NA focused on English for Occupational Purposes (EOP) which later changed to Academic (EAP). (West, 1994: 1)
- The belief that GE learners' needs cannot be determined (Seedhouse, 1995: 59) because it is taken for granted that General English learners learn the language in a TENOR (Teaching English for No Obvious Reason) situation. (Abbott & Wingard, 1981)

Nowadays, NA is an umbrella term covering several approaches, namely:

- 1. Target-situation Analysis (TSA):** It is the well-known Munby's influential approach and model which focuses on the learner's needs at the end of the course and target level performance. (Jordan, 1997: 23)

2. **Present-situation Analysis (PSA):** Richterich and Chancerel (1997/80) propose a PSA which focuses on the learners' competence concerning skills and language at the beginning of the course. (Jordan, 1997: 24)
3. **Learning-centered Approaches:** Hutchinson and Waters (1987) propose a *learning-centered approach* as 'a process of negotiation between individuals and society', the latter including syllabus, materials, teaching method etc., and divide needs into necessities, lacks and wants. (Jordan, 1997: 25)
4. **Strategy Analysis (SA):** SA focuses on methods of learning i.e. preferred learning styles and strategies (Allwright, 1982; Nunan, 1991). Learning style is identified as any individual's preferred way of learning i.e. auditory, visual, kinesthetic/tactile (Reid, 1987), while learning strategy is the mental process the learner employs to learn the language. (Nunan, 1991: 168)
5. **Deficiency Analysis (DA):** DA maps existing proficiency against target learner proficiency determining deficiencies/lacks with the use of a three-point rating scale (none/some/lots), which establishes the priority that should be given. (West, 1994: 10)
6. **Means Analysis (MA):** MA attempts to study the local situation i.e. the facilities, teachers and teaching methods in order to see how the language course can be implemented. (Holliday & Cook 1982 cited in Jordan, 1997: 27).

Among all the various approaches aimed to NA, English for Specific Purposes is also considered for this study because of its relevance which is defined as follows.

2.5. ENGLISH FOR SPECIFIC PURPOSES (ESP)

Hutchinson and Waters (1987) define English for Specific Purposes as an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning. English for Specific Purposes is determined by the English needs of the learners and it is mainly used for teaching English in academic studies or for teaching English for vocational or professional purposes (Dudley-Evans, 1998). Moreover, English for Specific Purposes is essential in the design of syllabuses and materials as well as evaluations.

English for Specific Purposes does not focus on the kinds of language, so it makes use of an underlying methodology and the type of activities of the field the learners need to use. In other words, teaching English for specific purpose is determined by the different professionals, occupations, and other needs that the learners have; for example: English for doctors, lawyers, architectures, accountants, civil engineers, etc.

2.5.1. English for Specific Purposes characteristics

- ✓ ESP may be related to or designed for specific disciplines.
- ✓ ESP may use, in specific teaching situations, a different methodology from that of General English.
- ✓ ESP is likely to be designed for a professional work situation.
- ✓ ESP is generally designed for intermediate or advanced students.
- ✓ Most ESP courses assume some basic knowledge of the language systems.

Despite the characteristics mentioned above, it is worthy to mention that ESP is in contrast with General English (Johns et al., 1991).

2.5.2. English for Specific Purposes vs. English for General Purposes

Hutchinson et al. (1987) states that the real difference between English for Specific Purposes(ESP) and English for General Purposes (EGP) is in its practice. In true, the tools for ESP and EGP remain the same; ESP is more focused towards what must be conveyed. While EGP requires a teacher trained in the area of language teaching, ESP requires a teacher who is not only trained in language teaching, but an expert in the area or subject, or an expert that bases his syllabi on his learners' needs and their knowledge by using English for real communication.

Teachers, nowadays, are more aware of the importance of needs analysis for their classes. This is where the main purposes of ESP arise. If a teacher as well as a learner is aware of the particular purposes of studying English in their major, the job of learning English would become a significant element for developing their English communicative skill. The typical words and ways to use them take a different meaning in technical English. Perhaps this demonstrates the influence that the ESP approach has had on English teaching in general. The following table was created in order to distinguish ESP from General English.

Table 1: Contrast between General English and Specific English

ENGLISH FOR GENERAL PURPOSES	ENGLISH FOR SPECIFIC PURPOSES
· Free-time activity	· Techniques
· More freedom in deviation from plan	· Business correspondence
· More time for games	· Teach negotiation and presentation
· More relaxed atmosphere	· More serious
· Social	· Motivation related to job
· Literature	· Goal-oriented
· General writing skills	· Specialized vocabulary

Note. <http://satabyattata.blogspot.com/2011/11/paper-esp-vs-ge.html>

Table 1 illustrates the differences between English for General Purposes and English for Specific Purposes. Although EGP has no teaching particular purpose, ESP attends to specific needs about the use of language in a particular area. General English occurs in a more relaxed environment which allows more free-time activities than ESP. General English is inaccurate at the time of teaching, which makes students feel free at the time of learning. On the other hand, ESP is more serious and it is more technical since the students are focused on what they want to learn. Also, it uses specialized vocabulary according to the specialization that is being taught.

Both English for Specific Purposes (ESP) and English for General Purposes (EGP) focus on different aspects of the use of English language; therefore, it is essential to differentiate the types of contents of a program in order to make a proper selection of them to be taught in ESP and EGP. However, it is necessary to define what contents are first, and since the contents of the MINED English program in use at INSA are the main subject of study in the present research project, it is fundamental to remark what English contents imply.

2.6. ENGLISH CONTENTS

Contents are a very important part of every curriculum; therefore, it is crucial to have a clear idea of which type of contents is the most appropriate to teach a subject. Contents consist on a group of concepts and procedures that must be learnt to reach the program objectives. In other words, contents refer to “what to teach” and “what to learn.”

After defining the general concept of contents, it is also important to have an idea of the different types of contents which are divided into three categories.

2.6.1. Types of contents

- **Conceptual:** this type of content corresponds to the area of knowledge; in other words, the facts, phenomena and concepts that the students learn.
- **Procedural:** this type of content consists on a group of actions that facilitates the achievement of a goal. The student plays the most important role in the formation of procedures that demands the contents.
- **Attitudinal:** this type of content is related to the students' behavior towards facts, objects, situations, and people. Attitudinal contents are the consequences of the assessment students made of each phenomenon that affects them

Once the general concept of contents as well as its types have been defined, it is relevant to comprehend the process of content selection. This process involves many factors to ensure the inclusion of the proper type of contents, but first, a definition about what content selection consists is needed.

2.6.2. Content Selection

Teachers, nowadays, attempt to develop cohesion through topic teaching in order to add coherence between classroom topics and contents by the use of content sequencing. Content sequencing emphasizes the importance of having each successive learning experience built upon the preceding one for it implies continuity as well as progression from the lower to the higher level of treatment of curriculum elements.

The aim of sequencing contents is to establish a certain order within them that will ensure the bond between the institutional educational objectives and the students learning activities in a way that permits the formative interactions proper of an effective program.

There are three aspects that are taken into account to select the type of content to be taught. Those three aspects are: Aims of education, Students' mental development, and Students' context.

- **Aims of education:** Aims of education are guided by the desirable socio-political conditions in a society. They are formulated keeping in view what students should know according to what education is expected to achieve for them; in other words, "what is worth teaching is derivative of what aims are worth pursuing in education" (NCERT, 2006).

According to Faure (1972), the physical, intellectual, emotional and ethical integration of the individual into a complete man/woman is the fundamental aim of education. So what is selected for teaching to the students will be related to the aims of choosing a career. For that reason, aims of educations articulate the following aspects:

- a) The capabilities and values of individuals that are thought to be necessary for the desirable society.
- b) The key principles of the socio-political vision of the society that education is supposed to help realize.

For instance, English for Specific Purposes plays an important role in aims of education since they share one important characteristic: a delimitation of what should be learned by

students in accordance to their area of study. Since Aims of education are formulated taking into consideration what type of professional the student should be, it also implies that the content should be in accordance to the entire set of aims. From this perspective, the learner will be able to build a knowledge base, capabilities to develop rational thinking, and the ability to learn all these accordingly to his major choice.

- **Students’ mental development:** According to NCERT (2006), selection as well as organization of content is related to students’ mental development and the pedagogy assumed; therefore, in the selection of contents, it is important to take into account the level of subject abstraction and generalization that students can handle.

The following table is a representation that illustrates the different stages of mental development by describing students’ capacities according to each stage:

Table 2: Representation of the students’ mental development

Primary level of mental development	Students do not possess much conceptual basis, but it could be possible to introduce activities that allow them to collect some data and make sense out of it.
Upper primary level of mental development	Students develop a certain level of ethical understanding and philosophy (in the general sense of recognizing large patterns, precision in understanding concepts, and justify to accept or reject claims).
Secondary level of mental development	The learners acquire sufficient knowledge base, experience, language abilities, and maturity to engage with forms of knowledge

	in their complete sense: concepts, and structure of knowledge.
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Note. Retrieved from Position Paper National Focus Group on Curriculum, Syllabus and Textbooks. Copyright 2006 by NCERT.

As shown in Table 2, learners’ mental development is in accordance with their educational stage capacity level. The content should be differentiated based on students’ level of understanding and interests. For example: concepts, vocabulary, structures, target content and activity should be properly related to students’ level of understanding, field of study and major. Students vary in culture, socioeconomic status, ability, personal interests and teachers must be aware of such varieties in order to plan a study program. When teachers differentiate content, they may adapt what they want students to learn or how students access the knowledge, understanding, and skills (Anderson, 2007).

For instance, students’ mental development requires the help of needs analysis to gather information about the learners’ knowledge in order to establish in which stage of mental development students are. This relationship is essential in the selection of the contents to be developed during a course. One important thing to remark in this connection is that curriculum and teachers should be aware of the future development of the forms of knowledge so that students’ learning experience should be organized to develop future learning basis.

- **The learners’ context:** Context has an important place in the process of learning or understanding of a concept. Learners’ language skills, knowledge, ability to learn, and core subject values are developed through the experiences they live in their natural and social

context inside and outside the classroom, so the possibility of engaging with new knowledge has to be related with their reality and prior knowledge.

Curricular objectives as well as objectives of the different subjects should be flexible in the choice of what particular concepts, principles, and concepts should be selected in order to increase and to improve learning experience. The following aspects could be taken in consideration to select contents:

- a) Agreement with national expectations of learning: content criteria are related to national curriculum planning, and not to characteristics of the content itself.
- b) Interconnections between disciplines and relationship to life: students' learning process is expected to achieve gradually goals.
- c) Psychologically appropriate: content selection obey to a proper sequence of the contents.
- d) Usefulness in further learning: learners become more realistic in what can be achieved.
- e) Connection with their reality: activities can be related to the learners' real life needs.

Contents related for the curriculum must fulfill students' needs regarding with learning as well as the formation of ethical aspects established by the society; therefore, the objectives set in the curriculum play an essential role in the selection of the contents to be included in it. Moreover, those objectives also set the sequence of the contents to establish order since the learning contents of a specific area are related to each other, so the order in which contents are presented is relevant. In other words, learning contents should be ordered in a way that general concepts are shown first.

As it was detailed in this chapter, contents are an essential part of a program and or a curriculum for they consist on the concepts and knowledge that are needed to be learnt in order to achieve the objectives of a program. Traditionally, English contents used to be related to grammar structures, new vocabulary and/or pronunciation tips. Due to the increasing demand to learn English and the students' high expectations in each professional field, it has been necessary to update the former academic reinforcement and incorporate a more competent communicative approach and content in coherence with the national constructivist, humanist and socially commitment of the curricular orientation. That is why, the importance of incorporating studies, such as Needs analysis and English for Specific Purposes since they aim at improving the quality of the program contents and the coherence of them in a major.

CHAPTER III

METHODOLOGICAL DESIGN

In this section, the research team described all the actions followed to develop the project “Analysis of the contents of the MINED English curriculum for second year of Bachillerato en Comercio at Instituto Nacional de Santa Ana during the year 2017” So, in order to find the answer for the question “What can the impact of the lack of an English program specifically designed for Second year of Bachillerato en Comercio at Instituto Nacional de Santa Ana be?,” the researchers followed a number of systematic steps that allowed them to conduct the present research project successfully. Such steps were deeply explained in this chapter additionally with the information on the chosen research paradigm and the study type, sampling procedure, sample population and all the tools that were administered.

3.1 PARADIGM AND DESIGN

To carry out the research project “Analysis of the Contents of the MINED English Curriculum for Second year of Bachillerato en Comercio at Instituto Nacional de Santa Ana during the year 2017”, the researchers made use of the qualitative paradigm to collect suitable data. The researchers used the qualitative paradigm study in order to collect data through qualitative measurement instruments by using some variables of interest and, by using this paradigm, the researchers were able to analyze the contents of the MINED English curriculum to determine if the contents were appropriate to the specific area of Bachillerato en Comercio at Instituto Nacional de Santa Ana. Furthermore, the researchers observed some of the classes

to notice if the contents fulfill the necessities of the students and if the contents were appropriate to make sure the phenomenon was taking place.

To prove the factors mentioned above, the researchers made use of different techniques and tools during this period (starting in March and finishing in May, 2017) at the Instituto Nacional de Santa Ana. During these three months, the research team conducted several observations while students were attending their classes, and some questionnaires and interviews were also administered to the same population.

3.2 DESCRIPTION OF THE ENVIRONMENT

It is important to describe the environment where this research took place. It was accomplished at Instituto Nacional de Santa Ana, located at Decima Avenida Sur, 31 Calle Poniente, Col El Palmar. This institution has a total of 4,640 students and 199 teachers. INSA has around eleven specialties. Some of them are Bachillerato General, Bachillerato en Turismo, Bachillerato en Servicios Informaticos, Bachillerato Industrial, Bachillerato en Salud, Bachillerato Administrativo Contable (Comercio), among others. Bachillerato Administrativo Contable (Comercio) has around 703 students.

The researchers chose Bachillerato en Comercio section “C” which has forty-three students because at this level, the students are taking the subject English. They are assigned one English teacher who teaches a total of 5 hours a week.

3.3. UNITS OF OBSERVATION

The units of observation for the present study were 43 students of Second year of Bachillerato en Comercio, Section “C” and their English teacher.

3.4 SAMPLING PROCEDURES

The target population for this research project was 43 second-year Bachillerato en Comercio section “C” students of Instituto Nacional de Santa Ana during the year 2017. The researchers chose this population because this section was one of the largest groups of all the ones taking English. However, out these 43 students, researchers took some of them to be taken into account in order to gather as much reliable information as possible.

3.5 VARIABLES AND INDICATORS

General objective	Specific objectives	Research Question	Variables	Definition of the variables	Units of Observation	Indicators	Instruments	Time (number of hours of observation)
To analyze the contents of the MINED English program of second year of Bachillerato en Comercio at Instituto Nacional de Santa Ana during 2017	-To determine the appropriate type of contents according to the needs of the students of Bachillerato en Comercio area	What can the impact of the lack of an English program specifically designed for Second year of Bachillerato en Comercio be?	Independent -MINED English Curriculum	Curriculum is the overall plan or design for the English course and the way how the content for such course is transformed into a scheme for teaching and learning English.	Students of Second year of Bachillerato en Comercio section "C" at Instituto Nacional de Santa Ana and English teacher	-English for Specific Purposes	-Observation guide	3 hours per week
	-To determine the importance of having a specialized English program for Bachillerato			-MINED English Program		Programs are the set of activities designed and implemented	-Teacher's use of a non-authorized English program	

	<p>en Comercio</p> <p>-To discover the impact of the lack of an English program specifically designed for Second year of Bachillerato en Comercio</p>		<p>-Contents of the MINED English program</p>	<p>by MINED to achieve the goal of learning the English language in a selected group of learners.</p> <p>Contents are the body of knowledge and information that teachers teach and that students are expected to learn in the English subject and in the content field.</p>			<p>-Interview addressed to an education expert</p> <p>-Audio recording</p>	<p>1 hour per week</p>
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			-Second year Bachillerato en Comercio students' needs	Identifiable elements to treat of students on target English situations related to their major field.				
			Dependent Analysis of the contents of the English curriculum	Research technique whose purpose is to objectively, systematically and qualitatively describe the English contents present in the MINED's English curriculum.				

3.6 RESEARCH TECHNIQUES

To carry out the research project, the researchers used a variety of techniques to gather information. First of all, the research team carried out an observation process in order to obtain measurable information related to the research problem. Additionally, the research team carried out a survey addressed to students of Bachillerato en Comercio at Instituto Nacional de Santa Ana.

Moreover, the research team carried out oral interviews addressed to students, the English teacher, the coordinator of Bachillerato en Comercio, as well as an expert in the area of education. All the perspectives were needed to triangulate the data obtained through the use of this technique.

The research techniques previously mentioned made it possible for the research team to obtain reliable information to elaborate a proper academic research project.

3.6.1 Data Collection Instruments

To administer the research techniques in an effective way, it was necessary to make use of 6 data collection instruments: a permission letter (APPENDIX A), an observation guide (APPENDIX B), a questionnaire (APPENDIX D), and 4 oral interviews addressed to Bachillerato en Comercio English teacher (APPENDIX C), Bachillerato en Comercio coordinator (APPENDIX F), second year Bachillerato en Comercio section “C” students (APPENDIX E) and an expert in the Educational area (APPENDIX G).

The first tool researchers made use of is a letter sent by the research team to the principal of Instituto Nacional de Santa Ana with the purpose of asking for permission to carry

out the research project in that school where English is taught to second year Bachillerato en Comercio students.(APPENDIX A) Then, an observation guide (APPENDIX B) was designed to collect information related to teacher development of the contents during classes and how the MINED English Program is implemented on Second-year Bachillerato en Comercio section “C” students. The observation guide consisted on 6 items focused on identifying the way the MINED English program is implemented on Comercio students and discovering the impact that using such program causes. Moreover, a questionnaire (APPENDIX D) addressed to students of Bachillerato en Comercio section “C” was used to gather students’ opinions about the English subject and their learning process. Additionally, four different oral interviews were designed by the research team and their answers were recorded to prove their validity. One interview was addressed to the English teacher of Bachillerato en Comercio (APPENDIX C) as well as the Coordinator of the specialization (APPENDIX F) in order to ask their point of view about the MINED English Program and its effectiveness in Bachillerato en Comercio. Another interview was designed to be addressed to students of Bachillerato en Comercio section “C” (Appendix E) with the purpose of identifying possible problems in their English classes related to the use of the MINED English program, such as topics, sequence of the topics, appropriateness of the contents and its importance according to their major. The third oral interview was addressed to an expert of Education and Program implementation in order to clear the terms Curriculum, Program and Syllabus since such terms vary in meaning in the English language; however, another oral interview was needed to gather the experts’ opinion about the MINED’s curriculum, MINED’s goals and expectations on Bachillerato students (APPENDIX G) and the reasons why the MINED uses a general program for all the Bachillerato specialties (Appendix H).

3.6.2 Ethical Aspects

The researchers were respectful through the whole research project. They guided themselves by the basic ethical principles of a research project. That means that the researchers did not harm anybody's integrity or dignity during the process. They also respected the confidentiality in order to keep participants' personal information in an anonymous way. Therefore, it was of great importance to respect the basic ethical principles of a research project, so the researchers had the compromise of not revealing any information that the participants did not want to be disclosed. Moreover, they respected participants' free will to make their own choices whether they did not agree with any of the steps of the procedure, which even gave the chance to quit the experiment if he or she considered it necessary.

3.7 VALIDITY AND RELIABILITY

After designing the data collection instruments, the research team proceeded with the validation process. This process was carried out with the collaboration of experts at the Foreign Language Department of the Western Multidisciplinary Campus of the University of El Salvador. Each data collection instrument was presented with a validation sheet (APPENDIX I). The research team took into consideration all the recommendations from the experts to enhance the instruments.

Finally, three important validity criteria were accomplished in the design of the data collection instruments. Those criteria were: "construct validity" (refers to the degree to which inferences can be made from the operationalizations in the study to the theoretical constructs on which such operationalizations are based), "content validity" (refers to check the

operationalization against the relevant content domain for the construct), and "criterion-based validity" (refers to check the performance of the operationalization against some criterion). The resultant scores were assigned to measure to what extent such criteria was accomplished.

3.8. BUDGET

Category	Value (dollars)	Multiplying factors	Costs (approx.)
Copies of data collection instruments	\$0.05 per each page	$\$0.05 \times 140 =$	\$7.00
Printed copies	\$0.15 per each page	$\$0.15 \times 15 =$	\$4.50
Internet	\$20 per month	$\$10 \times 6 =$	\$60.00
Transportation	\$12 per month	$\$12 \times 6 \text{ months} \times 4 \text{ students} =$	\$288.00
Food	\$20 per month	$\$20 \times 6 \text{ months} \times 4 \text{ students} =$	\$280.00
		TOTAL	\$639.50

3.9. TIMETABLE

FEBRUARY **MARCH** **APRIL** **MAY** **JUNE** **JULY** **AUGUST** **SEPTEMBER**
 WEEKS WEEKS WEEKS WEEKS WEEKS WEEKS WEEKS WEEKS

ACTIVITY	TIME Approx	FEBRUARY				MARCH				APRIL				MAY				JUNE				JULY				AUGUST				SEPTEMBER				
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
Diagnosis of the research phenomenon	10 hours		x	x	X																													
Description of the research problem	10 hours						x	X																										
Definition of the research study objectives	10 hours										x	x																						
State of art	30 hours										X	x	x	x																				
Validation of data collection techniques	5 hours		x		x										x				X															
Data collection	10 hours														x	x	X																	
Class observation	28 hours			x	x	x	x	x	x	X				x	x	x			x	x														
Oral interviews (students, 38 teachers,	12 hours						x	x											x	x														

coordinator)																															
Data processing	20 hours																														
Data analysis and interpretation	30 hours																														
Elaboration of conclusions and recommendations	8 hours																														
Presentation of the final report	2 hours																														

CHAPTER IV

ANALISIS AND INTERPRETATION OF DATA

In this chapter, researchers present the analysis and interpretation of data with the purpose of analyzing the impact of the implementation of the MINED English program in Bachillerato en Comercio at Instituto Nacional de Santa Ana and the impact of the lack of an English Program specially focused on Second year Bachillerato en Comercio students by taking into account the variables, the indicators and the three specific objectives established at the beginning of the investigation. These four objectives are to determine the impact of the lack of an English Program for Second year Bachillerato en Comercio students and the importance of such English Program have to the students.

Moreover, researchers present the information gathered through the administration of the instruments which was organized and analyzed in order to classified and evaluated. Such information was gathered from Second year Bachillerato en Comercio students, their English teacher, the Bachillerato en Comercio coordinator and an expert in Education and Curriculum. All this was essential to complete the study.

4.1 IMPORTANCE OF HAVING AN ENGLISH PROGRAM

According to the MINED national curriculum, English is an obligatory subject from seventh to eleventh grade in many public institutions, and it is taught during five fifty-minute-classes per week. In such curriculum, the MINED English program remarks that the teaching process of English as a Second Language for tenth and eleventh graders is based on the

development of the student's communicative competences which has an impact on the methodology to teach that subject. Consequently, the expected outcomes are product of a gradually ascendant development on the students learning process in order to achieve an advanced level of the English language on the students at the end of the eleventh grade.

Since curriculum establishes a plan for providing sets of learning opportunities to achieve broad goals and related specific objectives for a identifiable population (Saylor, Alexander & Lewis, 1974), students of Bachillerato en Comercio are in clear disadvantage at the time of properly acquiring English as a Second language and solving their English needs as students of Bachillerato en Comercio, for they lack an English program specially designed for their needs. Johns and Evans (1996) defined students' needs as the identifiable elements of students on target English situations, so for students of second year of Bachillerato en Comercio, English is an essential tool they need to master in order to succeed in the business area.

According to Hoyle (n.d.), the English formation of students must be able to give them the necessary tools to act in real life situations of business, presentation of companies and products. Nowadays, the English language is a requirement in many companies that take part in globalization, so mastering a high level of English allows Bachillerato en Comercio students to communicate effectively with others in order to be efficient in business. Indeed, second-year Bachillerato en Comercio students are well aware of the importance that English has in their major. The importance was manifested by a student when he said: "The purpose is to acquire English to work in the area of business (...) and to have better chances to find a job." (APPENDIX D)

Despite the necessity of having an English program directed to the needs of the Bachillerato en Comercio students, the MINED General English program is obligatory in all the specialties of Bachillerato in El Salvador, so English teachers must follow the contents of such program.

4.2 DOES THE MINED ENGLISH PROGRAM REPRESENT AN EFFECTIVE TOOL TO PREPARE BACHILLERATO EN COMERCIO STUDENTS IN THE BUSINESS AREA?

J. Rodriguez (personal communication, March 8, 2017), coordinator of Bachillerato en Comercio at Instituto Nacional de Santa Ana, argues that “English is taught from seventh grade to third year of High School in technical modules and second year in General High School in the public education system, yet nobody learns to speak English with that program. It is five or six years in which students should be able to speak or, at least, to keep a coherent conversation, but that shows that the program is not designed for that purpose.” Thus, according to what has previously been mentioned, the MINED English program is not a guarantee to learn English.

Indeed, second-year Bachillerato en Comercio students should be able to express their ideas without difficulty at this point of the major, yet as researchers observed during the English classes, students of Second year of Bachillerato en Comercio section “C” to some extent were able to understand the teachers’ explanations, but they had problems to speak in English when the teachers asked them to participate.

In addition, second-year students of Bachillerato en Comercio section “C” expressed they have problems in speaking English, which means that if they have problems in speaking

English in the most basic type of conversations, obviously they will not be able to maintain an English business conversation which requires technical vocabulary. In other words, the MINED English program does not foster the development of communicative competences in the area of language learning and does not include specific contents for their Bachillerato specialty. Therefore, as Wiggins and McTighe (2006) expresses, the MINED English Program must contain proper learning activities which would help students achieve their goal to master the English language and to get into the globalization business. An analysis of students' needs would be useful to identify the areas in which students of second year of Bachillerato en Comercio have some proficiency and deficiencies regarding the mastering of the English language since a Needs Analysis examines what learners already know and they need to know (Nation and Macalister, 2010).

Needs Analysis is a crucial component of curriculum development (Johnson, 1989) for it better the curriculum framework (Veena, 2016) in order to be effective. An effective curriculum ensures that each school is teaching students relevant material and monitoring the progress of students from all types of backgrounds (Glenn, n.d.); therefore, the MINED English program should act as an independent plan for each specialty of Bachillerato to deliver qualified English education in all the specialties since the national curriculum establishes the expected learning outcomes and competences that students must demonstrate at the end of the major. That is why, the MINED English program should include relevant contents that help students increase their English knowledge related to their specialty of Bachillerato with the purpose of developing their communicative competences.

4.3 THE IMPACT THAT A NON-DIRECTED ENGLISH PROGRAM HAS ON STUDENTS OF BACHILLERATO EN COMERCIO

At the end of the major, Bachillerato en Comercio students are expected to:

- ✓ Create and analyze basic finances states according to international laws of finance information.
- ✓ Create basic budgets of sales, production, finances and human resources, and calculate expenses based on established methods.
- ✓ Apply the tributary norm to the whole commercial, industrial and of service Enterprise.
- ✓ Elaborate comparative charts based on specific criteria related to the present need and to the policies of the company.
- ✓ Be skillful to communicate, excellent public relationship, capable to identify and to solve problems with different type of customers.
- ✓ Develop business plans in an ordered and systematic way, detailing operational and financial aspects.
- ✓ Interpret budgets, expenses, financial states and legal information in English.
- ✓ Use technological tools to the administration of industrial operations.

As seen before, Bachillerato en Comercio students need to master English in order to develop competences related to the area of business, such as interpretation of financial states, legal information, budgets and expenses. Also, they are expected to apply their English knowledge in the area of international business. All this is in accordance to the Bachillerato en Comercio goals, which are the following:

- ❖ To provide an integral, intellectual and human education and formation.

- ❖ To provide knowledge and skills that allow students perform the social and industrial functions with responsibility and competence.
- ❖ To train students to access to the higher level training and university studies.

However, Bachillerato en Comercio English goals cannot be achieved by using the MINED English program since it does not include relevant contents regarding Bachillerato en Comercio area of study.

According to MINED English program, students should be able to:

- Produce language related to famous people, dreams and wishes by engaging in conversations in order to share information and opinions and increase general culture.
- Recognize language related to fashion, working trends, housing, entertainment, technology and traveling by listening to peers and authentic audio material in order to fulfill communication needs.
- Produce language related to holidays, and traditions around the world by writing and reading texts in order to manifest and encourage respect toward world cultures.
- Generate language related to food consumption and preparation by engaging in dialogues and practical demonstrations in order to exchange ideas and opinions with others.
- Generate language related to health matters and environmental issues by giving oral presentations and writing texts in order to communicate ideas and develop environmental awareness.

It can be seen that the MINED English program objectives are not related to the student profile of Bachillerato en Comercio since the use of the MINED English program develops

general English competences on students of a Bachillerato specialty. Since MINED has based its English program for tenth and eleventh grade on a Needs Analysis, English teaching should be focused on what Bachillerato students need to learn. Indeed, the design of an English program focused on the needs of the students of Bachillerato en Comercio will greatly benefit students' English learning for the area of business as Brown (1995) stated.

N. Dueñas (personal communication, March 1, 2017), English teacher of Bachillerato en Comercio at Instituto Nacional de Santa Ana, expressed that "The program should work in a more specific way. It is important to work in the generalities, but there should be a program for the area of business". Moreover, Bachillerato en Comercio students stated in an oral interview that the English program should include some contents that are more related to the business area (APPENDIX E), but without a MINED English program specifically designed for Bachillerato en Comercio, the Bachillerato en Comercio student profile will not be satisfactorily completed since the MINED General English program does not cover nor include the necessary contents to fulfill students' needs. Certainly, the MINED English program lacks English for Specific Purposes according to its contents.

N. Dueñas (personal communication, March 1, 2017) also expressed that "the material provided by MINED is not enough" which leads to the conclusion that MINED does not follow the execution of the English program on Bachillerato students after its implementation in order to evaluate its effectiveness. Due to this fact, English teachers have to look for extra didactic material from outside sources to teach.

As a result, the impact of the use of the MINED English program in Bachillerato en Comercio is negative since such program is not an effective tool to develop the students' area of study for it does not foster the acquisition of the English language.

4.4 IMPORTANT FACTORS TO BE TAKEN INTO ACCOUNT IN AN ENGLISH BUSINESS PROGRAM

During the research project, some aspects were considered to take into account at the time to determine the appropriate type of contents in a program. One of those aspects is aims of education. As stated previously, NCERT (2006) claims that the aims of education are guided by the desirable sociopolitical conditions in a society. Indeed, the MINED English program was designed in accordance with this principle; nevertheless, as the expert in curricular design, O. Ortiz (personal communication, June 2, 2017), states that the aims of education and MINED curriculum seem to be two parallel things that will never be in contact for the MINED program contents do not foster the expected results of the major.

For instance, researchers observed that the contents developed in class were not related to students' area of study. Additionally, a student stated in a questionnaire: "I do not consider that the contents taught in English will be much of help in my area of study unless that the contents would be more specific in our area." (APPENDIX D)

Contrary to Piaget (1936) who rejected the idea that the assimilation of contents was merely passive assimilation of given knowledge, but a dynamic process in which learners create their own knowledge, Ortiz stated that the education in El Salvador is focused in the mere delivery of knowledge in a way that the proper development of competences and other

integral aspects of education have been put aside (personal communication, April 28, 2017). As an illustration, researchers noticed during observations that the contents of the English program provided by MINED did not focused on students' context or their area of study. The contents, topics and examples taught in classes were too vague for they did not have a clear purpose.

Another relevant aspect related to determine the appropriate type of contents in a program is sequence. Novak and Geowin (1984) said that contents should be ordered in a way that the most general concepts are shown first. A student stated in an oral interview, "The contents are not well arranged" (APPENDIX E) manifesting that Second year of Bachillerato en Comercio section "C" students have problems with the sequence of the contents taught in class which hinders their English learning process.

Finally, context plays an essential role in determining the type of contents of a program since there are things that appear to be effective in theory, but they are not possible to be carried out in reality. The same happens with the MINED curriculum. O. Ortiz (personal communication, June 2, 2017) claims that the MINED's curriculum is magnificently designed and its elements seem to be well planned; however, such excellence exists only as an abstract document, for most of the elements are impossible to carry out in the reality of our country.

For instance, the teaching of English as a foreign language has curricular and pedagogical implications. The distinction between teaching English as a foreign language and acquiring English as a second language is in the communicative context that the student has outside the classroom (Brown, 2001). Researchers observed second year of Bachillerato en

Comercio section “C” students are rarely involved in a social, cultural and linguistic context they need in order to develop their English competences.

4.5 WHICH WOULD THE APPROPRIATE CONTENTS TO BE TAUGHT IN THE BUSINESS AREA BE?

Besides the general topics related to the enhancement of the English basis, the MINED English program for Bachillerato en Comercio students should contain the following type of contents:

- a) **Contents related to business:** Bachillerato en Comercio English Program should include contents related to financial aspects and technical vocabulary to use in order to increase students’ English competences at the end of the course.
- b) **Contents related to jobs and job interviews:** Bachillerato en Comercio students should know about the different kinds of jobs related to their specific field in English, specifically the ones related to business (accountant, financial manager, business operation manager, etc.) in order to know how they should perform in real-life situations.
- c) **Contents that help to improve Bachillerato en Comercio students’ speech:** Bachillerato en Comercio students should be skillful to communicate with others in oral and in written form. That is why, they need to learn how to use modals, connectors, transitional words, etc., in order to increase their knowledge and improve their communicative skills. It is necessary to put all this into practice in business presentations and customer service.

Summarizing, the MINED English program for Bachillerato does not have the appropriate contents for Bachillerato en Comercio students to develop the skills, abilities and vocabulary they need to acquire in order to communicate effectively in English and get involved into the business area, for the MINED English program's contents are not based on the students' context or students' reasons to learn as Hutchinson and Waters (1987) establish. The poor relationship between contents and students' context hinders the effective development of students' communicative competences necessary to get involved into the business area.

Furthermore, the MINED English programs fail to be an effective tool to learn English since Bachillerato en Comercio students do not develop at least the basic English abilities necessary to communicate effectively in this language in order to be involved in the business area after two years of study.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

At the end of the present research project, researchers inferred some important conclusions and recommendations based on this study.

5.1 CONCLUSIONS:

5.1.1. Regarding the findings obtained from the observations and the administration of the instruments, researchers realized that the contents of the MINED English program are not appropriate for second year Bachillerato en Comercio students since the MINED English program lacks English for specific purposes in its contents. Bachillerato en Comercio students do not learn what is expected in their major and do not develop the communicative competences they are required to master. Bachillerato en Comercio students are not presented with English contents related to their specific area and context, all of which affects their performance to communicate effectively with others in the business area, reduces their chances to find a job at international companies and does not enable them to communicate with different kinds of customers from around the world if they were hired by an international enterprise.

5.1.2. Concerning the data, researchers realized that an English program designed for Bachillerato en Comercio is essential for Comercio students to learn English effectively and to get involved into the business area. As Brown (1995) highlighted, an English program must be focused on students' needs. Having an English program for Bachillerato en Comercio will help the students to acquire technical English skills,

abilities and vocabulary which are not found in a general English program in order to develop satisfactorily their communicative competences required to interpret financial states or budgets, socialize with customers and international companies, and accomplish a business.

5.2 RECOMMENDATIONS:

5.2.1 Recommendations for MINED:

5.2.1.1 MINED curriculum designers should revise the current English program for tenth and eleventh grade in order to make the correspondent changes and to adapt it to the different types of Bachillerato in El Salvador since using a general English program for the different types of Bachillerato in El Salvador affects the proper learning process of the students because they do not study what they really need to in their specialty of Bachillerato.

5.2.1.2 MINED authorities should propose English contents in the current MINED English Program specific to every specialty of Bachillerato. Such contents should include technical vocabulary in order to develop Bachillerato en Comercio students' language competences. In that way, Bachillerato en Comercio students will be more likely to achieve their learning goals through the appropriate learning content as Wiggins and McTighe (2006) state.

5.2.2 Recommendations for Instituto Nacional de Santa Ana (INSA):

5.2.2.1 The Bachillerato en Comercio coordinator should train the English teachers of Bachillerato en Comercio to make them able to teach contents related to the business area and

to develop activities that help their students fulfill their learning needs as Kaur (2007) suggests.

5.2.2.2 Because of the characteristic of flexibility of any educational program, Bachillerato en Comercio English teachers at CEINSA should be able to adapt the MINED English program to the goals and requirements of Bachillerato en Comercio since at the end of the course students are expected to master a high level of the English language to accomplish a successful Bachillerato en Comercio student profile.

5.2.3 Recommendations for future researchers:

5.2.3.1 Future researchers should be aware about the English level of the students at the moment of getting some information through oral interviews, questionnaires and surveys since some students do not master English properly enough to understand and to express their opinions.

5.2.3.2 Future researchers should look for an expert in the area of Education to clarify all the elements in Curriculum and Program design, necessary to carry out a research project and to avoid confusion.

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APPENDIXES

APPENDIX A



UNIVERSIDAD DE EL SALVADOR
FACULTAD MULTIDISCIPLINARIA DE OCCIDENTE
DEPARTAMENTO DE IDIOMAS EXTRANJEROS

Lunes, 20 de febrero, 2017

Estimado Licdo. Ismael Quijada:

Nos dirigimos a usted como estudiantes de la carrera Licenciatura en Idioma Inglés Opción Enseñanza de la Universidad de El Salvador: Jairo Alberto Arévalo Melgar con DUE AM10137, Francisco Xavier Coto Salazar CS09009, Carla Judith Hernández Martínez HM11030 y Carlos David Orellana Padilla OP11008 con el motivo de solicitar su valiosa colaboración al permitirnos realizar nuestro trabajo de grado llamado “Análisis de los contenidos del currículum de Inglés del MINED para el segundo año del bachillerato en Comercio en el Instituto Nacional de Santa Ana durante el año 2017” con las secciones “C” y “D” de segundo año de Bachillerato en Comercio. Dicho proyecto está planeado llevarse a cabo los días martes de 7:00 am a 8:20 am y miércoles de 8:40 am a 10:40 am por un tiempo aproximado de 12 semanas a partir del presente mes de febrero.

Nos despedimos agradeciendo de antemano su apoyo y colaboración.

F. _____
≡

Msc. Edgar Pérez
Jefe del Departamento de Idiomas

F. _____

Licdo. Ismael Quijada
Director C.E. INSA

APPENDIX B

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



OBSERVATION GUIDE

OBJECTIVE: To observe the English teacher's development of the contents during classes at Second year of Bachillerato en Comercio at Instituto Nacional de Santa Ana.

1. Does the teacher prepare his lesson plans according to the specific field of study?

Yes

No

OBSERVATIONS:

2. Does the teacher use extra material during classes?

Yes

No

OBSERVATIONS:

3. Are the objectives of the class reached at the end of the lesson?

Yes

No

OBSERVATIONS:

4. Does the teacher develop the contents planned for the class?

Yes

No

OBSERVATIONS:

5. Are the topics focused on the students' field?

Yes

No

OBSERVATIONS:

6. Is there any barrier related with the content development during the class?

Yes

No

OBSERVATIONS:

APPENDIX C

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
LANGUAGE DEPARTMENT



ORAL INTERVIEW ADDRESSED TO THE ENGLISH TEACHER OF INSTITUTO
NACIONAL DE SANTA ANA

OBJECTIVE: To gather the English teacher's opinion about MINED English program for the Second year of High School at Instituto Nacional de Santa Ana.

DIRECTION: Answer the questions below.

1. What is your opinion about MINED English program for the Second year of High School at Instituto Nacional de Santa Ana?

Well, ehh it's not just for Instituto Nacional de Santa Ana. It's common in all the country and I think the program is quite difficult because students don't have good basis to continue with these materials and topics, right? So I think they have to improve a little bit in junior high school to work as good as possible with this program.

2. Is it recommendable to use the MINED English program to teach in Bachillerato en Comercio?

Yes

No

Why?

Well, this is not just for Bachillerato en Comercio. This common, so it is like a common English or a basic English, so I think is OK, but... I mean they have to push to change the program for the firsts years to get better students by working with this program.

3. Do you consider that the English program provided by MINED fulfills the expectations that the Bachillerato en Comercio requires? Explain your answer.

As I told you before, this is common English, but I don't really agree because they have to... maybe work area by area; for example, one teacher has to work with grammar, another with listening, another with reading... Like at the university. They work area by area, not the same teacher doing all of them.

4. Do you consider that the English program provided by MINED fulfill the needs of the students of Bachilleratoen Comercio?

Well, I do not think so because it is basic English, so it is quite general. I think students in this area need to learn a more technical English according with their specialization.

5. Do you use the MINED English program when teaching? Explain your answer.

Yes, I use it, and I make my lesson plan according to this program because I have to use it, but sometime, we have to look for extra material because sometimes the material that the program provides is not enough.

6. Do you face any difficulty when implementing the English program?

Yeah, I've had some problems because we don't have enough material; we don't have technical material. We don't have books, so we have to work with just the program and we have to look for material. Also, we don't have a special classroom or laboratory to teach English; the same classroom is used for all the subjects.

7. Is your planification based on the MINED English program?

Well, as I told you before, I use it to make my lesson plan because it is obligatory for us to teach according to the program, but I also add some extra materials to enrich the teaching of the English language.

APPENDIX D

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



**QUESTIONNAIRE ADDRESSED TO SECOND YEAR STUDENTS OF
BACHILLERATO EN COMERCIO**

OBJECTIVE: To know students' opinions about the English teaching and learning process in Second year of High School in Comercio at Instituto Nacional de Santa Ana

DIRECTIONS: Write an "X" in the following items according to your answer and justify it if it is required.

1. Do you consider that the topics developed in class are adequate to your knowledge of English?

Yes No

Explain your answer

Student 1: yes, they help us express our ideas and have an extensive vocabulary.

Student 2: No, they are not because not all of us have the same level of English.

Student 3: Yes, they are appropriate since we start from the basis.

Student 4: Yes, they are because we learn the basis of the language.

Student 5: Yes, they are adequate because we learn the most basic of the language.

Student 6: Yes, they are adequate since what we learn will be useful to get a job.

2. Do you find any difficulty with the contents developed in class?

Yes No

If your answer was yes, which are the difficulties that you find?

Student 1: Yes, there are times when it is quite difficult to understand them.

Student 2: Yes, there are topics that are too difficult to understand.

Student 3: Yes, I have problems to understand some verbs.

Student 4: Yes, I cannot understand some grammatical structures.

Student 5: Yes, sometimes. I forget what was taught in the previous lessons.

Student 6: Yes, there are topics in which we lack background knowledge.

Student 7: I have problems with the grammatical structures.

Student 8: I don't have problems to understand the topics, but I have problems speaking English.

3. Do you consider that the activities presented in the material provided by the teacher helps in your learning process?

Yes No

Explain your answer

Student 1: Yes, the activities help and show us an easier method to learn.

Student 2: Yes, the book help us a lot in classes.

Student 3: Yes, the teacher is comprehensive; we learn more.

Student 4: Yes, the material help me to learn a lot.

Student 5: Yes because we get attached to the lectura.

Student 6: Yes because the activities help me with the pronunciation and my writing skills.

Student 7: Yes because it gives us information for learning more.

Student 8: Yes, but the teacher does not explain us well.

Student 9: Yes because I think the materials is a guide fo rus.

Student 10: Yes because the contents are adequate for us.

Student 11: Yes because the material that teacher brings to the class help us in our learning process.

4. Do you consider that the contents taught in class fulfill the expectations according to your area?

Yes No

Explain your answer

Student 1: *Yes, because we get motivated to learn even more.*

Student 2: *Yes, it is due to those expectations that we learn.*

Student 3: *Yes, because we have learned some skills in the English language*

Student 4: *No, it would be different if we learn a technical English focused in our area.*

Student 5: *Yes, the contents are in accordance to our level of English.*

Student 6: *Yes, the contents help us to learn new aspects of the language.*

Student 7: *Yes, they are interesting and motivate us to keep learning.*

Student 8: *No, they are not related to the area of business, they are quite general.*

Student 9: *Yes, I have great expectations and I know that English language is very important nowadays.*

Student 10: *No, we are not taught a type of English related to our area.*

Student 11: *No, the contents are too general.*

Student 12: *No, because we do not learn English in the business area.*

Student 13: *No, the contents are not in accordance with our area.*

5. Do you consider that the contents presented in class are developed in a logical order (From the easiest to the most difficult)?

Yes

No

Explain your answer

Student 1: *Yes, everything goes gradually.*

Student 2: *Yes, because the teacher goes from the easiest to the most difficult contents.*

Student 3: *Yes, it goes from the easiest to the most difficult.*

Student 4: Yes, because the teacher explained us the easy contents and later the difficult ones.

Student 5: Yes, because this year we started with the classification of the verbs and then the we continued with other contents.

Student 6: Yes, because they teach us little by little to acquire the knowledge and learn the difficult contents.

Student 7: Yes, because this year we started to recall the previous contents such as the verbs.

6. Are the contents based on our social reality?

Yes No

Explain your answer

Student 1: No, because some of the contents are related to other countries and it would be better to know about our country.

Student 2: No, because the material talks about other social aspects.

Student 3: Yes, the material teaches us the most common expressions.

Student 4: No, because the readings presented in class until now were about South Africa and Boston.

Student 5: No, because we have not seen any related topic to the reality of El Salvador.

Student 6: Yes, because it talks about real life situations.

Student 7: Yes, because they teach us about real life.

Student 8: No, because they do not teach us contents related to the reality.

Student 9: No, because the teacher uses foreign examples.

APPENDIX E

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
LANGUAGE DEPARTMENT



ORAL INTERVIEW ADDRESSED TO SECOND YEAR STUDENTS OF BACHILLERATO EN COMERCIO SECCION “C” OF INSTITUTO NACIONAL DE SANTA ANA

OBJECTIVE: To gather the opinion of Second year students of Bachillerato en Comercio section “C” about the contents of the English subject.

DIRECTION: Answer the questions below.

1. Do you consider that your background knowledge of the English language is enough for your studies of the English subject?

Student 1: I think it should get better. We need more hours of English because we cannot study all the topics. The teacher should cover all the contents and they should be more focus on our specialty.

Student 2: Sincerely, It is not enough because the teacher we had in high school just came to classes for drinking coffee and just that! (laughs)

Student 3: Yes, I have learned some things even though they are complicated.

Student 4: Yes!

Student 5: Yes! I do not have too much previous knowledge about English, but it helps me to understand the subject better.

Student 6: No because I consider that I need a higher level of English for communicating with people that are related to the business area.

Student 7: Ammmm I think it is not enough!

Student 8: Ammmm no! I find English really difficult.

2. Do you consider the contents taught in class fulfill the expectations according to your area of study?

Student 1: Ehhhhmm!! Some topics like verbs and the conjugation of the verbs help us to learn, but we need more technical vocabulary.

Student 2: No, it's not enough because the teacher just teaches us basic things, but not technical vocabulary.

Student 3: Ammmm yes! Sometimes we do not understand the topics, but the teacher does some activities and we understand the topics better.

Student 4: Ammmm yes! The teacher is teaching us exactly the topics that are according to our level.

Student 5: No, the contents we have seen in the subject of English are not the closest to our area of study.

Student 6: Ammmm I think that the contents do not fulfill my expectations because they are not related to our area because we need to know more technical vocabulary.

Student 7: No because we are not learning vocabulary according to our area.

Student 8: I think it does not fulfill my expectations because we only have two hours of English per week.

3. What is your opinion about learning English specifically for your area of study?

Student 1: Mmmmmm it's good!

Student 2: Well, I think it's good because it helps us in our development, how to talk in English, dialogues, and other stuffs.

Student 3: I think it is really important because nowadays it is necessary to know a second language for getting a job, for example we have the opportunity to apply in a call center.

Student 4: We need to learn English for getting a good job.

Student 5: To learn specific English for our area could help us in the future for getting a job.

Student 6: It is excellent! I am really excited about it.

Student 7: I consider it is good because it opens us more opportunities for getting a job.

4. Do you find any difficulty with the sequence of the contents developed in the English class?

Student 1: Yes! I don't know if the MINED gives the contents in that way. We study first the present, then the past; I think the topics are not well organized, and also the MINED does not give us enough time for learning more.

Student 2: Yes! It goes to the difficult ones to the easiest ones.

Student 3: Yes, understanding the topics is the most difficult part for me, and also the pronunciation part.

Student 4: Yes!

Student 5: No, the sequence of the contents is in an order way, but there are contents that are more difficult than others.

Student 6: Ammmm yes! I think they are not in a logical order.

Student 7: No because the topics are in order.

Student 8: It is a good option because in we are going to meet with people from other countries.

5. Do you consider that the contents taught in the English subject will be useful in your area of study?

Student 1:

Student 2: Yes, but I would like to study more hours of English.

Student 3: Yes, they will be useful in the university, and also at our job.

Student 4: Yes, they are going to help a lot because those are the things we need to know for learning English.

Student 5: No, I consider that the contents taught in English will not be very useful in my area of study unless they are more specific contents.

Student 6: Ammmmm Yes! I think they would be useful since It would open us new opportunities.

Student 7: No because the topics are not related to our specialty.

Student 8: Ammmm no! They are nice in that way.

6. What are the purposes of studying English in your specialization?

Student 1: The communication with foreigners.

Student 2: To get prepared for the laboral area because it could be nice if we could work in another country and for that we need the bases of English.

Student 3: To get a job and also to talk with people who know the language.

Student 4: The purposes are to know English and to have better job opportunities.

Student 5: I think that the purpose of English in our area of study is to create better opportunities.

Student 6: To get better job opportunities in the future.

Student 7: The purpose of studying English is to have better opportunities in the future.

Student 8: No because the contents we are studying right now do not have any relationship with Comercio.

APPENDIX F

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
LANGUAGE DEPARTMENT



ORAL INTERVIEW ADDRESSED TO THE COORDINATOR OF BACHILLERATO EN COMERCIO OF INSTITUTO NACIONAL DE SANTA ANA

OBJECTIVE: To gather the coordinator of Bachillerato en Comercio's opinion about MINED English program for the Second year of High School at Instituto Nacional de Santa Ana.

DIRECTION: Answer the questions below.

1. What is your opinion about MINED English program for the second year of high school at Instituto Nacional de Santa Ana?

“Indeed, as every program, not specifically the program for second year, they have plenty of nice things, but they don't make students learn to speak English. I tell students that, according to MINED English program, English is taught from seventh grade to third year of high school in technical modules and second year in general high school in the public education system, yet nobody learns to speak English with that program. It is five or six years in which students should be able to speak or at least, keep a coherent conversation, but that shows that the program is not designed for that purpose. The program is designed to make students learn some words, some vocabulary, some phrases, but not to talk.”

2. Is it recommendable to use the MINED English program to teach in Bachilleratoen Comercio?

“Well, I think it is not, but we must use it because it's an order from the ministry. We must follow their guidelines. Even though the program is not effective to learn English, it is the tool that we are given by the MINED to teach English. Undoubtedly, I think there should be a different program. A program which should be related to students' reality, and provides grammar, composition, and other elements of the language that would be helpful for students in their life”.

3. Do you consider that the English program provided by MINED fulfills the expectations that Bachilleratoen Comercio requires?

“Definitely not! Since besides that, there are technical modules that are supposed to have conversations in English, but we cannot have conversations if we cannot speak English. It's not logical. If I asked you to have a conversation in Spanish is because we can speak Spanish. It's the same for English. So, it's necessary to make some adjustments to teach those modules, for we're talking about technical English in which we have to use certain vocabulary depending on the administrative or countable area. We lack teachers that are experts in the area of technical English; moreover, there's no a program for technical English for Bachilleratoen Comercio. There is just the program of basic English, so we are quite far from the reality. Fortunately, the subject is not assessed in the PAES because it would be a chaos.”

4. Do you consider that the English program provided by MINED fulfills the needs of students of Bachilleratoen Comercio?

“Some of them, we cannot say that all of it is bad, but if we assign a percentage, I think it would cover around 10% which means we are in a great disadvantage compared to private schools that have another type of program, and another methodology to teach English. It is necessary to modify the program to fulfill students' needs, and help them to develop their language competencies.”

APPENDIX G

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
LANGUAGE DEPARTMENT



ORAL INTERVIEW ADDRESSED TO THE EXPERT IN EDUCATION AND CURRICULUM DESIGN

OBJECTIVE: To gather information about the MINED English curriculum, MINED English program and elaboration of a program in El Salvador.

DIRECTION: Answer the questions below.

1. What is curriculum?

It provides a technical institution tool that allows attending the interests and internal and external needs.

2. What is program?

It is a complex process that comprises from the determination of the laws of education and the whole vision of the educative system by the part of MINED until the details of location and functioning of the schools.

3. What are the differences between curriculum and program?

Curriculum are the general guidelines meanwhile Program are the specific equations. Curriculum is located in the educative and didactic planning.

4. Which are the similarities between curriculum and program?

No, what they have is a direct relationship to the accomplishment of the general and specific objectives.

5. Which are the bases for elaborating a program?

Government hires foreigner personalities to design the curriculum which will forcibly implemented on the educational system.

6. Which is the process for elaborating the program? Are the students a part of it?

In fact, programs emerge from the political constitution that obeys an educational philosophy, the student profile of each major and the law of the teaching profession.

7. Is each specialty of bachillerato taken into consideration when elaborating the English program?

Indeed, the Salvadorian educational curriculum does not come up from the needs of the institutions and the population, but from the interests of the authorities in charge.

8. Is there any diagnostic test to evaluate students' needs before elaborating the program?

Actually no! Curriculum is forcedly implemented and until at a certain point adapted by the authorities in charge.

APPENDIX H
UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
LANGUAGE DEPARTMENT



**ORAL INTERVIEW ADDRESSED TO EXPERT IN EDUCATION AND
CURRICULUM DESIGN**

OBJECTIVE: To gather relevant information about MINED English curriculum, program and implementation.

DIRECTION: Answer the questions below.

1. What are the expectations the MINED has on the students of each Bachillerato specialty at the end of the year?

Expectations are not coupled with the characteristics of society and are far from a reality to be able to execute. Our educational system does not bet on the quality of education; because it is not of interest to the authorities.

2. Why the General English program is used in all the specialties of Bachillerato?

There is a contradiction between the programs and the ends of the educational system. The teacher does not know these contradictions and the purposes of the educational system. are things that will never come together. Curriculum does not arise from the interests and needs of society, nor are they elaborated by persons competent in the field of educational science.

3. What are the consequences of the lack of an English program for each specialty of Bachillerato?

The consequences would be that an educational system will not be achieved and therefore, there will be no good training or good quality of education for the students.

4. Why does the current MINED English program have not been updated since 2008?

There is no commitment from the teachers and authorities; there is an ignorance of the curriculum in all specialties, we should analyze education not in its appearance but in its essence.

5. How would the students be benefited with the creation of an English program for their Bachillerato specialty?

Training has been neglected, schools and universities are focused on informing but not on training students. It is necessary to have a series of competences so that in the end the student demonstrates them as well as civic and ethical moral values. What matters is to market education and not to train students.

APPENDIX I



VALIDATION SHEET FOR THE TOOLS TO BE EVALUATED

Name of Validator: _____

Degree: _____

Position: _____

Number of years in teaching: _____

To the evaluator: Please check the appropriate box for your ratings.

Scale: 1- Poor 2- Needs Improvement 3- Good 4-Very Good 5-Excellent

ASPECTS TO VALIDATE	SCALE	1	2	3	4	5
1. Clarity and directions of items The vocabulary level, language, structure and conceptual level of participants. The test directions and the items are written in a clear and understandable manner.						
2. Presentation and Organization of items The items are presented and organized in logical manner.						
3. Suitability of items The items appropriately presented the substance of the research.						
4. Adequateness of the Content The number of the items per area is a representative enough of all the items needed for the research.						
5. Attainment of Purpose The instrument as a whole fulfills the objectives needed for the research.						

Remarks:

Signature: _____