

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

“A DIAGNOSIS OF THE CURRENT STATE OF THE TEACHING
OF ENGLISH OFFERED TO THE DEPARTMENTS AND
SCHOOLS OF THE FACULTY OF ARTS AND HUMANITIES BY
THE FOREIGN LANGUAGES DEPARTMENT OF THE
UNIVERSITY OF EL SALVADOR”

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CP-79017
SM-88006
RS-00020

TO OBTAIN THE DEGREE OF:
LICENCIATURA EN IDIOMA INGLES, OPCION ENSEÑANZA

UNIVERSITY CAMPUS, APRIL 24, 2009

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ACKNOWLEDGEMENTS

- To our Lord Almighty, for his guidance, protection, blessings and love to finish this work.
- Special thanks to our advisor Licenciada Rhina Franco Ramos for her time and effort. She worked alongside us during the development of the project, her patient, generosity and professional guidance all over the work is valuable.
- To all the teachers and heads of the Departments and Schools of the Faculty of Arts and Humanities, without their support it would not had been the accomplishing of this work.
- To student population of the different Schools of the Faculty of Arts and Humanities of the University of El Salvador for their invaluable cooperation.
- To all our friends who helped us through their suggestions and supporting advices.

Manuel, Ana Ruth and Jency

WITH SPECIAL DEDICATION TO:

God, Almighty, for his guidance;

My parents, Manuel de Jesús and María Noemy (Q.D.D.G);

My wife, Helen Roxana;

My children, Carlos Manuel, Mauricio Ernesto,

Allison Gabriela and Manuel Alejandro;

My brothers and sisters,

for their love and understanding.

Manuel de Jesús

DEVOTION TO:

*God omnipotent to bring me wisdom, perseverance and
the most fervent wish to achieve
the goals in my life.

*My mother,
who is my inspiration to do my best.

*My beloved daughters, Mariana Rebeca and Sara Raquel,
who made sacrifices along my career.

*My best friend, Iris Maritza
who offered me her advices every time I've needed.

*A very special person in my life who brought me
an unconditional support.

*I am grateful with my friend Coralia Esmeralda
who gave me her invaluable help.

Ana Ruth

Dedication:

To God for giving me the wisdom to finish this work.

To my parents who taught me I have never giving up.

To my brother for giving me his support.

To my partners for the patience and dedication.

For that reasons I dedicate this work.

Jensy Soyett

INTRODUCTION

For more than two decades, the Foreign Languages Department of the Faculty of Arts and Humanities has taught English courses to different Schools of the University of El Salvador whenever it has been required by them. According to the faculty, many different schools include the English subject either as part of the curricula or as an elective course, but because many of these Departments and Schools do not count on specialized personnel to teach those courses, the Foreign Languages Department through the "Service Area," teaches English to those schools and Departments that require this service.

The present project makes reference to the current state of the English Teaching-Learning Process to students from different schools of the Faculty of Arts and Humanities. This research was focused on two aspects mainly. First, it focused on the kind of service provided to those schools by the Foreign Languages Department; and second to find out if the main objectives of each major benefited with this service are accomplished.

This investigation was carried out in different steps. First, it was necessary to look for information about the history of the creation of the Foreign Languages Department. The data were difficult to obtain since some of the people involved who might have given this information, specifically in the Foreign Languages Department were not able to cooperate for different reasons, one of them was the time availability of the people who were interviewed, or their lack of knowledge about the history of the Department.

In fact, most of the information was taken from the memories and documents from the University because of the interviewees just talk a little about their own experiences, but it is good to know the individual opinion from different professionals of the University.

The Foreign Languages Department was founded in 1956. At that time it only offered one major; that was, the Translator/Interpreter major, which had 16 subjects and 62 U. V. Between 1956 and 1968 only 28 students graduated from the Department, a curious data.

This job is a very interesting topic because when we are part of a society, it is important to know the roots of our life, our city, our country and of course our University, and in this particular case of our Department. In this work, it is not explained everything that has happened all along these years, but we have tried to include the most relevant events in the creation of the Foreign Languages Department.

This work includes the statement of the problem which mentions the main topic of the investigation and the reasons to develop this research.

The general objective refers specifically about the topic it describes the complete idea of the research. On the other hand the specific objectives state the essential points taking into account in the whole work.

The part that contains the theoretical framework establishes a description of the history of the Foreign Languages Department and its majors, and its development along the time since it was founded. Besides, it can infer through the lecture of that part about the advances and changes that the Department has had until the current times.

The methodology is compounded by all the steps used to gather the necessary information to carry out the investigation. In fact, it includes the techniques, rules, and the procedures to get as much as possible information about the topic.

In the Analysis and Interpretation of data it is established the results of the research by the design of pie, and bar graphs to show the statistical data. However, it is showed in a descriptive essay the complete interpretation of the data.

The conclusions and recommendations mention some of the thoughts of the group of the researchers and what are the suggestions that could be taken into account in order to improve some of the lacks of the English Teaching-Learning process, at the Faculty of Arts and Humanities of the University of El Salvador.

The bibliography contains the list of material consulted. It means books, encyclopedia, reports, magazines, and news.

The weblibliography is the site on the net visited to read something about different news about the University of El Salvador and its development.

The annexes contain a sample of every instrument used to get what is necessary to analyze and interpret the data, as an evidence of the information source.

I. STATEMENT OF THE PROBLEM

The different schools of the Faculty of Arts and Humanities of the University of El Salvador, including Education, Journalism, Philosophy, Psychology, Social Sciences, Arts Departments request the Unit of Service Area of the Foreign Languages Department of Faculty of Arts and Humanities to support them with English classes by assigning an English teacher to their Schools at the beginning of every semester. Therefore this Department offers English either as a complementary course or elective course as part of the curricula of the different Schools of the Faculty. The main purpose of this is to cooperate with other Schools of the Faculty in the teaching of English.

The population taken into account to carry out this project, belonged to different levels and they have different needs regarding the English Learning process depending on the schools they were part of. This fact declines the possibility for teachers to adapt the programs designed for each major and accomplish each of the objectives or expectations that every School demands.

But besides helping other Departments in the Faculty of Arts and Humanities, the increasing population of the Foreign Languages Department needs a place to carry out their practices, which are part of their teaching training, and other Departments need this service from the FLD. But to have an ideal place to do that, it is necessary to do a diagnosis as a starting point. Therefore, it is necessary to study all the details related to the English Language problem faced by the students from the different schools of the Faculty of Arts and Humanities of the University of El Salvador.

Considering the problematical situation described above, a question arises: What are the students' needs regarding both the teaching and learning of English and what is being done by the Foreign Languages Department to overcome these necessities?

II. OBJECTIVES

GENERAL OBJECTIVE

To carry out a diagnosis of the current state of the teaching of English offered to the Departments and Schools of the Faculty of Arts and Humanities of the University of El Salvador by The Foreign Languages Department through the Service Area.

SPECIFIC OBJECTIVES

- To find out the English methodology used to teach in the different schools.
- To determine if the current methodology fulfills the future professionals' needs, in each individual School and Departments where the English Language is being taught by teachers from the Foreign Languages Department.

III. THEORETICAL FRAMEWORK

The Foreign Languages Department was created in 1948 as an Academy to teach English and French as a service to the rest of Faculties of the University of El Salvador. In 1956 the Academy turned into a Department and began with the administration of the major Translation English-Spanish Technique offered for 12 years. In 1973, the University Board approved the curriculum of the Major "*Profesorado de Educación Media para la Enseñanza del Idioma Ingles*" and "*Licenciatura en Idioma Inglés*" both majors were ratified in 1977 and modified in 1993. Besides teaching English to its own population, the Foreign Languages Department has offered English to other Departments for a long time.

Although teachers and authorities of the Foreign Languages Department explained that Information related to the date of its foundation and the reasons for this to happen, its relationship with other Departments of the Faculty of Arts and Humanities, and the objectives of the English courses provided to other Departments have been written by more than someone. It is important to say that the specific dates related to this issue are not mentioned in this work because of the lack of documented information obtained regarding the History of the Service Area.

Even though the Foreign Languages Department has offered English to other Departments, it seems that there are no references, files or documents written or recorded that show how English has been taught there. Hence, it was difficult to find files or documents which describe the quality of service offered, or the methodology used by the teachers, or if they took into account the kind of English that is needed by students of the different Departments and Schools is the one that Service Area was provided. Therefore, it was necessary to find out if the methodology used to teach English by the time this investigation

was carried out was the one necessary to achieve the goals proposed by every major, and to know if English teachers had a specific program to teach the subject in the different Departments.

It is important to know the Areas which take place in the different courses offered at the Foreign Languages Department, so that a better service can be offered to the different Departments of the Faculty of Arts and Humanities that demand this service from the FLD. Among the Areas that participate of the teaching/learning process of the Foreign Languages Department, the following ones can be identified.

1. **The English and French Area.** It has been taught since the creation of the Department and it has continued being taught not only to students of the FLD but also to students from other Departments of the Faculty of Arts and Humanities.
2. **Translation.** It has been part of the curricula of the Foreign Languages Department since it was founded.
3. **Teachers Training.** The preparation of teachers for the teaching of the English Language has been done since 1973. Lots of students have graduated in this Area.
4. **Communications.** The English and French Modern Languages major began in 2002, with the purpose of offering a new vision of professional background that can participate in the labor force in the business field of tourism; it also includes some components related to future teachers training.
5. **Linguistics.** The teaching of languages is not just knowing and teaching the structure of the language, or the structure of the written or spoken discourse, but understanding the discourse as a complete mental process, creative, and generator of new discourse. Students of the FLD are prepared in different areas in a general way. There are no areas of specialization.

Besides the areas mentioned above, the Foreign Languages Department supports other Departments of the University of El Salvador by teaching them English. The offering of this service fulfills two purposes: First, students from the Foreign Languages Department can have a place where they can be able to practice the teaching of English; and second, the Department can help those Departments overcome their needs in this respect.

There are no written records related to English teaching of any School or Department of the Faculty of Arts and Humanities. Therefore, a full account of its beginnings and the reasons why the planners included English in the study plan of every major of the Faculty could not be found. Nevertheless, some consulted teachers said: "The English Language has always been a real need in every major, and that necessity will continue growing more and more because most of the up-dated bibliography is published in English".

According to some professors interviewed in the Faculty of Arts and Humanities, English courses have been required since the origins of the majors offered in the Faculty. Information obtained from the Head of the Foreign Languages Department of the University of El Salvador, shows that this Department has taught English as part of the Service Area in the University of El Salvador since 1948. However, after 1986, the Foreign Languages Department experienced not only a growth of the students' population, but also the teacher's resignation, and could not longer provide the expected kind of service to students of the Faculty of Arts and Humanities.

There has been a mutual support between the Foreign Languages Department and the rest of the Departments of the Faculty. For instance, there are some subjects included in the majors offered by the FLD that cannot be taught by English teachers and which are supplied to the FLD by other Departments.

In order to support the rest of Departments or Schools, the Service Area of the Foreign Languages Department, obtained an authorization of the University Board of Directors so that students in Social Service and Teaching Practice could carry out their practices under the supervision of a tutor. At the beginning of each semester, everything ran in the appropriate order, but along the courses the students benefited with the service did not really care about the subject anymore; they showed lack of interest, absence of classes, and they started to complain about their grades because they failed. They said one another “how is possible that a student who is not a graduated teacher assigns us a grade,” “that is unfair”.

For that reason among others, School of Arts, Education, Journalism, and Philosophy Departments decided hiring their own English teachers’ staff, causing the FLD a lack of places where the students could carry out their teaching practices. The information found related to this issue say the following:

Journalism Department has the English subject in its curricula; English I, II, III and IV, without supporting from the Foreign Languages Department since 1994. They have hired a graduated English teacher who focuses in the speaking skill due to the purpose of the career. In this Department the students do not demand any kind of learning; they are receiving what the authorities decide; the teachers decide the kind of English they teach to students.

School of Arts has the English subject in its curricula, English I and II; but they do not receive support from the Foreign Languages Department since 1989. Before 1989, the students of this School were incorporated to common groups, where students from different schools were registered. They started to hire English teachers in 1990. The teachers prepare the English Program and teach what they consider appropriated.

Philosophy Department. Its curricula of 1978-2002 showed three levels of English and French subjects, which were mandatory to graduate; however, since 2002, they have received Latin and Greek instead of English and French. In the current time this Department does not have the English subject in its curricula; it disappeared in 2004. By the next year, it is a goal to incorporate three levels of English again.

Psychology Department receives complete support from the Foreign Languages Department, through the Service Area. Teachers, supporting material, books, and the necessary are provided by the FLD. But the students do not demand any kind of specific teaching to the Department. They consider the support of the Service Area important in the development of the students' knowledge to fulfill the necessary conditions the subject demands. In the semester II/2008, this Department was teaching English I and II.

Arts Department has the English subject in its curricula, English I and II, without supporting from the Foreign Language Department through the Service Area, which stopped in the period I/2007. Since the semester II/2007 they count on an hour-class teacher given by "Bienestar Universitario" through the program of "Ayudantias" where students learn how to translate, not to communicate. Furthermore, its goal is to get English III in their curricula for 2009.

Social Sciences Department has the English subject in its curricula; with supporting of the Foreign Languages Department through the Service Area. But the students do not demand any kind of specific teaching from the Department. In their personal opinion they say they prefer to remove the English subject as an Auxiliary Language and include other Languages such as German, French and Mandarin.

Education Department has the teaching of English Language in its curricula, without supporting from the Foreign Languages Department, through the Service Area, since 2002. They decided to hire graduated English Teachers. The programs are elaborated by them; who decide what the most appropriate material to teach the subject is. Students do not demand any kind of learning, their objective is to gain the subject so the teacher is free to choose the texts to use.

The different Schools and Departments of the Faculty of Arts and Humanities of the University of El Salvador, requested the Service Area of the Foreign Languages Department to support them with English classes, by assigning them English teachers at the beginning of every semester. Therefore, this Department has offered English as a complementary course since English was part of the curricula of the majority of the majors offered in the Faculty of Arts and Humanities.

However, it was difficult to find files or documents which described the methodology and quality of education that the teachers were taking into account to teach English to students from the different Schools that were included in this research. For this reason, it was necessary to do a diagnosis in these Areas. In addition, another point was to verify if the methodology used to teach English currently was the one necessary to achieve the goals, according to their majors, and know if English teachers had a specific program to teach the subject in the Education Department.

By the year 2021 the Education system expectations are the most of the students' population of this country speak English, so that students who will become teachers need to be able to speak English, and teachers delivering the subject to those students must give the

importance that the Teaching-Learning process deserves to accomplish the Education Department's expectations.

IV. METHODOLOGY

The present work is a diagnosis of the current state of teaching English in the different Schools and Departments of the Faculty of Arts and Humanities of the University of El Salvador. The project was developed with the objective to describe and explain how the Service Area was teaching English to other Departments of this Faculty.

The development of the project took place at the different schools of the Faculty of Arts and Humanities of the University of El Salvador. The Education Department was considered as the main focus of the investigation because of the demanding of special attention in the Teaching-Learning process. Education students are the ones who will be the future educators and they need to be prepared for being teacher as well.

On the other hand, most of the students should have the knowledge and experience about English Language not only if they have to teach or not, since it is important for them to use this Language for their own purpose in their professional life.

For this reason, at the beginning of the project, the population who was going to be taken into account, to provide the information to be included in this work, was chosen. It was divided into three groups: 1) Teachers in charge of teaching of English at the different Schools of the Faculty of Arts and Humanities of the University of El Salvador; 2) Students from Education Department who were taking English; and 3) Heads of different Departments including the Foreign Languages Department. Each part of the population provided particular information that was essential to support the entire project.

Techniques, Instruments and Procedures.

To collect the information that was required to conclude the project, it was necessary to use different techniques such as: Class observations, Interviews to teachers and students, administration of some instruments, as questionnaires, and Statistical Methods.

The class observations were developed at the Education Department, in the English course. They were according to the following approach: the researchers observed several English classes of different groups. Then they took notes about everything they observed during the development of the class, such as: students' behavior and participation, teacher's attitude, methodology, techniques used, supporting material used for teaching, the time spent in the activities, the use of lesson plan. In fact, the whole process of the class was analyzed.

During the observation it was noticed that teacher encouraged people all the time to participate of the class. Besides, it was observed that students were participating and they showed interest to learn. The classes were developed during the afternoon and researchers had the opportunity to attend several classes to keep the frequency with how teacher taught the English. Meanwhile the observation was taking place. Researchers took some pictures and recorded a video to support the observation data.

By the time the sample was taken, the Foreign Languages Department was not in charge to serve the subject. In fact, the English subject was being taught by a teacher recruited directly by the Education Department. That fact could cause to lose the participation of the Foreign Languages Department and that would affect because it is necessary to bring the attention to the rest of Schools that need the cooperation of it in this Area.

Questionnaires were designed with the objective to gather information about teachers from different Schools of the Departments of the Faculty of Arts and Humanities of the University of El Salvador. Teachers who were teaching English in that semester, and students, currently taking the English course I and II in the last two semesters, were asked to fill out the instruments. Besides, the questionnaires were elaborated with the purpose to interview some other students that have already studied English Language as an elective or complementary course of the curricula. The interviews were carried out to find out information that was useful for the investigation.

The questionnaire form used to interview people included: heading, greetings, and gratefulness, objective of the instrument, directions, eleven yes/no questions in Spanish and a section for comments. A sample of the students' population was asked to fill out the questionnaires; it meant 50% of students of each group which were observed. To make easier the interpretation of the data gathered through the questions, it was tabulated according to the order of the questions, and a statistical percentage method was used.

The interviews were made to teachers, and Heads of the different Schools involved in this project, and also to teachers of the Foreign Languages Department, who were teaching English, and those who have taught English to different Departments in the past. The questions were written in Spanish, and the researchers took notes and recorded the interviews to be presented in this final report.

A percentage statistical method was used to analyze all the data gathered by the researchers. Information for the diagnosis such as: background and attitudes of students, opinions of professors, methodology used to teach English in the different schools, kind of English that they demand, bibliography were analyzed, Besides, the researchers wrote the

final report with the results of the process, which includes findings, conclusions and recommendations about the topic.

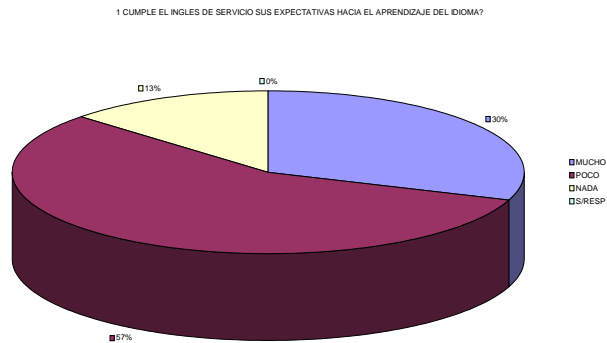
V. ANALYSIS OF DATA

a) ANALYSIS OF DATA

The data collected for this research were analyzed and presented by means of graphs. The analysis and the interpretation of data are individually presented as follows:

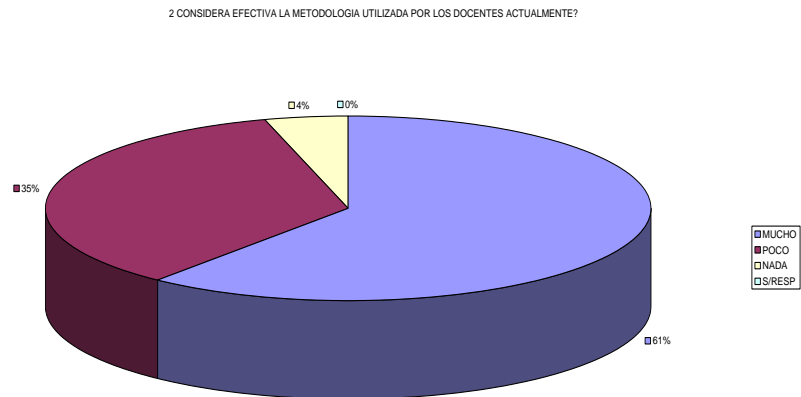
QUESTIONNAIRE FILLED OUT BY STUDENTS OF THE EDUCATION DEPARTMENT.

QUESTION 1. Cumple el Inglés de Servicio sus expectativas hacia el aprendizaje del Idioma?



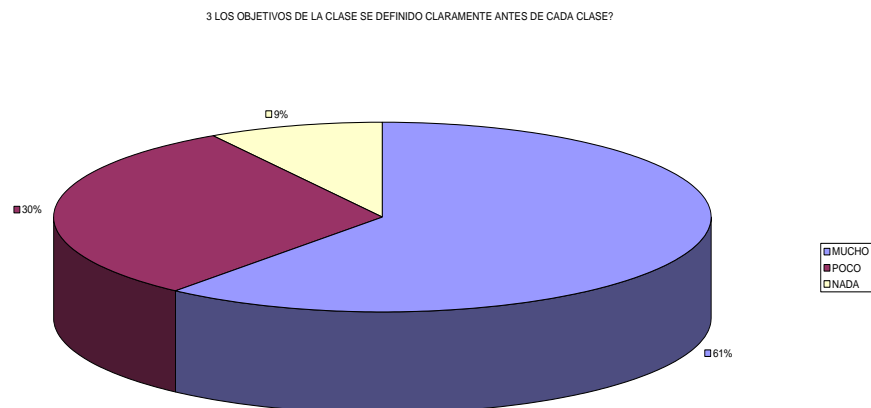
Most of the population of the students interviewed, (57%) said that the English of Service does not accomplish with their expectations. On the other hand, the 30% of them answer MUCH, and only the 13% thinks NOTHING.

QUESTION 2. Considera efectiva la metodología utilizada por los docentes actualmente?



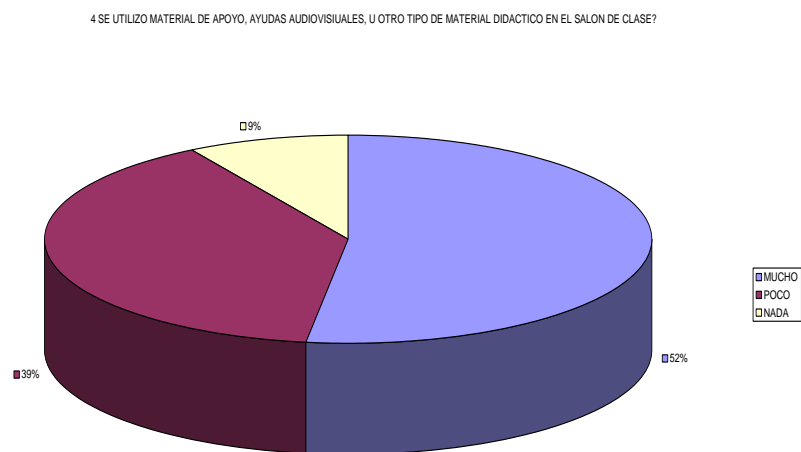
According to the students their opinion in this answer show that the majority (61%) think that the methodology is effective, 35% said that it is a little effective and, the rest (4%) said nothing.

QUESTION 3. Los objetivos de la clase se han definido claramente antes de cada Clase?



The majority (61%), expressed that the objectives were clearly established before each class, some of them (30%), said that them were not clearly stated, and the rest (9%) said nothing.

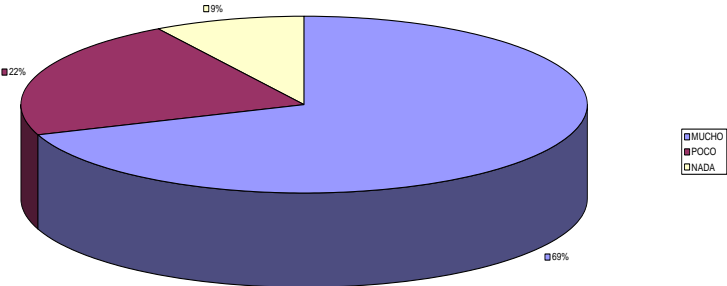
QUESTION 4. Se utilizó material de apoyo, ayudas audiovisuales u otro tipo de material didáctico en el salón de clase?



According to the answers given by the students respect to the use of the material extra and visual aids the majority (52%) of the student population said they consider there was enough material. The other 39% of them were not completely agreed, and the rest (9%) said there was a little material used.

QUESTION 5. Se desarrolló en forma participativa la clase con el propósito de motivar al estudiante?

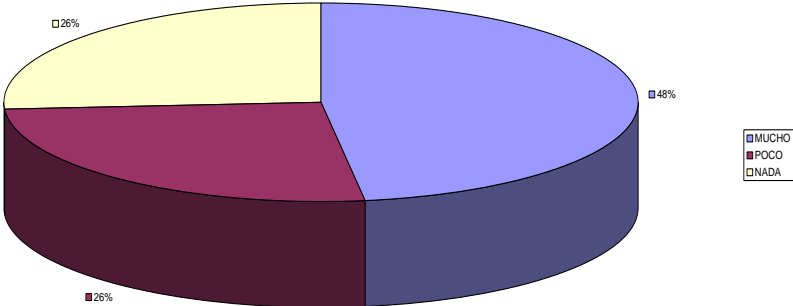
5 SE DESARROLLO LA CLASE EN FORMA PARTICIPATIVA CON EL PROPOSITO DE MOTIVAR AL ESTUDIANTE?



In this aspect a 69% of the students interviewed expresses they consider the class was very participative, and they felt motivated, a 22% of them thinks the class was a less participative and the rest (9%) said in their opinion there was not motivated.

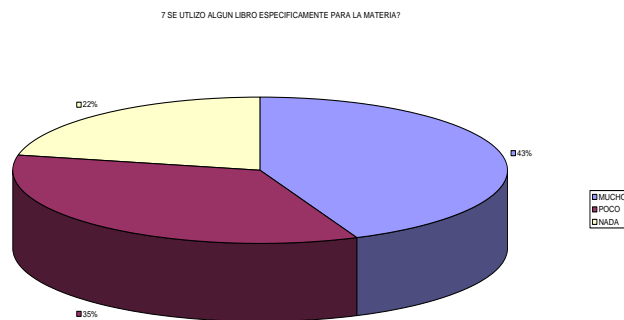
QUESTION 6. Estuvo el docente disponible para consultas referente a la materia, en horas fuera de clase?

6 ESTUVO EL DOCENTE DISPONIBLE PARA CONSULTAS REFERENTE A LA MATERIA EN HORAS FUERA DE CLASE?



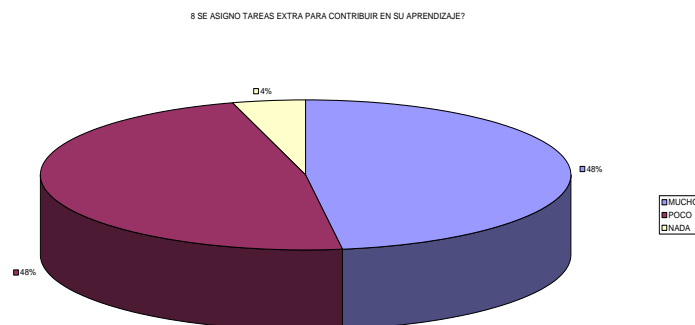
According to the graph it shows the 48% of the interviewed people said the teacher was able to be asked out of the class schedule, another 26% said he/she was a little able and another 26% said he/she never was able to be asked after class. In this case it seems like some people, the ones who said the teacher was able, probably are the ones who always are interested in learning more than the rest of the students who think the contrary.

QUESTION 7. Se utilizó algún libro específicamente para la materia?



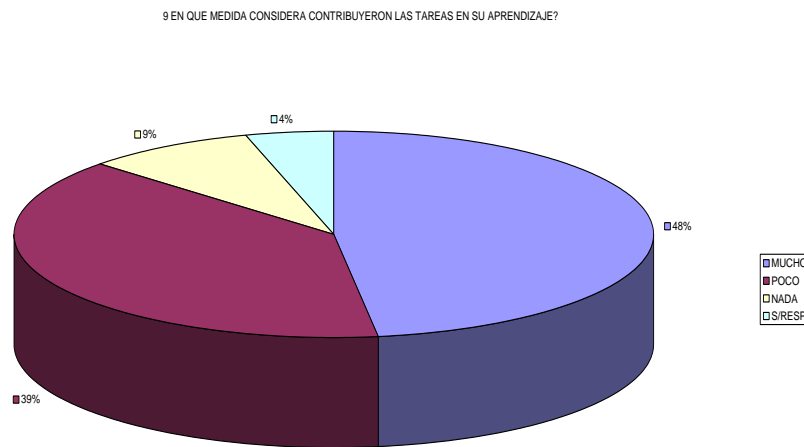
The 43% said they used a book to the specific subject, a 35% of them said they used a little material for the subject, and the others (22%) said they did not use any book for the English subject.

QUESTION 8. Se asignó tareas extra para contribuir en su aprendizaje?



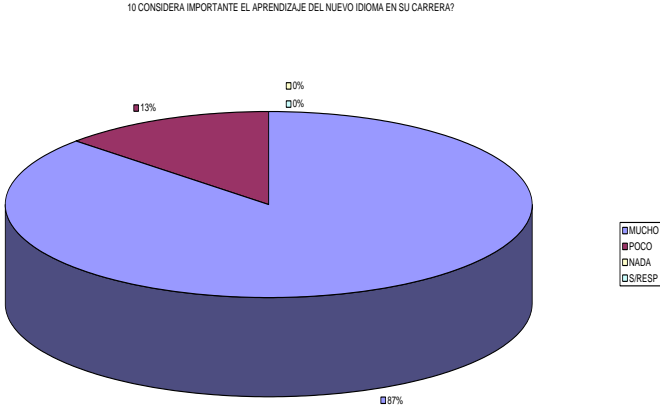
In this case the phenomena could show if the students are interested or not in an specific subject, the results are almost half and half, 48% of the students, who are able to achieve the learning of the new language, most of the time are who always pay more attention in class, and they work hard to reach the goals, they do the homework assignment and the results are better than the rest 48% of the students who said there were not extra homework, because they did not attend classes all the time, furthermore, they did not know if there were or not homework to do. And, a 4% of them did not give an opinion.

QUESTION 9. En qué medidas considera contribuyeron las tareas en su aprendizaje?



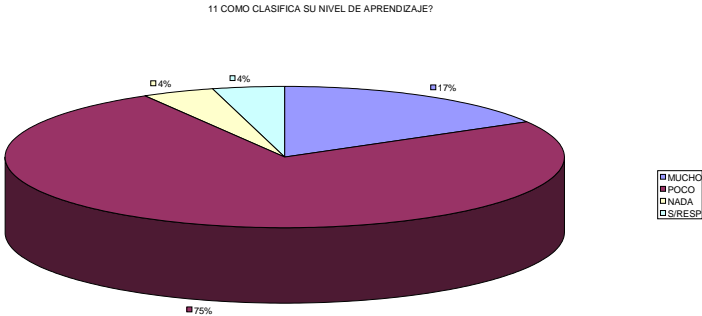
Most of the people (48%) consider the homework very useful in their learning, 39% consider a little useful, and 9% said nothing. The same of the previous question happened in this case, not all of the students show the same interest in the subject.

QUESTION 10. Considera importante el aprendizaje del nuevo idioma en su carrera?



The students seem to be concerned in learning of the new language (87%), just a little 13% of them consider that English is not important in their career. It could happen because of the level of advance they have achieved in it.

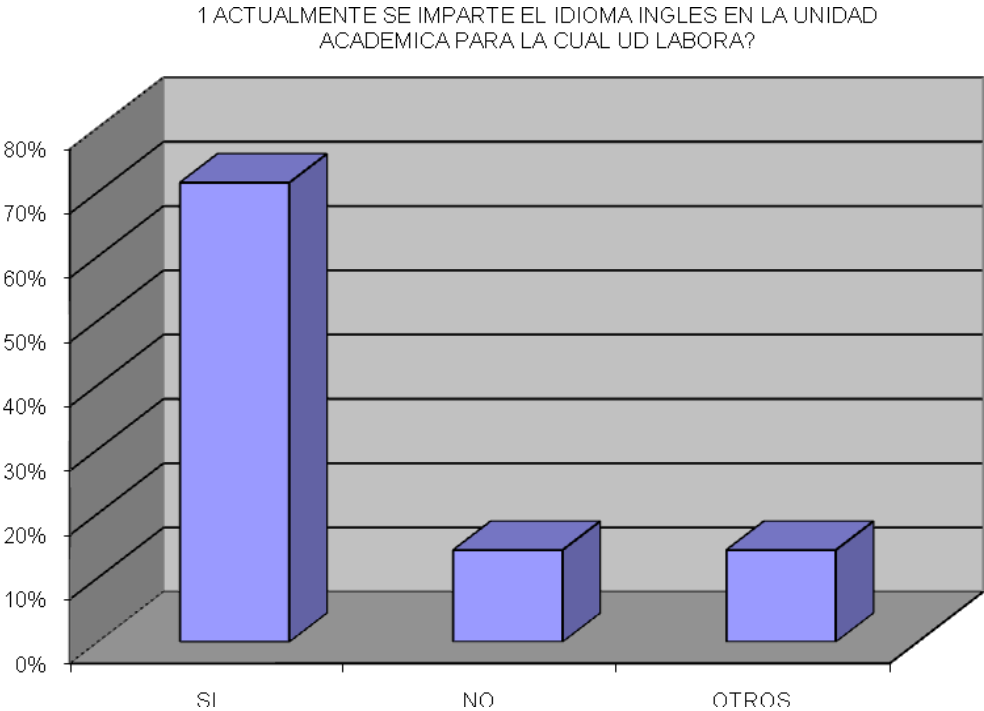
QUESTION 11. Cómo clasifica usted su nivel de aprendizaje?



The 75% of the students population interviewed thinks their level achieved is high, another 17% consider they are in the middle, a 4% of them said they know a little, and a 4% said they do not know anything.

QUESTIONNAIRE FILLED OUT BY HEADS OR TEACHERS OF THE DIFFERENT
SCHOOLS OF ARTS AND SCIENCES.

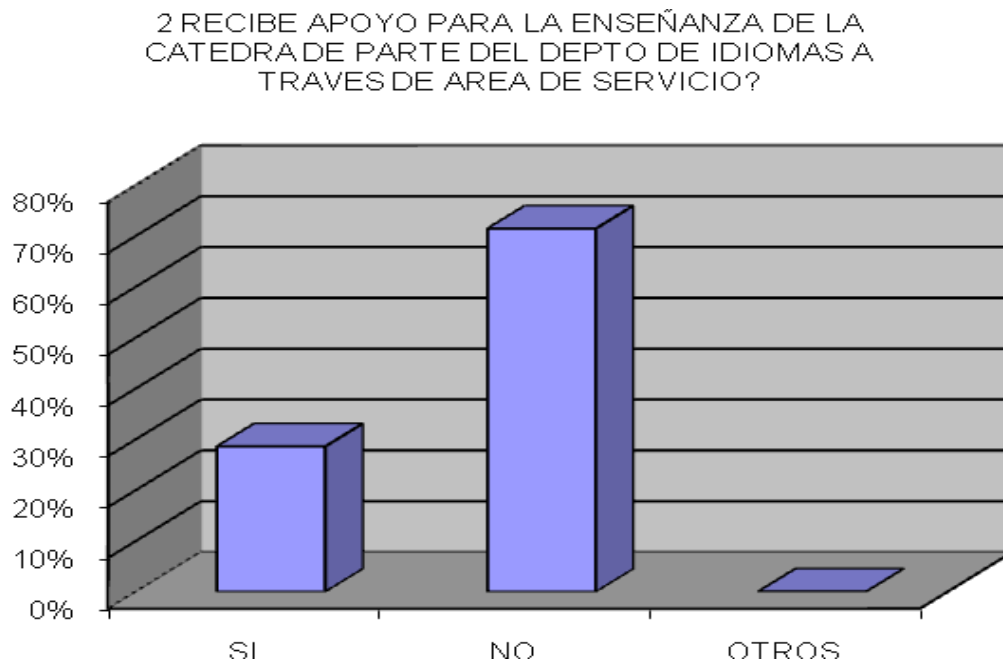
QUESTION 1. Actualmente se imparte el Idioma Inglés en la unidad académica para la cual Ud. Labora?



The great majority of teachers (71.4%), said that the English subject is taught in the School of Arts and Humanities. Some teachers (14.3%), said that the English subject is

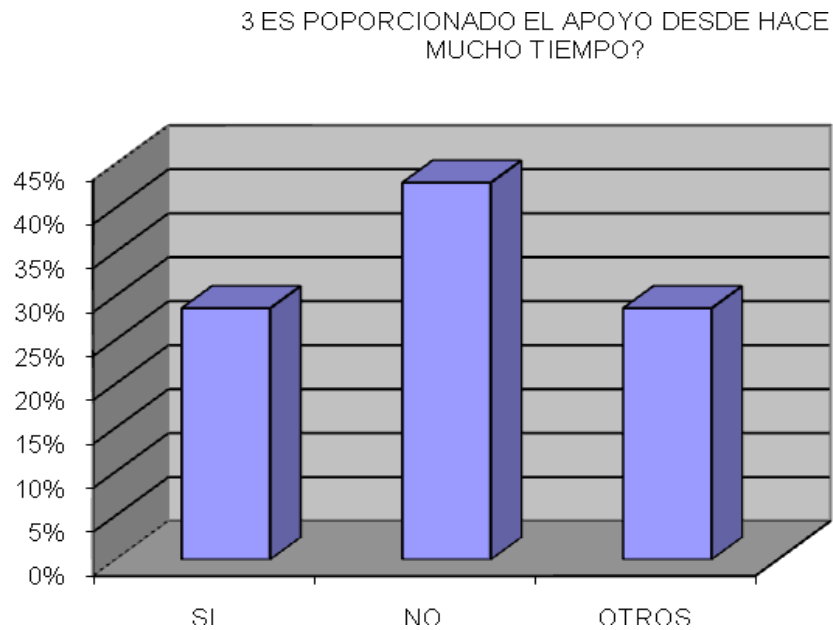
not taught in their faculties, and other teachers (14.3%), others expressed the opinion that they have never taught the English Subject.

QUESTION 2. Recibe apoyo para la enseñanza de la cátedra de parte del Departamento de Idiomas a través del área de servicio?



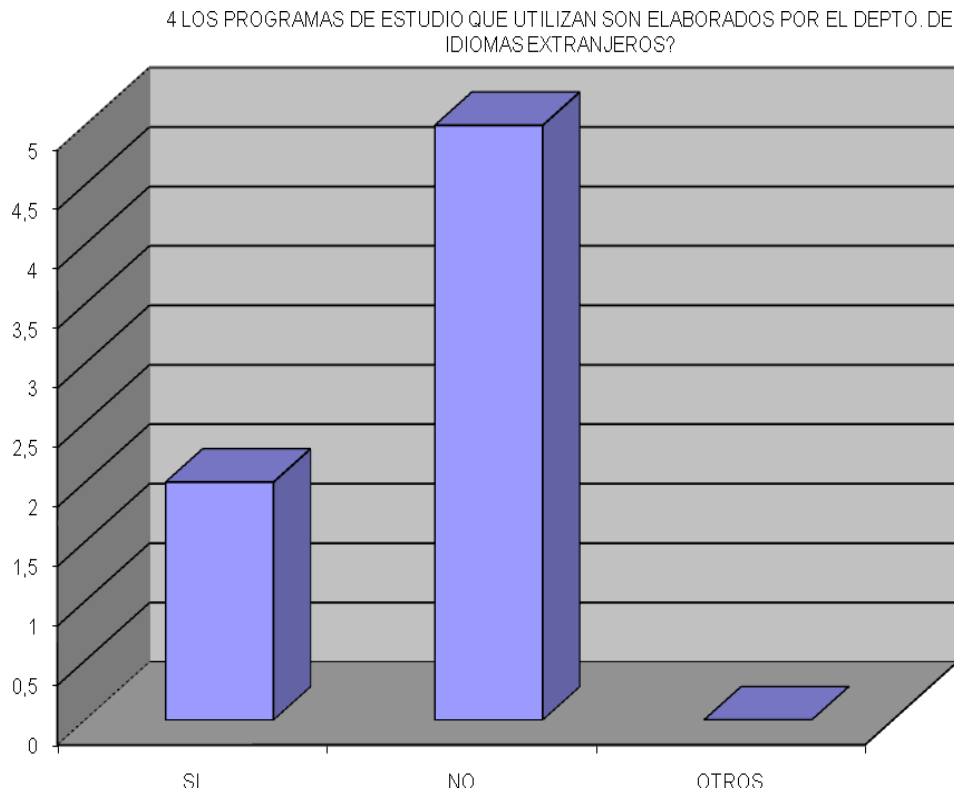
Several teachers (28.57%), expressed that their faculties receive support of the Foreign Languages Department through the Service Area. However, the majority of them (71.43%), declared that they do not receive any support from the Service Area of this Department.

QUESTION 3. Es proporcionado el apoyo desde hace mucho tiempo?



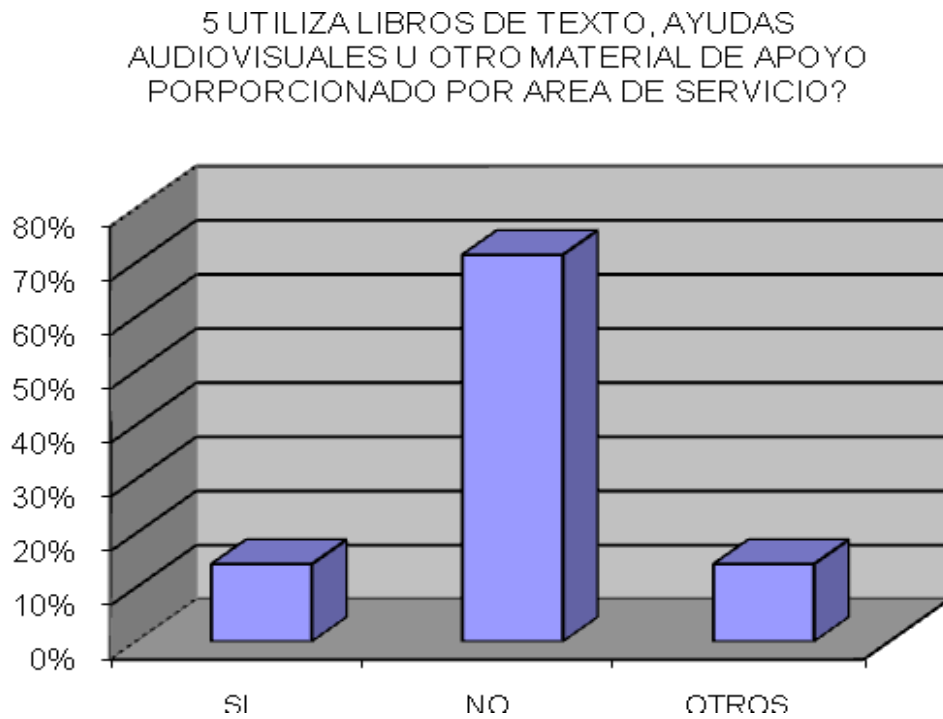
The 28.57% of the Teachers expressed that they still receive the support of the Service Area. Many Teachers (42.86%) declared that the support has been received since a few years ago. Other Teachers (28.57%) asseverated that the support has not been received since long time ago.

QUESTION 4. Los programas de estudio que utilizan son elaborados por el Departamento de Idiomas Extranjeros?



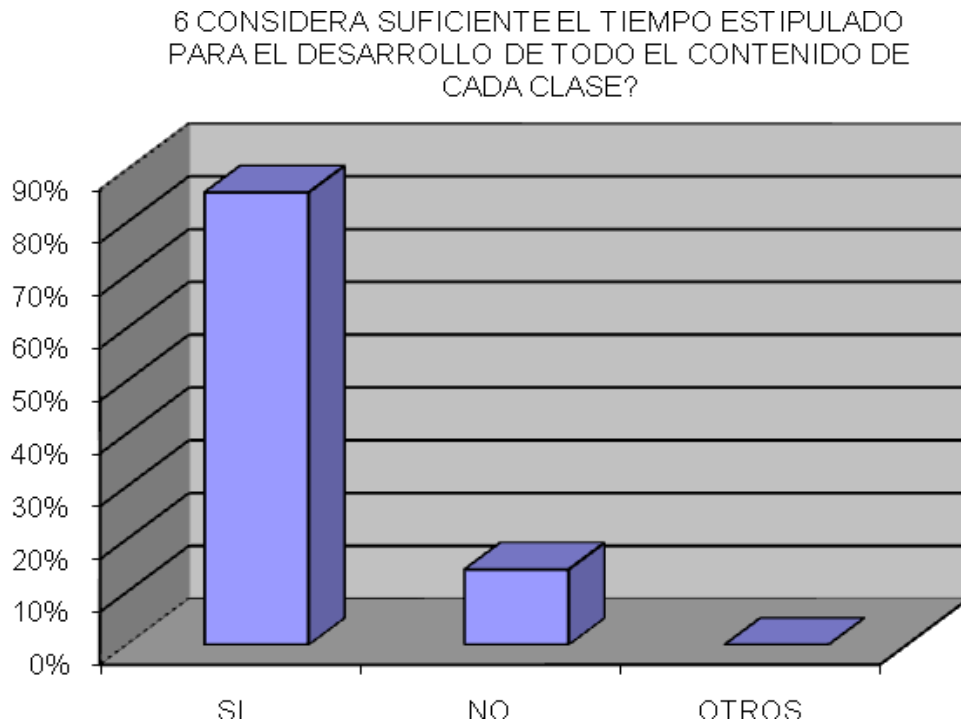
The 28.57% of the Teachers asseverated that they used the programs of study prepared by the Foreign Languages Department. However, the majority of Teachers (71.43%), affirmed that they prepare the programs of study based on the students need.

QUESTION 5. Utiliza libros de texto, ayudas audiovisuales u otro material de apoyo proporcionado por el Área de Servicio?



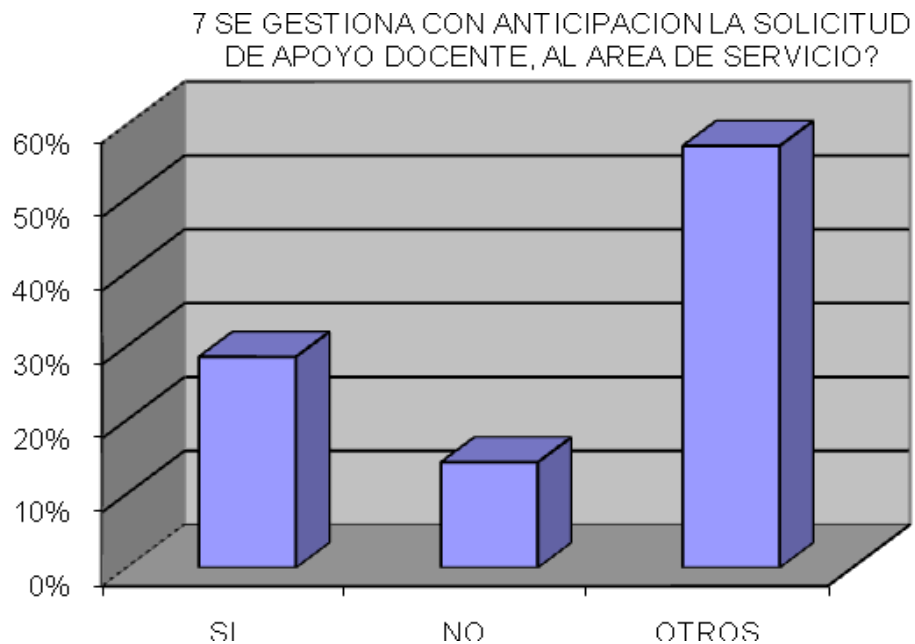
Some Teachers (14.3%), expressed that they use the material given by the service area. A strong number of them (71.43%), asseverated that they used their own material based on the students' need. However, the 14.3% affirmed that they do not use the material given by the Service Area.

QUESTION 6. Considera suficiente el tiempo estipulado para el desarrollo de todo el contenido de cada clase?



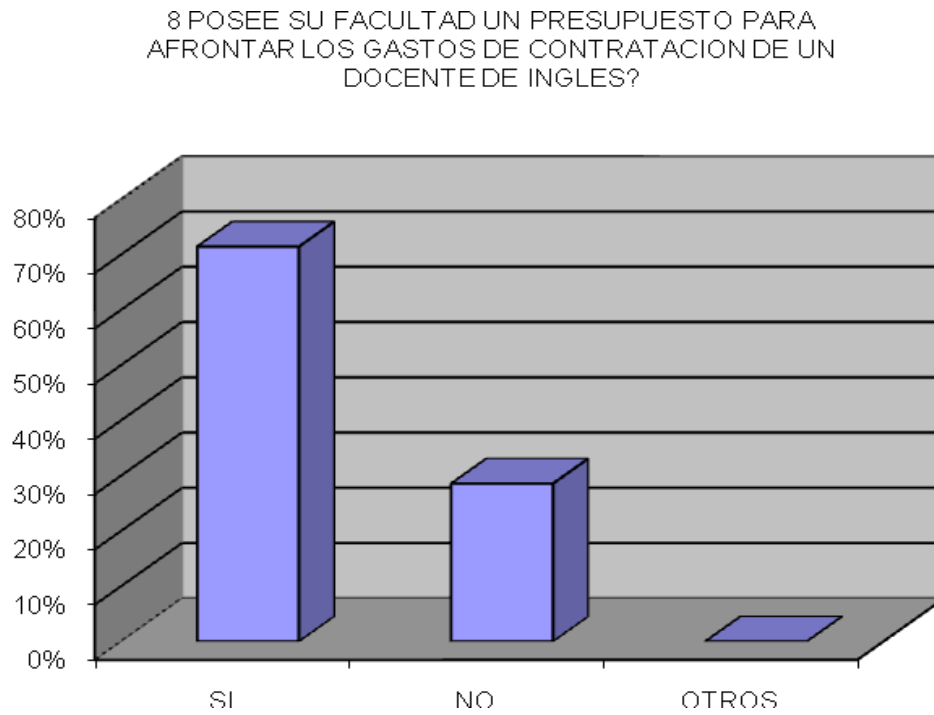
The majority of Teachers (85.71%), said that the forty-five minutes class was enough time to develop the individual class plan. Some Teachers (14.3%) declared that the forty-five minutes class was not enough to develop the whole class.

QUESTION 7. Se gestiona con anticipación la solicitud de apoyo docente al Area de Servicio?



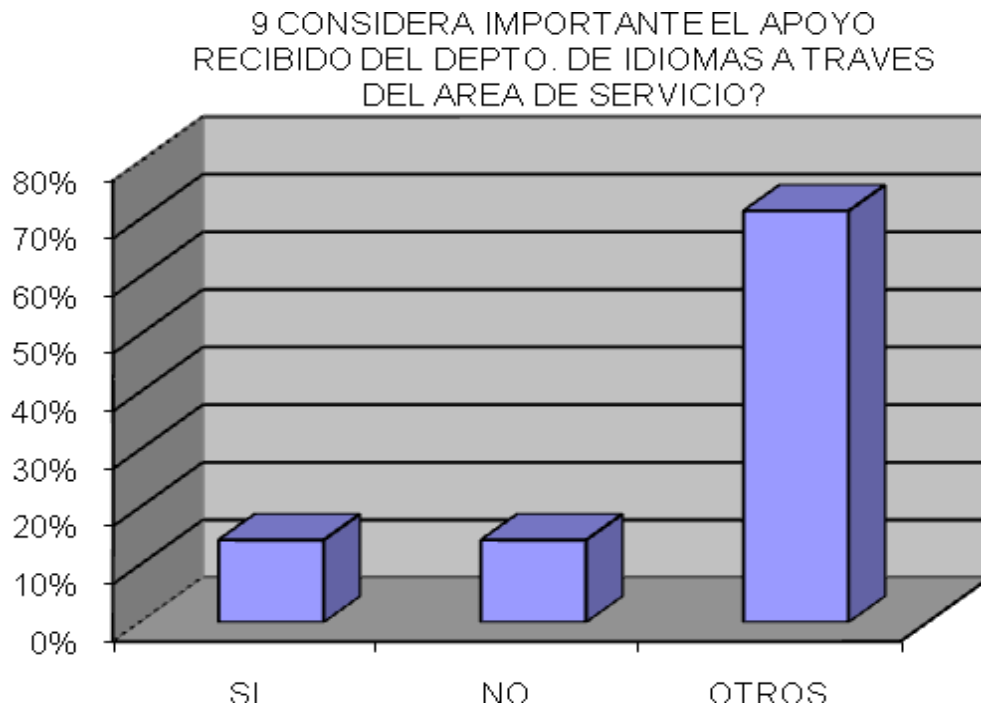
Some Teachers (28.57%) stated that they required in advance the Teachers support to the Service Area. A few Teachers (14.3%) affirmed that they require the Teachers support at the beginning of each semester. However, the 57.14% of them confirmed that they do not need the support because their Faculties hire their own graduated Teachers.

QUESTION 8. Posee su facultad un presupuesto para afrontar los gastos de contratación de un docente de Inglés?



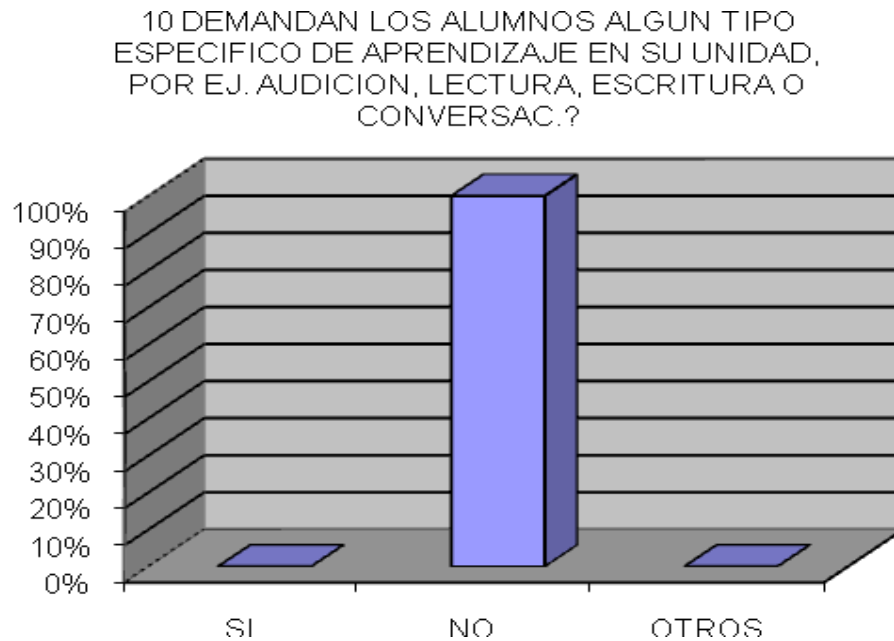
The majority of Teachers (71.43%) affirmed that their faculties had the resources to hire some teachers. However some Teachers (28.57%) declared that their faculties did not have the resources to hire teachers.

QUESTION 9. Considera importante el apoyo recibido del Depto. de Idiomas a través del Área de Servicio?



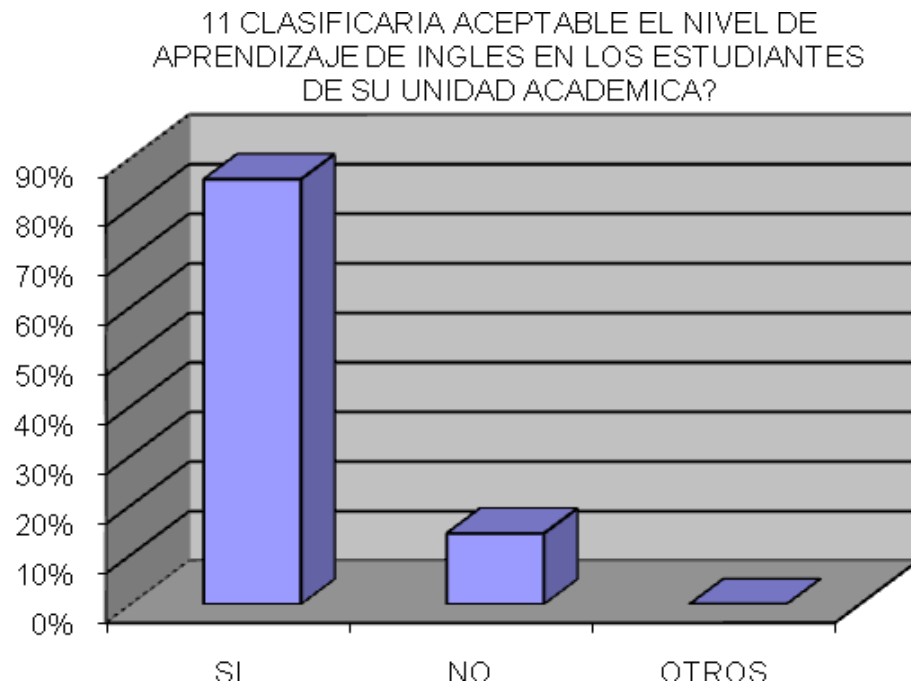
A few Teachers (14.3%), confirmed the importance of the support of the Foreign Languages Department. Some of the teachers (14.3%), said that they did not consider important the support because is not standardized. The majority of them (71.43%), stated did not consider important the support of the Service Area due to this is not permanent.

QUESTION 10. Demandan los alumnos algún tipo específico de aprendizaje en su unidad, por ejemplo, Audición, Lectura, Escritura o Conversación?



All of the teachers (100%) answered that the students did not demand any kind of teaching based on the four basic skill of the English Language. The point was that since the students considered that English subject is one more stated on the curricula they have to take it, if they like or not.

QUESTION 11. Clasificaría aceptable el nivel de aprendizaje de Inglés en los estudiantes de su Unidad Académica?

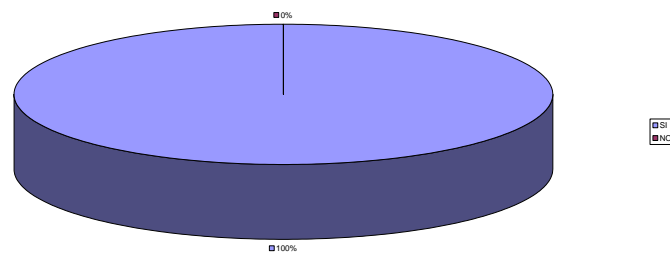


A strong majority of teachers (85.71%) confirmed that the learning of the students has been acceptable since the English subject has been posted on the curricula. However, a few teachers (14.3%) stated that they did not consider acceptable the learning of the English subject.

QUESTIONNAIRE FILLED OUT BY TEACHERS IN CHARGE OF TEACHING ENGLISH TO
STUDENTS OF DIFFERENT SCHOOLS AND DEPARTMENTS OF THE FACULTY OF
ARTS AND HUMANITIES

QUESTION 1. Considera importante la enseñanza del Nuevo idioma en la carrera de Licenciatura en Educación?

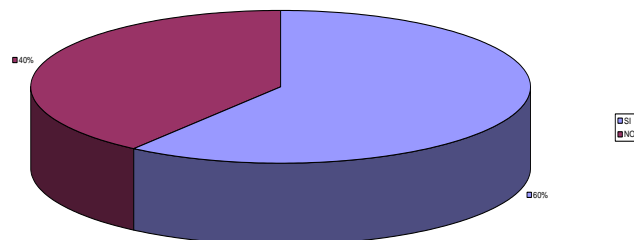
1 CONSIDERA IMPORTANTE LA ENSEÑANZA DEL NUEVO IDIOMA EN LA CARRERA LICENCIATURA EN EDUCACION?



In spite of the difficulties faced on the teaching of the new Language to students of “Licenciatura en Educación”, the teachers interviewed, said the Teaching of English is very important.

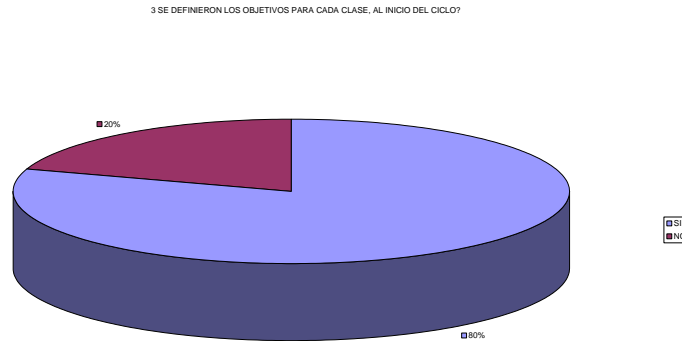
QUESTION 2. Considera efectiva la metodología utilizada durante el semestre?

2 CONSIDERA EFECTIVA LA METODOLOGIA UTILIZADA DURANTE EL SEMESTRE?



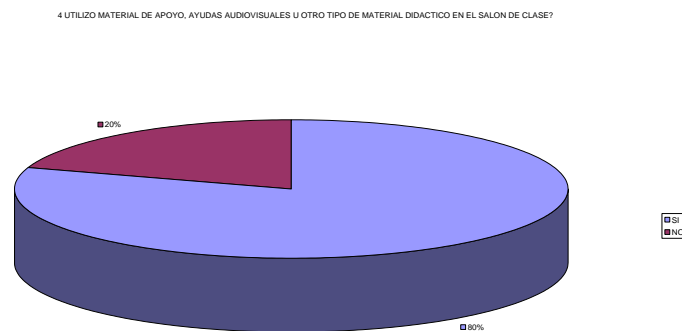
Most of the teachers interviewed (60%), agreed that the methodology used during the semester was effective, only a few (40%) do not think the same way.

QUESTION 3. Se definieron los objetivos para cada clase en el inicio del ciclo?



The 80% of teachers answer yes. They defined the objectives for each class at the beginning if the period. The rest 20% probably did not establish their objectives.

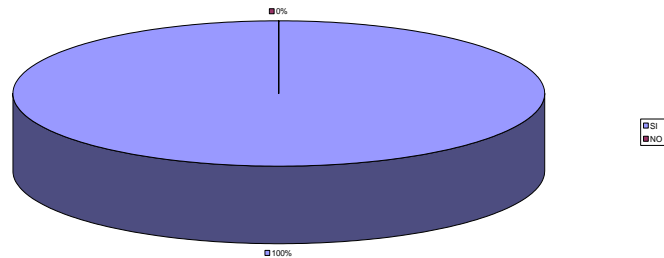
QUESTION 4. Se utilizó material de apoyo, ayudas audio visuales u otro tipo de material didáctico en el salón de clase?



Such as the previous answer, this one shows the same results, according to the teachers' opinion.

QUESTION 5. Se desarrolló la clase en forma participativa con el propósito de motivar al estudiante?

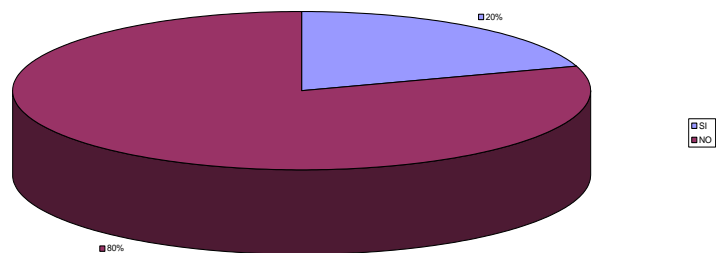
5 SE DESARROLLO LA CLASE EN FORMA PARTICIPATIVA CON EL PROPOSITO DE MOTIVAR AL ESTUDIANTE?



The 100% of the teachers said the class was developed in a participative way in order to motivate the students.

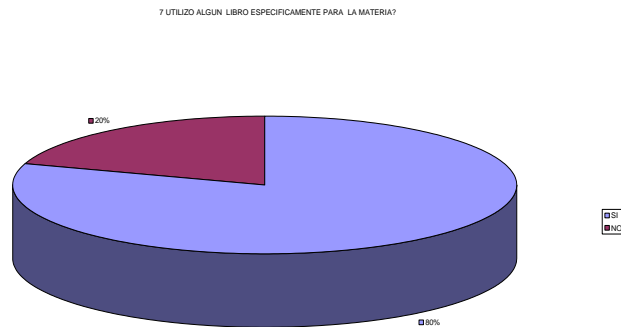
QUESTION 6. El tiempo estipulado para clase es suficiente para desarrollar todo el contenido?

6 EL TIEMPO ESTIPULADO PARA CLASE ES SUFICIENTE PARA DESARROLLAR TODO EL CONTENIDO?



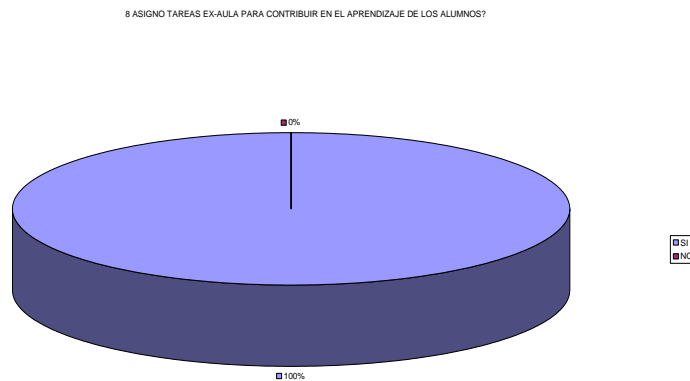
On the contrary to other answers, this question reflects that just a few teachers (20%) consider acceptable the time to develop the whole content in the class, the rest of them (80%) think there was not enough time to cover the complete topics.

QUESTION 7. Utilizó un libro específicamente para la materia?



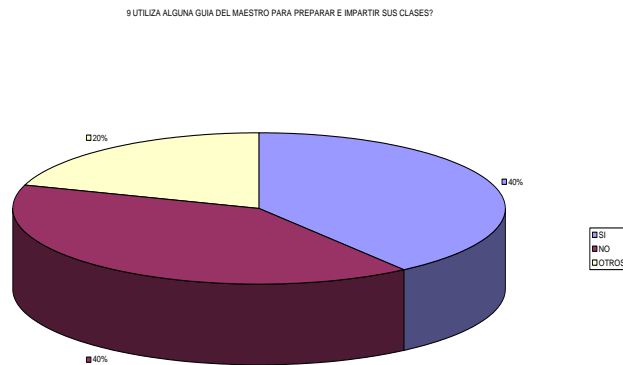
According to the teachers opinion some of them (20%) did not use any specific book to teach English, on the other hand, 80% of them said they used a book for teaching.

QUESTION 8. Asignó tareas ex-aula para contribuir en el aprendizaje de los alumnos?



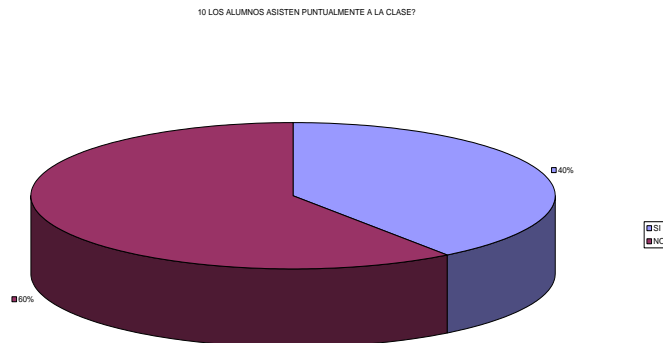
Again a 100% of the teachers said they assigned extra homework to students with the purpose of improving the students' English knowledge.

QUESTION 9. Utiliza alguna guía del maestro para preparar e impartir sus clases?



In this case, 40% of the teachers interviewed said yes, they use a teacher's guide, 40% did not use one, and the rest 20% did not express anything about the question.

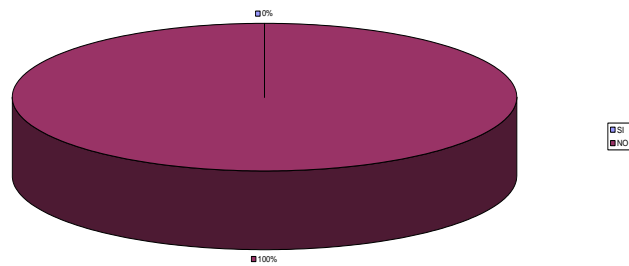
QUESTION 10. Los alumnos asisten puntualmente a la clase?



In this specific question, it can observe the phenomena that the students sometimes are not interested in the English learning, it can infer by the graph, only a 40% of them attended to classes. The rest 60% were not interested in.

QUESTION 11. Clasifica aceptable el nivel de Inglés de los estudiantes de Licenciatura Educación al final de la carrera?

11 CLASIFICA ACEPTABLE EL NIVEL DE INGLES DE LOS ESTUDIANTES DE LICENCIATURA EN EDUCACION AL FINAL DE LA CARRERA?



According to the teachers, nor of the students achieved the right level of English as they need.

VI- INTERPRETATION OF DATA

The data collected concerning students' attitudes and questionnaires answers present the following. In the questionnaires most of the students agreed that the expectations regarding the English subject were not accomplished. Students said that the kind of English they were receiving is not the one they needed. They showed the same during classes because while the class was observed there was a lack of interest from students in the topics that the teacher was delivering.

Moreover, they said they wanted to learn to listen, speak, read and write English. Obviously these people may have more than satisfactory capacity and enough interest to learn English. Yet, observation during the semester which was taught by the teacher of the Foreign Languages Department, their behavior in class negates that interest. They arrived late and sat in the back of the room, occasionally talked among them. They did not turn in assignments on time, and they participated in class only if they were pressed by their instructor.

Although in the questionnaires students answered that they approved the methodology used by teachers to teach the language, they expressed a contradiction when we talked to them in an informal way, by approaching them out of the classroom. Students said that teachers were focused on Grammar but not on speaking skill, and once again they communicated their interest in receiving a communicative English teaching. This entire message shows that non-stimulating contents and poor methodology may produce a contradictory behavior of students in their English classes.

These students may not know about the English teaching methods, and many of them are not even aware of the objectives of the course, but they know whether they are learning or not.

On the other hand during the observation to a teacher who was recruited directly by the Education Department it was possible to understand the interest they had about the subject. That means the teacher taught in different way from the one she had supposed to teach. She used a different method and the purposes not only were they could read and write, but also they could speak. The classes were very participative, the students were very motivated, they show interest in all the activities the teacher did, and the most important aspect observed was they show a positive attitude about the class.

After the analysis of the questionnaires filling out by professors of the Foreign Languages Department who belong to Service Area it can say they agreed in some aspects, for example they said the students from different Schools and Departments of the Faculty of Arts and Humanities of the University of El Salvador, now-a-days, not only need to learn English just to translate, but also to communicate. They also express the current program of study for all of the careers should be modified with the purpose of the students could achieve the highest level of learning about the subject, even if they carry out the English as a complementary or elective subject.

Other opinion they mentioned was the problem the Foreign Languages Department has, which is the number of teachers available to serve the subject to other Departments is not enough since the University does not have the capacity to recruit new teachers to work in the Area. That is the main problem that the Department has faced because it is difficult to assign resources to teach in the Schools that need the support to teach English to students of

different careers. That is why the necessity of teachers in the Foreign Languages Department is something that should be taking into account, as soon as possible..

The third group of people interviewed was the teachers who taught English to different Schools and Departments of the Faculty of Arts and Humanities of the University of El Salvador, once in the past.

Most of them give the same opinion about the level of English the students achieve at the end of the English courses they had taken. Through the answers they chose in the questionnaires and by the answers they gave during the interviews carried out to them, it can be determined clearly they have the same thought about what kind of English the students need to learn in the current time.

In general, the English is as important as the rest of the subjects, that the students of different careers of the Faculty of Arts and Humanities of the University of El Salvador need to carry out. According to the results of the investigation, the students' learning would determine the kind of professionals they will be in the future in the development of their majors.

VIII. CONCLUSIONS AND RECOMMENDATIONS

B. CONCLUSIONS

The following conclusions have been drawn from the analysis and interpretation of data collected along the research.

- 1) The Sciences Education no longer receives the support from the Service area of the Foreign Language Department, so the school had to hire a graduated English teacher.
- 2) In the Journalism school, there is no longer the English teachers support from de service area of the FLD since 1993, due to that school hired English teachers to teach English I, II, III, and IV.
- 3) In most of the different school of Arts and Sciences, students do not care about the kind of English they receive; so they don't demand any kind of specific learning.
- 4) Heads of Departments and professors of the different Departments are aware that students have problems when they consult English books; yet, the authorities have not made any plans to solve the problem.
- 5) Students in Teaching Practice will no longer have a place where to practice because most of the School and Department of the School of Arts and Sciences have already hired the English Teachers' staff.

- 6) Different Departments of this Faculty have decided to hire their own English Teachers due to the lack of human resources from the Foreign Language Department to provide them with the service.
- 7) The Foreign Languages Department does not follow a guide to teach English to other departments, because they do not give the importance that this service deserves.
- 8) The Foreign Languages Department has not a coordinator who supervises the service area in order to make sure the other departments' objectives regarding the English teaching are being accomplished.
- 9) Students from Education department are not in agreement with the kind of English received from the FLD assigned teachers.
- 10) There is not any written reference about the service area work.

C. RECOMMENDATIONS

Based on our findings, we present the following recommendations:

- 1) The different schools of Arts and Sciences should make a diagnosis as the first approach to find out the necessities every major has concerning the teaching – learning of English to be offered a better service by the FLD.
- 2) The English Language must be considered an important subject for the acquisition of new knowledge, and as such it should be given the necessary importance by every Department of this Faculty.
- 3) A specialized program of English Language should be prepared, taking advantage of the experience of all the professors, since they could provide opinions about the English material that could and should be included in it to be offered as part of the Service Area.
- 4) The Development of the four basic skills should be the central objective of the English programs offered to other Departments of this Faculty.
- 5) Students in Teaching Practice and Social Service need a place where to practice; therefore, the Service area should be reinforced so that it will not disappear.
- 6) The Foreign Languages Department should create a project to improve the English teaching quality that the service area offers to different departments to keep it as a source for those students who need to carry out their teaching practices.
- 7) The Foreign Language Department should provide teachers with a special guide that accomplish the objectives that each Department requires regarding the teaching of English.
- 8) It is necessary to encourage students in social service to get involved in this area to keep it as an option to practice the English teaching.

- 9) The Foreign Language Department should assign a coordinator for the Service area, not only to assign teachers to teach English to different Departments, but also to keep in touch with the Heads of other Departments to verify the objectives regarding the English teaching process are fulfilled.

- 10) It is necessary to prepare the Technical English program to work in areas such as: Communications, Hotel and Tourism, Transportation and Computers, to give an answer to the demand of training of human resources in the following years.

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ANNEXES

By the first semester of 2008, some visits were scheduled to the teachers of the Foreign Language Department, to gather information regarding to the project. Even though there was a list of teachers that were in charge of the Teaching of English, it was difficult to get information about who was delivering the subject at the Education Department. Besides we found that the coordinator of the Service Area was Licda. Sara Mendez, but she has just quick teaching of English to the Education Department. Due to the lack of information in the Foreign Language Department, it was arranged a meeting with Lic. Wilmar Herrera, head of the Education Department.

During the interview to Lic. Wilmar Herrera, he explained that they hired Licda. Argentina Nolasco to deliver the English subject. It is important to mention that she does not belong to the Faculty of Foreign Language Department; However, Education Department did not have option to hire her because they did not have any English teacher. Hence On June 11th, 2008, the researchers established a meeting with Licda. Nolasco, to ask her to complete an instrument addressed to her and the students. Some questionnaires were administered to the English group 01 in charge of the Licda. Nolasco with the following schedule: from 1:00pm to 3:00pm on Monday, Wednesday and Thursday.

The class observations took place at the Education Department in the classroom number 28, on the second floor. The group observed was 01 of the Licda. Nolasco, she allowed the researches to take notes and spend time during the development of the classes. The objective of the observation was to determine the different techniques to teach the class and verify the methodology used. First of all it was observed that the objectives of the class were set up at the beginning of the class and they were guided the whole class. Also she used some materials like: Top notch number 1 book and some charts. Secondly students kept an active participation which was encouraged by the teacher. Finally teacher used the feedback technique to make sure students understood the English class.

INTERVIEW

1. Can you say something about English of Service for the rest of the Careers in the University of El Salvador?
2. Do you have any information about what are the main difficulties that the program has faced in the following aspects:
 - a. Administrative
 - b. Methodological
 - c. Motivational

Responses:

Now-a-days there are teachers which teach in that area, because there were some complains when there were students in Social Service or taking the teaching practice who teach in the different departments.

a.1 One of the administrative deficiencies is the large groups, there are a lot of students and the classrooms are not big enough for the quantity to the students, sometimes the groups are over sixty in every class.

a.2 Another one is that the students registered in one group and when the class begins they attend to another one. At the end of the semester there are problems with the grades.

b.1 It is too difficult to handle the groups so large because it is impossible to cover the whole material, and the participation of the students is not optimal.

b.2 Another problem is how to control the students in large groups inside the classroom.

b.3 The class is in Spanish and the material they have is in English.

c.1. Sometimes the students get frustrated because they want to learn English in the speaking skill, but the English they receive is only for reading skill.

c.2. The majority of them are forced to take the subject because of the career.

c.3. They want to speak English, but the purpose of the English for them is mostly for reading, for interpretation, because of the requirements of their careers.

Suggestions:

1. It could be better if there were more teachers for the Area, because the groups could be fewer students in each group, in that way the material would be developed totally and everybody would have the opportunity to participate in class.
2. It is necessary to change the syllabus for this English, because if the students receive more practice in speaking they would be motivated to attend classes and participate in the activities of the class.
3. It is recommendable to use different methodology, according to the career, because they need to be encouraged to study English, not to be forced. And maybe if they feel motivated they can learn easier.

Interviewed: Licda. Lilian Olivares.

Thursday, nov. 01, 2007

4:15pm

Foreign Languages Department, UES.

University Campus.

Lic. Baltes and Licda. Sara Méndez couldn't help us because of their time. -They say-

By Ana Ruth Márquez

24.09.08 Lic. Edgar Nicolás Ayala.

Con el propósito de obtener información relacionada al Inglés de Servicio que se importe en la Facultad de Ciencias y Humanidades de la UES, levantamos narrativa al Lic. Edgar Nicolás Ayala, Director de la Escuela de Idiomas de la UES comentándonos lo siguiente: “Debido al crecimiento de la población estudiantil en la Escuela de idiomas, se ha reflejado el aporte de docentes graduados a la Facultad de Ciencias y humanidades”. Dado lo anterior, la Junta Directiva autorizó alumnos en práctica docente y servicio social para que impartieran el Idioma Inglés en los departamentos o escuelas de la Facultad de Ciencias y Humanidades y otros tales como la Facultad de Ciencias naturales, estos alumnos-practicantes están bajos tutores de planta quienes revisan planificación de clases, material de apoyo, textos, entre otros. Por lo tanto, los alumnos en Práctica docente cuentan con un tutor, los alumnos en Servicio social cuentan con un asesor y los docentes hora-clase, con un coordinador. También nos informó que existe un beneficio mutuo ya que el departamento proporciona apoyo para la cátedra de Inglés y el resto de Facultades proporciona apoyo para cubrir cátedras como Estadística, Expresión Oral y Escrita, Historia de El Salvador y C. A entre otras.

Así mismo comenta que los programas se ajustan de acuerdo a las solicitudes o necesidades de cada Departamento.

El Area de Servicio Social del Departamento de Idiomas Extranjeros surge como una necesidad de servicio para apoyar a las Facultades de la UES. Ésta fue fundada en 1948 y cuando empezó a profesionalizar la carrera la UES tuvo su reforma (1950) y exigieron incorporar el idioma inglés.

Actualmente, el Departamento de Idiomas ya no se ve como una unidad de servicio ya que le está apostando a diplomados, maestrías y otras carreras que peguen con las exigencias del mercado.

24.09.08 Licda. Ana María Glover de Alvarado.

Con la finalidad de obtener información relacionada al Inglés de Servicio, levantamos narrativa la Licda. Ana María Glover de Alvarado, quien funge actualmente como docente de la escuela de idiomas extranjeros de la Facultad de Ciencias y Humanidades, comentando lo siguiente: Ingresó a la UES en 1977, desde entonces ya se le proporcionaba apoyo a las Facultades de la UES, no obstante debido a la demanda estudiantil desde 1998 ya no se dio el apoyo docente, ya que se descuidaba la escuela de idiomas por atender las demás facultades. En ese año (1998) se solicitó a Junta Directiva de la UES para que se autorizara la enseñanza del idioma inglés a través de los alumnos de práctica docente, quienes tendrán un coordinador responsable nombrado por el Departamento de Idiomas. Dicho requerimiento fue aprobado por la Junta Directiva.

El Departamento de Idiomas Extranjeros de la Universidad de El Salvador no recibirá ningún beneficio por esta agenda que proporcionaba a las Facultades de la UES.

By Manuel Canjura

OBSERVATION

This is a sample of the class observation, during the semester which the Education Department had recruited an English Teacher by itself, because of the need of the students to carry out the subject.

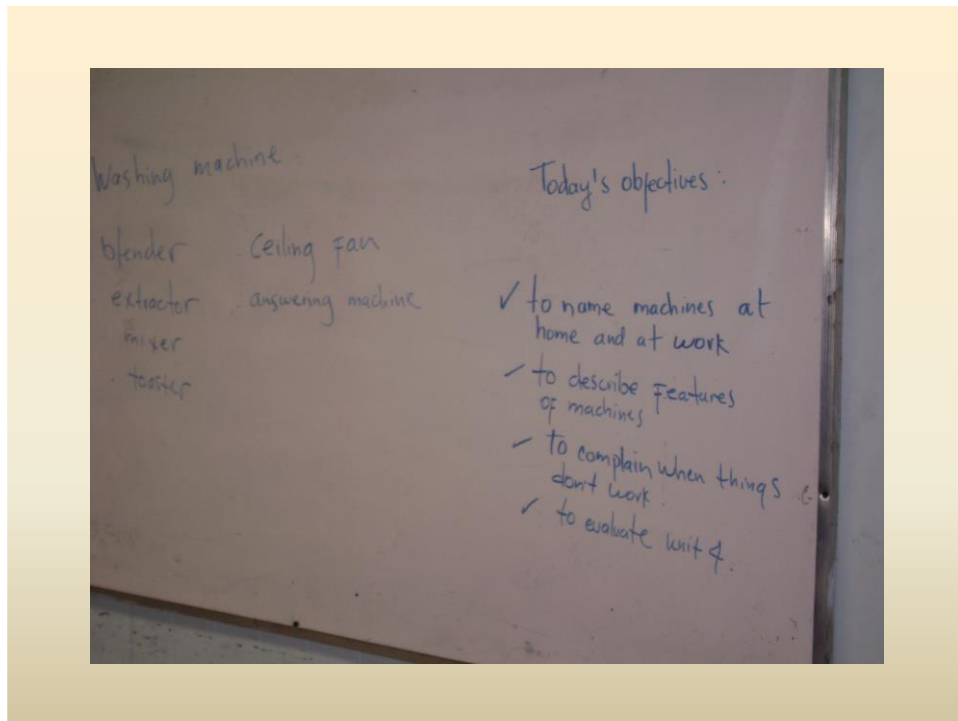


It was possible to observe the students' participation during the development of the class; they were very interested in learning of the new language. Everybody took place actively in the teaching-learning process with the teacher.



It was possible to determine the methodology used by the teacher, through the observation of several classes since the beginning to the end.

It can be observed in the picture, the teacher wrote on the board the objectives, at the beginning of the class and she achieved them at the end.



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

Encuesta para docentes del Area de Inglés de Servicio impartido a estudiantes de Licenciatura en Educación de la Universidad de El Salvador.

OBJETIVO: Realizar un diagnóstico de la situación actual de la Enseñanza del Idioma Inglés en el área de Educación de la UES.

INDICACIONES: Por favor marque con una "X" el criterio que considere más apropiado según su opinión de cada pregunta.

No.	PREGUNTA	CRITERIOS A EVALUAR		
		SI	NO	
1	UTILIZA USTED ALGUNA GUIA DEL MAESTRO PARA PREPARAR E IMPARTIR SUS CLASES DE INGLES?			
2	CONSIDERA FUNCIONAL LA METODOLOGIA UTILIZADA ACTUALMENTE?			
3	LOS OBJETIVOS Y REQUERIMIENTOS DE LA CLASE FUERON DEFINIDOS CLARAMENTE ANTES DE CADA CLASE?			
4	UTILIZO MATERIAL DE APOYO, AYUDAS AUDIOVISUALES U OTRO TIPO DE MATERIAL DIDACTICO EN EL SALON DE CLASE?			
5	SE DESARROLLO EN FORMA PARTICIPATIVA LA CLASE CON EL PROPOSITO DE MOTIVAR AL ESTUDIANTE?			
6	ES EL TIEMPO ESTIPULADO PARA CADA CLASE LO SUFICIENTE PARA DESARROLLAR TODO EL CONTENIDO?			
7	UTILIZO ALGUN LIBRO ESPECIFICAMENTE PARA LA MATERIA?			
8	ASIGNO TAREAS EXTRA PARA CONTRIBUIR EN EL APRENDIZAJE DE LOS ALUMNOS?			
9	CONSIDERA IMPORTANTE LA ENSEÑANZA DEL NUEVO IDIOMA EN LA CARRERA DE EDUCACION?			
10	LOS ALUMNOS ASISTEN PUNTUALMENTE A LA CLASE?			
11	CLASIFICARIA ACEPTABLE EL NIVEL DE APRENDIZAJE DE INGLES DE LOS ESTUDIANTES DEL AREA DE EDUCACION?			

COMENTARIOS: _____

Se agradece al cuerpo de docentes por su valioso aporte al completar la presente.

Atentamente, Estudiantes de Licenciatura en Idioma Inglés, opción Enseñanza, en proceso de grado.

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

Encuesta para estudiantes de Licenciatura en Ciencias de la Educación de la Universidad de El Salvador.

OBJETIVO: Realizar un diagnóstico de la situación actual de la Enseñanza del Idioma Inglés en el área de Educación de la UES.

INDICACIONES: Por favor marque con una "X" el criterio que considere más apropiado según su opinión de cada pregunta.

No.	PREGUNTA	CRITERIOS A EVALUAR		
		MUCHO	POCO	NADA
1	CUMPLE EL INGLES DE SERVICIO SUS EXPECTATIVAS HACIA EL APRENDIZAJE DEL IDIOMA?			
2	CONSIDERA FUNCIONAL LA METODOLOGIA UTILIZADA POR LOS DOCENTES ACTUALMENTE?			
3	LOS OBJETIVOS Y REQUERIMIENTOS DE LA CLASE FUERON DEFINIDOS CLARAMENTE ANTES DE CADA CLASE?			
4	SE UTILIZO MATERIAL DE APOYO, AYUDAS AUDIOVISUALES U OTRO TIPO DE MATERIAL DIDACTICO EN EL SALON DE CLASE?			
5	SE DESARROLLO EN FORMA PARTICIPATIVA LA CLASE CON EL PROPOSITO DE MOTIVAR AL ESTUDIANTE?			
6	ESTUVO EL DOCENTE DISPONIBLE PARA CONSULTAS REFERENTE A LA MATERIA EN HORAS FUERA DE CLASE?			
7	SE UTILIZO ALGUN LIBRO ESPECIFICAMENTE PARA LA MATERIA?			
8	SE ASIGNO TAREAS EXTRA PARA CONTRIBUIR EN SU APRENDIZAJE?			
9	EN QUE MEDIDAS CONSIDERA CONTRIBUYERON LAS TAREAS EN SU APRENDIZAJE?			
10	CONSIDERA IMPORTANTE EL APRENDIZAJE DEL NUEVO IDIOMA EN SU CARRERA?			
11	COMO CLASIFICA SU NIVEL DE APRENDIZAJE?			

COMENTARIOS: _____

Se agradece a toda la población estudiantil del Area de Educación por su valioso aporte al completar la presente encuesta.

Atentamente, Estudiantes de Licenciatura en Idioma Inglés, opción Enseñanza, en proceso de grado.

UNIVERSIDAD DE EL SALVADOR
FACULTAD DE CIENCIAS Y HUMANIDADES
DEPARTAMENTO DE IDIOMAS EXTRANJEROS

Encuesta para docentes que imparten Idioma Inglés a estudiantes de la Facultad de Ciencias y Humanidades de la Universidad de El Salvador.

AGRADECIMIENTO:

Se agradece al cuerpo de docentes su valioso aporte al completar el presente instrumento.

OBJETIVO: Realizar un diagnóstico de la situación actual de la Enseñanza del Idioma Inglés en la Facultad de Ciencias y Humanidades de la UES.

INDICACIONES: Por favor marque con una "X" el criterio que considere más apropiado según su opinión de cada pregunta.

DEPARTAMENTO O ESCUELA: _____

No.	PREGUNTAS	CRITERIOS A EVALUAR		
		SI	NO	OTROS
1	ACTUALMENTE SE IMPARTE LA ENSEÑANZA DEL IDIOMA INGLES EN ESTA FACULTAD?			
2	RECIBE APOYO PARA LA ENSEÑANZA DE LA CATEDRA DEL DEPTO. DE IDIOMAS EXTRANJEROS A TRAVES DEL AREA DE SERVICIO?			
3	ES PROPORCIONADO ESTE APOYO DESDE HACE MUCHO TIEMPO?			
4	SE UTILIZA PROGRAMA DE ESTUDIO PROPORCIONADO POR EL AREA DE SERVICIO DEL DEPTO. DE IDIOMAS EXTRANJEROS?			
5	SE UTILIZA LIBRO DE TEXTO, AYUDAS AUDIOVISUALES U OTRO MATERIAL DE APOYO DIDACTICO PROPORCIONADO POR EL AREA DE SERVICIO?			
6	CONSIDERA SUFICIENTE EL TIEMPO ESTIPULADO A CADA CLASE PARA EL DESARROLLO DE TODO EL CONTENIDO?			
7	SE GESTIONA CON ANTICIPACION LA SOLICITUD DE APOYO DOCENTE AL AREA DE SERVICIO?			
8	POSEE ESTA FACULTAD UN PRESUPUESTO PARA AFRONTAR LOS GASTOS DERIVADOS DE LA CONTRATACION DE UN DOCENTE DE INGLES?			
9	CONSIDERA SUFICIENTE EL APOYO RECIBIDO DEL DEPTO. DE IDIOMAS A TRAVES DEL AREA DE SERVICIO?			
10	DEMANDAN LOS ALUMNOS ALGUN TIPO DE APRENDIZAJE ESPECIFICO EN LA FACULTAD? CONVERSACION, AUDICION, LECTURA O ESCRITURA?			
11	CLASIFICARÍA ACEPTABLE EL NIVEL DE APRENDIZAJE DE INGLES DE LOS ESTUDIANTES DE SU FACULTAD AL FINAL DEL PERIODO?			

COMENTARIOS: _____

Atentamente,
Estudiantes de Licenciatura en Idioma Inglés, Opción Enseñanza en Proceso de Grado.