

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



**UNDERGRADUATE RESEARCH WORK
“AN ANALYSIS OF THE FEASIBILITY TO IMPLEMENT THE
MAJOR “LICENCIATURA EN IDIOMA INGLES-OPCION
ENSEÑANZA” IN THE DISTANCE LEARNING MODALITY AT THE
WESTERN MULTIDISCIPLINARY CAMPUS OF THE UNIVERSITY
OF EL SALVADOR”**

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ABSTRACT

The study entitled “An Analysis of the Feasibility of the Implementation of the Major Licenciatura en Idioma Inglés, Opción Enseñanza in the Distance Education modality at the Western Multidisciplinary Campus of the University of El Salvador” intends to explain how feasible the implementation of the major LIIOE being offered in the traditional education modality by the UES for the population enrolling the distance learning modality at the Western Multidisciplinary Campus of the University of El Salvador is since this major does not require students to possess any English proficiency level for their admission to the University of El Salvador.

During the process, the researchers had to travel to the main campus of the University of El Salvador to gather important data that was essential in the execution of this study. The research team used different kinds of sources (interviews, e-magazines and articles, reading material, official websites, etc.) for reliable information about the implementation of the Distance Education Program at the UES, launched in the year 2016. In this study, researchers compared both study plans (LIIOE and LEI) and have found out that the major LEI is not inclusive as it was presented when it was launched, as well as why the major LIIOE is inclusive and should be part of the UES academic offer for the DLM.

Researchers concluded that the major LIIOE is inclusive and, if this were part of the UES academic offer in its DLM program, the major is feasible to be carried out because there is a target population that would enroll it, there is a need of studying the major LIIOE in a DLM; also, this major (LIIOE) offers the student

the chance to enroll a major without any previous requirement just the desire to enroll it, and there is a distance education headquarter in the Western Zone (Santa Ana) that could work to launch this major (LIIOE) as part of the academic offer at UES in the DLM program.

INTRODUCTION

In the year 2016, the government of El Salvador through the Salvadoran Board of Education (MINED) and an agreement with the Universidad Estatal a Distancia (UNED) launched the major Licenciatura en la Enseñanza del Inglés (LEI) as part of the academic offer of La Universidad de El Salvador (UES) through the Distance Learning Modality (DLM) program. In this way, the Salvadorian government purposes to make higher education become inclusive, so everyone can have access to higher education through this modality to study at UES. Unfortunately, the reality is quite different; that is why, the research study entitled “An Analysis of the Feasibility to Implement the Major “Licenciatura en Idioma Ingles Opción Enseñanza (LIIOE)” in the Distance Learning Modality at the Western Multidisciplinary Campus of the University of El Salvador” carried out from August 2016 to January 2018 is focused on finding out how feasible the implementation of the major Licenciatura del Idioma Inglés - Opción Enseñanza in the Distance Learning Modality is because the LEI requires the applicant to possess certain level of English to get enrolled (this is not inclusive at all).

For this purpose, this thesis comprises five chapters which answers a very important question *“How feasible is the implementation of the major “Licenciatura en Idioma Inglés - Opción Enseñanza,” being offered in the traditional education modality by the UES for the potential population who might enroll the Distance Learning Modality at the Western Multidisciplinary Campus of the University of El Salvador since this major does not require students to possess any English skill for their admission at the University of El Salvador?*

In this way, this research contains: Chapter I, Statement of the Problem, provides a detailed description of the phenomenon under study. This research was carried out with the objective of analyzing the feasibility of the implementation of the major Licenciatura en Idioma Ingles - Opción Enseñanza in the distance learning modality at the Western Multidisciplinary Campus of the University of El Salvador.

Chapter II, Theoretical Framework, contains useful information about the Distance Education Program being offered in El Salvador through the University of El Salvador. Moreover, it includes a comparison between the study plans of the majors Licenciatura en Idioma Inglés - Opción Enseñanza and Licenciatura de la Enseñanza del Inglés; it also points out some aspects included in the Common European Framework regarding the B1 English level.

Furthermore, Chapter III, Methodology, describes in detail the different phases and steps through which the research work was carried out. Chapter IV, Analysis and Interpretation of Data Collection, presents the analysis and interpretation of the data gathered through the questionnaires and interviews administered to the target population. In addition, this chapter contains the operationalization of variables and its indicators. Finally, Chapter V, Conclusions and Recommendations, contains the conclusions that were drawn by the researches during this research work and some recommendations for future researchers; as well as a Feasibility Study included in the appendixes.

CHAPTER I: STATEMENT OF THE PROBLEM

1.1 Definition of the Problem

In the year 2016, the president of El Salvador, Salvador Sánchez Cerén, along with the Salvadoran Board of Education (MINED) and through an agreement with the Universidad Estatal a Distancia (UNED), the distance learning modality for higher education at the University of El Salvador (UES) was implemented, with the mission of offering university careers to the most vulnerable sector of the Salvadoran population so that all the people may have the opportunity to obtain a university degree. The applicant who aspires accessing the University of El Salvador (UES) under the distance modality follows the same admission process as a regular applicant; thus, the applicant has to pay ten dollars at the bank and then, he has to fill the required information in the official website of the university to have the right for an admission test and to carry out it. Depending on the results, if the person is not accepted in the first option, he will have the right of a second chance for taking another test.

To implement distance learning in a virtual modality right from the start, the UES would have required a long period of time to develop the suitable material for each subject of the different careers offered by the university; that is why, the president of the republic, the authorities of the UES, and MINED took into consideration the long experience of UNED (38 years of experience in distance education) in the education field to undertake the government proposal regarding this type of education through the UES, and the following majors: Licenciatura en Enseñanza de Matemática, Licenciatura en Enseñanza de las Ciencias Naturales,

Licenciatura en Enseñanza del Inglés, Licenciatura en Informática Educativa along with their study plans were adopted by the University of El Salvador.

Since 2002, the major “Licenciatura en Idioma Inglés Opción Enseñanza” has a new plan of study that has been established by the UES for a traditional modality. This plan takes the learner from a true-beginner level of English and makes him evolve up to a fluent advanced English speaker. On the other hand, UNED’s study plan for the major “Licenciatura en Enseñanza del Inglés” in the distance learning modality hugely differs from UES’ plan. The main difference between UNED’S plan and that of UES is the level of English required to enroll each major. UNED’s plan requires that the students already have a high intermediate English level (B1). This is an indispensable qualification for every person who wants to study the Licenciatura en la Enseñanza del Inglés in the distance learning modality according to Emilia Quiroz at UNED, the person in charge of the major of “Licenciatura en Enseñanza del Inglés” in Costa Rica, this is not a major for learning how to speak in English but for developing the skills to teach this foreign language. In fact, the applicant must take a test of English proficiency before enrolling the major. This test evaluates the four macro skills (listening, speaking, reading and writing) it should assess them, but right now just the listening, reading, and writing skills are being assessed, and the learner must possess an intermediate level to pass the test. Moreover, the main purpose of this major is to train and polish the English language skills that the students already have, and also provide the necessary tools to teach the target language, and this is made with the intention of evolving the “teacher’s side” of learners. In addition, the

major's applicant must have the vocation to work in the field of children's education. Also, the applicant to this modality must have a high standard of proactivity, auto regulation, and discipline, and independence because the distance learning modality requires organization, autonomy, and independence on the part of the learner in order to guarantee the learning process' success.

The requirement of an intermediate English level or B1 from UNED is due to the educational culture that exists in Costa Rica; according to the “Banco Centroamericano de Integración Económica”, Costa Rica has just a 3.2 percent of analphabetism. To this extent, education is taken seriously in Costa Rica; in fact, the country has the best school systems in Central and South America. When most students graduate from high school, they already speak English, and the literacy rate is 95 percent for everyone over the age of fifteen. Due to this, most of the population fills the requirement of having a B1 level of English, which makes it feasible for applicants to comply with, this requirement to enroll the major “Licenciatura en Enseñanza del Inglés” at UNED. But in El Salvador, the reality is totally different, because a reduced percentage of the population is lucky enough to own the tools and economical resources to attend a bilingual school or an English academy in order to acquire an intermediate English level.

That is why, the main problematic situation that this study attempts to research is the implementation of the major “Licenciatura en Idioma Inglés - Opción Enseñanza” in the Distance Learning Modality at the Western Multidisciplinary Campus in the University of El Salvador. Considering that one of the requirements to enroll the Licenciatura en la Enseñanza del Inglés in the

distance learning modality is having to possess intermediate or advanced English proficiency; as a matter of fact , because the second term in the first year of this major, the 75% of the subjects are taught in English:

First year	Semester II	Conversación Inglesa I
		Gramática Inglesa I
		Fonética Inglesa I
		Planteamiento Didáctico

The plan of study that the University of El Salvador is implementing in the distance modality comes from a country (Costa Rica) that has a totally different cultural, educational and economic background and reality to make this feasible, but in, El Salvador, a huge number of people stop studying to devote their time to working because of the economic situation the country is going through. This population is made up of little merchants, grocers, people in their sixties, and people with different occupations who want to get a diploma to aspire to get better living conditions. Since one of the requirements to enroll the major “Licenciatura en Enseñanza del Inglés” in this modality is having a previous solid intermediate level of English, so it is imperative to make an analysis in order to find out if the major “Licenciatura en Idioma Inglés Opción Enseñanza” is feasible to be implemented in the distance learning modality at the Western Multidisciplinary Campus of the University of El Salvador.

According to the previous information, it emerges some questions about the feasibility of implementing that career (Licenciatura en Idioma Inglés Opcion Enseñanza) in the distance learning modality. It is known that the objective of this

modality is being inclusive and accessible, but those qualities would not have been accomplished due to the conditions of the career that is being implemented by UES (Licenciatura en Enseñanza del Inglés.) The main point of all this is the feasibility of implementing the major “Licenciatura en Idioma Inglés Opción Enseñanza” with the traditional modality study plan because the methodology to teach a second language as a foreign language totally differs from the methodology used to teach in other fields of study like Mathematics, Philosophy, Computer Science, etc.

The truth is that both the Salvadoran government and the UES have taken an important initiative to implement some of UNED’s majors to offer another higher education option to the Salvadoran society. In fact, the implementation of the major “Licenciatura en Enseñanza del Inglés” benefits the students, teachers, tutors, and all the people involved in the learning process. All of the things previously stated show that the problem is the difference of the study plans between the UES’ and UNED’s; because UNED counts on an exclusively bilingual high school where students are prepared to be potential candidates of the major Licenciatura en la Enseñanza del Inglés. This high school preparation that potentials candidates helps UNED in the execution of their higher education program of the “Licenciatura en la Enseñanza del Inglés” since students have already reached a B1 English level when they enroll the major at UNED.

A total different story happens in El Salvador regarding the distance major “Licenciatura en la Enseñanza del Inglés” that the UES adopted from UNED because the Salvadoran high school students who want to enroll the

aforementioned major are not trained to possess a B1 English level since that is not part of the curriculum of the Salvadoran educational system. Probably, the students who have studied their high school at private educational institutions have some advantages since in some private schools, English learning is included as part of the curriculum, so some of those students might have a B1 English level, but the average Salvadorian student population who finish their high school at public high school institutions does not possess that language learning necessary to enroll the distance modality English major being offered by the UES since the academic year 2016.

From all the above statements, the research team can assume that the distance modality major “Licenciatura en la Enseñanza del Inglés” adopted from UNED by the Salvadoran Board of Education and being offered by the UES at the present does not respond to what the Salvadoran high school population needs regarding higher education opportunities.

Taking into account all the previously stated information, an important question emerges “How feasible is the implementation of the major “Licenciatura en Idioma Inglés - Opción Enseñanza” being offered in the traditional education modality by the UES for the population enrolling the Distance Learning Modality at the Western Multidisciplinary Campus of the University of El Salvador since this major does not require students to possess any English skill for their admission at the University of El Salvador?”

1.2. OBJECTIVES

1.2.1. General Objective

To analyze the feasibility of implementing the major Licenciatura en Idioma Ingles - Opción Enseñanza in the distance learning modality at the Western Multidisciplinary Campus of the University of El Salvador.

1.2.2. Specific Objectives

- To explain the differences between the majors Licenciatura en la Enseñanza del Inglés being offered through the distance education modality and the Licenciatura en Idioma Inglés –Opción Enseñanza being offered through the traditional education modality at the University of El Salvador.
- To analyze the main needed requirements and conditions to implement the major Licenciatura en Idioma Inglés Opción Enseñanza in the distance learning modality at the Western Multidisciplinary Campus of the University of El Salvador.

1.3. JUSTIFICATION

The pursuance of this analysis is quite imperative because it attempts to demonstrate the feasibility of the implementation of the major “Licenciatura en Idioma Inglés Opción Enseñanza” in the distance learning modality at the Western Multidisciplinary Campus of the University of El Salvador. At the same time, this analysis attempts to set the stage for a suitable proposal to be able to offer this major at the Western Multidisciplinary Campus of the UES.

This analysis arises as an answer to the deep need that the Salvadoran society faces in the area of education and the opportunity that distance learning modality offers to this population in the field of higher education in El Salvador. Nevertheless, it is quite important to mention all the benefits this type of modality brings for the ones who are not able to attend classes in a traditional modality because it offers the applicants the opportunity to access higher education and obtain a university diploma by investing less time on campus and being more competitive to get a better job in the Salvadoran society. Besides, this modality gives the applicant the opportunity to save money in transportation, reading material, books, fast snacks and all that they need to be able to attend classes on campus when students study in the traditional modality and most importantly, the applicants have the chance to dedicate time to their jobs which is one of the main reasons people choose to study in this modality. This is why in the year 2013, the distance learning modality emerges as a government proposal of the Salvadoran party FMLN that launched teacher Salvador Sánchez Cerén for president; this proposal (Compromise 30 known as C-30) verses as following:

“Online University is addressed to young people and adults, men and women, farmers, craftsmen, employees, mothers, elders, and all the bachelors who are left out of the university”.

In words of the President Sánchez Cerén, in his proposal speech to the nation, he said that the Distance Learning Education would be an inclusive plan where “inclusion” means the politics attitude or tendency to look for the integration of all kind of people in the society, looking for the contribution of their talents and at the same time that they might be corresponded with the benefits that the society could offer, but this cannot be fulfilled due to the social, cultural, educative and economic environment of El Salvador because it is totally different from Costa Rica.

Related to education, UNED offers an English High School which prepares the future candidates to the major of Licenciatura en Enseñanza del Inglés; on the contrary, our University does not offer that kind of High School.

In our country, the requirement of an intermediate level (B1) in English for joining that major is a big obstacle for those who do not have the enough resources to be trained previously for being admitted to that major in the distance learning modality. In other words, this program in our country, does not accomplish neither the democracy nor inclusion nor the access which are the fundamental purposes which the program Online University was launched for. (Portal de Transparencia del Gobierno de El Salvador, 2016)

CHAPTER II: THEORETICAL FRAMEWORK

As well as education, teaching methodologies have been evolving over the years, the development of technology, information and communication has opened up many possibilities for educational projects in which all people have the opportunity to access quality education no matter the time or place they are. In fact, the alternatives for studying have surpassed time and distance constraints, so they may not be obstacles for learning any longer.

The development of distance education is linked to two big advances of modernity. The first of these advances is the generation of complex societies in which the needs caused first by the industrialization and by the emerging of the information and communication technologies (television-video, informatics and telecommunications) initially supposed the universalization of basic education for children, and then the need of extending permanent education to all the population. The second great advance is the vertiginous advance of the information and communication technologies which, if they continue advancing at this same pace, can mark new scenarios for distance education in a short-term period.

Distance education appeared in the social context as a solution to the problems of coverage and quality that were affecting a large number of people who wanted to benefit from the educational, scientific and technical advances that had reached certain institutions but that were inaccessible by the geographical location or the high costs involved.

To understand virtual education as part of distance education is necessary to know the three existing generations of distance education:

- The first generation of distance education is characterized by the use of technology and poor communication between teacher and student. The student receives by mail a series of printed materials that provide information and guidance for processing it. On the students' part, they perform their work, send tasks, and present exams on dates previously scheduled.

- The second generation introduced other technologies and a better possibility of interaction between teacher and student. In addition to the printed text, the students receive audio cassettes or videos, radio programs, and they have the support of a tutor, not always the course teacher, who contacts them by mail, by phone or personally at the sporadic visits they make to the educational headquarters. In some cases, each site has a tutor in charge of the distance learning modality to support students.

Finally, the third generation of distance education is characterized by the use of the most sophisticated technologies and by direct interaction between the course teacher and the students throughout a computer connected to a wireline or cordless network of the Internet, e-mail, discussion groups and other tools that these networks offer. The teacher interacts directly with the students to guide the learning process and to solve all the concerns of the learners quickly at any time. This last generation of distance education is denominated "virtual education "or "online education". It is very important to clear up that the key to define online

education starts from a pedagogic conception that is based on the information and communication technologies. An education of quality can be carried out with inadequate technology; but never excellent technology could take forward an educative process of less quality. All modalities or generations of distance education are being performed in a country like El Salvador by the Board of Education that has implemented them along the time and country in different headquarters, and it has been shown that distance learning modality in its different modalities works. Virtual education is just one modality of all the possibilities that distance education offers. It seeks to develop this kind of education in a way that it offers a real education opportunity to many Salvadoran people who can find the necessary tools to train people in a professional way through this education modality.

Virtual education also called online education refers to the development of programs that have a teaching and learning scenario - the cyberspace. In other words, virtual education emphasizes that body, time, and space do not need to come into play together to promote interaction and cooperation while learning. Without having a traditional meeting between an instructor and a student, it is possible to establish an interpersonal relationship. From this perspective, virtual education is an action that looks for creating a favorable atmosphere for learning spaces that go hand in hand with technology, information and education to set up new ways of teaching and learning. Virtual education is a modality of distance learning; it implies a new vision of the demands of the economic, social, and political environment, as well as the pedagogical relations among technology,

information, and communication. It is not simply a single way of letting information reach faraway places, but it is all of a pedagogical perspective that requires an extra effort on the educator's side in order to adjust that information with the only purpose that the students not only understand it but also internalize it. (Mineducacion, 2016)

In El Salvador, four years ago (2013), the current president of El Salvador, Salvador Sánchez Cerén, launched a political campaign and offered many political campaign promises that he was planning to carry out if he won the elections for the presidency of El Salvador. One of the promises (promise number 30) is shown in Table

Table 2.1 President's proposal for superior education	
EJE 3 - BIENESTAR PARA LA GENTE CON EDUCACIÓN Y SALUD - 57	
<p>C-30</p> <p>Educación superior de calidad</p> <p>M-232 Fortalecer la Universidad de El Salvador y ampliar su oferta de formación científica, técnica y tecnológica</p> <p>M-233 Reforzar el presupuesto de la Universidad de El Salvador, ampliar su programa de becas y promover la elevación de su calidad educativa</p> <p>M-234 Ciudad del Conocimiento. Programa Concentrado de Innovación, Ciencia y Tecnología</p> <p>M-235 Universidad pública en línea. Proyecto que garantizará más opciones de acceso</p>	<p>Mejorar la calidad de la educación superior y ampliar las modalidades de acceso.</p> <p>a la educación superior, en cooperación con la UES</p> <p>M-236 Universidad pública en tecnologías</p> <p>M-237 Fomentar la investigación científica en las áreas estratégicas para el desarrollo del país: ciencias del mar, energías alternativas, seguridad alimentaria, desarrollo de la química orgánica, agroindustria, salud mental, ciencias sociales, entre otras</p> <p>M-238 Consolidar los posgrados nacionales en ciencias exactas y aplicadas, y en ciencias sociales</p>

This political campaign promise basically states that there was a project to guarantee the access to higher education in cooperation with the Universidad de El

Salvador; this marked the beginning of the implementation of distance learning modality (DLM) in some majors.

This project was launched by President Salvador Sánchez Cerén on January 19, 2016 as the Online Distance Education University Program of El Salvador, a higher education program that will provide, through the online and distance modalities, greater education coverage and offer greater access for those persons who have been educationally excluded historically.

According to President Sánchez Cerén, this proposal, empowered by the Salvadoran Board of Education (MINED) in coordination with the Universidad de El Salvador (UES) will offer higher education opportunities all around the country (El Salvador) through sixteen headquarters well-equipped with upgraded technology and excellent connectivity. (Martinez, 2014)

On January 19th in year 2016, President of El Salvador Sánchez Cerén said, "This is a historical day because from now on, we launch an inclusive higher education program, and we do it recognizing that it is not only an achievement of our government but also a conquest of our people."

He reported that twelve of the headquarters would be hosted at MINED facilities, and the other four in the Main Campus and the three Multidisciplinary Campuses (Santa Ana, San Miguel, and San Vicente) of the Universidad de El Salvador. Each of them will provide the students with a better accompaniment during the learning process, facilitating the completion of the administrative processes, support tutorials, laboratory practices, and traditional assessments.

According to President Sánchez Cerén, the headquarters will open on weekends. They will be available for the students who work, whose family commitments or other circumstances do not allow them to attend classes from Monday to Friday in the traditional modality that the Universidad de El Salvador already offers. Each headquarter of distance education will have a computer room, a science lab, classrooms and an administration office.

In addition, to support this distance education modality, the UES was provided with a modern data center designed under international standards and will improve the connectivity in every Multidisciplinary Campus of San Salvador, Santa Ana, San Vicente and San Miguel. In addition, a multimedia production center will be installed and equipped to be used in the courses offered. President Sánchez Cerén also explained that to make an initial academic offer viable in the distance learning modality in a short-term period, an agreement was made between the University of El Salvador and the Distance State University of Costa Rica UNED, a referent institution in this type of studies.

Since that time, the UES approved through agreements of the Consejo Superior Universitario, the adoption and adaptation of four Costa Rican UNED majors: Bachelor's Degree in Teaching Mathematics, Natural Sciences, English and Educational Informatics. It also reported that three traditional university programs already offered by the UES were chosen to be developed under the online modality in 2017. The three chosen university programs are Computer Systems Engineering, Industrial Engineering and International Marketing. The president said that for the current year, his government has designated a \$5

million budget within the budget of MINED, with the purpose of supporting and strengthening the Online Distance Education Project of the Universidad de El Salvador. The online modality is aimed at offering higher education to young people and adults, men and women, farmers, artisans, employees, mothers, seniors, and all those Salvadorian people who hold a high school diploma but who haven't been able to pursue university education.

On the other hand, there is a huge difference between UNED's study plan of the Licenciatura en la Enseñanza del Inglés and the UES' study plan of the Licenciatura en Idioma Inglés Opción Enseñanza offered through the traditional modality, as shown in table 2.2:

Table 2.2 UES and UNED study plans			
UES study plan		UNED study plan	
1 st Year		1 st Year	
Term I	Inglés Básico Intensivo Psicopedagogía Gramática en Español Expresión Visual	Term I	Métodos de Estudio a Distancia e Investigación Sociología de la Educación Psicología del niño en edad Escolar. Instituciones Educativas: Teorías y Concepciones
Term II	Inglés Intermedio Intensivo I Optativa Redacción en Español Historia de El Salvador y C.A.	Term II	Conversación inglesa I Gramática inglesa I Fonética inglesa I Planteamiento Didáctico
2 nd Year		2 nd Year	
Term III	Inglés Intermedio Intensivo II Gramática Inglesa I Pronunciación Inglesa Didáctica general I	Term III	Conversación inglesa II Gramática inglesa II Fonética inglesa II Aprendizaje y cognición
Term IV	Inglés Avanzado intensivo I Composición Inglesa I Gramática Inglesa II	Term IV	Conversación inglesa III Gramática avanzada del inglés Didáctica del Inglés I

	Didáctica del Idioma Inglés I		Recursos Didácticos para la enseñanza del ingles
3rd Year		3rd Year	
Term V	Inglés Avanzado Intensivo II Introducción a la Lingüística Composición Inglesa II Didáctica del Idioma Inglés II	Term V	Redacción inglesa I Evaluación de los aprendizajes en la enseñanza del ingles Didáctica del Inglés II Derechos humanos
Term VI	Lectura y Conversación en Inglés I Fonología y Morfología Literatura I Didáctica del Idioma Ingles III	Term VI	Redacción inglesa II Técnicas de lectura en ingles Diseño de materiales didácticos para la enseñanza del ingles Psicología de la Motivación
4th Year		4th Year	
Term VII	Lectura y Conversación en Inglés II Sintaxis Literatura II Práctica Docente I	Term VII	Elocución inglesa Elaboración de material Didáctico para la enseñanza del ingles Fundamentos de lingüística en ingles Educación para la diversidad
Term VIII	Métodos de Investigación en Inglés Estadística Aplicada a la Educación Gramática Avanzada Práctica Docente II	Term VIII	Literatura inglesa I Estadística aplicada a la Educación elementos de la lingüística aplicada en ingles tecnología en la enseñanza del ingles
5th Year		5th Year	
Term IX	Optativa (Francés I) Seminario I	Term IX	Literatura inglesa II Investigación en la enseñanza del Inglés I Ética profesional Docente Práctica Docente del Inglés I
Term X	Optativa (Francés II) Seminario II	Term X	Prevención de la Violencia Intrafamiliar y de genero Investigación en la Enseñanza del Inglés II Educación Ambiental y Cambio Climático Práctica Docente del Inglés II

2.1. What is the Common European Framework of Reference?

The Common European Framework provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe. It describes in a comprehensive way what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively. The description also covers the cultural context in which language is set. The Framework also defines levels of proficiency which allow learners' progress to be measured at each stage of learning and on a life-long basis.

The Common European Framework is intended to overcome the barriers to communication among professionals working in the field of modern languages arising from the different educational systems in Europe. It provides the means for educational administrators, course designers, teachers, teacher trainers, examining bodies, etc., to reflect on their current practice, with a view to situating and coordinating their efforts and to ensuring that they meet the real needs of the learners for whom they are responsible. (www.coe.int, 2000)

2.1.1. Criteria for descriptors for Common Reference Levels

One of the aims of the Framework is to help partners to describe the levels of proficiency required by existing standards, tests and examinations in order to facilitate comparisons between different systems of qualifications. For this purpose the Descriptive Scheme and the Common Reference Levels have been developed. Between them, they provide a conceptual grid which users can exploit to describe their system.

The Common Reference Levels appears in practice to be a wide, though by no means universal, consensus on the number and nature of levels appropriate to the organization of language learning Common European Framework of Reference for Languages. It seems that an outline framework of **six broad levels** gives an adequate coverage of the learning space relevant to European language learners for these purposes.

- **Breakthrough**, corresponding to what Wilkins in his 1978 proposal labelled 'Formulaic Proficiency', and Trim in the same publication¹ 'Introductory'.

- **Waystage**, reflecting the Council of Europe content specification.

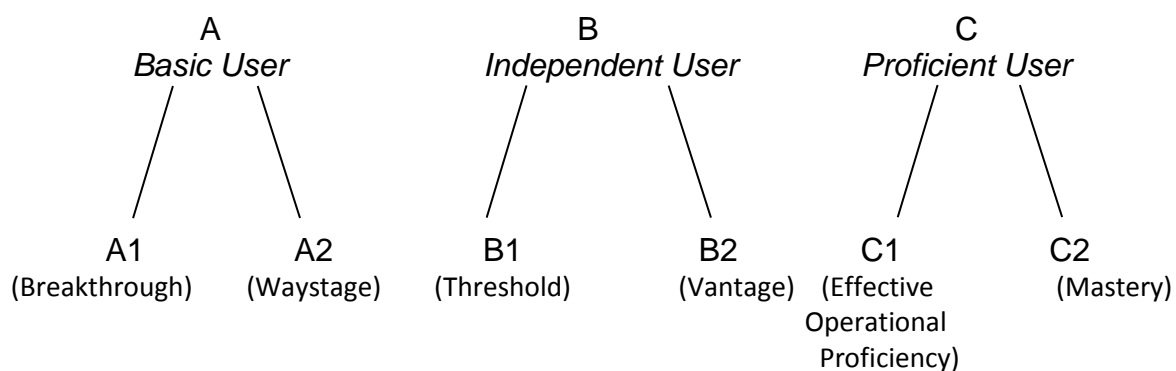
- **Threshold**, reflecting the Council of Europe content specification.

- **Vantage**, reflecting the third Council of Europe content specification, a level described as 'Limited Operational Proficiency' by Wilkins, and 'adequate response to situations normally encountered' by Trim.

- **Effective Operational Proficiency** which was called 'Effective Proficiency' by Trim, 'Adequate Operational Proficiency' by Wilkins, and represents an advanced level of competence suitable for more complex work and study tasks.

- **Mastery** (Trim: 'comprehensive mastery'; Wilkins: 'Comprehensive Operational Proficiency'), corresponds to the top examination objective in the scheme adopted by ALTE (Association of Language Testers in Europe). It could be extended to include the more developed intercultural competence above that level which is achieved by many language professionals. When one looks at these six

levels, however, one sees that they are respectively higher and lower interpretations of the classic division into basic, intermediate and advanced. Also, some of the names given to Council of Europe specifications for levels have proved resistant to translation (e.g. Waystage, Vantage). The scheme therefore proposed adopts a 'hypertext' branching principle, starting from an initial division into three broad levels – **A, B and C**:



2.1.2. Presentation of Common Reference Levels

The establishment of a set of common reference points in no way limits how different sectors in different pedagogic cultures may choose to organize or describe their system of levels and modules. It is also to be expected that the precise formulation of the set of common reference points, the wording of the descriptors, will develop over time as the experience of member states and of institutions with related expertise is incorporated into the description. It is also desirable that the common reference points are presented in different ways for different purposes. For some purposes it will be appropriate to summarize the set of proposed Common Reference Levels in single holistic paragraphs, as following:

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

(Common European Framework References for Languages)

For this research project, the researchers have focused their attention more on the B1 level.

2.2. Learning a Foreign Language Online

2.2.1. Tools of Online Language Learning

The use of the internet with regards to learning and teaching has spread rapidly in the education sector. Even in the field of language education, educators have taken interest to model student oriented courses using the latest web tools for courses which have been largely instructor oriented. There are several tools available to the online language learners. The Yale Centre for Language Study has broadly categorized these tools into audio recording and editing (Vocaroo), photo editing (Pixir), multimedia projects (CLEAR's rich Internet applications), collaborative working and writing (GoogleDocs, Dropbox), presentation (Prezi), videoconferencing (Skype), dictionaries and vocabulary learning (wordreference), video-production and editing (Amara), and website and e-portfolios (Weebly). On the basis of their main functions and features, the online tools have been grouped into twelve categories (Fig.1): learning/content management systems; communication; live and virtual worlds; social networking and bookmarking; blogs and wikis; presentation; resource sharing; Website creation; Web exercise creation; Web search engines; dictionaries and concordances; and utilities. (Shazi Shah Jabeen, 2015)

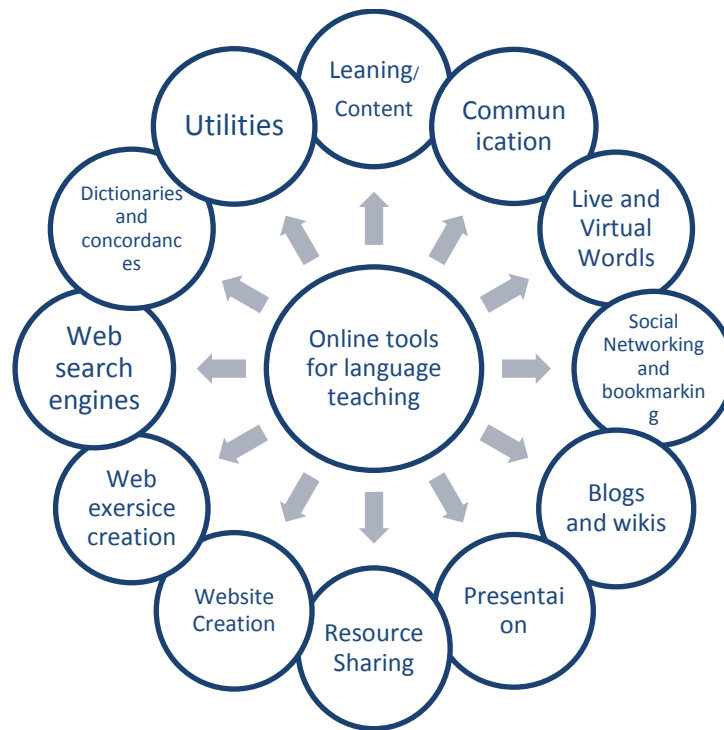


Fig. 1 Categories of online tools of language learning

2.2.2. Acquisition of Language Skills

Recently there has been more focus on acquiring communicative skills and improving oral proficiency. This can be achieved through web based instruction (WBI) program, which provides exposure to realistic language learning environments and thus makes the language learning more interactive and lively. A language learning program based on WBI provides practice in the four language skills, reading, writing, listening and speaking. The review of literature suggests that an online learning environment should be based on the following principles which have been derived from the situated learning theory:

- 1) Provision of authentic activities within contexts
- 2) Benchmarking experts' thinking and performance

- 3) Abundant information and multiple points of view
- 4) Opportunity for practical reflection
- 5) Cooperative construction of knowledge
- 6) Clarification of thinking and
- 7) Coaching

Several researchers have reported that WBI along with computer-mediated communication (CMC) provides learners with rich and authentic language learning environment, and an experience of increasing motivation, collaborative learning and social interaction which are meaningful to the learners in the language classroom. Interestingly, some research studies have found a greater impact of CMC on student's writing proficiency than a face-to-face communication during a semester. (Shazi Shah Jabeen, 2015)

2.2.3. Students' Engagement in Online Language Learning Through Short Video Lessons

In this technologically advanced society the use of video for educational purposes has become commonplace and made a significant difference in the teaching and learning of foreign languages. They have been used in education for almost half a century and proved to be useful and stimulating for language learners. In the context of EFL (English as a Foreign Language) a number of key factors have been pointed out as fundamental when using videos for language teaching and learning:

- a) Inspiration/Motivation/Interest: Does the video appeal to the students? Will it make them want to learn?

- b) Content: Does the content match the instructional goals?
- c) Clarity of message: Is the instructional message clear to the students?
- d) Pacing: Is the rate of the language or instruction too fast for the students?
- e) Graphics: Do the graphics or images used really help to clarify the message?
- f) Length and independence of the video or sequence: Is the video short enough?
- g) Use of video: implemented methodology.

More recent research has proved that using videos for teaching language in the flipped classroom model –in which students are exposed to new content outside of the class through short videos, and class time is used to further develop this gained knowledge through problem-solving, discussion, practice, and interaction with peers and teacher- yields positive results, not only because this flipped model gives students the opportunity to learn in their own time at their own pace, but also because it notably contributes to improving aspects related to motivation, collaboration and language learning. Videos can be particularly useful for distance learning, since they facilitate the transfer of knowledge through instructivist strategies, on the one hand, thanks to their expositive nature, whereas, on the other hand and simultaneously, they provide a feeling of closeness, thus making the learning process more personal. Consequently, the inclusion of videos helps to make up for the seemingly anonymous nature of a virtual learning community, which has traditionally been seen as one of the flaws of online distance learning. (M.^a Dolores Castrillo de Larreta-Azelain, 2016)

2.3. Differences and Similarities between the majors Licenciatura en Idioma Inglés opción Enseñanza and Licenciatura en Enseñanza del Inglés

At first sight, it seems as these sister majors were twins, but going deeper in this analysis instead of being identical; they have more differences than similarities.

In order to see deeply the differences and similarities between both majors, Licenciatura en Idioma Inglés opción Enseñanza and Licenciatura en Enseñanza del Inglés, a comparison between both plans of study is required as follows:

The main difference between these majors is found since the very beginning. In the major Licenciatura en Enseñanza del Inglés (LEI) is mandatory for the applicant to have knowledge about English, a high intermediate English level (B1) to be specific; on the contrary, the other major Licenciatura en Idioma Inglés Opción Enseñanza (LIIOE) instructs the pupil to acquire the target language from zero which means that the person who enrolls this major does not need to have previous knowledge about English.

Another huge difference is that the learner enrolled in LIIOE attends regularly to classes which are given by different teachers who are specialized in the subjects that the study plan of LIIOE has. This means, that for every subject the learners will have different teachers who will help them to reach the bilingual level and will provide the necessary tools in order to become teachers at the end of the major. On the other hand, the LEI provides the learners virtual material for the learner to read and study, then the learner has the opportunity to have some

sessions with a tutor who will answer the doubts that the learner has about the material.

Another difference is that the distance modality major has a flexible schedule to study whenever the learners have time. On the other hand, the pupil who is enrolled in Licenciatura en Idioma Ingles Opción Enseñanza has an established schedule and determined place to attend classes.

Finally, the most striking difference is the study plan that each major implements. To see this deeper, it is necessary to make a description of their study plans as follow:

FIRST YEAR

UES study plan		UNED study plan	
1 st Year		1 st Year	
Term I	Inglés Básico Intensivo Psicopedagogía Gramática en Español Expresión Visual	Term I	Métodos de Estudio a Distancia e Investigación Sociología de la Educación Psicología del niño en edad Escolar. Instituciones Educativas: Teorías y Concepciones
Term II	Inglés Intermedio Intensivo I Optativa Redacción en Español Historia de El Salvador y C.A.	Term II	Conversación inglesa I Gramática inglesa I Fonética inglesa I Planteamiento Didáctico

It is evident that there are many differences between the study plans of each major. The main difference is that in the University of El Salvador, students begin to study Basic English as they do not have any previous knowledge of English. UNED has a very different study plan because they begin the major with full Spanish subjects. That is not because they do not speak English; it is because

they have decided to teach students other subjects related to Psychology and Education. This happens because the students enrolled in LEI have acquired the level B1 in English at a specialized high school in Costa Rica that belongs to UNED's educational plan.

In the second term, there is a huge difference between the two study plans of both universities. In Costa Rica, students are able to receive all their subjects in English but in El Salvador students receive just one subject in English. At this point of the career, students are not studying the same. At the University of El Salvador, students are learning to speak English while in Costa Rica; students are preparing themselves to become teachers.

SECOND YEAR

2 nd Year		2 nd Year	
Term III	Inglés Intermedio Intensivo II Gramática Inglesa I Pronunciación Inglesa Didáctica general I	Term III	Conversación inglesa II Gramática inglesa II Fonética inglesa II Aprendizaje y cognición
Term IV	Inglés Avanzado intensivo I Composición Inglesa I Gramática Inglesa II Didáctica del Idioma Inglés I	Term IV	Conversación inglesa III Gramática avanzada del inglés Didáctica del Inglés I Recursos Didácticos para la enseñanza del inglés

In here, it is noticeable that the study plan of each major offer for this year (second year) is not the same. LEI go beyond because some of the subjects are in advanced English level. While in LIIOE is giving Gramática Inglesa I, LEI is giving Gramática Inglesa II. On the contrary, they share some common subjects. LEI go

faster in the English learning process because they already have some English knowledge that is why they start with English subjects.

At this level, LIIOE begins with the majority of the subjects in English except Didáctica General I. On the contrary, LEI goes with some of the same subjects but the subject Didáctica General has a higher level (II) and also they have a subject called "Aprendizaje y Cognición" and "Recursos Didácticos para la Enseñanza del Inglés" that do not have an equivalent in the other major.

THIRD YEAR

3rd Year		3rd Year	
Term V	Inglés Avanzado Intensivo II Introducción a la Lingüística Composición Inglesa II Didáctica del Idioma Inglés II	Term V	Redacción inglesa I Evaluación de los aprendizajes en la enseñanza del Inglés Didáctica del Inglés II Derechos humanos
Term VI	Lectura y Conversación en Inglés I Fonología y Morfología Literatura I Didáctica del Idioma Inglés III	Term VI	Redacción inglesa II Técnicas de lectura en Inglés Diseño de materiales didácticos para la enseñanza del Inglés Psicología de la Motivación

In the previous description, both majors present a significant difference in the learning process of the language in the fifth term of the third year. In LIIOE, students study the last level of Intensive English, and they also begin studying Introducción a la Lingüística. On the other side, in LEI, students already managed

the language as they have had a previous knowledge of it, and instead of studying the Intensive English and Introducción a la Linguística, they study two different subjects which are Evaluación de los Aprendizajes en la Enseñanza del Inglés and Derechos Humanos. Despite of that, both majors share two similar subjects which are Didáctica del Inglés and Composición Inglesa that is the equivalent to Redacción Inglesa.

In the sixth term, students of LIIOE already got a high level of English and the four macro skills continue being developed; that is why, at this level, they begin studying Lectura y Conversación en Inglés, Fonología y Morfología, and Literatura Inglesa I; in order to get a wide knowledge of the different elements that the English language possesses; for instance, the study of grammar and sounds. At this point, students also finish the third subject of the one called Didáctica del Idioma Inglés. In the LEI, students focus on Técnicas de Lectura en Inglés which differs from Lectura y Conversación en Inglés. Moreover, the LEI includes two other subjects that are not taught in LIIOE which are Redacción en Inglés and Psicología de la Motivación.

FOURTH YEAR

4 th Year		4 th Year	
Term VII	Lectura y Conversación en Inglés II Sintaxis Literatura II Práctica Docente I	Term VII	Elocución inglesa Elaboración de material Didáctico para la enseñanza del inglés Fundamentos de lingüística en inglés Educación para la diversidad
Term VIII	Métodos de Investigación en Inglés Estadística Aplicada a la Educación Gramática Avanzada	Term VIII	Literatura inglesa I Estadística aplicada a la Educación elementos de la lingüística aplicada

	Práctica Docente II		en ingles tecnología en la enseñanza del ingles
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At this stage of the major, it is obvious at first eye that the study plan that each major has for this year (fourth year) is not the same. Even though they share some similarities, the LEI have some subjects in this level that do not have equivalent in LIIOE. For example, the subject Lectura y Conversación en Inglés II may be the equivalent than Elocución Inglesa for elocution is the art of careful public speaking, using clear pronunciation and good breathing to control the voice. (Press, 2017)

At this level, one of the most important steps for the students is to start practicing their teaching skill. In LIIOE, in the seventh term there is a subject called Práctica Docente in which the students have the opportunity to face reality in the classroom. They are under the tutorship of two teachers: the teacher in charge the subject itself, and the teacher to whom the students will model their performance. The same happens in eighth term where the students have to face the same subject at other level of performance; there is no evidence of this chance for the students enrolled in LEI. This subject, Práctica Docente, is one of the main bases in the major.

FIFTH YEAR

5 th Year		5 th Year	
Term IX	Optativa (Francés I) Seminario I	Term IX	Literatura inglesa II Investigación en la enseñanza del Inglés I Ética profesional Docente Práctica Docente del Inglés I
Term X	Optativa (Francés II) Seminario II	Term X	Prevención de la Violencia Intrafamiliar y de género Investigación en la Enseñanza del Inglés II Educación Ambiental y Cambio Climático Práctica Docente del Inglés II

The difference in here is huge and evident. Here, the major LIIOE offers the students the opportunity to expand their linguistic competence by learning French. On the contrary, the major LEI does not give the student such opportunity.

One of the most striking points of difference in these majors is that LIIOE builds up the student's knowledge in order to become a bilingual teacher capable of teaching in any level, from kindergarten to superior education at university. On the contrary, LEI models the student's knowledge in order to provide the pedagogical competence to teach. This means, that the students do not learn English in LEI because it is supposed they already have the linguistic competence in English by possessing a B1 level of English; thus, LEI just provides teaching knowledge to students to make them capable of teaching in kindergarten and primary school.

Finally, analyzing both major (LIIOE and LEI), researchers have found that even though, both majors (LIIOE and LEI) share the same objective here in El Salvador at UES; they differ in their study plans. This means that the Salvadoran Government along with the Board of Education brought the major LEI from Costa Rica and they just changed the original objective by the objective the major LIIOE has. The original objective for the major LEI brought from Costa Rica, says that the purpose of this major (LEI) consists in building professionals for first and second term that acquire a complete manage of English language to carry out their functions efficiently inside the classroom where the language is taught from the four macro skills. In addition, the profile requires the students for major LEI to be willing to work with children (Costa Rica); this is not specified in the requirements for the major LEI here in El Salvador.

CHAPTER III: METHODOLOGY

In order to answer the question “how feasible is the implementation of the major “Licenciatura en Idioma Inglés Opción Enseñanza” for the population that is interested in studying this major through the Distance Learning Modality at the Western Multidisciplinary Campus of the University of El Salvador, researchers will conduct the study called “Analysis of the feasibility of the implementation of the major “Licenciatura en Idioma Inglés Opción Enseñanza” through the Distance Learning Modality at the Western Multidisciplinary Campus of the University of El Salvador.” To carry out the present research study, several systematically planned steps will be followed. The present chapter presents a full and detailed account about all the steps that will be carried out to execute this study.

3.1 Type of study and design

To carry out the research study “Analysis of the feasibility of the implementation of the major “Licenciatura en Idioma Inglés - Opción Enseñanza” through the Distance Learning Modality at the Western Multidisciplinary Campus of the University of El Salvador,” the researchers will use the qualitative paradigm in order to gather data through interviews so that they can answer the research question and thus achieve the research objectives.

To study how reachable it is to implement the major “Licenciatura en Idioma Inglés – Opción Enseñanza” in the Distance Learning Modality in higher education, a feasibility study is being conducted. The study consists on interviewing the persons and academic instances of the University of El Salvador in charge of the

DLM program at UES and people who are studying the distance learning modality high school program at different headquarters in Santa Ana, with the purpose of gathering data whether the Licenciatura en Idioma Inglés Opción Enseñanza can be offered about this modality and what is required to offered it through the mentioned education modality.

3.2 Sampling Procedure

The target population for this research study will be people who could not enroll in the traditional education modality due to different factors such as financial problems, time, distance, etc, and also a sample population of distance learning modality high school students who might be future potential candidates and who would be willing to study the major in this modality (DLM); and also people who attempted to enroll in LEI, who were left out not because of failing the admission test, but because they do not reach a B1 level of English (one of the main requirements that the major Licenciatura en Enseñanza del Inglés asks the applicant)

3.3. Preliminary Phase

In this part, it is explained how the researchers approached the field of study in order to conduct a diagnosis to be able to define and describe in detail the problematic situation when beginning the research study itself.

3.3.1. Approaching the Field of Study

It was noticeable that many differences were found between the study plans of the majors LIIOE and LEI. The main difference between both majors is that LEI requires a B1 level of English in order to be able to apply to the major; on the other hand, the LIIOE does not have that requirement which makes it inclusive. This (B1 level of English) might be an obstacle for the applicants because most of the population interested in applying does not count with this previous preparation. These differences made the researchers think about the feasibility of implementing the major LIIOE in a DLM in order to give the opportunity to everybody for acquiring a diploma in a higher education and learning a foreign language.

3.4. Planning phase

After diagnosing the problem, the researchers described it by doing a careful literature review that can provide a sound theoretical foundation to the present research study. This theoretical framework contains information about an evolving process of the DLM in El Salvador, how and why UES adopted the study plan from UNED's, and the differences and similarities of both majors.

Once the problem is understood, it is very important to identify the variable to be measured in the project; in this manner, the researchers searched in different bibliographical and online resources to present information about the Distance Learning Modality and its current development at the University of El Salvador.

To do this, researchers not only consulted several bibliographical sources in order to gather reliable information about certain factors that influence the development of online higher education programs offered by this university, but also analyzed it carefully so that they could design suitable valid and reliable data gathering instruments, so that accurate and reliable data can be gathered to determine the feasibility of offering the major Licenciatura en Idioma Inglés Opción Enseñanza through the Distance Education Modality at the Western Multidisciplinary Campus of the University of El Salvador.

3.4.1. Literature Review

To build the theoretical framework, researchers looked for background information in order to find antecedents of the political campaign in which Salvadoran President Salvador Sánchez Cerén made many political promises that he attempted to fulfill if he won the elections for the presidency of El Salvador, including offering the Salvadoran population, who could not access higher education through the traditional modality, the Distance Learning Modality for studying a major at the University of El Salvador.

In that way, the researchers could have a better idea of the purpose of this modality, and they could have learned and understood more about the Distance Education Project that the Salvadorian Government launched through the University of El Salvador in the year 2016. The major sources of information were PDF magazines, found in the Internet, since they contain reliable information about the aforementioned project. The information found in these resources was

analyzed and carefully selected to describe the problem and build the theoretical framework of this study.

3.4.2. Operationalization of variables

The variable identified for the present study was carefully studied and analyzed to confirm that it could be observed and studied through this research. This was carried out by selecting the data focused on the variable and defining their most important indicators. Thus, this variable was organized according to specific characteristics so that every single detail could be included, and the concepts treated in the whole investigation could be defined and understood in the same way throughout the process.

3.4.2.1. OPERATIONALIZATION

<i>Title</i>	<i>General objective</i>	<i>Specific objectives</i>	<i>Units of observation</i>	<i>Variable</i>	<i>Definition of variables</i>	<i>Indicators</i>	<i>Instruments</i>
An analysis of the feasibility to implement the major “Licenciatura en Idioma Inglés- Opción Enseñanza” in the distance learning modality at the Western Multidisciplinary Campus of the University of El Salvador	To analyze the feasibility of implementing the major Licenciatura en Idioma Inglés - Opción Enseñanza in the distance learning modality at the Western Multidisciplinary Campus of the University of El Salvador	<ul style="list-style-type: none"> To explain the differences between the majors Licenciatura en la Enseñanza del Inglés being offered through the distance education modality and the Licenciatura en Idioma Inglés – Opción Enseñanza being offered through the traditional education modality at the University of El Salvador. To analyze all the needed 	<p>People who could not enroll in Licenciatura en la Enseñanza del Inglés because of the requirement of B1 English level</p> <p>People who lack time or money to attend regular classes in the traditional modality</p>	Feasibility of the implementation of the Licenciatura en Idioma Inglés Opción Enseñanza in the distance learning modality	A study of the chance of making a factual establishment of the major Licenciatura en Idioma Inglés Opción Enseñanza under the distance learning modality program at the Western Multidisciplinary Campus of UES	<p>Human resources</p> <p>Economical resources</p> <p>Technological resources</p> <p>Potencial candidates</p> <p>1 Those who were left out because of the B1 level of English requirement for year 2017</p> <p>2 Those who are studying in the distance high school program</p> <p>3 Those who could not enroll in the</p>	<p>1. Interview guide Directed to: the head of the Foreign Language Department at the WMDC of UES and the academic offices in charge of the DLM program at the UES in San Salvador and Santa Ana</p> <p>2. Questionnaire addressed to DLM high school students</p>

		requirements to implement the major Licenciatura en Idioma Inglés Opción Enseñanza in the distance learning modality at the Western Multidisciplinary Campus of the University of El Salvador.				traditional modality Space and Time	3.Interview guide addressed to DLM Tutor
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3.4.3. Data collection instruments

In order to find out how feasible the implementation of the major “Licenciatura en Idioma Inglés Opción Enseñanza” through the distance learning modality is, the research team designed different instruments such as interviews and close questionnaires to diagnose and measure the needs and opinions of the people who will be taken into account for this study. In this section, the researchers provided a description of each tool to gather the necessary information for the development of this work.

3.4.3.1 1. Interview guide directed to: the Head of the Foreign Language Department at the WMC of UES and the academic offices in charge of the DLM program at the UES in San Salvador and Santa Ana (APPENDIX A)

This instrument contains twenty open questions addressed to the head of the Foreign Language Department in the WMC and its objective is to find out the Head of the Foreign Language Department’s opinion about the major Licenciatura en la Enseñanza del Inglés as part of the “inclusive” program that President of El Salvador, Salvador Sánchez Cerén launched. Moreover, this interview guide is also designed to gather as much information as possible to construct a solid argument to determine the feasibility of implementing the major Licenciatura en Idioma Inglés Opción Enseñanza as part of the offer in the Distance Learning Modality Program at UES.

3.4.3.1.2 Questionnaire addressed to DLM high school students (APPENDIX B)

This instrument is a questionnaire that contains eight closed and controlled questions that have the objective of identifying the DLM high school student’s

perception towards enrolling in the major LIIOE at UES if this were offered in the DLM program. Also, this instrument has been designed to know the level of interest that these high school students (DLM) have towards learning English; as well as how much English they consider they know.

3.4.3.1.3 Interview guide addressed to DLM Tutor (APPENDIX C)

This instrument is an interview guide that contains thirteen open questions addressed to a DLM tutor and its purpose is to gather vital information to make an analysis of the study plans of the majors LIIOE and LEI.

3.4.3.1.4 Placement Test addressed to DLM High School Students (APPENDIX D)

This instrument is a placement test that contains 80 questions distributed as follows: 30 oral questions, 5 listening questions, 5 reading comprehension questions, and 40 grammar questions. The purpose of this instrument is to find out how many DLM high school students have the B1 English level.

3.4.4. Validation of Data Collection

After designing the instruments taking into account the different indicators included in the operationalization of the variables, the research tools were validated by experts of the Foreign Language Department, Western Multidisciplinary Campus of the University of El Salvador and by other experts in the field of education. Then, the researchers took into account all the suggestions and made all the necessary changes to improve the instruments and to make them valid and reliable.

3.4.5. Validity and Reliability

To make the interviews valid, the researchers elaborated them based on three main validity criteria. First, they used “construct validity,” “content validity,” and “criterion related validity” because these interviews were used as a representative construct of the studied topic.

To make results reliable, the researchers designed an interviewed with a determined number of questions in order to gather all the necessary information.

3.4.6. Ethical Aspects

The researchers respected the basic ethical principles of a research project. For example, they respected the “no maleficence norm” because they did not damage anybody’s integrity during the process. Researchers respected the “expectations of confidentiality” to keep participants personal information anonymous and did not reveal information that the participants did not want to be revealed.

3.5 Execution Phase

The identification of needs is an analysis of discrepancies (Kaufman, 1991) determined by two external positions: *Where are we?* And *where should we be?* In this way, the researchers elaborated the instruments that helped them to gather as much information as possible. One of these instruments is an interview (APPENDIX A) that was addressed to the head of the Foreign Language Departments at UES in Santa Ana to know how feasible he thinks it is to implement

the major LIIOE in the DLM. Then, some other persons and academic offices in charge of the DLM program at the UES in San Salvador and Santa Ana were interviewed with the purpose of gathering more information in regards to DLM program, and getting acquainted with the process that this kind of learning has been having. The other instrument is a close questionnaire (APPENDIX B) that was administrated to distance learning modality high school students who might be future candidates of the major LIIOE if it were offered in a DLM version. The researchers have distributed the tasks they have to complete in order to administer this questionnaire in different DLM high school headquarters to gather data that was fundamental at the moment of diagnosing the feasibility of the implementation of major LIIOE in the DLM program at the WMDC. After this, the researchers administered a placement test to distance learning modality high school students (APPENDIX D) to find out their level of English and to verify who of these students possess a B1 English level. Finally, the researchers made use of the third instrument which is an interview guide directed to a DLM tutor (APPENDIX C). The interviewed tutor was Licenciada Ana Maria Vasquez de Batres; this interview looked for obtaining vital information from this tutor because she studied the major LIIOE at UES and now she is tutoring at the DLM program the major LEI; thus, she was the appropriate candidate to make an analysis and comparison between both majors.

3.6 Data Analysis and Interpretation Phase

To interpret and analyze the data to be gathered through the interviews, and questionnaires, researchers assessed the opinion of every single person and also,

the researchers tabulated and order the closed questions of the questionnaire to get an accurate percentage of people who would like to study LIIOE in the DLM.

3.7. Timetable

ACTIVITY	RESPONSIBLES	2016					2017													
		August	September	October	November	December	February	March	April	May	June	July	August							
Preliminary Phase	Research team	█	█																	
Research team formation	Research team		█	█																
Choosing the topic	Research team		█	█																
Approaching the field of study	Research team		█	█																
Diagnostic study	Research team		█	█																
Definition of the problem	Research team			█	█	█	█													
Planning Phase	Research team						█	█	█	█	█									
Theoretical framework	Research team							█	█	█	█									
Methodology	Research team									█	█	█	█							
Revision of the Action Research Protocol	Research team											█	█							
Incorporation of the suggestions made by the thesis advisor	Research team												█	█						
First presentations of the Protocol to authorities	Research team													█						

3.8. Budget

3.8.1. Supplies

BUDGET		
LINE ITEM	CALCULATION	AMOUNT
Permission letters	3 printings	\$0.15
Researchers meetings coffee breaks	Food	\$100.00
Protocol Defense Expenses and Thesis Defense	Food, office supplies and clothes	\$ 185.00
Ink and paper	1 bottle of ink one pack of Bond paper	\$ 10.00
Printings, spiral bound work and photocopies	6 printings Photocopies	\$ 12.00
Questionnaire printings and photocopies	400 photocopies 2 printings	\$ 8.00
Internet	\$0.85 per hour *200 hours	\$ 170.00
Transportation	Bus tickets and taxi	\$50.00
	TOTAL	\$ 535.15

CHAPTER IV: ANALYSIS AND INTERPRETATION OF DATA COLLECTION

In order to determine the feasibility of implementing the major LIIOE in the DLM UES program, the research team conducted a series of interviews addressed to: the Head of Foreign Language Department in UES at the WMDC, one of the English teacher in the major LIIOE at UES in San Salvador, the Coordinator of the DLM program at UES in San Salvador, a Tutor in the DLM for the major LEI at UES in the WMDC; as well as a survey addressed to students enrolled in a Distance Learning Modality high school program to find out the necessity and demand that this population has for the major previously stated in case this were offered by the UES in the DLM program.

The research team made use of the interviews (APPENDIXES A and C), and questionnaires (APPENDIXES B and D), in order to gather as much information as possible to build up a comparison between the majors LIIOE and LEI. The researchers administered the survey to 100 persons (54 men and 46 women) between the ages of 19 and 44 years old, enrolled in a DLM high school program in different headquarters that have this modality in Santa Ana. Thus, the research team decided to work using the qualitative paradigm with the general objective, to analyze the feasibility of implementing the major Licenciatura en Idioma Inglés - Opción Enseñanza in the distance learning modality at the Western Multidisciplinary Campus of the University of El Salvador; to fulfill the general objective the researchers aimed to gather two specific objectives. These are the results:

4.1. VARIABLE: Feasibility of the Implementation of the Licenciatura en Idioma Inglés Opción Enseñanza in the Distance Learning Modality

4.1.1. Interview guide directed to the Head of the Foreign Language Department at the WMC of UES and the academic offices in charge of the DLM program at the UES in San Salvador and Santa Ana

In order to determine the variable of this research which is the feasibility of implementing the major “Licenciatura en Idioma Inglés Opción Enseñanza” as part of the academic offer of the Distance Learning Modality program in the University of El Salvador, the research team conducted an interview with M.A. Edgar Amílcar Perez Mendoza, Head of the Department of Foreign Languages of the Western Multidisciplinary Campus. He provided some important information about DLM at the WMC.

He was asked about the expectations of implementing the major LIIOE in the DLM, and he said that the main expectation would be that if this major were offered in this modality, there would be more opportunities for people who did not have the chance to study a major in the traditional modality because of their jobs, family responsibilities, and several other reasons. In other words, the major LIIOE in the DLM would be more inclusive because it would not be an option just for young people but also for all people who still have the desire of studying a major in the University of El Salvador.

The research team also asked about the amount of students studying LEI in the DLM and he said that just three students are studying the second year of that

major at the Western Multidisciplinary Campus. Analyzing that fact, it is important to point out that the major LEI is not reaching the main objective of the UES in the Distance Learning Modality. The University of El Salvador implemented this modality to create an opportunity for people who did not have the same conditions as the people who study in the traditional modality. There are some people, who had to work since the moment they finished their high school, and now their schedule does not allow them to study in the traditional modality during the week.

However, there is a contradiction between the purpose with which the major was offered and the conditions or prerequisites being asked to be able to study this major through the DLM. It is assumed that all the majors being offered through the DLM at the University of El Salvador were implemented with the purpose of promoting inclusiveness and accessibility of higher education to the Salvadoran citizens, but as Licenciado Edgar Perez said, this major is not inclusive and accessible because there is a parameter that leaves aside many of the aspirers who desire to study this major. That parameter is that students must have a B1 level of English to be able to enroll the Licenciatura en Enseñanza del Inglés.

According to MSc Karina Guardado the coordinator of the Distance Learning Modality program, the main headquarter, said that there were 86 students who were accepted in the major LEI during the year 2016.

Another difficulty mentioned by Licenciado Edgar Perez in the interview was that poor people in our country cannot speak English fluently and if they do not speak English, they are not qualified to enroll in the major LEI. That is why at the

WMC of the UES, there are just three people studying the second year. The research team found out that taking into account those factors, this major is not responding to the needs of people in El Salvador.

In the interview, the Head of the Foreign Language Department at the WMDC said that some people do not make a difference between both modalities (distance learning modality and traditional modality), and that is a big problem because it is not the same to assign a reading for making a discussion in the following traditional class and to upload some information for people who do not attend traditional classes at the University Campus every day.

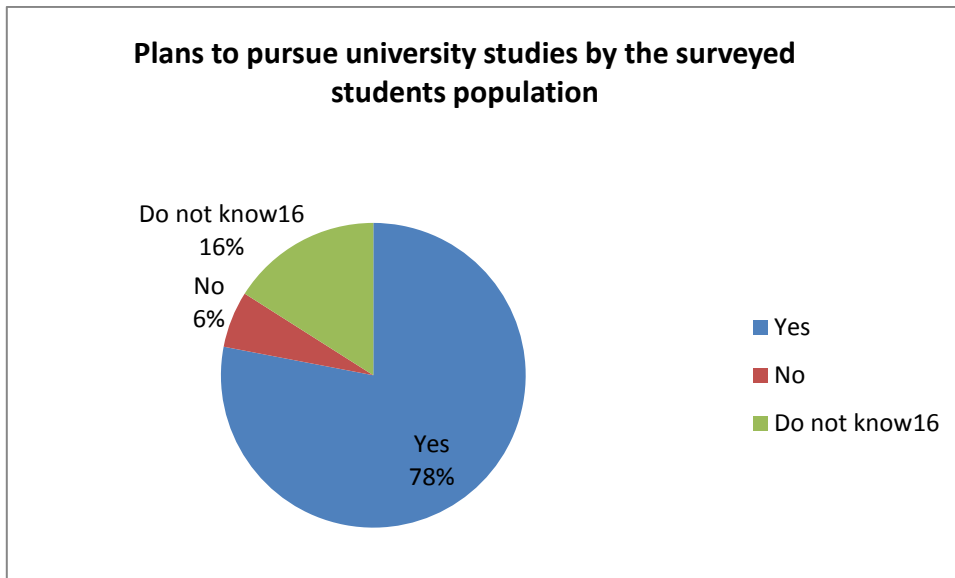
4.2. INDICATORS

4.2.1. Potential candidates (DLM high school students) who might enroll the major LIIOE in case this were part of the academic offer in UES

One of the indicators that the researchers consider to be quite important for this research study is the potential population to enroll the major LIIOE in a DLM if this were part of the academic offer at UES. Due to this, a questionnaire was directed to these potential candidates to gather as much information as possible to verify if it is feasible to implement the major LIIOE in the DLM UES program.

The responses gathered show that there is a considerable quantity of students who have planned to study at the University of El Salvador and just a few of them do not have any plans to continue with their higher education studies to get a university degree because of the different factors that make them quit or prevent

them from accessing to this level of education. There is still a small percentage of students who have not planned what to do after finishing their high school.



Graph 1

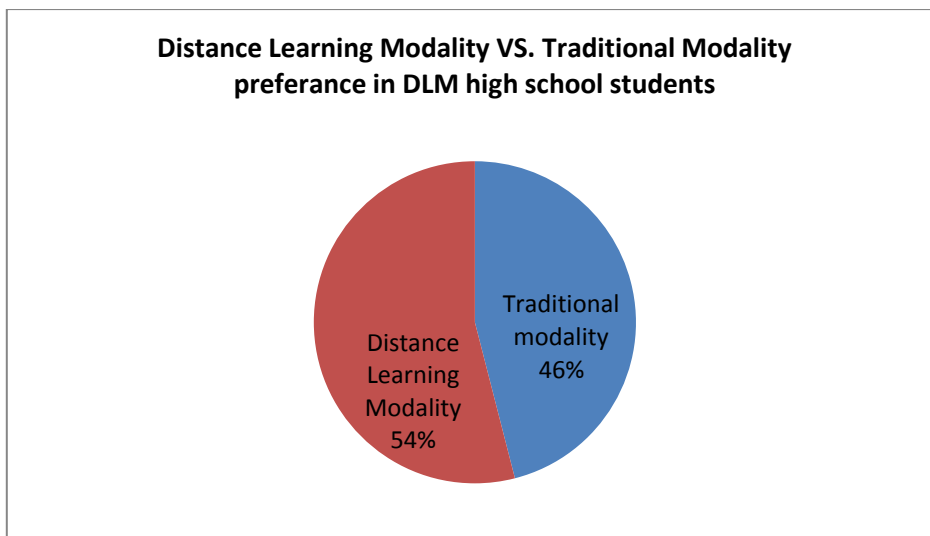
Source: Questionnaire addressed to students enrolled in a DLM high school program in different headquarters in Santa Ana

4.2.2. SPACE AND TIME spent in a major (DLM or Traditional Modality)

According to this question, 46% of people enrolled in a DLM high school program answered they would like to continue studying at the University of El Salvador in the traditional modality. In addition, they were asked to provide a reason why they decided to choose that modality. There were plenty of different answers, among them the researchers found the following factors: a better understanding of topics, a complete teacher-student interaction, a good learning process, the viability to have theoretical and practical learning.

The other 54% of students said they rather study in a distance learning modality program. They chose that answer providing the following reasons: The

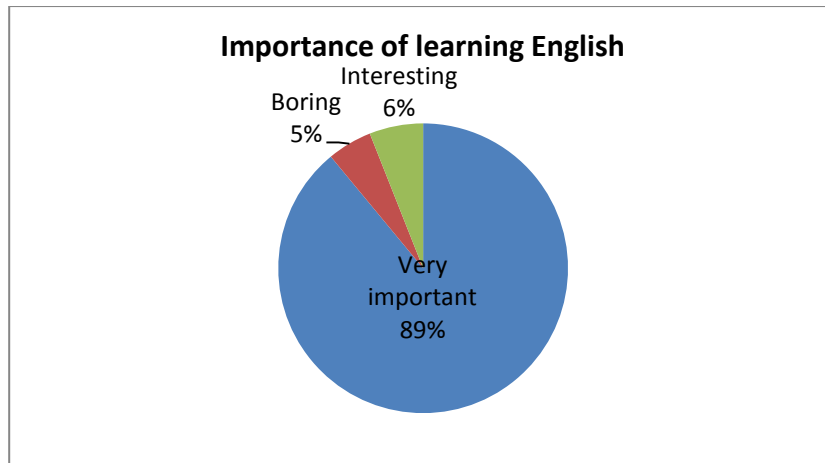
feasibility of studying and working at the same time, having more time to do another kind of activities, lacking of economic resources to attend classes every day, having more time to look after their children and family. It also required the interviewed people to specify what major they would like to study at the university.



Graph 2

Source: Questionnaire addressed to students enrolled in a DLM high school program in different headquarters in Santa Ana

Going deeper into this analysis, it is important to mention the quantity of students who prefer studying a major in teaching English in the DLM. The 39% out of 54% of students (who mentioned that they would prefer to study in DLM), answered that if they had the opportunity to enroll in this modality, they would choose a major related to English at the university. In fact, they provided different factors explaining the reasons why they would like to study a major in teaching English. Among all the reasons they mentioned: better job opportunities for offering their families better living conditions, the necessity of learning a new language for traveling abroad, the interest to become an English teacher.



Graph 3

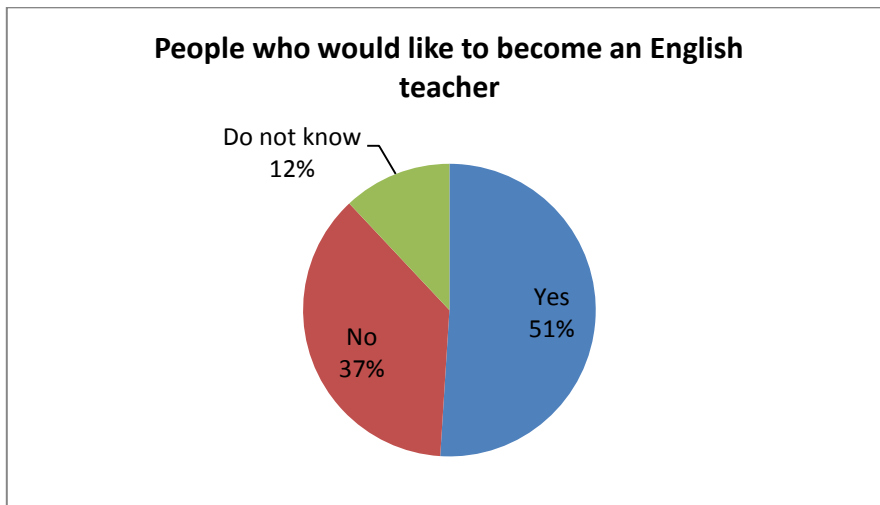
Source: Questionnaire addressed to students enrolled in a DLM high school program in different headquarters in Santa Ana

In relation to the statement mentioned above, it is noticeable the importance of learning English for the surveyed population; as nowadays, English has become essential for taking full advantage of the opportunities that a person may have when being bilingual.

Some of the mentioned reasons are that English is the most commonly spoken language in the world; it is the language of science, computers, aviation, and tourism, knowing English then increases the chances of getting a better job. English is also the language of the media industry because in that way people will not rely on translation and subtitles anymore to enjoy their favorite books, songs, films, and TV shows. The surveyed people also mentioned that since English is spoken in different countries, there are thousands of schools around the world that offer English programs and opportunities to apply for a scholarship in English speaking countries.

In this way, surveyed population said that they would like to become an English teacher (46%) explained that they have a vocation to study that career. It was evident for them that they would one day pursue that profession in an excellent way.

In contrast, the people who answered this survey (APPENDIX B) said that they would not like to become English teachers (33%), explaining some reasons; as for example, that they are not patient to teach, and some others said that it is not a well-paid job. While there is a small percentage of the surveyed population (12%) who said that they are not sure if they would like to become an English teacher.

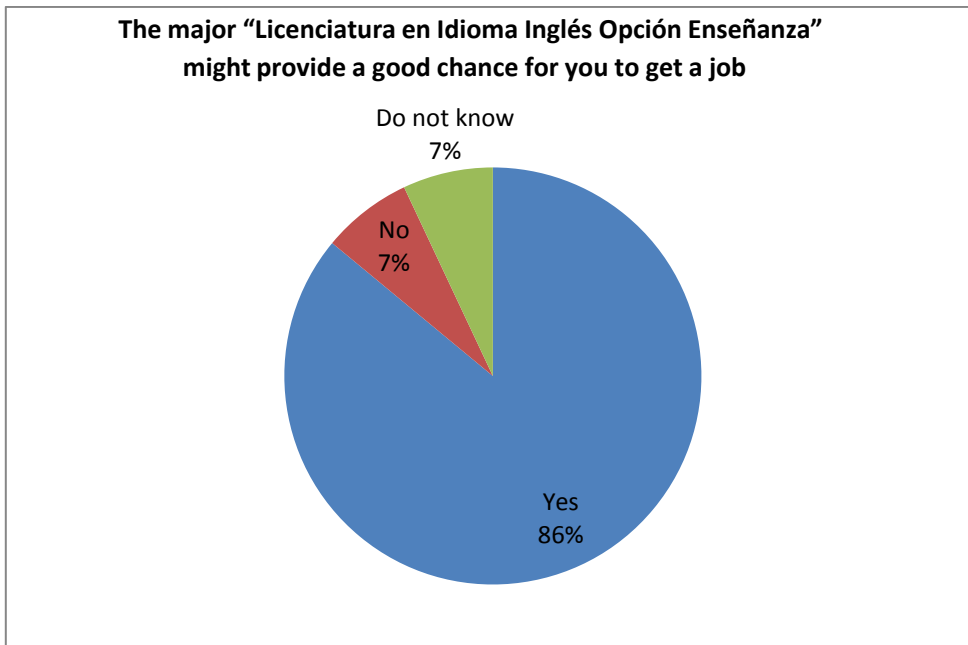


Graph 4

Source: Questionnaire addressed to students enrolled in a DLM high school program in different headquarters in Santa Ana

Also, these candidates consider the major LIIOE a good option to be taken into account to get a good chance for a well-paid job. Previously, it has been explained that some of them would like to become English teachers. On the contrary, a 7% of them said that this major does not provide a good chance to get

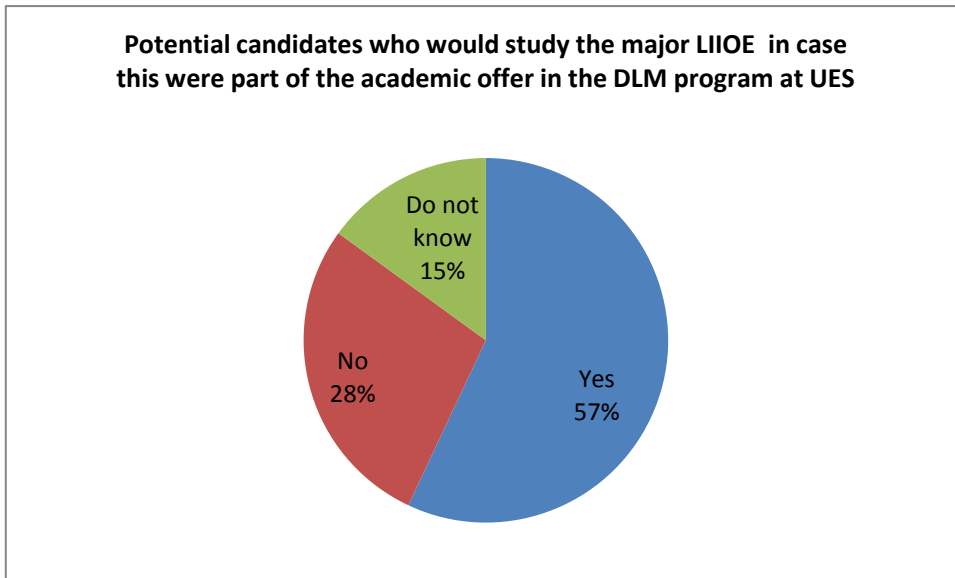
a job; probably this might be affected by people likes and dislikes toward teaching or learning English. At the end of this question, 7% do not know.



Graph 5

Source: Questionnaire addressed to students enrolled in a DLM high school program in different headquarters in Santa Ana

In this question, the answers offered are: a) yes, b) no, and c) do not know. 57% of people answered they would be interested in taking this major at university if it were part of the academic offer. On the other hand, 28% said they would not take this major (LIIOE) because of different reasons. Among all the reasons, it can be mentioned that they do not like English or that it is a difficult field of study for them. The other 15% of students answered that they do not know.



Graph 6

Source: Questionnaire addressed to students enrolled in a DLM high school program in different headquarters in Santa Ana

It is important to clarify that people answered they would pick the major LIIOE if it were part of the academic offer in the DLM program because they do not have time and lack enough financial resources to study it in the traditional modality. In addition, before answering this question, people were told about the differences between LIIOE and LEI and the requirement that LEI has, which is a B1 level of English to enroll it. Once that people understood this difference, they were required to answer this question. People who were surveyed recognized that it is a career in which they could have more opportunities to succeed, taking into account that nowadays in our country, learning English is a need. Salvadoran people are aware that if they want to get better living conditions, they must learn English because it provides a wide field of opportunities to get better job. That is why, there is a high percentage of people interested in studying the major LIIOE at UES in the

WMDC in the DLM program, in case this were part of the academic offer for this program.

4.2.3. RESOURCES needed to fulfill the necessity of having the major LIIOE in the DLM program in UES

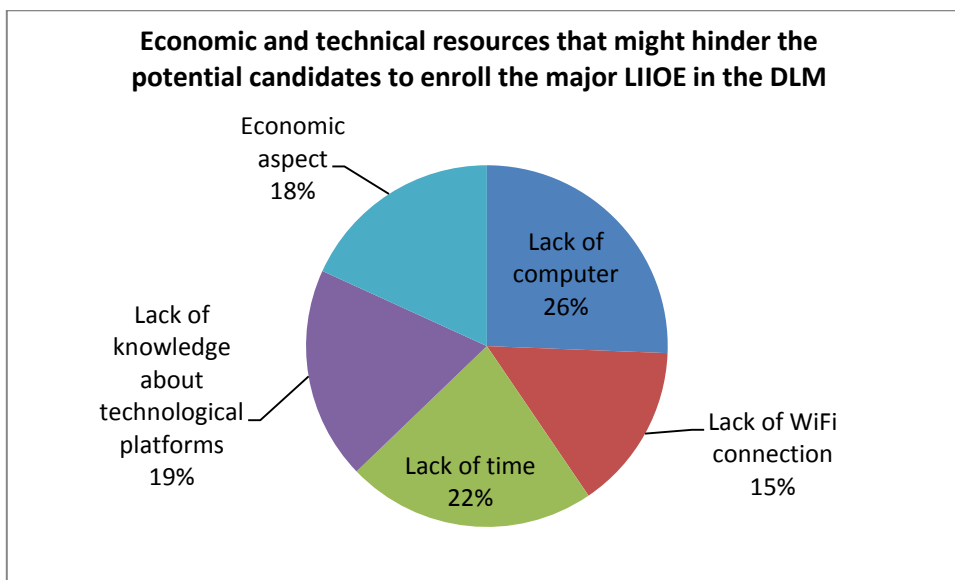
4.2.3.1 ECONOMIC RESOURCES

The researchers have noticed in the target population the potential candidates who might enroll in the major LIIOE if this one were part of the academic offer. Thus, it is noticeable the necessity of having the needed economic, technical and human resources to make this reality for this population.

It is important to take into account the economic, technical, and human resources to make this major (LIIOE) part of the academic offer for the DLM program at UES; but also, the potential candidates have their own obstacles to hinder in order to enroll in such a major. Here is a list of possible obstacles they answered they might have to choose a major in the DLM:

Here is a variety of answers, which are: a) lack of computer, b) lack of WiFi connection, c) lack of time, d) lack of knowledge about technological platforms, and e) economic aspect. In this question, the students were allowed to pick more than one option; for this reason, the number may vary from 100 to 121. In this question, 31% of students answered they lack a computer, that is a powerful reason to consider studying a major at the University of El Salvador in a DLM program because most of the work is done in a digital way. Also, 18% people said they lack of a WiFi connection. In addition, 27% of people assured they do not have the time

for taking a major in a DLM program because it demands a lot of self- discipline, autonomy and independence on the part of the student in order to submit homework assignments on time. 23% of students said they would not take a major in a DLM because they lack knowledge about technological platforms using for studying. Finally, 22% of people said an obstacle for studying in a DLM program would be the economic aspect.



Graph 7

Source: Questionnaire addressed to students enrolled in a DLM high school program in different headquarters in Santa Ana

4.2.3.2. HUMAN RESOURCES

In words of Licenciada Norma Blandon, English teacher at UES in San Salvador, and Karina Guardado, academic coordinator of majors of the DLM program at UES in San Salvador, they are two totally different majors; that is why, English teachers must be academically trained in different levels and ways.

Licenciada Norma Blandón also explained that the UES did not make use of the study plan of the major LIIOE because it was easier for the government to buy and implement the study plan from UNED instead of investing time and money on planning courses and preparing all types of materials and resources; this was based on UNED's experience in the field of DLM. She also pointed out that the UES has teachers that have experience in the field of the traditional teaching modality, and they require going under preparation planning and training process to acquire the experience they need to implement the study plan of LIIOE in a DLM program. Licenciada Norma Blandón also said that here at UES all the teachers are trained and specialized in giving classes in the traditional way, in contrast with UNED where all the teachers are specialized in DLM teaching.

4.2.3.3 TECHNICAL RESOURCES

According to Licenciada Ana María Vásquez, tutor in the DLM program at UES in the WMDC, the LEI tutor sessions are quite different from LIIOE classes. In LIIOE classes, the students are taken step by step in a process in order to develop their skills and acquisition of the English language; in contrast with tutor sessions in LEI in which the students are just given a guidance to verify that they have understood what they studied by their own. Licenciada Ana Maria Vásquez de Batres said she provides the students with extra exercises and homework assignments, as well as she follows up and monitors students' work on the Moodle platform they use to study "These sessions are not classes; I provide practice guides and revision, I explain the homework assignments to them and provide

directions about the task we are going to do in the next tutoring session. There is a virtual forum in the platform where they can ask for help if they do not understand something; this is divided by years” Licenciada Ana Maria Vásquez said.

The students enrolled in LEI have their tutored sessions every 15 days on Sundays from 8:00 am to 12:00 pm, and they have to be there because in these sessions they practice and interact with others which is quite important for this major. The main difference between these two majors is that the teacher in the traditional modality intends to transmit knowledge to the student in a class. On the other hand, in the DLM, the tutor has to verify that the students have already acquired the information by their own; based on this, the tutor develops practices, discussions, forums, etc. to reinforce what it is supposed they have learned by their own, said Licenciada Ana María Vásquez. In addition, she said that is too soon to make conclusions and to evaluate if the major LEI accomplishes all the expectation regarding at the academic formation of English teachers, even though her students have improved in their English skills, these results are going to be evident when the students reach the last year in this major.

4.3. Placement test addressed to DLM high school students

This is one of the most important things the research team must analyze; because depending on this, the researchers will measure the necessity of implementing the major “Licenciatura en Idioma Inglés Opción Enseñanza” as part of the academic offer of the DLM program at UES in the WMDC because in this major, the applicant is not required to possess a specific level of English; thus, the

applicant can enroll this major with a high level of English, a low one, or none at all; and a good or poor performance in the target language (English). As an important remark, for being accepted in the major “Licenciatura en la Enseñanza del Inglés”, the applicant must possess a **B1 English proficiency level** that is the same as an Intermediate English level according to the Common European Framework of References (CEFR).

In this placement test, the research team classified the students according to the diagnostic exam they applied. The different groups in which the students were classified are: a) basic (A1 and A2), b) intermediate (B1 and B2), and c) advance (C1 and C2). A highly percentage of the population, 86% to be exact, possesses a basic level of English (between A1 and A2). They just know basic words and a few structures such as greetings, days of the week, some food nouns, some numbers, etc. They do not understand when the research team asked some questions in English and they do not understand the reading section either.

On the other hand, 12% of students possess an intermediate level of English (between B1 and B2), they understand some sentences and questions made by the research team, but they have some deficiencies in the oral ability.

Consequently, just 2% possess an advanced level of English. They understood questions and answered them correctly; also, their fluency was quite accurate.

It is important to mention that none of the persons that possess an intermediate or advanced level of English are interested in taking the major LIIOE

or LEI at UES. It becomes meaningful related to the analysis why the research team applied the diagnostic exam to the students because the students who really want to enroll in the major (57%) just possess the basic level (A1 and A2), which does not make them able to enroll the major LEI offered by the UES at the WMDC. In contrast with the 14% of students who are able to enroll the major LEI but are not interested in getting enrolled in this major. At the end of this analysis, the research team can say that a huge quantity of people (57 out of 100) is being left aside because they do not possess the B1 English proficiency level.

CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

5.1. CONCLUSIONS

Based on the results gotten in this research study, the researchers have concluded that it is feasible to implement the major LIIOE in a DLM at the Western Campus of the University of El Salvador. There is a potential population (39 out of 54 surveyed DLM high school students said they would study the major LIIOE if this were part of the academic offer at UES) that can be reached and benefited with this educational alternative in spite of the existing limitations regarding economic resources, human resources, technological resources, among others because it is 100% inclusive, so anybody who gets admission to the UES has the chance to enroll in this major if it were part of UES academic offer. To offer this major (LIIOE) through the DLM, it is essential to carry out a process in which the study plan of LIIOE can be evaluated, revised, and if necessary, restructured to be carried out in both modalities (traditional modality and DLM.) With this, the researchers have attempted to reach the general objective of analyzing the feasibility of implementing the major Licenciatura en Idioma Inglés - Opción Enseñanza in the distance learning modality at the Western Multidisciplinary Campus of the University of El Salvador.

In the same way, researchers concluded the major LIIOE would provide a bigger chance to possible candidates to be accepted at UES in order to study a major related to English so that many people would fulfill their dream to pursue higher education in the field of English teaching. While administering the

instruments (APPENDIXES B and D) 39% of surveyed people were interested in studying LIIOE in a DLM, because they could not even try to enroll the LEI since they do not possess the B1 English proficiency level established by the Common European Framework to study this major (LEI).

Moreover, researchers have found that Western Multidisciplinary Campus is one of the DLM headquarters, and it has the basic resources to house DLM sessions; thus, it is possible to implement the major LIIOE in a DLM in WMDC at UES. The main issue that needs to be taken care is the study plan of LIIOE to be carried out in a DLM program since it may be very useful to update the LIIOE program because the same has been used for over 15 years.

5.2. RECOMMENDATIONS

The following recommendations should be taken into account for implementing the major Licenciatura en Idioma Inglés Opción Enseñanza in the DLM program launched in UES at the WMDC:

- 1) Researchers recommend providing essential resources in order to support the project in the UES at the WMDC.
 - Human resources
 - i) The program director should select a well prepared group of professionals specialized in the DLM for being in charge of planning the courses, contents, and designing the appropriate didactic resources

needed and all that is required to teach the LIIOE in the distance modality ,

- ii) The program director or coordinator should look for tutors that will exclusively work for the DLM program at UES in the WMDC
- iii) The program director should implement training sessions for tutors in order to model, qualify, and make them capable to teach in DLM program methodology
- Technological resources: these resources must provide the interaction and appropriate communication to all the persons involved in the teaching-learning process in the modality. There should be:
 - i) A virtual platform, which has to be accessible and simple to use, enough computers in the different Distance Education headquarters that the UES is using for executing the DLM program, and reliable WiFi connections.
 - ii) The necessary equipment to teach in a DLM way such as virtual whiteboards, video-production equipment such as camera, microphone, DVD, cannon, television (plasma), speakers should be available in all the Distance Education Headquarters.
- Physical resources: there should be a well-equipped “virtual classroom” for teachers and students in every place that UES has set as one of the DLM headquarter; as well as enough chairs, tables, desks, videos, audios, computers, air conditioner for the maintenance of the devices in the classroom.

- Economical resources: it is necessary to make a budget in order to pay and provide all these previous resources. The government should provide the UES with the necessary economical resources to offer and support this program:
 - i) Budget for all the staff needed to run the program effectively at the WMC and in all the headquarters throughout the country.
 - ii) Budget for building an appropriate virtual classroom
 - iii) Budget for virtual resources such as platform, programs, etc.
 - iv) Budget for technical and classroom equipment such as chairs, tables, desks, virtual whiteboards, cannon, etc.
 - v) Budget for trainings for all the professionals involved in the DLM program
- 2) The LIIOE study plan should be updated and restructured in order to fit in both modalities (Traditional modality and DLM.)
- 3) Once the students approve the admission test, they should have an inclusive opportunity to enroll in the major LIIOE.

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APPENDIXES

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGE DEPARTMENT



APPENDIX A

Interview guide directed to: the head of the Foreign Language Department at the WMC of UES and the academic offices in charge of the DLM program at the UES in San Salvador and Santa Ana

Date: _____ **Time:** _____

Interviewer: _____

OBJECTIVE: To gather as much information as possible to construct a strong base to prove if the implementation of the major Licenciatura en Idioma Ingles Opcion Enseñanza is feasible.

1. Why does the necessity of implementing the distance learning modality arise in the University of El Salvador?
2. Which are the expectations in implementing the distance learning modality in the University of El Salvador?
3. How many applicants does the distance learning modality program have for the 2017 new admission term?
4. How many applicants were accepted at the end of the new admission process in the University of El Salvador?
5. How many students are actually activated in the different headquarters in the distance learning modality program?
6. Does the applicant have to follow the same admission process in the distance learning modality than the face to face modality?

7. Which are the minimum requirements that a distance learning modality student must have in order to guarantee his success in his performance?
8. What kind of people are pretended to benefit with the distance learning modality?
9. What are UES' bases in its requirements (established in web page and brochures) for people who want to get enrolled in the distance learning modality program?
10. How many applicants does UES expect to participate in the distance learning modality program for the year 2018?
11. What is the possibility of increasing the number of subscribed applicants for the admission process in the year 2018?
12. Is this a poll plan in the distance learning modality in the higher education or would it be implemented in the UES?
13. Which are the strategies that are going to be used for increasing the population of subscribed students in the distance learning modality in the UES during the year 2018?
14. Why did the UES adopt the study plan of UNED in the distance learning modality majors instead of using the traditional study plans that UES majors possess?
15. Up to now, how do you qualified the distance learning modality program? Why?
16. What are the weaknesses of the distance learning modality and how would they be strengthened?
17. What does this modality expect for the year 2018?
18. Is it feasible the implementation of all the UES' majors in the distance learning modality?
19. What are the fundamental aspects to take into consideration when implementing a major in the distance learning modality?

**UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREING LANGUAGE DEPARTMENT
(APPENDIX B)**



This questionnaire is addressed to students enrolled in a Distance Learning Modality High School Program in different headquarters in Santa Ana.

Objective: *To identify the different perceptions, expectations and interest that students enrolled in a distance learning modality high school program have in regard with studying the major Licenciatura en Idioma Ingles Opción Enseñanza at University of El Salvador in the Western Multidisciplinary Campus. Mark with an X your answer*

Sex F____ M____ **Age:** _____

1. Are you planning to continue your studies at university when finishing your high school studies?

a) Yes _____ b) No _____ c) Don't know _____

2. Would you like to study a major at university in the traditional modality or in a distance learning modality?

a) Traditional modality _____ b) Distance learning modality _____

What major? _____

3. What is your opinion in regard with learning English?

a) Very important _____ b) Boring _____ c) Not interesting _____

4. Would you be interested on studying a major related to teaching?

a) Yes _____ b) No _____ c) Don't know _____

5. Do you consider that the major “Licenciatura en Idioma Inglés Opción Enseñanza” might provide a good chance for you to get a job?

a) Yes _____ b) No _____ c) Don't know _____

6. What level of English do you consider you own?

a) Basic _____ b) Intermediate _____ c) Advance _____ d) None _____

7. Would you be interested on studying the major “Licenciatura en Idioma Inglés Opción Enseñanza” at the University of El Salvador in the Western Multidisciplinary Campus in case it were part of the academic offer in the DLM program?

a) Yes _____ b) No _____ c) Don't know _____

8. What of the following aspects do you consider would be an obstacle for you to choose a major in a distance learning modality?

a) Lack of computer _____ b) Lack of WiFi connection _____

c) Lack of time _____ d) lack of knowledge about technological platforms _____

e) Economic aspect _____

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGE DEPARTMENT

APPENDIX C



Interview guide directed to Licenciada Ana María Vásquez de Batres, tutor in the Distance Learning Modality at the WMC of UES

OBJECTIVE: To collect the most important information to build up a solid base for analyzing the feasibility of implementing the major *Licenciatura en Idioma Inglés Opción Enseñanza*

1. Which are the main benefits that the students would obtain if they study the major *Licenciatura en Idioma Inglés* in the Distance Learning Modality?
2. How long have you been tutoring students in the DLM?
3. How many students do you tutor in the DLM at the Western Multidisciplinary Campus?
4. How many students are studying the major *Licenciatura en Idioma Inglés opción Enseñanza*?
5. Which are the differences between teaching students in the traditional way and tutoring students in the DLM?
6. Which is the methodology used in the DLM?
7. How often do you offer your tutor sessions?
8. Do you think that all the expectations of the major LEI In the DLM have been accomplished?
9. What are the expectations for the next year?
10. What are some of the things that you believe can be improved in DLM?

11. Do you believe that a student who finishes the major Licenciatura en la Enseñanza del Inglés is able to teach English in all levels? Why?
12. As you had the opportunity to study the major Licenciatura en Idioma Inglés Opción Enseñanza and now, you are tutoring in the major Licenciatura en la Enseñanza del Inglés, you have a wider point of view. What do you believe is the main difference between LEI and LIIOE?

**UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREING LANGUAGE DEPARTMENT
APPENDIX D**



This test is addressed to students enrolled in a Distance Learning Modality High School Program in different headquarters in Santa Ana.

Objective: *To identify the level of English that the students in DLM high school program have to classify them in a CEFR scale.*

ORAL EXAMINATION GRADING CRITERIA

Student's Name: _____

Assigned Level _____ Date _____ Grade: _____

CRITERIA	1	2	3	4	5	6	7	8	9	10
I. Grammar in discourse according to his/her level										
II. Pronunciation										
III. Fluency										
IV. Communicative ability										
V. Vast of vocabulary according to his/her level										
VI. Coherence of ideas										
VII. Comprehension of questions										
FINAL AVERAGE										

FURTHER INFORMATION:

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



This test is addressed to students enrolled in a Distance Learning Modality High School Program in different headquarters in Santa Ana.

Objective: *To identify the level of English that the students in DLM high school program have to classify them in a CEFR scale.*

ORAL PLACEMENT TEST

Directions: Ask students to provide long answers per question. You may repeat a question at least twice, but you may not translate any question into Spanish.

QUESTIONS

1. What's your name?
2. How do you spell your name, last name?
3. Where are you from?
4. What's your phone number?
5. Do you have an email account? What is your email address?
6. Where do you live?
7. What's there in a classroom? (Sts may use There is and There are)
8. Describe your bedroom.
9. Talk about your favorite actor or actress.
10. What do you do in your free time? / leisure activities
11. Talk about your daily routine.
12. Talk about your mother's/father's/ brother's routine.
13. What's the weather like?
14. Talk about the country you want to travel.

15. Imagine you call your mom, but you have to leave her a phone message.
How would you start?
16. Did you enjoy your last vacations?
17. What did you do for your last vacations?
18. Tell a funny story/embarrassing situation you faced
19. What kind of food do you like to eat? Why is that?
20. What will you do if you win the lottery?
21. What are you going to do at the weekend?
22. How do you think your will change in the next 20 years?
23. If you had been born in the United States, how would your life up to now
have been different?
24. Some people think everyone in the world will speak English within 50 years.
What do you think?
25. How do you think the Internet has changed the way people learn English?
26. What, in your opinion, are the characteristics of a good friend?
27. Do you think life for young people today is easier or harder than it was for
their parents and grandparents?
28. How would you improve the education system in your country?
29. What famous person, either present or past would you like to meet and
why?
30. What are the problems associated with learning a language at an advanced
level? How can you continue to make progress?

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREING LANGUAGE DEPARTMENT



Universidad de El Salvador
Hacia la libertad por la cultura

This test is addressed to students enrolled in a Distance Learning Modality High School Program in different headquarters in Santa Ana.

Objective: To identify the level of English that the students in DLM high school program have to classify them in a CEFR scale.

Name _____

Date _____

1. (A) (B) (C) (D) (E)
2. (A) (B) (C) (D) (E)
3. (A) (B) (C) (D) (E)
4. (A) (B) (C) (D) (E)
5. (A) (B) (C) (D) (E)
6. (A) (B) (C) (D) (E)
7. (A) (B) (C) (D) (E)
8. (A) (B) (C) (D) (E)
9. (A) (B) (C) (D) (E)
10. (A) (B) (C) (D) (E)
11. (A) (B) (C) (D) (E)
12. (A) (B) (C) (D) (E)
13. (A) (B) (C) (D) (E)
14. (A) (B) (C) (D) (E)
15. (A) (B) (C) (D) (E)
16. (A) (B) (C) (D) (E)
17. (A) (B) (C) (D) (E)
18. (A) (B) (C) (D) (E)
19. (A) (B) (C) (D) (E)
20. (A) (B) (C) (D) (E)
21. (A) (B) (C) (D) (E)
22. (A) (B) (C) (D) (E)
23. (A) (B) (C) (D) (E)
24. (A) (B) (C) (D) (E)
25. (A) (B) (C) (D) (E)

26. (A) (B) (C) (D) (E)
27. (A) (B) (C) (D) (E)
28. (A) (B) (C) (D) (E)
29. (A) (B) (C) (D) (E)
30. (A) (B) (C) (D) (E)
31. (A) (B) (C) (D) (E)
32. (A) (B) (C) (D) (E)
33. (A) (B) (C) (D) (E)
34. (A) (B) (C) (D) (E)
35. (A) (B) (C) (D) (E)
36. (A) (B) (C) (D) (E)
37. (A) (B) (C) (D) (E)
38. (A) (B) (C) (D) (E)
39. (A) (B) (C) (D) (E)
40. (A) (B) (C) (D) (E)
41. (A) (B) (C) (D) (E)
42. (A) (B) (C) (D) (E)
43. (A) (B) (C) (D) (E)
44. (A) (B) (C) (D) (E)
45. (A) (B) (C) (D) (E)
46. (A) (B) (C) (D) (E)
47. (A) (B) (C) (D) (E)
48. (A) (B) (C) (D) (E)
49. (A) (B) (C) (D) (E)
50. (A) (B) (C) (D) (E)

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREING LANGUAGE DEPARTMENT



This test is addressed to students enrolled in a Distance Learning Modality High School Program in different headquarters in Santa Ana.

Objective: *To identify the level of English that the students in DLM high school program have to classify them in a CEFR scale.*

LISTENING

In this part, an audio will be played: first time to listen to it, second time to write the answer.

INDICATION: LISTEN TO THE AUDIO FIRST. THEN YOU WILL HAVE TIME TO ANSWER AND CHECK WHILE YOU LISTEN TO THE AUDIO FOR THE SECOND TIME.

(AUDIO)

"The banjo is a musical instrument which originated in Africa. Because African music is very much based on rhythm, the banjo looks very much like a drum and probably developed from a drum. It also has a neck and from four to six strings. The banjo was probably brought from Africa to America by slaves in the 16th and 17th centuries. In the United States, white country musicians began using the banjo to play their dance music. Eventually, the four-string banjo became an integral part of early jazz, called Dixieland and the five-string banjo became the foundation of a kind of fast country music called bluegrass.

"Listen to the following questions and mark your answers on your scantron sheet."

1. What is a banjo?
 - a. a musical instrument
 - b. a slave
 - c. a kind of music
 - d. a dance

2. Where did the banjo originate?
 - a. in Asia
 - b. in Europe
 - c. In Africa
 - d. In America

3. What are two kinds of music in which the banjo is used?
 - a. four-string and five-string
 - b. rhythm and strings
 - c. the 16th and 17th century
 - d. dixieland and bluegrass

4. What would be the most likely source of this listen passage?
 - a. a music appreciation lecture
 - b. a radio advertisement
 - c. a political speech
 - d. a TV situation comedy

5. If this listening passage continued, what would the next topic probably be?
 - a. types of drums in Africa
 - b. the problem of slavery in America
 - c. some famous banjo players
 - d. classical music today

READING COMPREHENSION

Los alumnos leerán un párrafo con el cual contestarán algunas respuestas de opción múltiple.

The study of history provides many benefits. First, we learn from the past. We may repeat mistakes, but, at least, we have the opportunity to avoid them. Second, history teaches us what questions to ask about the present. Contrary to some people's view, the study of history is not the memorization of names, dates, and places. It is the thoughtful examination of the forces that have shaped the courses of human life. We can examine events from the past and then draw inferences about current events. History teaches us about likely outcomes. Another benefit of the study of history is the broad range of human experience which is covered. War

and peace are certainly covered as are national and international affairs. However, matters of culture (art, literature, and music) are also included in historical study. Human nature is an important part of history: emotions like passion, greed, and insecurity have influenced the shaping of world affairs. Anyone who thinks that the study of history is boring has not really studied history.

1. What is the main idea of this passage?
 - A. Studying history helps us to live in today's world.
 - B. Studying history is not just memorization.
 - C. The role of education is to help students deal with real life.
 - D. Students should study both national and international history

2. In the first paragraph, inferences means
 - A. graphs
 - B. articles
 - C. conclusions
 - D. circumferences

3. Which method of teaching history would the author of this passage support?
 - A. Applying historical events to modern society.
 - B. Using flash cards to remember specific facts.
 - C. Weekly quizzes on dates and events.
 - D. Student competitions for most books memorized.

4. Why is it important to learn about the past?
 - A. It helps people
 - B. It is useful to remember things
 - C. It has benefits
 - D. We apply historical events to modern society

5. Is it boring to study the past for the writer?
- A. Yes, it is kind of boring.
 - B. No, it is funny.
 - C. A little bit.
 - D. Anyone can think that the study of history is boring.

GRAMMAR USAGE

INDICATION: READ CAREFULLY THE QUESTIONS AND ANALYZE WHICH IS THE BEST ANSWER.

1) Did you anywhere interesting last weekend?

- a) go
- b) going
- c) was
- d) went

2) I work as a teacher and my wife, too.

- a) do
- b) is
- c) work
- d) does

3) I think taxi driver

- a) her job is
- b) she's a
- c) her job is an
- d) she's

4) What is your home town ?

- a) situated
- b) age

- c) like
- d) located

5) I'm afraid I here for your birthday party.

- a) have not to be
- b) am not being
- c) will be not
- d) can't be

6) How are you?

- a) high
- b) wide
- c) long
- d) heavy

7) How long married?

- a) have you been
- b) are you
- c) have you
- d) been

8) Would you like help?

- a) a
- b) some
- c) me
- d) I

9) They go to the cinema

- a) tomorrow
- b) much
- c) rare
- d) seldom

- 10) He hasn't played since he the accident.
- a) had
 - b) has had
 - c) has
 - d) had had
- 11) This is the best tea I've tasted.
- a) never
 - b) ever
 - c) already
 - d) still
- 12) I'm looking the summer holidays.
- a) before
 - b) forward
 - c) for
 - d) forward to
- 13) My girlfriend born on the 2nd of September 1974.
- a) is
 - b) was
 - c) had
 - d) has been
- 14) This beer tastes
- a) badly
 - b) lovely
 - c) well
 - d) normally
- 15) In life can make a mistake; we're all human.
- a) anyone
 - b) some people
 - c) not anybody
 - d) someone

16) She knows that she to pay now.

- a) had better
- b) needn't
- c) should
- d) ought

17) I don't have a cent to give you. I bought a new computer.

- a) just buy
- b) had just bought
- c) 've just
- d) soon will

18) Mum gave her job when I was born.

- a) in
- b) up
- c) off
- d) away

19) It's all right, we hurry. We have plenty of time.

- a) mustn't
- b) shouldn't
- c) can't
- d) needn't

20) You have a terrible fever! call a doctor?

- a) Shall I
- b) Do I
- c) Must I
- d) Will I

21) Joanna looks in her new dress.

- a) nice
- b) nicely
- c) like nice
- d) such nice

22) Mr Haines wants to his office.

- a) that you come
- b) you come to
- c) you come
- d) you to come

23) There are around to start a cricket team

- a) enough young boys
- b) boys enough young
- c) young boys enough
- d) enough youngest boys

24) These bottles of plastic.

- a) are making
- b) are make
- c) are made
- d) made are

25) Do you know where ?

- a) did I put the keys
- b) put I the keys
- c) I put the keys
- d) I the keys put

26) Marian has old books.

- a) very much
- b) a lot of
- c) lots
- d) a very lot

27) Hania has got two children, ?

- a) hasn't she
- b) has she got
- c) has she
- d) haven't she

28) Let's think something nice.

- a) after
- b) about
- c) for
- d) to

29) A Jaguar is than a Fiat.

- a) more expensive
- b) expensiver
- c) much expensive
- d) expensive

30) The TV's too loud. Please,

- a) it turn down
- b) turn it up
- c) turn it down
- d) turn down it

- 31) Somebody stole his wallet so he money from a friend.
- a) lent
 - b) earned
 - c) borrowed
 - d) lended
- 32) She was 29 on her birthday, she?
- a) didn't
 - b) hadn't
 - c) hasn't
 - d) wasn't
- 33) is it from here to Berlin?
- a) How long way
 - b) How long
 - c) How far
 - d) How many
- 34) Good ! I hope you get the job.
- a) chance
 - b) fortune
 - c) luck
 - d) wish
- 35) There was a lot of noise so I didn't understand what she was
- a) saying
 - b) telling
 - c) speaking
 - d) talking
- 36) I drink beer than wine.
- a) would like more
 - b) prefer
 - c) had better
 - d) would rather

37) I gave her earrings for Christmas.

- a) a pair of
- b) a set of
- c) two
- d) a

38) Would you like some more tea? There's still left.

- a) few
- b) a few
- c) a little
- d) little

39) "I'm going to the cinema on Saturday." "So "

- a) I am
- b) do I
- c) I do
- d) am I

40) Maria has two sisters, but she doesn't speak to of them.

- a) both
- b) any
- c) either
- d) neither

FEASIBILITY STUDY (APPENDIX E)

PROJECT FEASIBILITY

Based on the conclusions of the Project, it can be determined that this program is offering the LIIOE through the DLM is feasible in all the involved aspects. There is a potential population that would accept, in a high percentage, the major LIIOE in the DLM.

Feasibility Study Outline of the Implementation of the Major LIIOE in the DLM program at UES

I. Program Name and Description

Licenciatura en Idioma Inglés-Opción Enseñanza in the DLM at the Western Multidisciplinary Campus of the University of El Salvador. This program emerges because of a necessity in the WMD because the major LEI requires the learner a B1 level of English, which is not a requirement to enroll the major LIIOE. This major (LIIOE) is offered in the traditional modality; that is why, this project intended to find out its feasibility to be carried out in the DLM program at UES in the WMC.

A. Degree and Department

Licenciatura en Idioma Inglés Opción Enseñanza in the Foreign Language Department in the WMC DLM program

B. Purpose and Nature of the Program

To build competitive professionals in English teaching with a critical and proactive conception, able to contribute to the social, educational, scientific, technological, and cultural process in El Salvador with a human perspective in the field of learning and teaching a foreign language.

Program Requirements

If the major LIIOE were implemented in the DLM, students would have the opportunity of being part of the academic offer in an inclusive way since this major LIIOE does not require an English proficiency level.

II. Need for the Program

A. How does the program fulfill the needs of the Western Zone of El Salvador?

Innovation constitutes the main part to reach inclusion for the students who are left behind because they do not possess the needed requirements to enroll in a major; this is the case of the major LEI, which requires the students to possess a B1 English level to be accepted in it. If the major LIIOE were implemented in the DLM program at UES, it might be an opportunity offered to the ones who were left behind, because this major do not require the aspirant to possess any level of English to be accepted.

1. Documented need including sources of information.

The target population for this research study was DLM high school students. These people do not have enough time to study a university degree in the traditional modality. Similarly, they do not have an extra source of income just the one they generate by themselves, and they do not possess a B1 level of English proficiency, which is required by LEI to be enrolled in that major. As a result, this student population has as an option to be enrolled in any other major where the English level (B1) is not required.

2. Employment outlook including sources of information.

The Western Multidisciplinary headquarter has an office and an administrator, but it does not have a director neither a coordinator or tutors. In this case, if the major LIIOE were implemented in the DLM program at the WMC, the following academic personal would be needed:

- Distance Learning Modality Director
- Coordinator
- Tutors (Needed)
- Program director
- A subject coordinator for each subject
- Tutor for each subject in each of the headquarters
- Course planners for each subject

- Resource designers for each subject
- Informatics technician

They would be in charge of guiding students in the tutoring sessions. Students would need a tutor for each subject. It means that in the first semester, four tutors would be needed to fulfill the academic load only in these headquarters, and the same requirements would be needed in each of programs headquarters.

B. Is there sufficient student demand for the program?

The acceptance level of this major (LIIOE) was determined through a field study that defined a population of 100 people formed by High school students of a DLM among the ages of 17 and 44. The level of acceptance of this major is 57%; in the same way, it was identified a potential demand of the major LIIOE if it were implemented in the DLM program due to the 77% of students who are in the basic level of English according to an administered exam based on the CERF.

1. Enrollment projections for 5 years

It is too early to provide a specific amount or possible quantity of students. But taking into account the surveyed people, it can be inferred that 39 students out of 54 (who mentioned that they would prefer to study in DLM), answered that if they had the opportunity to enroll in this modality, they would choose a major related to English at the university.

2. Projected number of degrees awarded for 5 years beginning first year in which degrees will be awarded.

According to the previous statement, if we multiply 39 students per five years, this project would prepare and graduate 195 students approximately; providing the students the degree of Licenciatura en Idioma Inglés Opción Enseñanza.

IV. Implementation of an Existing Program at WMC –UES – Licenciatura en Idioma Inglés Opción Enseñanza

UES already has a study plan for the major LIIOE for the traditional modality, so the strategy would be to prepare this study plan to be implemented with the correct methodologies to be carried out in the DLM.

V. Projected Faculty and Resource Requirements

A. Faculty: current and additional

This project can be carried out in all the headquarters that UES has assigned for the DLM program; but, researchers have focused this study at the Western Multidisciplinary Campus (Santa Ana) headquarter.

B. Support staff: current and additional

Support for the project in the UES at WMDC by providing:

- Human resources

- i) To set a group of professionals in charge of elaborating and designing the study plan, curriculum, contents, subjects, etc., that should be considered to be part of the LIIOE in a DLM
- ii) To set up the academic entities in charge of coordinating the DLM program at UES in the WMDC
- iii) To select tutors that will exclusively work for the DLM program at UES in the WMDC
- iv) To implement training sessions for tutors in order to model, qualify, and make them capable to deal with DLM program methodology
- v) To have a group of professionals in charge of the maintenance of the virtual platform as well as a group of technicians or engineers to provide maintenance the technical resources in the different headquarters

C. Physical facilities, equipment, and technology: existing and additional

- Physical resources: there should be a well-equipped “virtual classroom” for teachers and students in every place that UES has set as DLM headquarters; as well as enough chairs, tables, desks, videos, audios, computers, air conditioner for the maintenance of the devices in the classroom. In the case of Santa Ana Headquarter, there are two computer labs that contain approximately 69 computers. This might be enough to provide attention to the first LIIOE DLM students meanwhile more labs and

computers are being bought. However, the equipment would need some accessories to be useful for the program.

D. Other resource requirements

- Technological resources: these resources must provide the interaction and appropriate communication to all the persons involved in the teaching-learning process in the modality. There should be:
 - i) A virtual platform, which has to be accessible and simple to use. enough computers in the different headquarters that the UES is using for performing the DLM program, WiFi connection
 - ii) The necessary equipment to teach in a DLM way such as virtual whiteboards, video-production equipment such as camera, microphone, DVD, canon, television (plasma), speakers

VI. Financing

A. Program budget projections per month.

MONTHLY BUDGET		
SERVICE	CALCULATION	AMOUNT
Tutor	One for each of the four subjects (4 x \$225.00)	\$900.00
Coordinator of the major	One coordinator (\$500)	\$500.00
TOTAL		\$ 1,400.00

B. Program budget projections per year.

ANNUAL BUDGET		
SERVICE	CALCULATION	AMOUNT
Tutoring	Twelve months per each of the four tutors	\$10,800.00
Coordinator of the major	Twelve months	\$6,000.00
TOTAL		\$ 16,800.00

It is important to mention that if this plan is projected for the first three years, so this annual budget should be multiplied by 3, the inversion would be of \$50,400.000.

- Economical resources: it is necessary to make a budget in order to pay and provide all these previous resources. The government should provide the UES with the necessary economical resource to build and maintain this proposal:
 - i) Budget for the teachers
 - ii) Budget for building an appropriate virtual classroom
 - iii) Budget for technicians and engineers
 - iv) Budget for virtual resources such as platform, programs, etc.
 - v) Budget for technical and classroom equipment such as chairs, tables, desks, virtual whiteboards, cannon, etc.
 - vi) Budget for trainings for all the professionals involved in the DLM program.