

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



Universidad de El Salvador

Hacia la libertad por la cultura

**EXPLORATORY STUDY OF THE CURRENT UNDERGRADUATE'S PROFILE OF
LICENCIATURA EN IDIOMA INGLÉS, OPCIÓN ENSEÑANZA OF THE UNIVERSITY
OF EL SALVADOR, AND ITS CONNECTION WITH THE PROFESSIONAL
EXIGENCIES OF TODAY'S SOCIETY.**

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**“Give thanks to the LORD, for he is good; his love endures forever.”
(1 Chronicles 16:34)**

Xiomara Nathalie Mejía Hernández.

“The LORD is my shepherd; I shall not be in want. He makes me lie down in green pastures; he leads me beside quiet waters...” (Psalm 23:1-2)

A very important stage in my life has come to an end and a new one has just started. I feel delighted and overwhelmed by all the amount of experiences, magic moments, knowledge and blessings I got through this path. I look back and see God’s hand holding mine through it. He is the first one I feel grateful towards, for giving me life and being always with me. Secondly, I want to thank my family with all my heart: my mom and dad, my sister and my brothers who were always there for me: Thanks for your love and support. Teachers from the Languages Department: Thanks a million for sharing your knowledge and being patient! I want to thank my classmates from the 2006 generation but especially my two “battle peers”: Sara Molina and Xiomara Mejía who I was with since the Basic English Course. My friends outside the university: thanks for your encouragement! Lastly, (but not least) I want to thank my soul mate Stanley Guzmán: Thank you sweetie for your help and support and for helping me see and understand our Lord’s great love and mercy.

A. Jeanette Melgar López

Coming to the end of my studies successfully has been one of the greatest achievements in my life. For doing so, faith, effort, dedication, courage, responsibility, were just some elements

needed. However it has been said that nobody is so rich that has no need of others' help. During this journey I count on great people to whom I express my gratitude and love. First of all, I especially thank my Heavenly Father and his Son Jesus Christ for all the mercies, love and strength given to me in those good and hard times during my major. I thank my beloved family; my mom, my dad, my sister and my brother, for all the love, support, and patience showed towards me. Furthermore, I express my gratitude to my great friends Jeanette Melgar and Xiomara Mejía as well as to all my good friends who were always there to help me and give me their love, support and friendship. I'm also grateful with all my teachers for all the instruction and patience given to me during those years of study.

“Life’s journey is not traveled on a freeway devoid of obstacles, pitfalls, and snares. Rather, it is a pathway marked by forks and turnings” (Thomas S. Monson)
Thanks to all the wonderful people that stood by me during those years such life’s journey has not been so difficult. I always counted on their love, support, help, instruction, friendship and patience. Therefore, I firmly say: “I have fought a good fight, I have finished my course, I have kept the faith” (2 Timothy 4:7)

Sara Jeannette Molina Aguilar

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INTRODUCTION

As a result of the globalization, El Salvador has seen itself in the necessity of competing in the world market using English as an international language, since by means of this lots of advantages can be achieved, like the access to new technologies and scientific investigations of great importance for the human development. Therefore, the Foreign Languages Department (FLD) of the University of El Salvador (UES) has developed the curriculum of Licenciatura en idioma inglés, opción enseñanza, which aims at providing to the country qualified integral professionals with scientific sense able to face the educational reality in the Salvadoran social context nowadays. Such aspirations are reflected in the undergraduate's profile of this major, which possesses specific requirements in the linguistics, investigation, methodology and general formation areas, in which the developing professionals in English teaching must be instructed along the major. Nevertheless, it was suggested that such profile should be brought up to date periodically so that it satisfactorily responds to the exigencies of the new era. This research constitutes an exploratory study of the current undergraduate's profile of Licenciatura en idioma inglés, opción enseñanza, facing the new professional demands. It is divided into the following parts: an introduction to the topic, its corresponding objectives, theoretical and methodological frameworks, data analysis, a chronogram of activities, and the consulted sources, As the final part, some annexes containing the research instruments that were used are included.

OBJECTIVES

General Objective:

To diagnose the current state of the undergraduate's profile of the major of Licenciatura en Idioma Inglés, opción Enseñanza of the University of El Salvador, in relation to the professional demands of today's society.

Specific Objectives:

1. To evaluate the current undergraduate's profile of Licenciatura en Idioma Inglés opción Enseñanza.
2. To identify the present professional demands related to the English teaching area that the new context is requesting, according to the point of view of the participants in the research.
3. To find out whether or not the 2006's undergraduate students are satisfied with what they reached at the end of the major, according to the demands stated in the undergraduate's profile.

STATEMENT OF THE PROBLEM

According to the Ley de Educación Superior, *"To have adequate curricula, updated at least once in the term of a major's length, approved of for the degrees that they offer"*¹ is one of the minimum requisites a Higher Education institution must fulfill to keep up its quality. Likewise, one of the articles contained in the Ley Orgánica of the University of El Salvador concerning the curriculum (and consequently all its components including the undergraduate's profile) states in the fourth section: *"Atribuciones y deberes del vicerrector académico"*, article 27, literal b.: (one of the vicerector's attributions and duties is...) *to analyze and to supervise the development of the curriculum of the different majors of the University with the purpose that they are adapted to the necessities of the society.*² It is upon these statements that a question arises: what is the real condition of the undergraduate's profile of Licenciatura en Idioma Inglés, opción Enseñanza of the University of El Salvador in connection with the professional needs and exigencies that the current society demands?

¹ Ley de Educación Superior, Fourth Section, Article 37, literal b (Translation done by the team).

² (Translation done by the team).

THEORETICAL FRAMEWORK

1. History

The University of El Salvador, as one of the main and important institutions of higher education in the country, has the arduous commitment of training professionals capable enough to contribute to the improvement and development of the society. Taking into account such commitment, in 1996, a committee of professors from the Foreign Language Department (FLD) of the University of El Salvador thought it was convenient to modify the curriculum of Licenciatura en Idioma Inglés so that it would be in tune with the demands of the society at that time.

Then, on September 4th in 1996, the Foreign Language Department presented to the Board of Directors of the School of Arts and Sciences a proposal and a justification with the purpose of modifying the curriculum of the major of Licenciatura en Idioma Inglés Opción Enseñanza after testing the curriculum from 1993, making four periods of evaluation of its progress, keeping a permanent discussion inside the department, and reporting its respective progress to the Board of Directors of the faculty, all of this with the desire of elaborating an alternative curricular proposal for training professionals in English teaching that would answer to the educational reality of the country.

Two days later, on September 6th, such document was approved by the board of the faculty and it was given to the Consejo Superior Universitario (CSU) to be authorized (This according to the laws of the University of El Salvador, Chapter II, Art. 14, numeral 1).

Later, on October 2nd, the Consejo Superior Universitario ratified such document intended to contribute to the society by forming integral professionals capable of serving to the development of the country.

The document titled “*Diseño de currículo para la carrera de Licenciatura en Idioma Inglés: Opción Enseñanza (Facultad de Ciencias y Humanidades)*”, that was presented by the FLD to the Board of Directors of the faculty, and then approved by the CSU, contained a general information section where particular details of the major were described: generalities, objectives of the major, ingress profile, undergraduate’s profile, occupational profile, graduation requisites, social and institutional impact, curriculum

description etc.

Some years later, in 1999, another reform occurred. After having two generations of undergraduates with the 1993 - Plan of Licenciatura en Idioma Inglés: Opción Enseñanza, “la Comisión Curricular del Departamento de Idiomas” considered convenient to make another reform that would fulfill in a better way the expectations of students that study the major. In contrast to the last reform in which only professors were the participants, the reform done in 1999 was based on the results of three diagnosis. One took into account opinions from professors of the FLD. Other gathered information from undergraduates, and the last one collected the attitudes of professors regarding to their professional preparation to get started with the new reforms done. Such committee called “Comisión Curricular,” was made up of four professors: Licenciado José Israel Oliva, MA. Guillermo Ernesto Escobar (R.I.P.), MaT. Victorino Barahona, and Licenciada. Rhina Franco. This paper was revised by MsD. Ana María Glower de Alvarado, head of the FLD in that time. After this, it was revised and then approved by Junta Directiva in April 1999.

2. Characterization of the undergraduate’s profile

Higher education at present is taking place in a setting of challenges and difficulties related to the new demands from the new era; the improvement and quality of education, the changing of curriculums, the possibilities of jobs for graduates, as well as the new technologies in the education system are just some aspects to be considered in the creation of a curriculum of a major. A curriculum has to take into account three aspects that are vital to face the professional exigencies that graduates are asked for when they finish their major and try to find a job. Those aspects are:

- *Ingress profile*
- *Undergraduate’s profile*
- *Occupational profile*

Any curriculum stands in need of having those three aspects and a logic relationship between them.

It is important to highlight that the undergraduate’s profile does not stand alone. It is backed up by a legal structure that emerges from the internal laws of the University (Ley Orgánica) and Ley de Educación Superior promulgated by the Ministry of Education.

Likewise, according to the Ley de Educación Superior, *"To have adequate curriculums, updated at least once in the term of a major's length, approved of for the degrees that they offer,"* is one of the minimum requisites a Higher Education institution must fulfill to keep up its quality. Furthermore, one of the articles contained in the Ley Orgánica of the University of El Salvador concerning the curriculum (and consequently all its components including the undergraduate's profile) states in the fourth section: *"Atribuciones y deberes del vicerrector académico"*, article 27, literal b: (one of the vicerector's attributions and duties is...) *to analyze and to supervise the development of the curriculum of the different majors of the University with the purpose that they are adapted to the necessities of the society.*

2.1 Definition of profile

Since one of the objectives of this study is the characterization of the current undergraduate's profile of Licenciatura en Idioma Inglés Opción Enseñanza of the University of El Salvador, first, it is vitally important to define what a profile is, and the impact it has on the training of the professionals. According to the Revista Pedagógica from La Habana, Cuba, 9th edition 2004 pages 72-73, *an undergraduate's profile is defined as a previous image of the characteristics, knowledge, abilities, feelings and values that a student should have developed during his or her academic background. It is considered to be a means in which the link between the society and the education is concretized.* According to the Unidad de Formación General, Básica y Especializada of the University of Chile, in its document titled *Plataforma 2006*, the undergraduate's profile has to be *an extensive description of the characteristics and competences that graduates should be able to show at the end of their majors. Its relevance should be revised constantly taking into consideration the conditions of the major and the exigencies of the society.* In that way, the undergraduate's profile works as a guide for the designing and renewal of the curriculum as a whole and each academic area that has to do with it.

2.2 Aspects of the profile

The curriculum of Licenciatura en Idioma Inglés Opción Enseñanza has this basic component – the undergraduate's profile. This undergraduate's profile is supposed to let the

student know the characteristics, knowledge, abilities he or she is to develop at the end of the major. Such undergraduate's profile can be found on page number three, numeral four of the document - "Diseño de currículo para la carrera de Licenciatura en Idioma Inglés: Opción Enseñanza (Facultad de Ciencias y Humanidades)" – It is composed of nine aspects detailed as follows:

- 1.To manage English language in an advanced academic level.
- 2.To know the most recent methods for teaching English as a second language.
- 3.To be able to apply the most recent methods for teaching English as a second language.
- 4.To know the educational Salvadoran reality in general, and the reality of English teaching particularly.
- 5.To be an innovator and to be able to solve educational problems.
- 6.To be able to carry out linguistic- methodological researches in order to solve problems in the teaching – learning process that the graduates might find in his or her field of endeavor.
- 7.To be able to perform a school administrative-managing position.
- 8.To know English and Spanish grammar structures in order to be able to contrast both languages and carry out translations in both languages (English- Spanish, Spanish-English)
- 9.To know and appreciate his or her own history and culture.

2.3 Relation of the profile and subjects of the curriculum

Those nine elements make up the undergraduate's profile. Consequently, every undergraduate student is supposed to have achieved those aspects at the end of the major. Furthermore, those aspects are supposed to reflect what the FLD gives away to students in terms of the professional instruction required to accomplish the objectives of "instructing the new professional in the teaching of the English language to the Higher Education level with the ability to transform the national educational reality under a constructivist educational practice," "orienting the teaching and learning of English with a communicative and scientific focus," and "integrating teaching, research and social projection in order that the new professional can obtain an integrating vision of his/her

specialty.”. Therefore, the level in which students start the major as well as the exigencies of the society in which the major is going to take place have to be considered when designing a profile.

To achieve the objectives stated in the curriculum of Licenciatura en Idioma Inglés is vitally important that a relationship among the components of such curriculum exist. Subjects taught along the major, methodology used by professors, students academic characteristic, as well as the exigencies demanded by the society at present should be related with the aspects listed in the undergraduate’s profile.

The structure of the curriculum of Licenciatura en Idioma Inglés has a relationship with the aspects listed on the undergraduate’s profile. The major has three axes which are subdivided in six curricular areas: (table 1)

Table 1. Structure of the undergraduate's profile.

AXES	AREAS	ASPECTS OF THE PROFILE RELATED WITH THE AREAS	SUBJECTS
	<p>a) Areas of Development of Linguistic Abilities</p>	<p>1. To dominate English language in an advanced academic level.</p> <p>8. To know English and Spanish grammar structures in order to be able to contrast both languages and carry out translations in both languages (English-Spanish, Spanish-English)</p>	<p>Ø1 Inglés Básico Intensivo</p> <p>Ø2 Inglés Intermedio Intensivo I</p> <p>Ø3 Inglés Intermedio Intensivo II</p> <p>Ø4 Inglés Avanzado Intensivo I</p> <p>Ø5 Inglés Avanzado Intensivo II</p> <p>Ø6 Lectura y Conversación I</p> <p>Ø7 Lectura y Conversación II</p> <p>Ø8 Gramática Inglesa I</p> <p>Ø9 Gramática Inglesa II</p> <p>Ø10 Composición Inglesa I</p> <p>Ø11 Composición Inglesa II</p> <p>Ø12 Literatura I</p> <p>Ø13 Literatura II</p> <p>Ø14 Redacción en Español</p> <p>Ø15 Gramática Española</p>

			<p>Ø1 Historia de El Salvador</p> <p>Ø2 Estadística Aplicada a la Educación</p> <p>Ø3 Pronunciación</p> <p>Ø4 Introducción a la Lingüística</p> <p>Ø5 Fonología y Morfología Inglesa</p> <p>Ø6 Sintaxis</p>
	b) Linguistic Area		

AXES	AREAS	ASPECTS OF THE PROFILE RELATED WITH THE AREAS	SUBJECTS
	a)Research Area	6. To be able to carry out linguistic- methodological investigations in order to solve problems in the teaching – learning process that the graduates might find in his or her field of endeavor.	Ø1 Research Methods Ø2 Seminar I Ø3 Seminar II Ø4 Estadística Aplicada a la Educación
	b)General Formation Area	4. To know the educational Salvadorean reality in general, and the reality of English teaching particularly. 9. To know and appreciate his or her own history and culture.	Ø5 Historia de El Salvador Ø6 Estadística Aplicada a la Educación

AXES	AREAS	ASPECTS OF THE PROFILE RELATED WITH THE AREAS	SUBJECTS
	a)Theoretical-Methodological Area	2. To know the most recent methods for teaching English as a second language	Ø7 Psicopedagogía Ø8 Didáctica General Ø9 Didactics I Ø10 Didactics II Ø11 Didactics III
	b)Practical-Methodological Area	3. To be able to perform a school managing position. 5. To be innovator and be able to solve educational problems. 7. To be able to apply the most recent methods for teaching English as a second language.	Ø12 Teaching Practice I Ø13 Teaching Practice II Ø14 Social Service

2.4. Importance of a profile

Having a well-structured undergraduate's profile is of great importance because it can contribute in regard to the promotion and recruitment of new students as well as in the design and evaluation of the curriculum. Likewise, it makes possible to instruct competent professionals in the English teaching area, capable enough to meet the requirements asked in any educational institution.

Regarding the promotion and recruitment of new students, an undergraduate's

profile has not only to clearly describe the characteristics and competences that a person interested in studying a major will develop at the end of it, but also to picture a valid image of the professional performance that a graduate will achieve. Besides that, the construction of a valid profile will offer the necessary tools to make modifications on the curriculums as well as to better the teaching – learning process. In other words, a well - structured profile will be a stepping stone to make considerable changes in the curriculum of the major. Similarly, a well - structured profile designed by the university provides to institutions an academic framework on the instruction that undergraduates acquire along their studies and thus assesses whether a determined Higher Education site professionally prepares its students indeed.

METHODOLOGICAL FRAMEWORK

- Generalities

Since an exploratory study was being pursued, it was mainly based on the humanistic – interpretative perspective which attempts to interpret phenomena in terms of the meanings individuals are able to bring. This was so following the purpose of inquiring into the undergraduate’s profile present condition and its matching with the needs the new society vents.

More specifically, the research team made use of the case study method which has been of great importance in the development of social sciences. Among other characteristics, this method allows the development of a detailed description and analysis of social units (units of analysis) or unique educational entities. Its real power resides on its capability of generating hypothesis and discoveries and of centering its interest on an individual, event, or institution. Case study excels at bringing researchers to an understanding of a complex issue and can add strength to what is already known through previous research.

The objectives of the research team to make use of the case study method were:

- To gain a wider understanding of the instance under study through a longitudinal examination in its real-life context.
- To carry out an empirical inquiry of the subject matter.
- To prepare the ground for further research on the case studied.

However, a quantitative component was included as well so that it would statistically back up the findings of the diagnosis.

The methodology the research team made use of in order to collect and analyze the data was basically then divided into two phases:

1. Diagnosis

The first stage the research contemplated was a diagnosis phase. The technique used in this phase is described as follows:

a) Questionnaires:

This instrument allowed researchers to statistically analyze the opinions of the participants on the issue under study. Two different questionnaires were addressed to a group of 10 undergraduates (appendix 1) and 6 FLD professors (appendix 2) containing 29 and 15 close-ended items respectively. All of the items were *nominal-polytomous* which means they included more than two unordered options. Once the information had been collected, the researchers proceeded to represent the results through graphics and a brief interpretation of them.

2. Evaluation of the profile's condition

The core of the present study was the exploration of the undergraduate's profile current condition. To cope with that objective the research team, as was previously stated, used the case study method. Some techniques this method contemplates and which were applied along the study were:

- B. Document (or content) analysis
- C. Interviews

a) Document (or content) analysis:

This technique allows researchers to systematically categorize, identify properties and decode large amounts of textual information as well as any other recorded human information source. Content analysis enables researchers to make inferences about the antecedents, characteristics and effects of a certain phenomenon. Thus, the research team made an analysis of content of all the needed official (and non- official) papers that contributed to the purpose of the study, e.g. The curriculum of the major, certain articles from Ley General de Educación, Ley Orgánica, etc. and grabbed those aspects that would back up and add to the issue under study.

b) Interviews:

Pursuing the objective of obtaining a general perspective of the condition of undergraduates of the year 2006 in terms of what they have actually acquired

along the major compared to what is stated in the undergraduate's profile, the researchers made use of the interview technique with the purpose of collecting the opinion of the different actors of the subject matter, such information came from different sources: 10 2006's undergraduates, 6 FLD professors, and 2 employers from different institutions. The interview guide for the group of undergraduates was made up of thirteen open-ended questions (appendix 3) and their opinions were recorded on a tape. Moreover, the FLD professors were asked seven open-ended questions which made up the whole interview guide (appendix 4). The procedure followed was the same; their opinions were recorded on a tape, too. The interview guide for the employers contained 7 open-ended questions (appendix 5) and their answers were recorded as well.

Basically, the process that researchers followed to treat the array of collected data was:

- “Pouring” the data into matrixes: with the objective of having a clear vision of the opinions of the participants and answers for each item, some matrixes (Three, one per group of participants) (Appendix 6) were designed. It helped researchers contrast and compare, find the most and the least frequent responses to each of the issues exposed.
- Essays: With the matrixes as basis, the researchers composed three descriptive essays compiling the points of view and remarks of the participants on the subject matter.
- Sub-topics: All information gotten from the interviewees was finally broken down into sub-topics where each of the study points was exposed with more detail.

- **Universe and Population of the Present Study.**

- **Undergraduates of Licenciatura en Idioma Inglés Opción Enseñanza of the year 2006.**

This exploratory research was focused on the major of Licenciatura en Idioma inglés, opción Enseñanza, taking as target population the group of undergraduates of the year 2006 which made up a total number of 61. The research team made use of a list which contained 21 graduation work groups, 19 of them composed of 3 students, and other 2 groups composed of 2 students each; from this population, 10 people were chosen, 4 of them were men and 6, women. Their ages ranged from 22 to 29. For selecting this particular group the research team took into account some characteristics as follows: along the major these undergraduates had a good academic development, standing out their ability to discuss about various topics; hence, they would be able to provide valuable information for the research. In addition, they had the time required to participate in the different stages of the research; likewise, they were easy to reach. Another characteristic was that working in different educational institutions (academies, universities, public and private schools); they would provide up to date information regarding the present demands asked for in such institutions. It was also important their disposition to collaborate and their interest to become participants of the exploratory study being executed. Once selected, they were and agreed on a suitable date and place to be interviewed. They were previously given two pieces of material: a copy of the undergraduate's profile of the major so they could get familiar with it (since none of them knew in 100% about the existence of such profile as it will be exposed in the data analysis section of the report) and thus obtain a general grasp of it. The elected undergraduates participated in both, the survey and the interview as well.

- **Professors from the Foreign Language Department of the University of El Salvador (FLD).**

In order to gather the point of view of an important party, the research team addressed an interview guide to 3 professors of English from the above mentioned

department. Besides that, other 5 professors were asked to participate in a survey. All of them were elected from a body of about 45 professors of English. The most meaningful aspects taken into consideration at the moment of choosing the professors were the length of time worked at the department and their observable involvement into the academic life of it. Thus, after being selected, the research team contacted the professors and made the arrangements to carry out the interviews and the survey. Regarding the interviews, the three professors chosen to collaborate and participate in them were:

- ✓ Licenciada Rhina Franco Ramos
- ✓ MsT. Ricardo Gamero
- ✓ MsD. Jorge Homero Llanes

- **Employers.**

Since this exploratory study took the present demands that the society is requesting from the professionals of English as a reference point, there was the need to inquire into the point of view of those whose task is to pick and hire those professionals in English teaching who totally or partially fulfill the requisites stated to perform the job. Thus, two employers were contacted in order to be interviewed:

- Licenciada Glenda Pineda, Coordinator of the English Department of Santa Cecilia Catholic School.
- Prof. Jeffrey Henríquez, Director of *English Ask Academy*.

These professionals participated in the study since they once were employers of some of the researchers.

ANALYSIS OF DATA

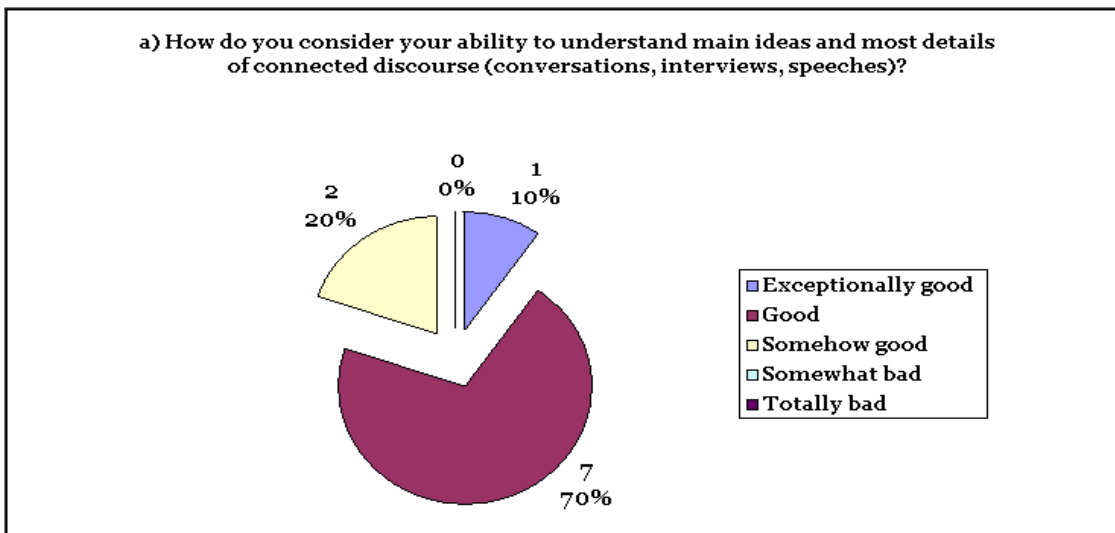
1. Diagnosis – phase: analysis and interpretation of data

RESULTS OF THE SURVEY MADE TO 10 2006'S UNDERGRADUATES FROM LICENCIATURA EN IDIOMA INGLES, OPCION ENSEÑANZA OF THE FOREIGN LANGUAGES DEPARTMENT OF THE UNIVERSITY OF EL SALVADOR, INVOLVING THE NINE ASPECTS OF THE UNDERGRADUATE'S PROFILE OF THE MAJOR MENTIONED ABOVE.

I. LISTENING

a) How do you consider your ability to understand main ideas and most details of connected discourse (conversations, interviews, speeches)?

Exceptionally good	1
Good	7
Somehow good	2
Somewhat bad	0
Totally bad	0

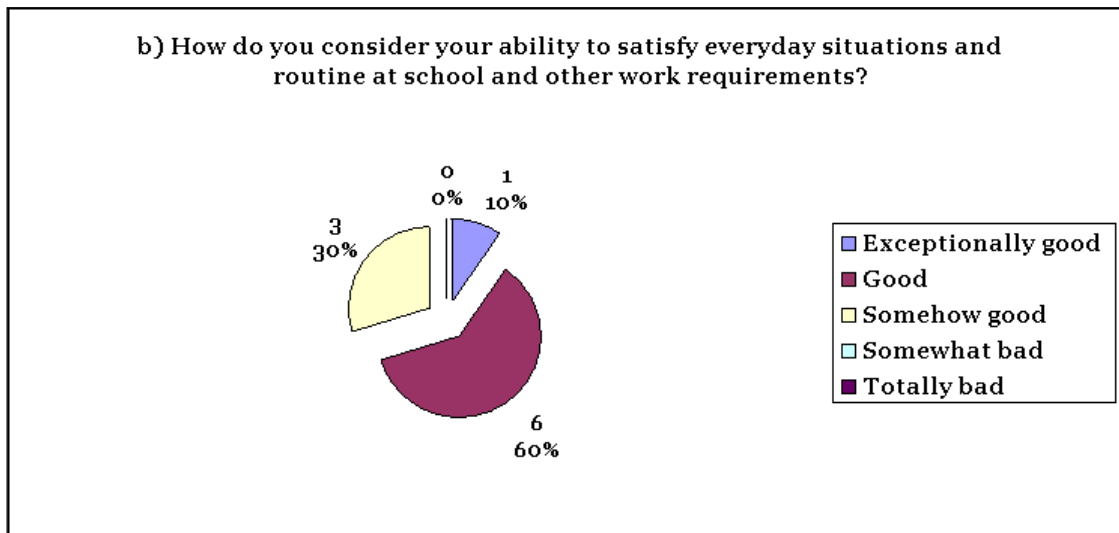


The 70% of undergraduates consider that their ability to understand main ideas and most details of connected discourse (conversations, interviews, speeches is GOOD, the 20% consider their ability SOMEHOW GOOD, the 10% consider their ability EXCEPTIONALLY GOOD. This indicates that the majority of undergraduates consider that their ability in listening at the end of the major is GOOD.

II. SPEAKING

b) How do you consider your ability to satisfy everyday situations and routine at school and other work requirements?

Exceptionally good	1
Good	6
Somehow good	3
Somewhat bad	0
Totally bad	0

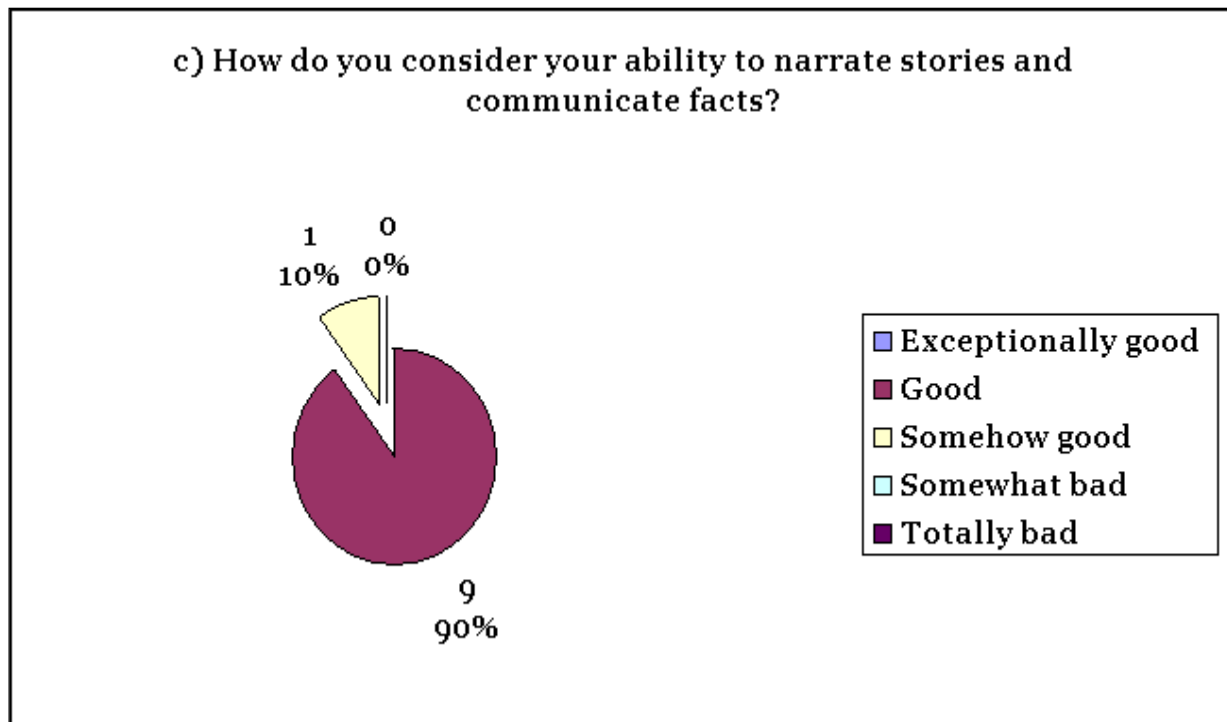


The 60% of undergraduates consider that their ability to satisfy everyday situations and routine at school and other work requirements is GOOD, The other 30% consider it as SOMEHOW GOOD, and the rest, it is to say, the 10% consider their ability as EXCEPTIONALLY GOOD. This indicates that the majority of undergraduates consider

their ability to satisfy everyday situations and routine at school and other work requirements is GOOD.

c) How do you consider your ability to narrate stories and communicate facts?

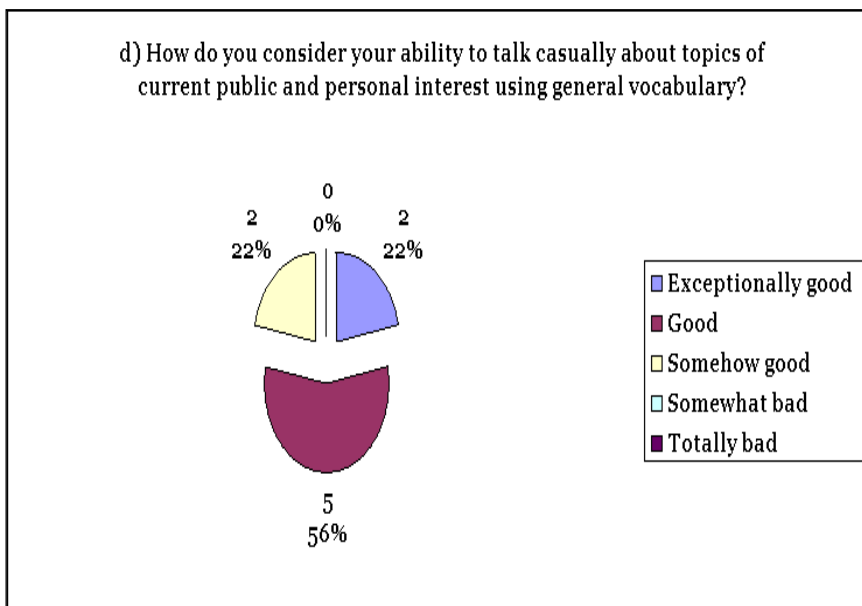
Exceptionally good	0
Good	9
Somehow good	1
Somewhat bad	0
Totally bad	0



In question c), the 90% of undergraduates consider their ability to narrate stories and communicate facts as GOOD, and only 10% of the undergraduates consider this ability as SOMEHOW GOOD, We can infer that the great majority of students consider their ability to narrate stories and communicate facts as GOOD.

d) How do you consider your ability to talk casually about topics of current public and personal interest using general vocabulary?

Exceptionally good	2
Good	5
Somehow good	2
Somewhat bad	0
Totally bad	0



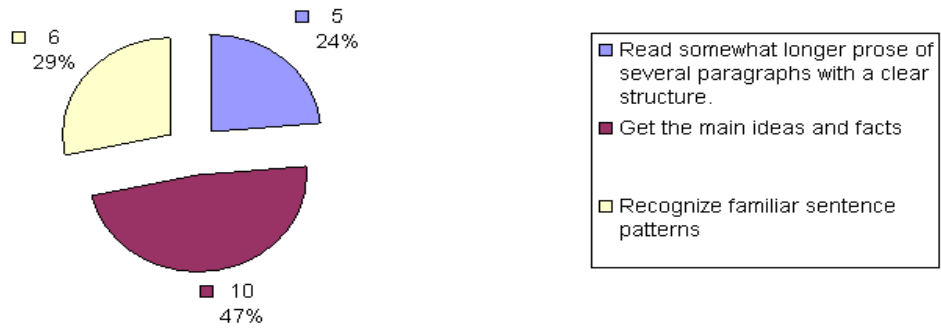
In question d), the 56% of undergraduates consider their ability to talk casually about topics of current public and personal interest using general vocabulary as GOOD, the 22% SOMEHOW GOOD. Likewise, the 22% consider their ability as EXCEPTIONALLY GOOD, This indicates that the majority of the undergraduates consider their ability in this area as GOOD.

III. READING

a) When you read a given text, you are able to: (More than one option can be checked)

Read somewhat longer prose of several paragraphs with a clear structure	5
Get the main ideas and facts	10
Recognize familiar sentence patterns	6

a) When you read a given text, you are able to: (More than one option can be checked)



According to the chart, 47% of the interviewees expressed that they are able to get the main ideas and facts when they read a given text; another 29% expressed that they can recognize familiar sentence patterns; and another 24% said that they can read somewhat longer prose of several paragraphs with a clear structure.

IV. WRITING

a) How do you consider your ability to write social correspondence and join sentences to make discourse of several paragraphs in length on familiar topics?

Exceptionally good	0
Good	6
Somehow good	4
Somewhat bad	0
Totally bad	0

a) How do you consider your ability to write social correspondence and join sentences to make discourse of several paragraphs in length on familiar topics?

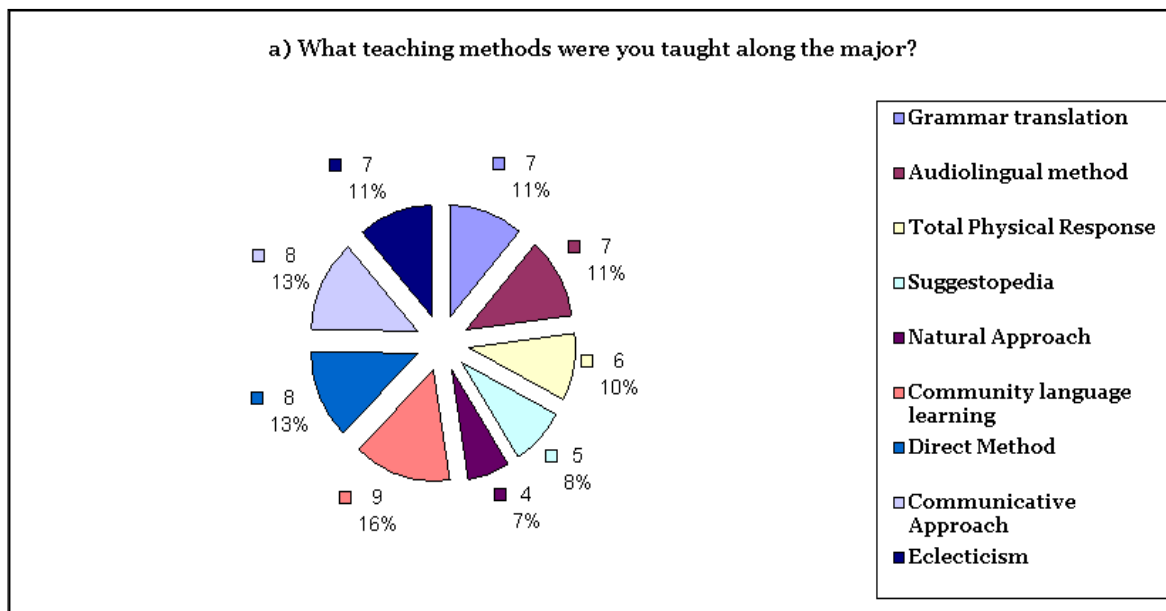


In this question, the 60% of undergraduates consider that their ability to write social correspondence and join sentences to make discourse of several paragraphs in length on familiar topics is GOOD, the rest, that correspond to the 40% consider this ability as SOMEHOW GOOD.

V. DIDACTICS

a) What teaching methods were you taught along the major?

Grammar translation	7
Audiolingual method	7
Total Physical Response	6
Suggestopedia	5
Natural Approach	4
Community language learning	9
Direct Method	8
Communicative Approach	8
Eclecticism	7

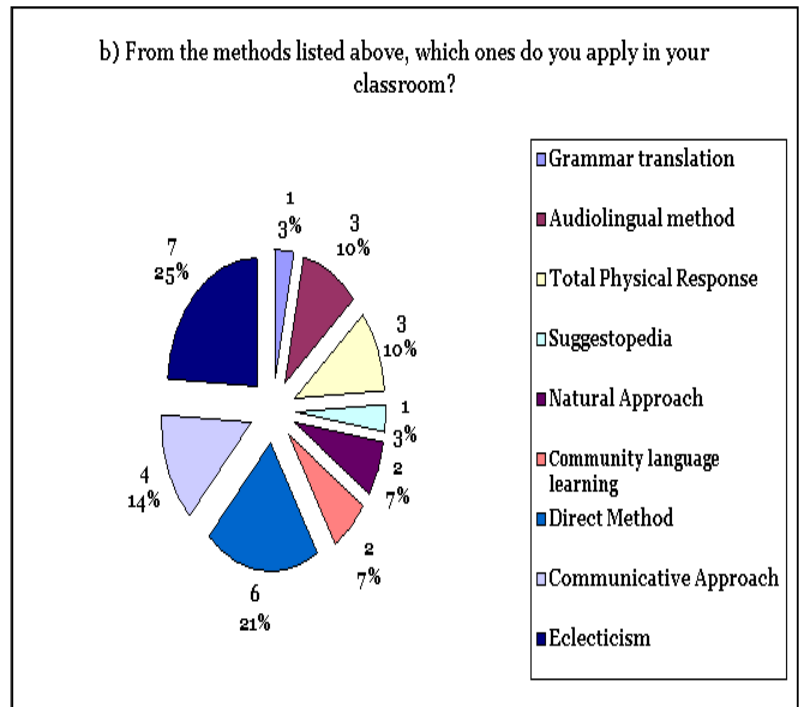


In this question that has to do with the methods taught along the major, the 16% of undergraduates said that they were taught Community Language Learning along the major, the 13% agreed Direct Method and Communicative Approach were taught, the 11% said

that Eclecticism, Grammar Translation and Audiolingual Method were taught, the 10% agreed that Total Physical Response was taught, the 8% said that Suggestopedia was taught, and the 7% said that Natural Approach was taught.

b) From the methods listed above, which ones do you apply in your classroom?

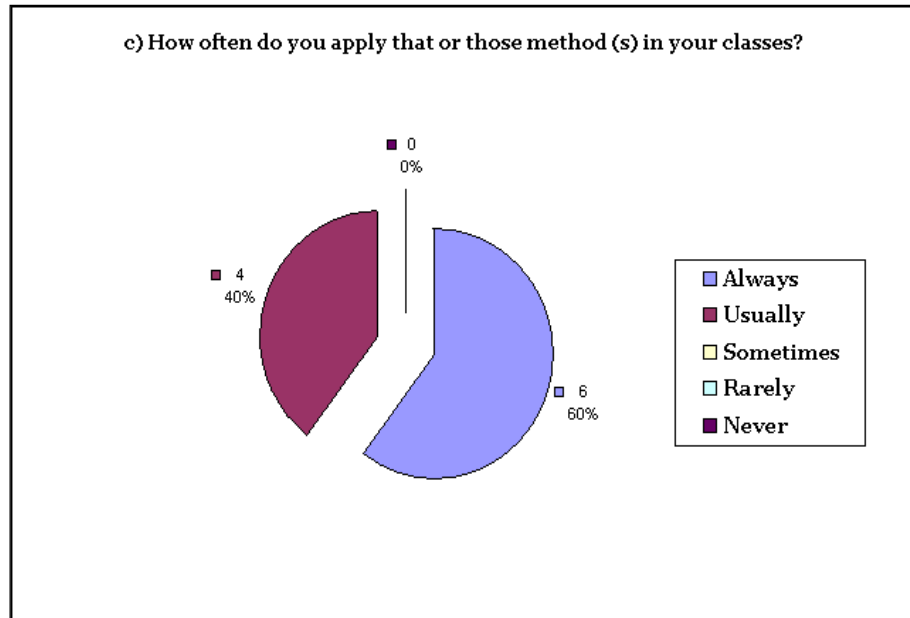
Grammar translation	1
Audiolingual method	3
Total Physical Response	3
Suggestopedia	1
Natural Approach	2
Community language learning	2
Direct Method	6
Communicative Approach	4
Eclecticism	7



In this question, we can see that undergraduates apply all the different methods given in the list; the 25% of undergraduates apply Eclecticism. The 21% of the undergraduates interviewed apply the Direct Method, the 14%, Communicative Approach, the 10%, Audiolingual Method and Total Physical Response, the 7%, Natural Approach and Community Language Learning, and only the 3% of them apply Grammar Translation and Suggestopedia in the classroom. Therefore, the method that is applied the most among undergraduates is Eclecticism and the methods that are applied the least are Grammar Translation and Suggestopedia

c) How often do you apply that or those methods (s) in your classes?

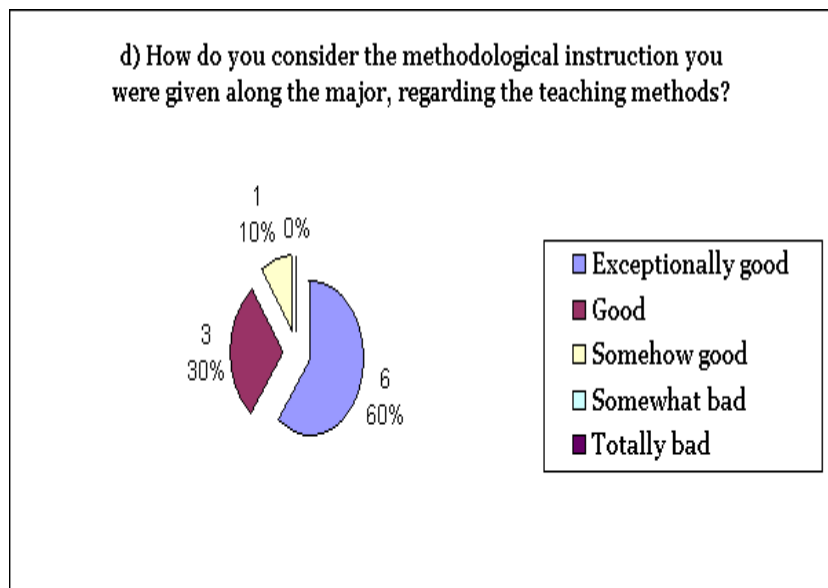
Always	6
Usually	4
Sometimes	0
Rarely	0
Never	0



Talking about the frequency in which the methods are used, the 60% of undergraduates said that they always apply those methods in their classes, and the rest usually does it with a 40%.

d) How do you consider the methodological instruction you were given along the major, regarding the teaching methods?

Exceptionally good	6
Good	3
Somehow good	1
Somewhat bad	0
Totally bad	0

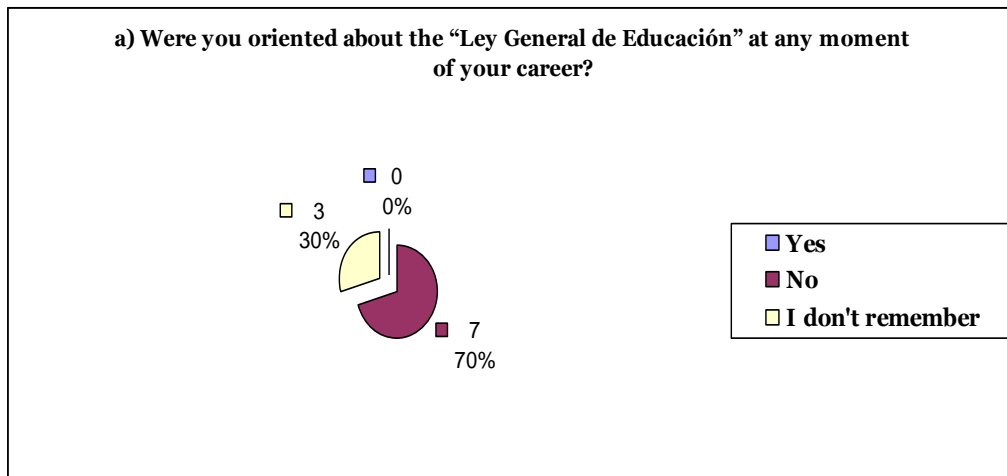


When undergraduates were asked about the methodological instruction given along the major, regarding the teaching methods the 60% consider it as exceptionally good, the 30% good, and only the 10% somehow good, it is important to notice that majority consider it as exceptionally good.

VI. SALVADOREAN EDUCATIONAL REALITY.

a) Were you oriented about the “Ley General de Educación” at any moment of your major?

Yes	0
No	7
I do not remember	3

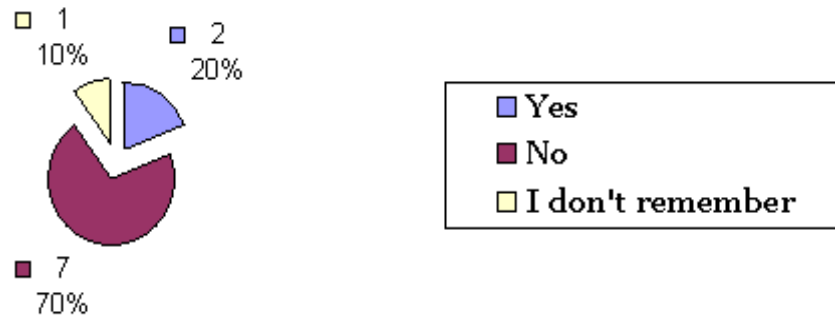


Regarding the orientation about the “Ley General de Educación”, the 70% stated that they were not oriented about it along the major, and the 30% stated that they did not remember.

c) Were you given any information about the MINED certification, “escalafón,” and what it is all about?

Yes	2
No	7
I do not remember	1

c) Were you given any information about the MINED certification, “escalafón,” and what it is all about?

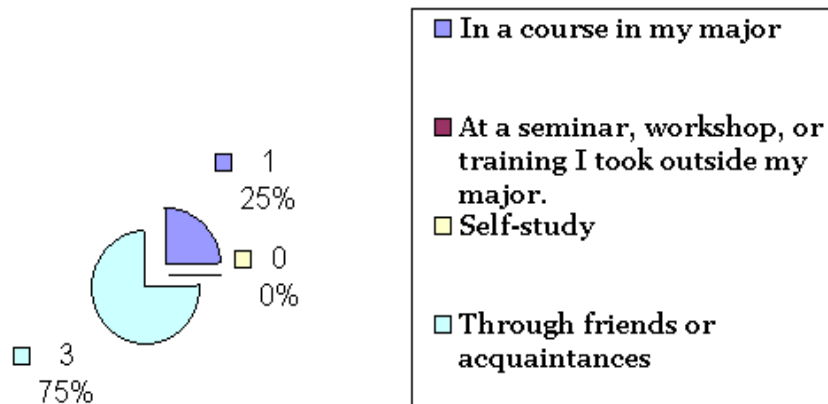


The pie chart shows that 70% of the undergraduates interviewed said that they were not given any information about the MINED certification, the “escalafón,” and things related with those issues; on the contrary, 20% of them said that they have received information about the issues mentioned above; and only the 10% of the interviewees expressed that did not remember if they received such information.

d) If yes how did you get that information?

In a course in my major	1
At a seminar, workshop, or training I took outside my major.	0
Self-study	0
Through friends or acquaintances	3

d) If yes, how did you get that information?: (More than one option can be checked)

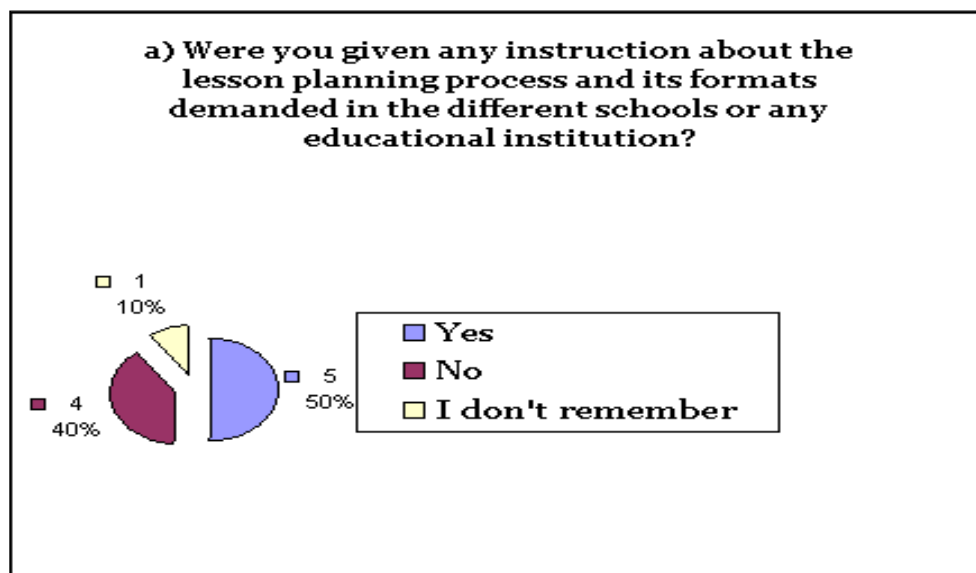


From the interviewees that answered Yes to the question above, 3 of them said that they got the information through friends or acquaintances; only 1 said that received such information in a course of the major.

VII. LESSON PLANS AND SELECTION OF ENGLISH BOOKS

a) Were you given any instruction about the lesson planning process and its formats demanded in the different schools or any educational institution?

Yes	5
No	4
I do not remember	1

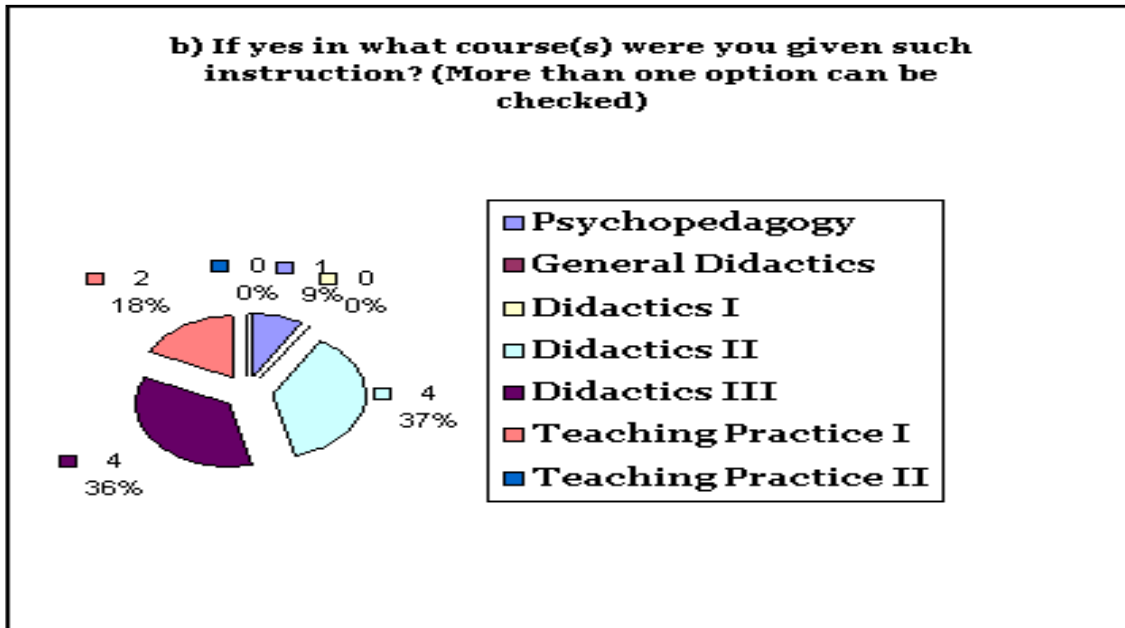


According to the pie chart, 50% of the interviewees said that they were given some instruction about the lesson planning process and the formats demanded in the different schools, and other educational institutions; on the other hand, 40% of them expressed that they did not receive this kind of information; and only a 10% did not remember if they received such information.

b) If yes in what course(s) were you given such instruction?

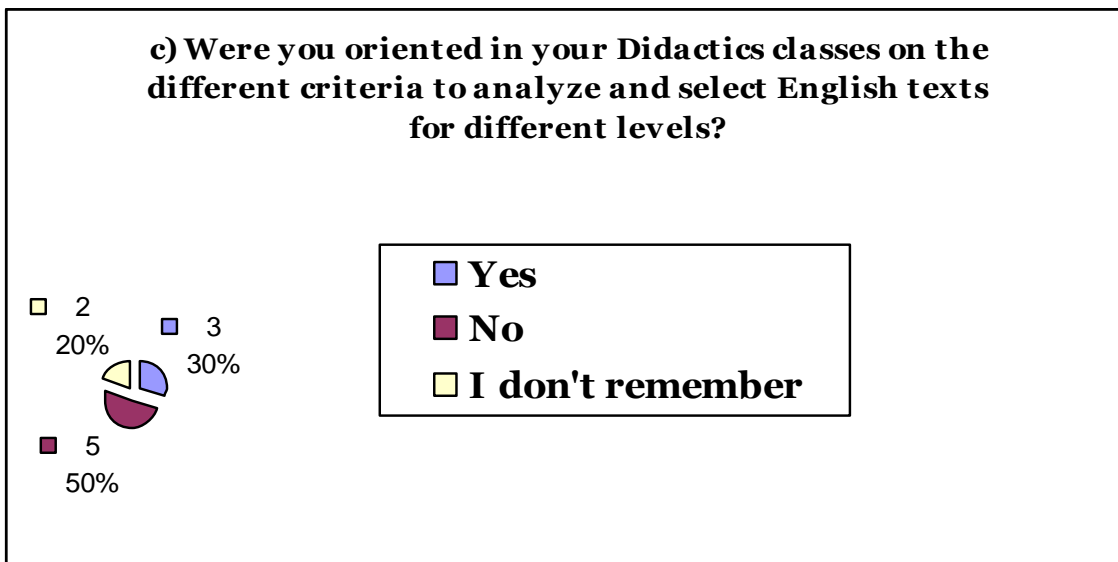
Psychopedagogy	1
General Didactics	0
Didactics I	0

Didactics II	4
Didactics III	4
Teaching Practice I	2
Teaching Practice II	0



c) Were you oriented in your Didactics classes on the different criteria to analyze and select English texts for different levels?

Yes	3
No	5
I do not remember	2

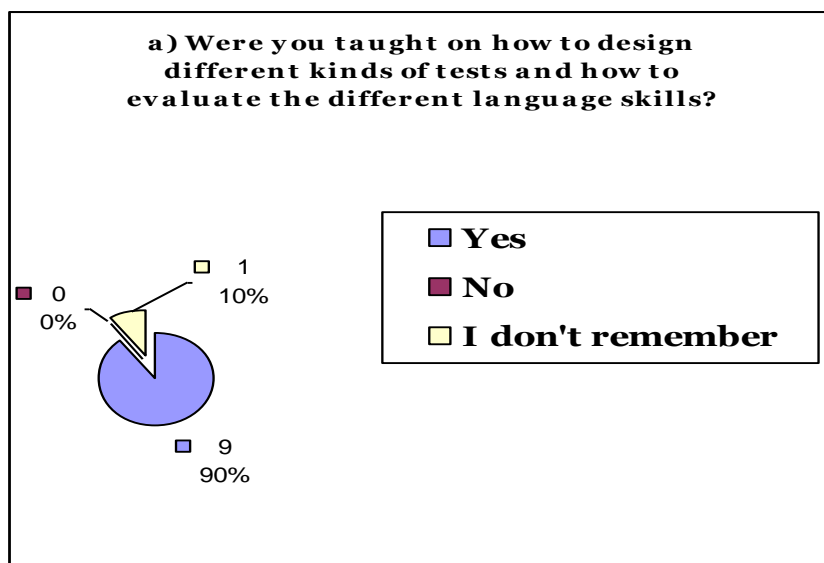


According to the results, half of the interviewees (50%) expressed that they were not oriented on the different criteria to analyze and select English texts for different levels; however, 30% of them said that they were oriented about those issues; and finally, 20% of them did not remember if such information was given.

VIII. EVALUATION SYSTEM

a) Were you taught on how to design different kinds of tests and how to evaluate the different language skills?

Yes	9
No	0
I do not remember	1



According to the chart, 90% of the interviewees expressed that they were taught on how to design different kinds of tests and how to evaluate the different language skills; only 10% did not remember if such information was provided to them.

IX. ENGLISH LANGUAGE TEACHING IN EL SALVADOR

a) Did you ever discuss, in any course of your major, the aspects involving the 2021 plan implemented by MINED, its purposes as well as COMPITE program and its development?

Yes	9
No	1
I do not remember	0

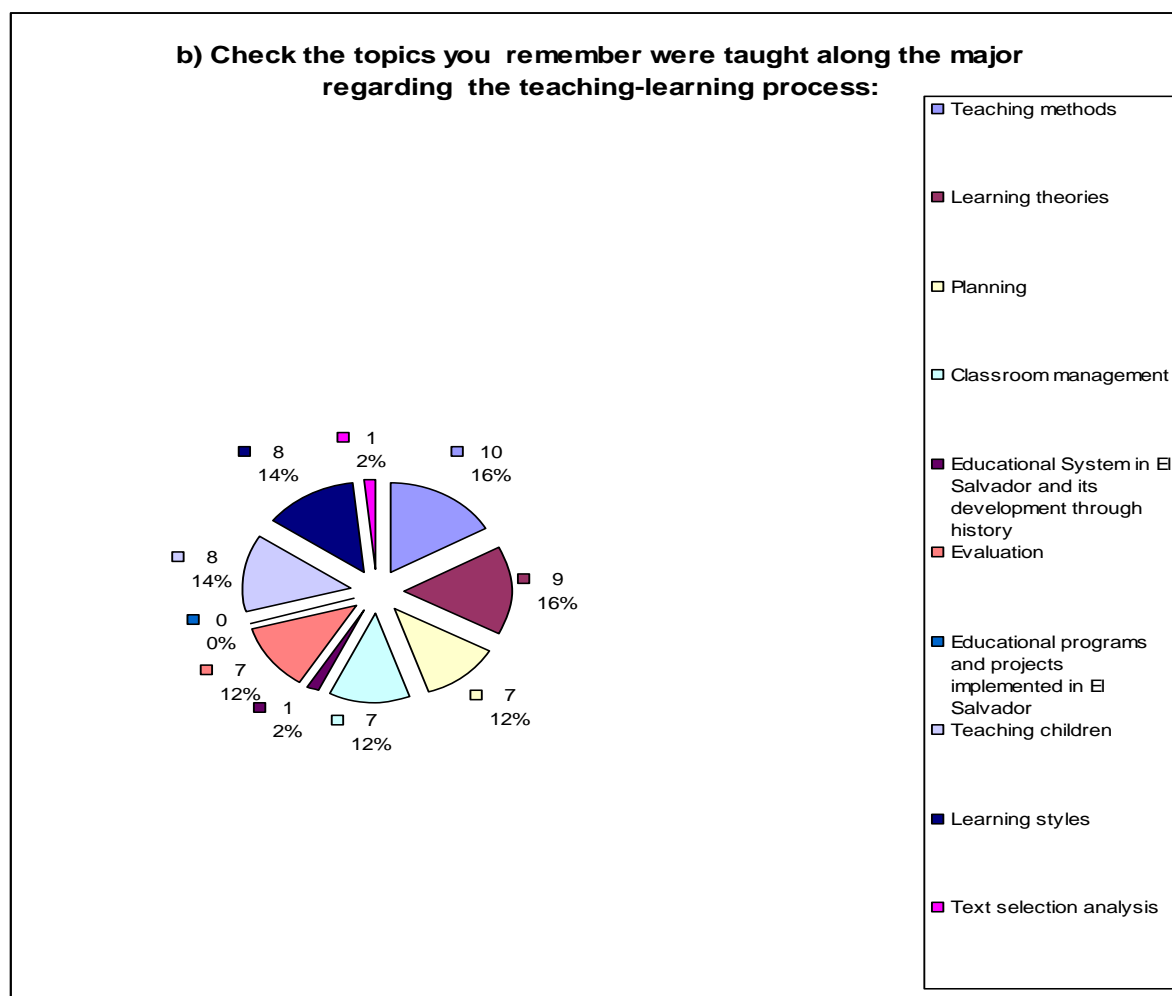
a) Did you ever discuss, in any course of your major, the aspects involving the 2021 plan implemented by MINED, its purposes as well as COMPITE program and its development?



According to the results showed in the pie chart, 90% of the interviewees expressed that, at some time during the major, they discussed about the aspects involving the 2021 plan implemented by MINED, its purposes, and the COMPITE program and its development; only a 10% said that such information was not given in any course during the major.

b) Check (✓) the topics you remember were taught along the major regarding the teaching-learning process:

Teaching methods	10
Learning theories	9
Planning	7
Classroom management	7
Educational System in El Salvador and its development through history	1
Evaluation	7
Educational programs and projects implemented in El Salvador	0
Teaching children	8
Learning styles	8



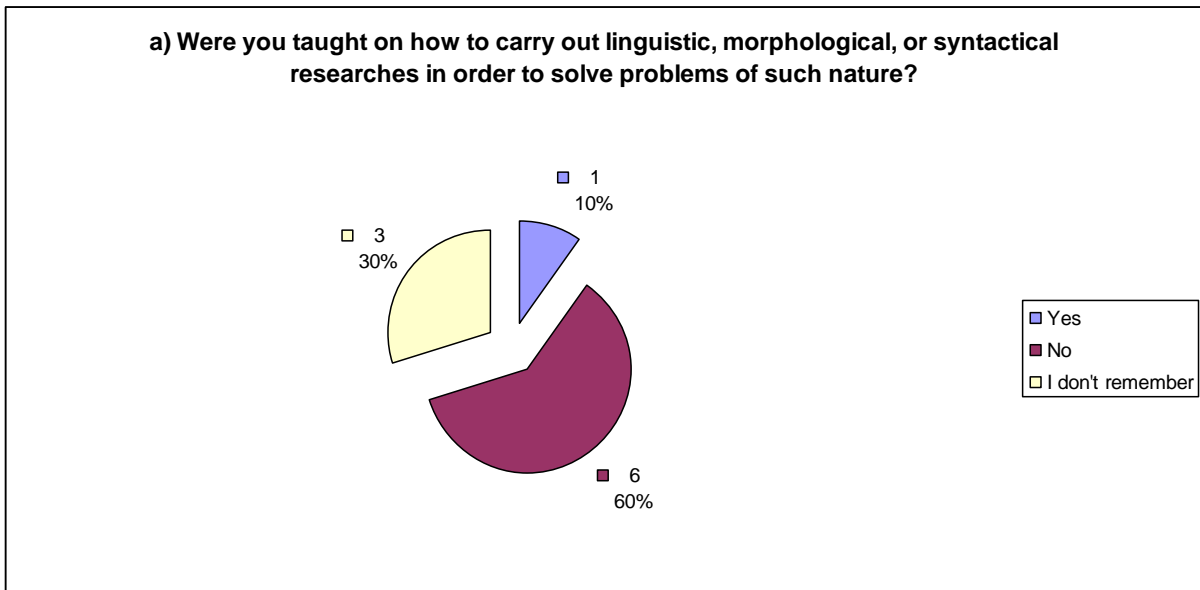
According to the pie chart, the topics the undergraduates remembered were taught the most were the Teaching Methods and the Learning Theories (16% each), followed by the Learning styles and Teaching Children (14%), then the Planning process, Classroom Management, and Evaluation with (12%); in the last place, the topics of Educational System and Text Selection analysis obtained only 2%.

X. LINGUISTICS

a) **Were you taught on how to carry out linguistic, morphological, or syntactical researches in order to solve problems of such nature?**

Yes	1
No	6

I do not remember 3



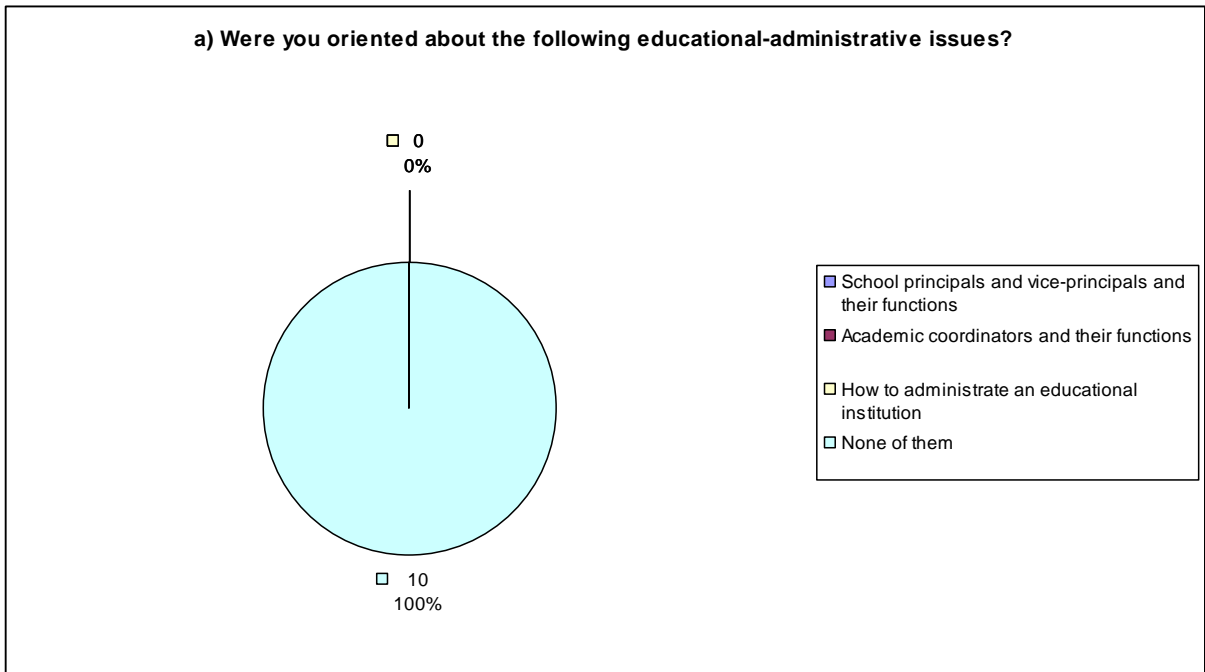
In this chart, it can be seen that 60% of the interviewees said that they were not taught on how to carry out linguistic, morphological, or syntactical researches; moreover, 30% of them did not remember if such information was given to them, and only 10% said that the information was provided.

XI. ADMINISTRATIVE SCHOOL TASKS

a) Were you oriented about the following educational-administrative issues?

(More than one option can be checked.)

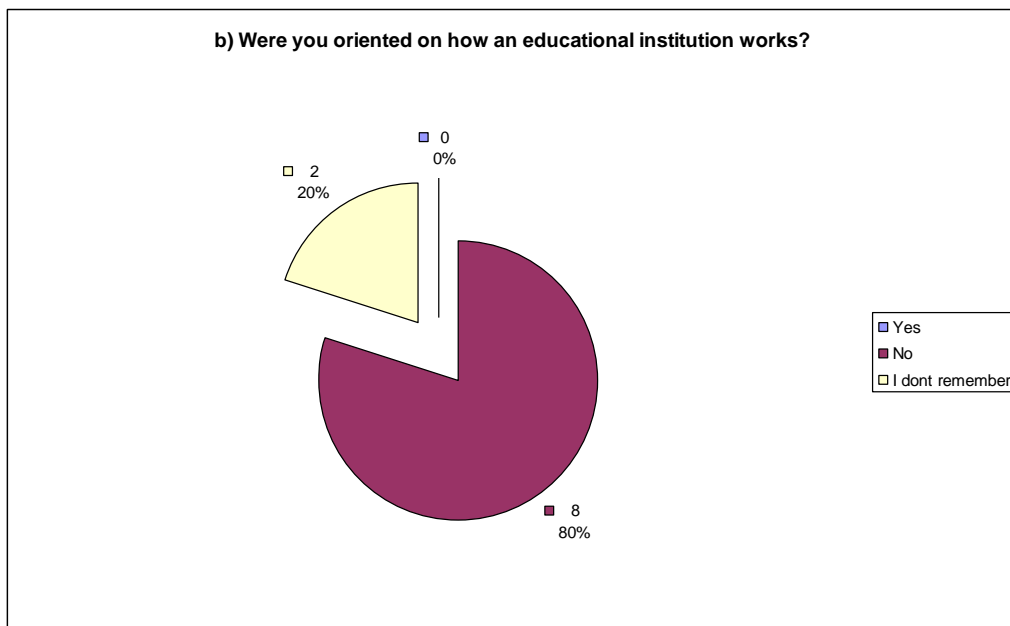
School principals and vice-principals and their functions	0
Academic coordinators and their functions	0
How to administrate an educational institution	0
None of them	10



According to the chart, all interviewees (100%) agreed in the fact that they were not oriented about the educational – administrative issues mentioned above.

b) Were you oriented on how an educational institution works? Check (✓) only one option.

According to the pie chart, 80% of the interviewees said that they were not oriented on how an educational institution works; on the other hand, the rest of them (20%) expressed that they were oriented about that issue.

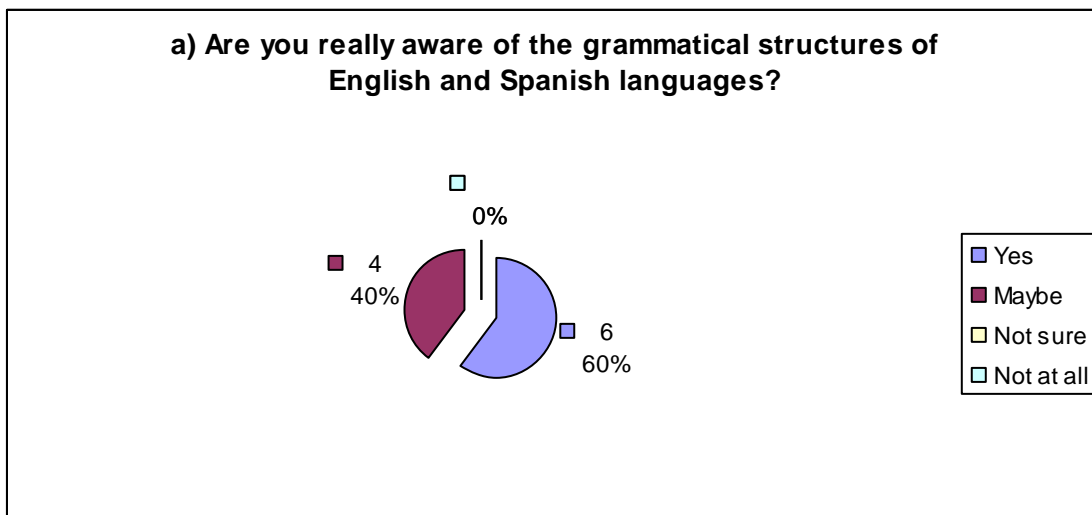


XII. ENGLISH AND SPANISH GRAMMATICAL STRUCTURES

KNOWLEDGE

a) Are you really aware of the grammatical structures of English and Spanish languages?

Yes	6
Maybe	4
Not sure	0
Not at all	0

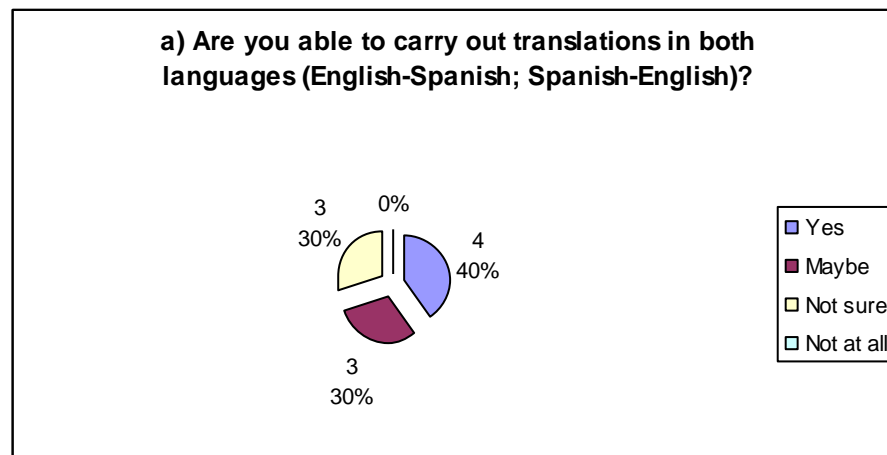


The pie chart demonstrates that 60% of the undergraduates interviewed consider they are really aware of the grammatical structures of English and Spanish languages; on the contrary, 40% of them expressed that MAYBE they are aware of the grammatical structures taught along the major.

XIII. TRANSLATION

a) Are you able to carry out translations in both languages (English-Spanish; Spanish-English)?

Yes	4
Maybe	3
Not sure	3
Not at all	0

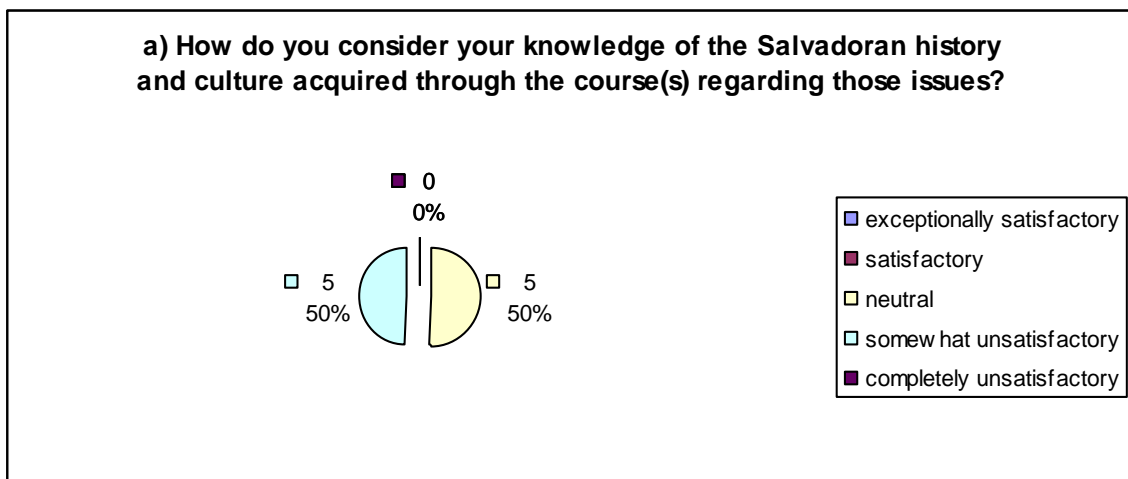


In this chart it can be found that only 40% of the interviewees consider themselves as able to carry out translations in both languages (English – Spanish, Spanish – English); on the other hand, 30% of them consider that MAYBE they are able to carry out such task; and finally, another 30% consider that they are NOT SURE to carry out translations in both languages.

XIV. SALVADOREAN HISTORY AND CULTURE

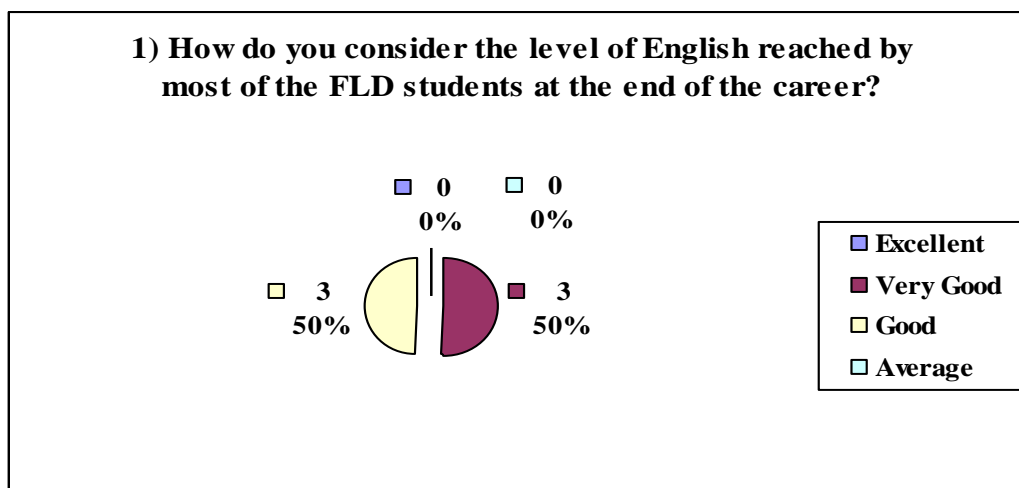
a) How do you consider your knowledge of the Salvadoran history and culture acquired through the course(s) regarding those issues

Exceptionally satisfactory	0
Satisfactory	0
Neutral	5
Somewhat unsatisfactory	5
Completely unsatisfactory	0



According to the chart, 50% of the interviewees consider that their knowledge of the Salvadoran history and culture acquired during the major is SOMEWHAT UNSATISFACTORY; the other half (50%) consider that the knowledge acquired on those issues is NEUTRAL.

RESULTS OF THE SURVEY MADE TO 6 PROFESSORS FROM THE FOREIGN LANGUAGES DEPARTMENT (FLD) OF THE UNIVERSITY OF EL SALVADOR, BASED ON THE NINE ASPECTS OF THE UNDERGRADUATE’S PROFILE OF LICENCIATURA EN IDIOMA INGLES OPCION ENSEÑANZA.



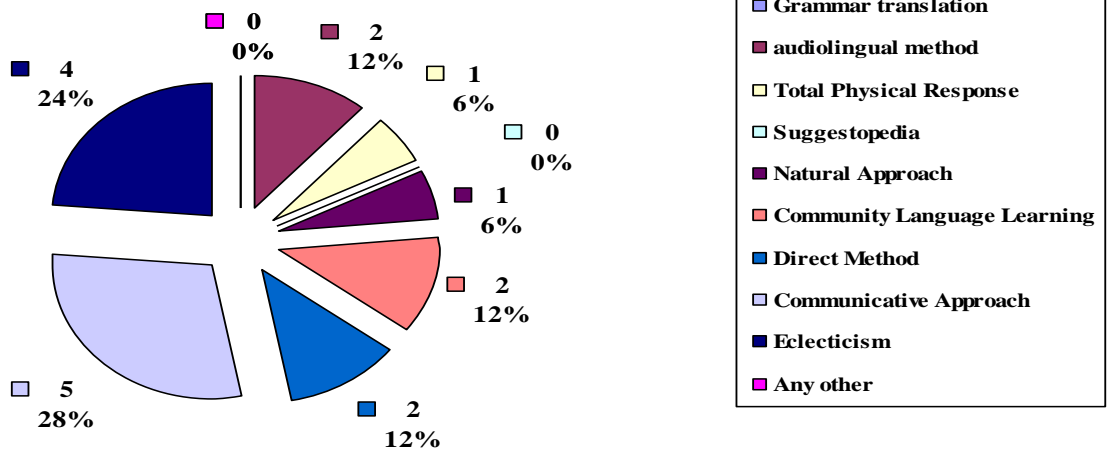
1) How do you consider the level of English reached by most of the FLD students at the end of the major?

The pie chart demonstrates that 50% of the 6 professors interviewed think the level of the students at the end of the major is GOOD; the other 50% think the level reached by the students is VERY GOOD.

**2) What teaching methods are the students taught the most along the major?
(More than one option can be checked)**

COMMUNICATIVE APPROACH and ECLECTICISM were among the methods most mentioned by the FLD professors, with 28% and 24% respectively. On the other hand, DIRECT METHOD, COMMUNITY LANGUAGE LEARNING, and AUDIOLINGUAL METHOD equally obtained 12%; finally, TOTAL PHYSICAL RESPONSE, and NATURAL APPROACH obtained 6% each.

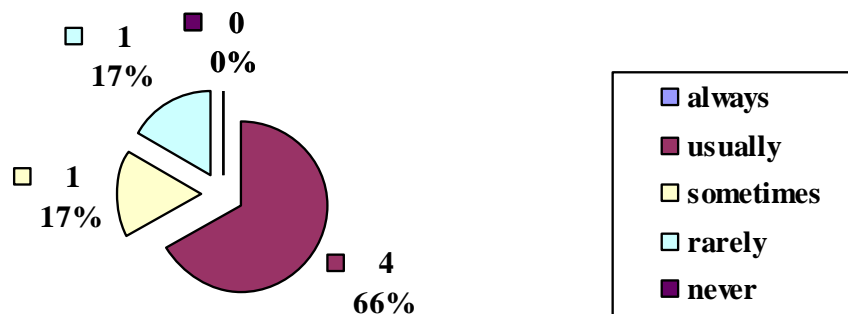
2) What teaching methods are the students taught the most along the major?



3) How often do the students apply that or those methods (s) in their teaching practices? Check only one option.

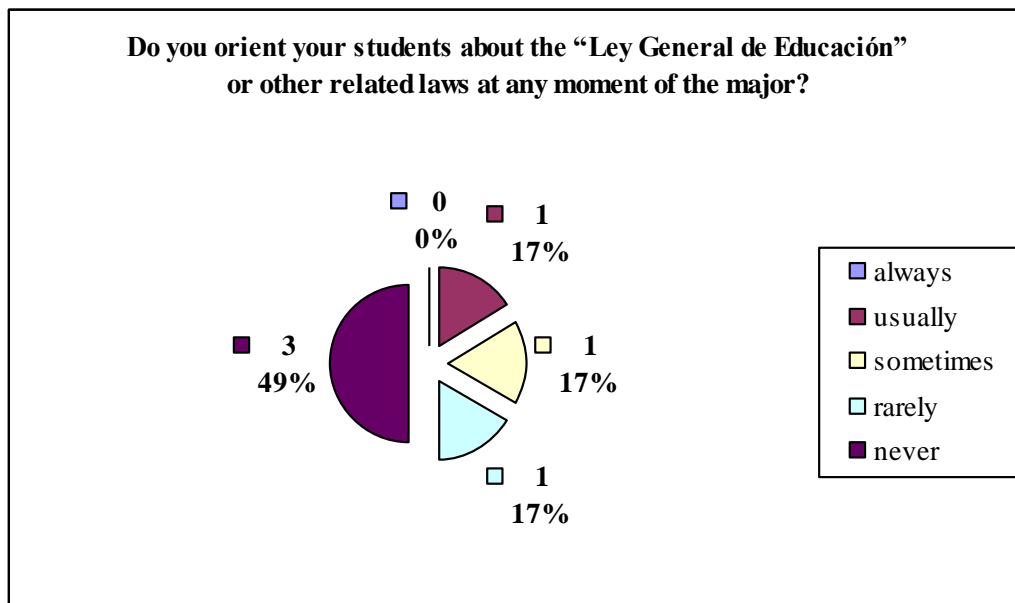
According to the pie chart, 66% of the 6 professors think the students USUALLY apply those methods in their teaching practices; however, 17% of them think that the students RARELY apply those methods, and another 17% expressed that the students NEVER apply those methods in their teaching practices.

How often do the students apply that or those method (s) in their teaching practices?



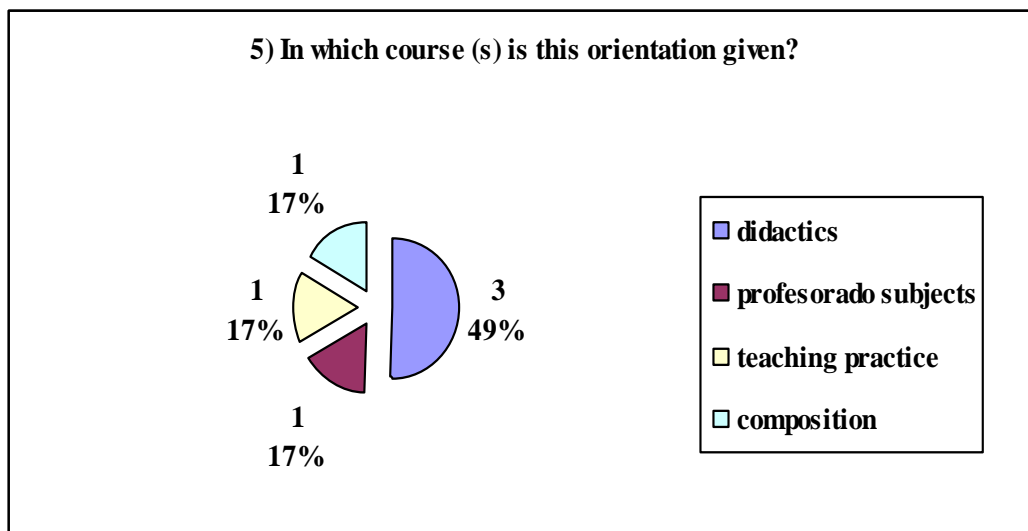
4) Do you orient your students about the “Ley General de Educación” or other related laws at any moment of the major?

As it is demonstrated in the pie chart, 49% of the 6 professors interviewed expressed that the students are NEVER oriented about the “Ley General de Educación” or other related laws at any moment of the major; on the contrary, 17% of the professors expressed that they USUALLY orient their students about those topics; another 17% said that SOMETIMES, and the last 17% admitted that they RARELY orient their students about the issues mentioned.



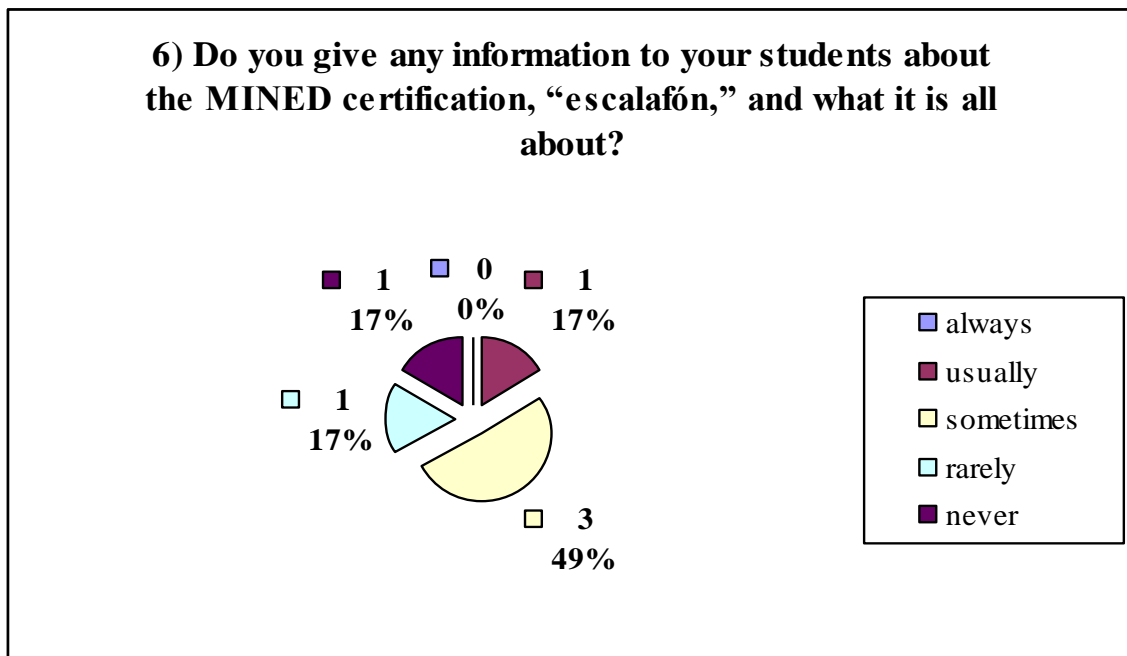
5) In which course (s) is such orientation given?

According to the pie chart, 3 of the 6 professors interviewed (49%) expressed that DIDACTICS is the course in which such orientation is given; on the other hand, 17% of them mentioned COMPOSITION, another 17% mentioned TEACHING PRACTICE, and the last 17% mentioned PROFESORADO SUBJECTS.



6) Do you give any information to your students about the MINED certification, “escalafón,” and what it is all about?

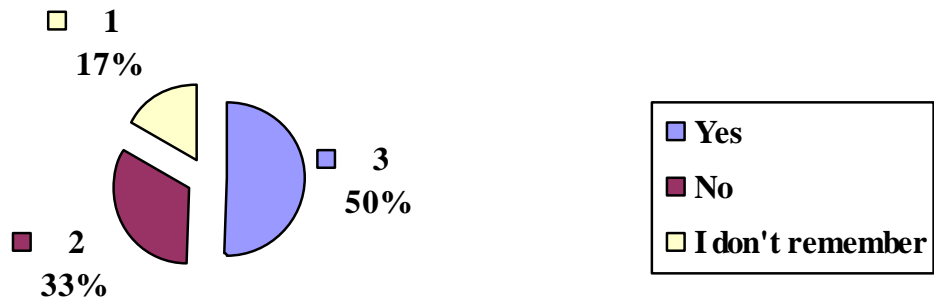
According to the chart, 3 of the 6 professors interviewed (49%) said that they **SOMETIMES** give any information to their students about the MINED certification, “escalafón,” and what it is related with those issues; on the other hand, 17% expressed that this information is **USUALLY** given to the students; another 17% expressed that **RARELY**, and the last 17% expressed that such information is **NEVER** given to the students.



7) Do you or other FLD professors give any instruction to your students about the lesson planning process and the current formats demanded in the different schools or any educational institution?

According to the pie chart below, half of the 6 professors interviewed (50%) expressed that they give some instruction to their students about the lesson planning process and the current formats demanded in the different schools or any educational institution; nevertheless, 2 of them (33%) said that they **DO NOT GIVE** any information about those issues; finally, one of them (17%) said that **DOES NOT REMEMBER** if this information is given.

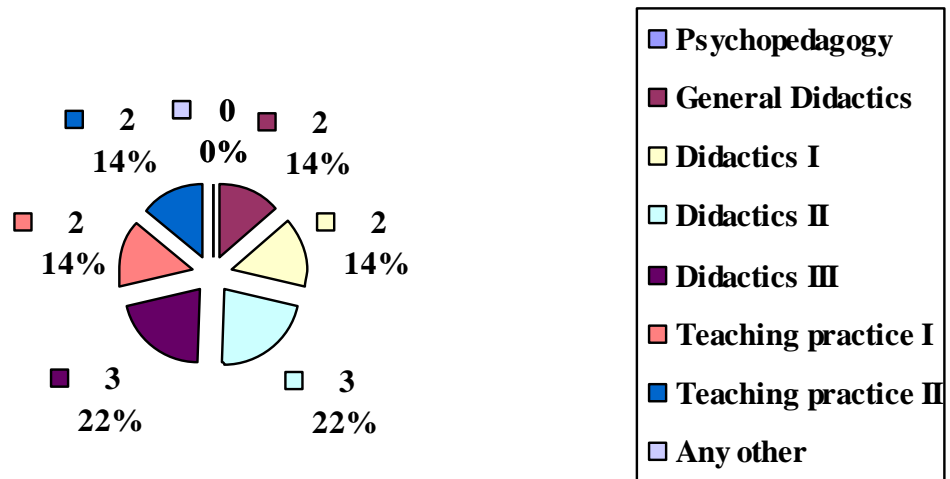
7) Do you or other FLD professors give any instruction to your students about the lesson planning process and the current formats demanded in the different schools or any educational institution?



8) If yes in what course(s) are the students given such instruction? (More than one option can be checked)

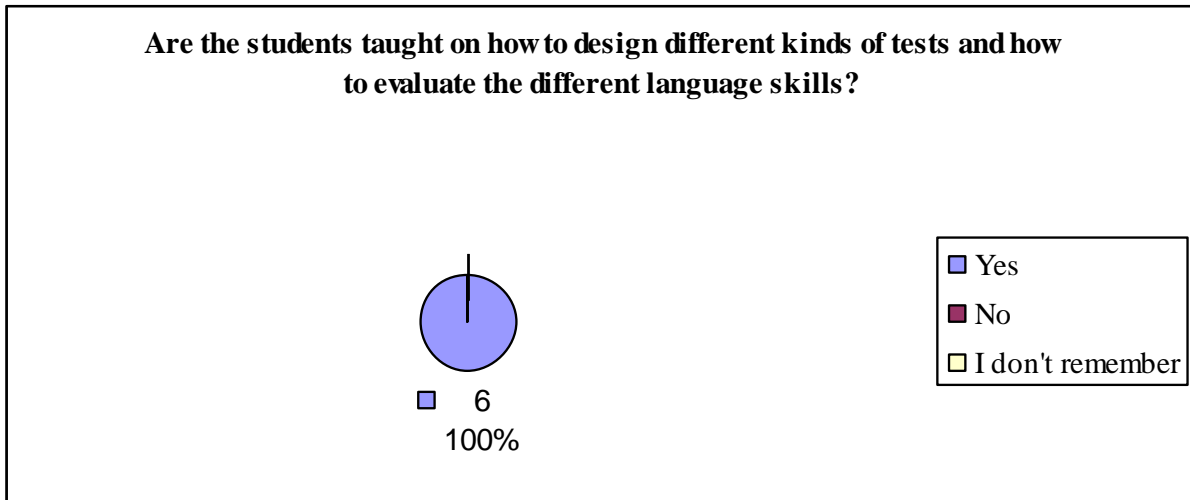
According to the pie chart, the subjects DIDACTICS II and III were the courses mentioned the most (22% each); other courses mentioned were GENERAL DIDACTICS, DIDACTICS I, and TEACHING PRACTICE I and II (14% each)

8) If yes in what course(s) are the students given such instruction?



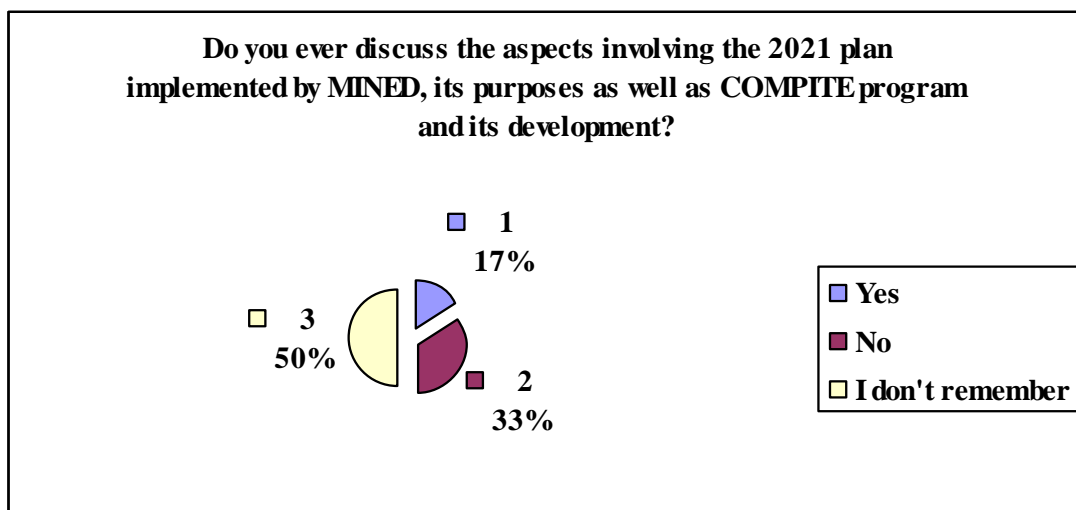
9) Are the students taught on how to design different kinds of tests and how to evaluate the different language skills?

In this chart it is fully demonstrated that all of the 6 interviewees agreed on the fact that the students are taught on how to design different kinds of tests and how to evaluate the different language skills.



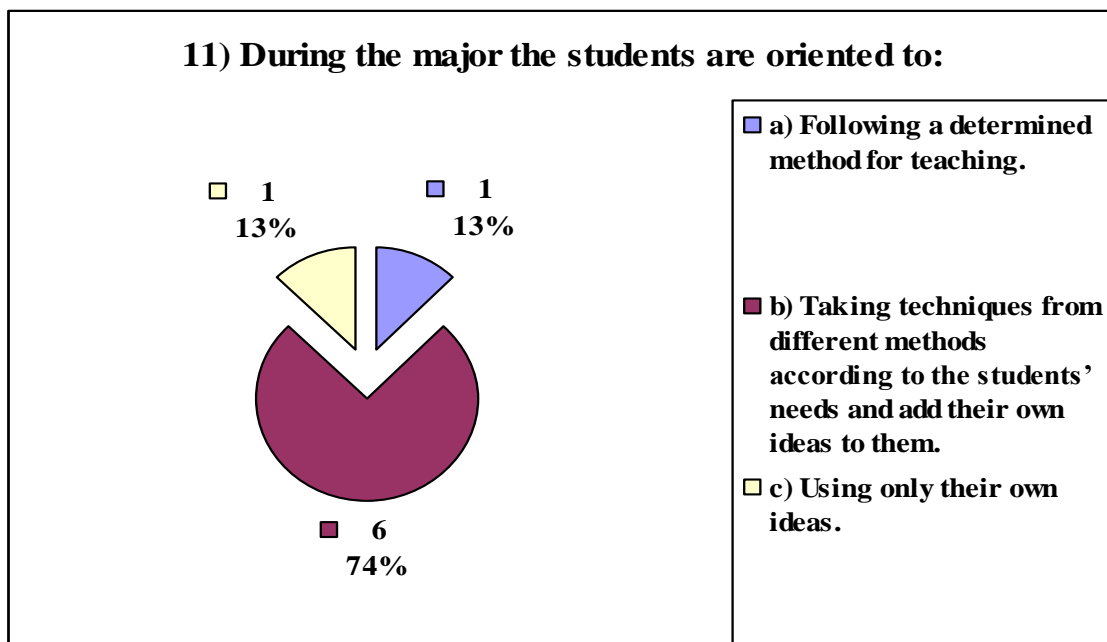
10) Do you ever discuss the aspects involving the 2021 plan implemented by MINED, its purposes as well as COMPITE program and its development?

The results of the pie chart reflect that 3 of the 6 professors interviewed (50%) expressed that they discuss with their students the aspects involving the 2021 plan implemented by MINED, its purposes as well as the COMPITE program and its development; 2 of them (33%) admitted that they DO NOT DISCUSS those aspects with their students; and the rest (17%) said that they DID NOT REMEMBER any discussion about those topics.



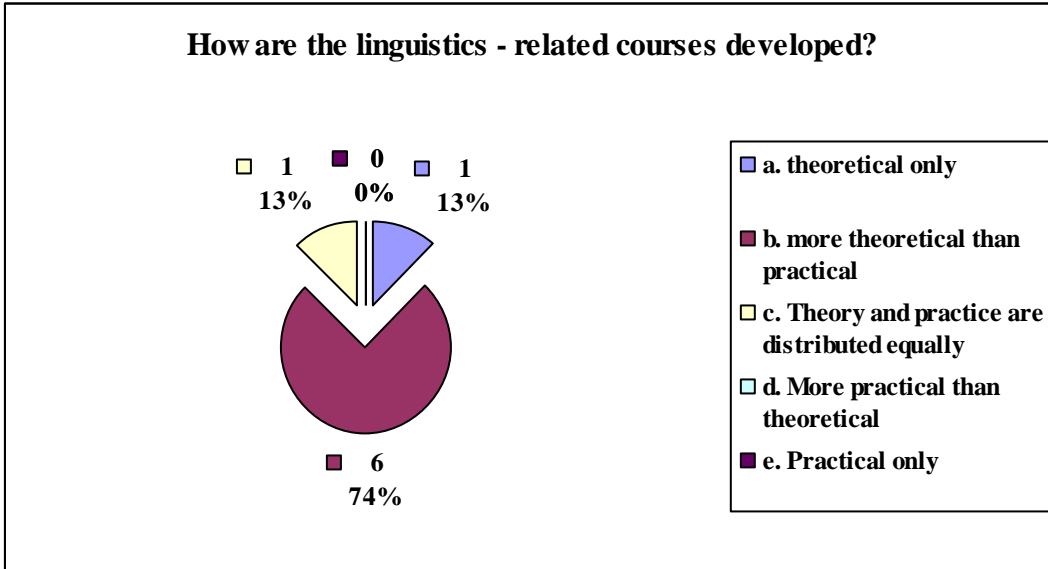
11) During the major the students are oriented to: (More than one option can be checked)

The pie chart reflects that most of the interviewees agreed on the fact that the students are oriented to taking techniques from different methods, according to their needs, and adding their own ideas, too. On the other hand, 13% of the interviewees said that the students are oriented to using only their own ideas; and another 13% said that the students are oriented to following a determined method for teaching.



12) How are the linguistics-related courses developed?

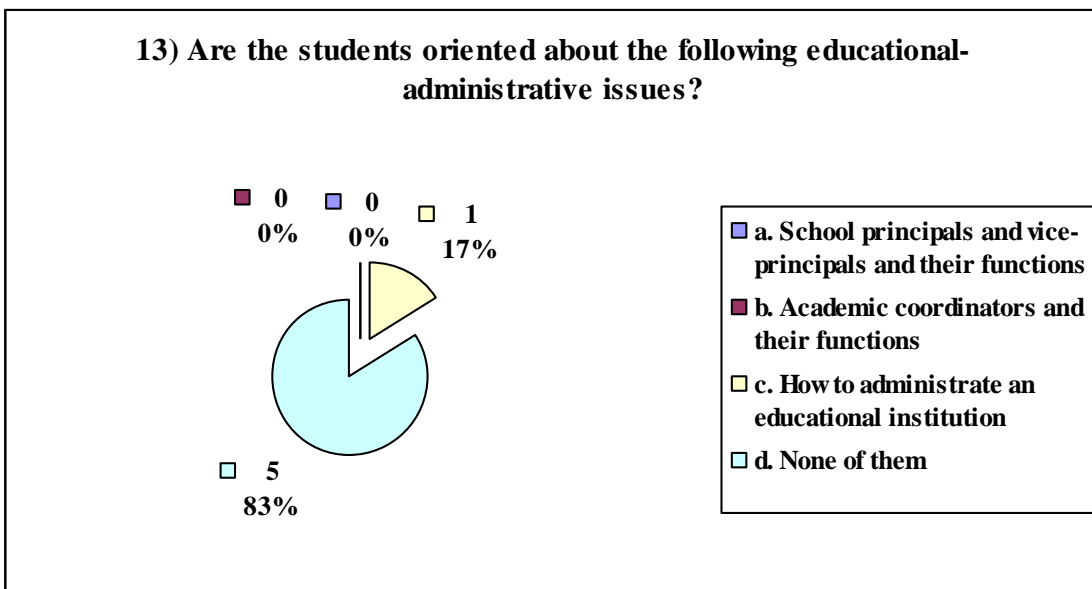
According to the pie chart, 74% of the interviewees agreed on the fact that the linguistics – related courses are more theoretical than practical; on the other hand, 13% of the interviewees added that those courses combine equally theory and practice, and another 13% said that those courses only involve theory.



13) Are the students oriented about the following educational-administrative issues? (More than one option can be checked.)

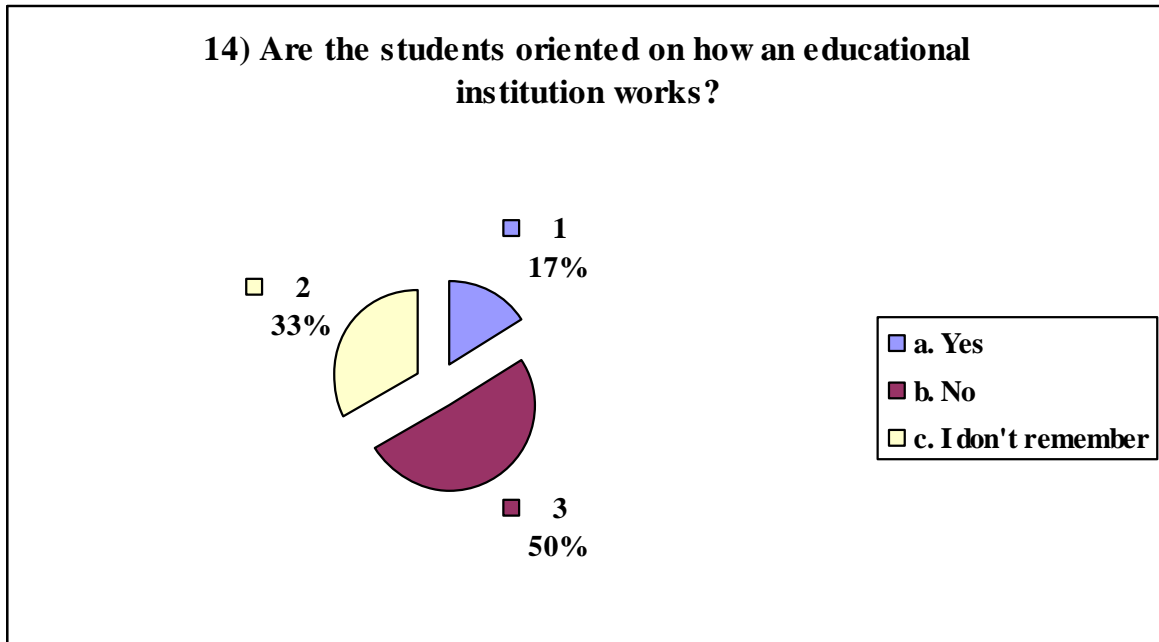
- School principals and vice-principals and their functions
- Academic coordinators and their functions
- How to administrate an educational institution
- None of them

The pie chart shows that 85% of the 6 interviewees think that the students are not oriented about any educational – administrative issue; and only 17% of them expressed that the students are oriented on how to administrate an educational institution.



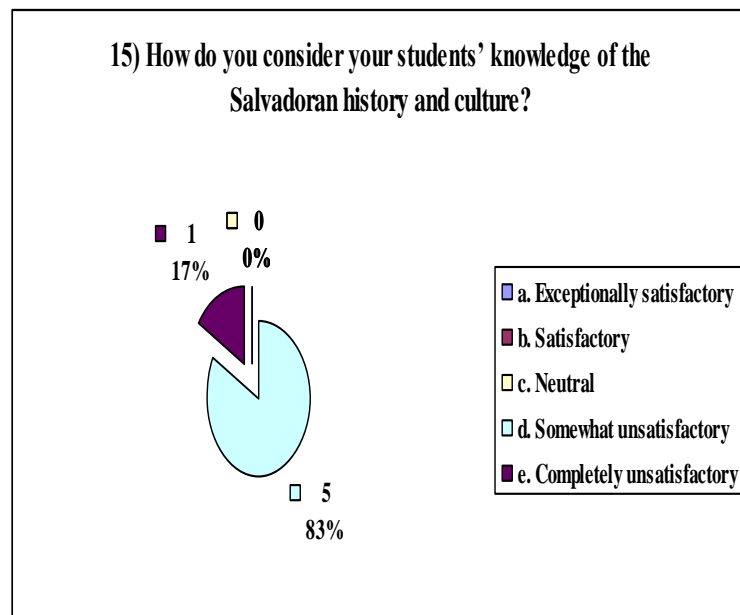
14) Are the students oriented on how an educational institution works?

According to the chart, 3 of the interviewees (50%) expressed that the students ARE NOT ORIENTED on how an educational institution works; on the contrary, 2 of them (33%) said that they DID NOT REMEMBER if their students are oriented about this issue, and only 17% said that the students ARE ORIENTED about the issue mentioned above.



15) How do you consider your students' knowledge of the Salvadoran history and culture?

As it is demonstrated in the pie chart, 85% of the interviewees consider that their students' knowledge of the Salvadorean history and culture is SOMEWHAT UNSATISFACTORY; on the other hand, only 17% consider that the students' knowledge on those issues is COMPLETELY UNSATISFACTORY.



2. Evaluation – phase: analysis and interpretation of data

1. Competent Professionals In The English Teaching Area: What Do They Look Like And What Should They Know To Further Develop Professionally?

In the last fifty years, English has rapidly become a global language, particularly for international politics, business, transportation, science and technology, the media, and higher education. English is now taught as a foreign language in over 100 countries, making it the most widely taught foreign language in the world. In most of these countries, it is becoming the primary foreign language in the educational system. Consequently, almost every nation in the world is demanding competent teachers of English to help develop their professional labor force. Some today's requirements for a competent teacher of English are: to know English and be able to use it for communicative purposes; to know students and their ways of learning, to know how to design learning tasks to ensure student learning, and how to motivate and support students to further develop as independent learners.

Equally important is the fact that nowadays, the modern, competent English language teacher must be up to date of 21st century teaching and learning tools, that is to say, he/she should be able to conduct any number of digitally-based or online tasks such as online class sessions, to communicate with learners between class sessions using e-mails, to create and manage online groups, to develop and post digital ESL materials, to create, write and post to blogs and websites, be able to participate in online ELT discussion forums, to conduct online reading and research, and to both upload and download ESL materials to and from ESL websites. Undoubtedly, the days of computer illiterate and digitally challenged teachers of English are gone. Therefore, the new graduates in the English teaching area must be prepared to face all those challenging tasks from the same moment in that they begin their professional formation.

Having a look at the Salvadorean context, different opinions were reflected in the interviews addressed to two selectors of teachers of English from two educational institutions, as well as to ten 2006's undergraduates from Licenciatura en Idioma Inglés

opción Enseñanza of the University of El Salvador (UES), regarding the question of how the profile of a competent teacher of English is pictured nowadays, in what aspects it is related or not with the profile of the major mentioned, and what the new graduates should know to further develop professionally, according to the exigencies of today's society.

In the first place, in the interview addressed to Licenciada Glenda Pineda de Rivera, head of the English department of Santa Cecilia Catholic School of Santa Tecla, and Jeffrey Henríquez, Director of English ASK Academy in Sonsonate, both professionals coincided in the idea that a competent professional in English teaching must have the ability to teach and communicate. Also, that the modern Teacher of English has to be creative, to manage the language very well and something very important, he/she must be able to manage technology. Second, in the interview done to ten 2006's undergraduates of Licenciatura en Idioma Inglés of the UES, specifically the question *Do you think the undergraduate's profile professionally pictures YOU? In what ways?* the interviewed agreed in some aspects of the profile such as the knowledge of grammatical structures in English and Spanish, on which they consider have achieved an acceptable level, even though the profile states that the undergraduates are supposed to achieve an advanced level of English at the end of the major; in addition, about a half of them expressed that in most places the preparation for the TOEFL is a very important requirement. Another aspect is the one that pictures them as able to apply different methodologies for teaching English at different levels. Nevertheless, these 2006's undergraduates emphasized in other aspects of the profile that they do not feel identified with, for instance, the aspect that has to do with the ability of carry out linguistic-methodological investigations in order to solve problems in the teaching – learning process that they daily carry out in their jobs; they do not consider this aspect totally pictures them as professionals due to the fact that their knowledge in this issue is more theoretical than practical. Another aspect with which they do not feel identified with is the one related to the ability to perform administrative roles in educational institutions, like coordinators, principals or even professors; they mentioned that they were not instructed to perform such roles, neither in theory nor in practice, because the major is mostly focused on the teaching area. On the other hand, there is an aspect that is not stated in the undergraduate's profile, the one regarding technology. At present, new exigencies as having good knowledge of computers, and the ability to carry out digital and online tasks are required in the English

teaching area; unfortunately, due to the lack of technological resources in the main campus, this is not taught along the major, and the students have to look for other instances to get such knowledge.

Finally, the 2006's undergraduates expressed that they feel certain weakness in the aspects related to linguistics, translation, and history of El Salvador, since regarding these issues the acquired knowledge was more theoretical than practical, too.

2. Present And Past Professional Demands In The English Teaching Field, and The Applicability Of The Undergraduate's Profile Of Licenciatura en Idioma Inglés, Opción Enseñanza.

English has become a global language. According to Advance Consulting for Education, Inc. (ACE), a Canadian company that provides services to business communications, *roughly 380 million people speak English as their first language and 600 million speak it as their second. English has become the language of business, science, technology, academics, entertainment, policy and diplomacy.* They point at that the demand for English language instruction has increased dramatically in the last few years and will continue to do so. Many countries around the world now mandate English as a Foreign Language at primary, elementary, and secondary levels. Due to this fact, the demand for highly skilled English language teachers continues at an unprecedented rate. Hence, at present, teachers of English must acquire specialized knowledge and review current trends in the field of English as a Foreign Language methodologies. Among the professional demands in the English teaching present context are: the professional teacher of English needs to keep up-to-date with the latest developments and trends in ELT theory and thinking; also, at any level, the teaching needs to be highly interactive; in the same way, the teacher of English must possess good appreciation of and fluency in written and spoken English. Another important thing is that, when teaching advanced students, especially in ESP settings, the professional in English teaching may need considerable knowledge beyond the language itself. For example, to teach business English above a certain level, he/she must know quite a bit about business.

In El Salvador, in past decades, the traditional formation of teachers of English did not prepare the new ones to face the modernization of the education appropriately, joined to the conditions in which many of them worked, especially in the rural area; the classes were teacher-centered with student's scarce work; the material used was limited to the text book, the blackboard, plaster and hand – made charts. There were no flashcards, videos or other interactive material that motivated the students in the learning of a new language; theory and practice were not integrated; after the teacher explained the topic, the student just opened his workbook and solved the exercise. In sum, the communication among the students and the teacher of English was too little. Also, and according to a study published by Agustín Fernández, professor of the Education department of the University “José Simeón Cañas” (UCA), and called *Desafíos de la Educación Básica en El Salvador* (2004), the lost decade, (among the 80 y 90) due to the situation of war that the country faced, it left a sequel of problems that braked the advance in the education. With the Peace Treaty signing, they began to implement a series of political and educational programs to face those deficits, being centered in three big challenges: the increment of the covering, the improvement of the justness, and the quality of education; later, they began to speak of achieving goals related with the globalization process. In 2005, in the mark of the Plan of Education 2021, the Ministry of Education presented to the Salvadoran educational community the description of COMPITE, a program that seeks to transform the ways in those that the English language has been taught and learned until today in the national educational system. Its purpose is to develop the competences of the students of secondary and high school in the handling of the English language, through different interactive means (Internet, computer science laboratories, radio programs, etc.) It also seeks to improve the linguistic competences of the teachers specialized in this field, by means of qualifying and certifying them, to compare the quality levels of the competences of teachers of third cycle and high school in the English delivery.

In the case of the 2006's undergraduates of Licenciatura en Idioma Inglés opción Enseñanza of the University of El Salvador, they were interviewed to know their opinions about what is expected from a teacher of English nowadays, based on their experiences obtained in the labor environment and how the aspects of the undergraduate's profile have been reflected there. Also, it was taken into account the point of view of the FLD teachers, regarding the

point that if the undergraduate's profile of the major is applicable to the today's students' necessities in their current teaching labor. Of supreme importance were also the interviews made to the professionals that take charge of the personnel selection in the English area, since it was important to know their point of view, what they think regarding the performance of old and new teachers of English, what requirements the applicants must complete when they start working in any educational institution, in what areas they have demonstrated more efficiency or deficiency, etc. It helped enlarge the panorama on what is expected nowadays from a teacher of English and something important, relating these opinions with the undergraduate's profile of the major of Licenciatura en Idioma Inglés, opción Enseñanza of the University of El Salvador, the research team could see if the aspects established at the moment in such profile are fulfilled for the new professionals in the teaching of the English language, or if on the contrary they need to be reinforced or amended, adapting them to today's demands.

Beginning with the undergraduates, they put in evidence the profile's reliability based on their experiences. They expressed that what it is stated on the profile is different to the demands they have encountered in their jobs. Undergraduates noticed different reasons. One of these reasons has to do again with the aspect related to the ability to perform administrative positions. Regarding this point, they mentioned that the education they received along the major did not prepare them to perform tasks such as coordinators, school principals or even professors. Other opinions, this time regarding the knowledge about the educational reality in El Salvador, and particularly in English, were that "it is not clearly explained along the major," they said; they learned about those issues by means of facing different situations in their workplaces. As it was mentioned previously, the technology aspect is not established in the undergraduate's profile, although at present, is part of the exigencies that the globalization process is demanding. For all these reasons, 2006's undergraduates consider that the profile is not in tune with the current exigencies asked in their jobs.

As for the opinions poured by the FLD professors, the undergraduate's profile does not match the current students' needs since it is not updated. Licenciada Rhina Franco believes that there is still "lack of some elements so they (students) can have a different (academic)

level when they finish their studies. According to Licenciado Jorge Llanes's opinion, "the current undergraduates profile needs to be reinforced by other courses that are not included in the current study plan," and also he mentioned the importance of including a technological component in the study plan, and other areas (such as administrative issues) in which students need to be instructed.

Equally important were the opinions given by the teachers of English's selectors from two educational institutions, Licenciada Glenda Pineda de Rivera, head of the English department of Santa Cecilia Catholic School of Santa Tecla, and Jeffrey Henríquez, Director of English ASK Academy in Sonsonate. When they were asked about the differences between the present professional demands and the ones requested some years ago in the English teaching area, Mr. Henríquez emphasized something important: nowadays teachers are not called "*teachers*" anymore, but "*facilitators*." On the other hand, Licenciada Pineda expressed her opinion about the use of technology in the teaching of English. Many years ago teachers maybe did not know how to use a computer; now the new generations of teachers have to be ready and must be able to use computers and programs, to manage different vocabulary and technical English, too. Another point that she mentioned was that the teacher must know to apply different methodologies in the classroom. When the undergraduates were asked if the instruction given to the new professionals actually accomplishes the exigencies that the current society demands, both professionals agreed that the new teachers of English must be better prepared with adequate resources such as books and other tools, especially in public schools.

3. Deficiencies of undergraduates of Licenciatura en Idioma Inglés opción Enseñanza in relation with the undergraduates profile of the major.

Undergraduate's profile is made up of nine aspects which are supposed to be achieved by students at the end of the major. Undergraduates are supposed to have developed the different abilities stated in the aspects of such profile. In relation to these ideas, some interrogatives may arise regarding to the aspects of the profile and the achievement of them by undergraduates at the end of the major. Therefore, the research group considered important enough to find out the aspects of the profile that are efficiently

achieved by undergraduates, as well as the aspects in which they show more deficiencies at the end of the major. To find out those deficiencies and strengths, undergraduates as well as employers were asked to share opinions concerning those interrogatives.

As a first point, a description of the deficiencies found among undergraduates in relation with the profile will be given. For doing so, firstly, it is necessary to define what a deficiency is. According to the Thesaurus Dictionary, a deficiency is the state of needing something that is absent or unavailable. According to American Heritage Dictionary, a deficiency is described as the quality or condition of being deficient; incompleteness or inadequacy. It can be said that there are some deficiencies in the achievement of the undergraduate's profile from 2007's undergraduates of Licenciatura en Idioma Inglés,

Let us consider first the undergraduates' opinion. Generally speaking, most of the undergraduates agreed on having certain weaknesses in the different aspects of the profile. One of them is the aspect related to the *achievement of an advanced academic level, which according to ACTFL* (American Council on the Teaching of Foreign Languages, an organization dedicated to the improvement and expansion of the teaching and learning of all languages at all levels of instruction) which is not totally accomplished at the end of the major. They consider they did not achieve the proficiency or ability expected in the different skills (listening, reading, writing, and speaking). They consider not to have achieved the expectations in those skills since they still have problems in communicating their ideas in a natural way.

Another deficiency that can be found, is the lack of knowledge received along the major about the reality of education in El Salvador, as undergraduates expressed, they are not taught about the reality of education here in El Salvador. As they said, they are not taught about the programs that the Ministry of Education, (MINED) is carrying out at present, nor did they receive information about the "escalafón" which is a certification asked in most of the educational institutions in El Salvador when someone wants to work as a teacher. In fact, they expressed that they were acquainted with those topics because they work in programs MINED is implementing, because they have been asked in their jobs for such knowledge or due to the problems they have faced at their jobs. For all those reasons, it is quite evident that undergraduates are not informed about the English teaching reality here in El Salvador as the aspect four of the profile suggests that students will be able to

know the educational Salvadoran reality in general, and the reality of English teaching particularly. At the end of the major undergraduates do not know about this matter.

Another deficiency relies on aspect six of the profile which is about the ability to carry out linguistic- methodological researches in order to solve problems in the teaching – learning process. Undergraduates do not consider that this aspect totally describes them in terms of applying such knowledge to solve problems in their jobs. In fact, they mentioned they are not instructed well enough to carry out such researches nor are they able enough to carry out other kinds of researches asked along the major.

Another aspect that students feel certain weakness in is aspect seven that has to do with the ability of being coordinators or managers of academies or other educational institutions. Undergraduates consider they are not enough instructed to perform an administrative-managing position in an educational institution, due to the fact that along the major subjects are mainly focused on teaching English as a second language, but any subject is focused on the instruction of how to deal with administrative issues. For their personal experiences at their jobs undergraduates have realized that the performing of such roles has been an arduous task because they lack of the ability to deal with such administrative issues.

In addition, they expressed to feel certain weakness in aspects related to Linguistics and History of El Salvador since those courses were taught just one time during the major, and it was given more theory than practice.

In the questions asked to the employers regarding to the same matter, the deficiencies found in their employees, they agreed on the point that pronunciation is the area in which teachers need to reinforce themselves. Both expressed that some teachers are not sure about certain words, but they do not care about it and start teaching that way. As a result, if a teacher for example, pronounces incorrectly a word in a class, this teacher is teaching wrongly or incorrectly. Another area, in which some deficiency is showed, is the use of teaching methodologies. They expressed the view that, because of the nature of today's students, teachers have to manage different methodologies in the classroom. Many teachers limit their classes just to make use of CD player and the textbook assigned.

However, they do not make use of others techniques useful to teach English. As a consequence, they do not succeed in the role of teachers of English.

Equally important it is to know about the possible causes of such deficiencies. As undergraduates expressed, there are different causes of the deficiencies found in the accomplishment of the profile and its different aspects, among them they mentioned, the Teacher's methodology. They expressed the methodology implemented by some teachers was not good enough. Another cause is the lack of information they had about the profile. As all undergraduates expressed, they were not acquainted with the existence of the undergraduate's profile, and in consequence what was expected from them.

3.1. Aspects of the profile that are efficiently achieved by undergraduates at the end of the major

As undergraduates expressed in the interviews, there are certain aspects in which they need to be better instructed along the major. However, there are also some aspects of the profile in which they have achieved the abilities expected from them. One of those aspects is the one regarding to the management of the language. Despite the fact that undergraduates do not consider to have achieved advanced level at the end of the major, they feel able enough to use the language to communicate with others, they consider to have achieved an upper intermediate level. Therefore, they consider to have achieved in some way that aspect.

Other important aspect undergraduates feel identified with is aspect two, which focuses on the knowledge of the most recent methods for teaching English as a second language. The undergraduates stated they received very good instruction from their teachers during courses like Didactics I, II and III. Consequently, they know in a very good way most of the recent methods to teach English as a second language. It must be added too, that once undergraduates have taken Didactics, they start with their Social Service and Teaching Practice. As a result, students have the opportunity to put in practice the knowledge achieved in those subjects, and for that reason undergraduates consider to have achieved aspect number three whose goal is the application of the methods learned in Didactics.

Likewise, professionals expressed their opinions concerning the aspects efficiently

achieved. For example, one of them expressed that many teachers show more strength in vocabulary; especially for those topics they have interest. Other strength is the use of different methodologies applied by their employees in the classroom.

Above all those aspects achieved by the undergraduates at the end of the major, it must be added the factors undergraduates consider to have certain incidence on the achievement of the profile requirements. One of them was the instruction given by some teachers in Didactics I, II and III, then the teaching practices and the social service as well. All this caused that undergraduates had achieved what was stated on the aspects of the profile.

As the facts seem to indicate, undergraduates think that at the end of the major they achieved the most important aspects. They learn the language as well as the main methods for teaching English as a second language.

4. Reforms and Modifications.

The process of reviewing, evaluating and reforming an undergraduate's profile constitutes an essential component when referring to the applicability of it in a certain social and professional context since it would lead to the identification of the actual professional needs.

Regarding this point, the three FLD professors participating in this study agreed on the urgency of doing research in both fields: the university (more specifically FLD students) and the society, as a tool to get acquainted with the real needs inside as well as outside the campus. The overlapping of its results would serve first, to evaluate and measure the applicability of the present profile and, second, to make some adjustments if needed. The key element, in their opinion, is **research**, not only with the university's internal actors (students, professors, etc) as participants but also with external ones (employers, professionals and society in general). In Licenciado Jorge Llanes' opinion, "the technological area needs to be reinforced because students need to use English in a very technological market..." Likewise, he states that new courses could be introduced and the ones already existing could be reinforced.

The same idea emerges from the group of interviewed undergraduates who consider that having an out-dated profile is a factor that should be taken into consideration more

seriously since the society's needs change as time goes by and the current social and professional context demands different issues, especially technology.

Licenciada Glenda Pineda, Coordinator of the English Department of Santa Cecilia Catholic School, points out that new technology is a crucial factor for the new generation of professionals of English as well as the new methodologies for English teaching.

5. The Importance of Having Good Knowledge of the Undergraduate's Profile.

The undergraduate's profile is a fundamental tool adopted with the purpose to advance toward a teaching - learning process centered in the student and to achieve a pertinent, effective and efficient teaching labor. It is a comprehensive description of the characteristics and competences that the undergraduates and new professionals of the majors and programs of a university should demonstrate at the end of the first stage of their superior studies. Therefore, it is of supreme importance that the students have knowledge of the distinctive features of an undergraduate, so that to be aware of the capacities that it is expected they achieve at the end of the period of studies. It is of supreme importance to know in depth the contents, since of it depends how classes will be drifted and managed in the educational practices during the academic formation, or when leaving the Alma Mater and being in front of a group of students. Then to have a good understanding and to take into account what is expected from an undergraduate in the teaching specialty, help establish the basis for the teacher of English be able to get by with fluency and security before the students, and as a result, be able to manage any problems or obstacles properly, creating in the students a true significant learning and not only an inert knowledge.

In the case of the undergraduate's profile of Licenciatura en Idioma Inglés, opción Enseñanza, of the University of El Salvador, the research team wanted to know the opinions of the 2006's undergraduates, as well as those of some FLD professors, about the importance of knowing the characteristics that the undergraduates from that major should possess.

Concerning the 2006's undergraduates, they expressed that, before they participated in this study, they did not have any idea about the existence of the major's profile. After reading it, everyone agreed that having knowledge of the profile is of great importance since they

consider that good professionals need to know what they are expected to achieve at the end of any major. They enhanced that knowing about the undergraduate's profile of Licenciatura en Idioma Inglés is vitally important because in that way the students can have - beforehand - a clear idea of what they are studying, what their role as students is, and what they are expected to achieve at the end of the major. Regarding the opinion of FLD professors, the three interviewees agreed on the idea that the undergraduate's profile is a good and important element for both, students and teachers, since it helps check, as Mr. Ricardo Gamero expressed, "from time to time where we are going, what we are trying to achieve.." Likewise, Ms. Rhina Franco believes that the undergraduate's profile can help see if changes are needed in the way students are being taught. It is clear then that the undergraduate's profile constitutes an orientation for the design and renovation of the Study Plan and of each academic activity that this contemplates.

6. Remarks and Suggestions given by interviewees.

The most highlighted recommendation among FLD teachers was related to carrying out research, evaluation and periodic revision of the undergraduate's profile all of it with the purpose of adapting it to the current social and professional context and of meeting the university's and society's needs.

The same idea comes from the group of interviewed undergraduates who believe it is urgent to up-date such profile so that it meets their needs especially in reaching an advanced English level, improving all the linguistic skills and including a technological component.

Concerning the two interviewed employers, the two points they remark as recommendations to the university are, first, to up-date the major's curriculum and add a technological component and, second, reinforce the didactics area, which is the core of the major, in a way that they feel confident when teaching in a real context.

CONCLUSIONS

Based on the opinions expressed up by FLD professors, employers and undergraduates, they arise to the following conclusions:

1 First, although the students reach a good English level when concluding their studies, they do not consider that it is high advanced, just as it is established in the undergraduate's profile, according to a proposal of the American Council on the Teaching of Foreign Languages (ACTFL).

2 Second, the profile establishes that the undergraduate will be able to carry out linguistic methodological researches, as well as to solve problems in the teaching - learning process of the English language, but the undergraduates expressed that such knowledge were taught in theory only, and therefore, their knowledge in this field is not accurate.

3 Third, the aspect of the profile related with administrative issues does not apply, since there are not subjects or contents related with these issues, since along the major the students are mainly instructed in the English teaching area.

4 Fourth, the aspect concerning technology is not included in the undergraduate's profile of the major, although it is one of today's requirements for being a competent teacher of English; moreover, due to the lack of technological resources in the FLD, the students receive little instruction on how to apply new technologies in the teaching – learning process of the English language, finding difficulties when using them in their working field.

5 Last, as for Linguistics, History of El Salvador and Translation aspects, the 2006's undergraduates expressed that the acquired knowledge on those issues was mainly theoretical and that the aspect regarding history of El Salvador had minimal or no incidence in their formation as teachers of English.

6 That the undergraduate's profile is not up – to – date in aspects like technology and administrative issues, which are part of the

exigencies the globalization process is demanding nowadays in the English teaching area.

7 That the 2006's undergraduates expressed to have little knowledge of the National educational reality, and that it has been acquired only through the experiences lived in the labor field.

8 That the 2006's undergraduates do not feel prepared to carry out tasks related with administrative issues like coordinators or supervisors, since the major is focused mainly the teaching of the English language.

9 The 2006's undergraduates interviewed had little or any knowledge on the undergraduate's profile of the major.

10 After reading the profile, they realized that, by having knowledge of the characteristics that are expected from an undergraduate of Licenciatura en Idioma Inglés, opción Enseñanza, can constitute the basis for a better development in the professional field.

11 That if they had been emphasized about the importance of knowing what was expected from them to the end of their academic formation, besides developing their own expectations, they would have clearer ideas on what a teacher of English means to be, - since it is not an easy major - and in this way, to be capable to develop more and better strategies in the future.

12 For the FLD professors, the importance resides in that, by having knowledge of the profile helps visualize if what is trying to be reached in the teaching – learning process is in tune with the current demands, or if on the contrary, some changes are needed in the way students are being taught.

13 Research represents an essential factor concerning the urgency of up-dating the undergraduate's profile so that it fits into the society's current demands.

14 Technology must not be ignored since nowadays it plays a determining role in making the new professionals competitive in the

labor market.

RECOMMENDATIONS

- First, although the students reach a good English level when concluding their studies, some grammar areas should be reinforced, leading the students to different up-to-date sources, and encouraging them to read and practice constantly, so that they can truly reach the advanced level that the undergraduate's profile requires.
- Second, if the profile says that the undergraduate will be able to carry out linguistic – methodological researches in order to solve problems in the teaching – learning process of English language, then more solid tools should be provided, as much in the theoretical part as in practice, for the undergraduates to be able to apply them in the working field and already as professionals, to contribute in the discovery of new teaching methods, on the basis of solid linguistic knowledge.
- Third, the aspect of the profile related with administrative issues should be either revised or omitted, since along the major, students are mainly formed in the English teaching area. Another suggestion would be to include in the curriculum contents or subjects related to those areas.

- Fourth, since the world of teaching English as a second language is now, by far, a digital, global one, the aspect concerning technology should be included in the undergraduate's profile; likewise, future professionals should be instructed in the use of such technologies applying them to the English teaching process from the very beginning, so that they be prepared to use them in their work field.

TIMETABLE

1. Reading research profile guidelines	From June 4th to June 25 th , 2007
2. Selection of research topic and revision of literature	From July 2nd to Sept 17 th , 2007
3. Elaboration of research profile	From July 3rd to July 20 th , 2007
4. Designing, handing in and correcting diagnose instrument	From September 20th to Oct 5th 2007
5. Handing in research profile	December 10 th , 2007
6. 1 st correction of profile	From December 21 th , 2007 to January 14 th , 2008
7. Designing research instruments	From January 16 th to January 18 th , 2008
8. Contacting participants	From January 22 nd to January 31 st , 2008
9. Carrying out interviews, surveys and other required techniques	From February 1st to February 22nd, 2008
10. Elaboration of data tables of the interviews	From March 13th to April 9th, 2008
11. Elaboration of data tables of universities and descriptive essay	From April 15 th to April 30 th , 2008
12. Handing in research profile and correction	From May 5th to May 30th, 2008
13. Characterization of the profile	From June 9th to June 27th, 2008
14. New approach of the problem (objectives, topic, etc.)	From July 7 th to July 31 st , 2008
15. Handing in the research profile and correction	From August 11 th to August 29 th , 2008
16. Elaboration of matrixes and essays	December 8 th –
17. New approach of the profile	From January 5 th to 19 th , 2009
18. Correction of the profile and handing it in	March 3 rd , 2009

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- Teacher Jeffrey Henríquez, Director of *English Ask Academy* of Sonsonate.

APPENDIXES



University of El Salvador
School of Arts and Sciences
Foreign Languages Department

Graduation Work Project:

“Exploratory study of the current undergraduate’s profile of Licenciatura en Idioma Inglés, opción Enseñanza of the University of El Salvador, and its connection with the professional exigencies of today’s society.”

Interview Guide for 2006’s undergraduates

Objective: To gather information related to the current undergraduates’ profile and what the professional context demands from the new professionals at present times.

Interviewee’s name: _____

Age: _____ Workplace: _____ Since _____ (year)

Starting year _____ (major)

1. Why do you consider it is important to know about the undergraduates's profile of Licenciatura en idioma inglés, opción Enseñanza for students from the Foreign Languages Department?
2. Do you think the undergraduates's profile professionally pictures YOU? In what ways?
3. According to your experience, do you think the undergraduates's profile is "in tune" with the current professional exigencies? Why? Or Why not?
4. Do you consider you were solidly instructed on the understanding and application of different teaching methods and techniques as well as in the other areas reflected on the profile (Linguistics, Research, and General Formation areas)?
5. According to your opinion and experience, in what aspects of the profile do undergraduates show some more deficiency?
6. In your opinion, what would be the main causes of such deficiency?
7. What do you think are the aspects of the profile that are efficiently achieved by undergraduates at the end of the major?
8. What factors, in your opinion, contributed to the achievement of the profile requirements that you mentioned in the previous question?
9. What professional requirements were you asked for when applying for your current job?
10. Did you feel you didn't totally fulfill some professional requisites the employer asked for? If yes, Could you mention them?
11. Were such requirements related, in some way, to the ones established on the undergraduates's profile and to what you have learned along the major? Explain.
12. The undergraduates' profile that you read dates from 1996 and no modifications have been done to it until now. What's your opinion on that?
13. As you may know, we are living in a constantly changing world and this embraces the teaching and learning of languages. What do you suggest for the improvement of the current undergraduates' profile? What new aspects should be included on it? What aspects should be eliminated?



University of El Salvador
School of Arts and Sciences
Foreign Languages Department

Graduation Work Project:

“Exploratory study of the current undergraduate’s profile of Licenciatura en Idioma Inglés, opción Enseñanza of the University of El Salvador, and its connection with the professional exigencies of today’s society.”

Interview Guide for professors from the Foreign Languages Department

Objective: To gather information related to the current undergraduates’ profile and what the professional context demands from the new professionals at present times.

Professor’s name: _____

Subject (s) in charge of: _____

Years of working experience at the University of El Salvador: ____

1. Why do you consider it is important to know about the undergraduates’s profile of Licenciatura en idioma inglés opción Enseñanza for both students and teachers from the Foreign Languages Department?
2. What’s your opinion about the current undergraduates’ profile regarding its applicability in the new professional context?
3. Do you think such profile actually matches the professional expectations and exigencies produced, in a high percent, by the globalization process?
4. Do you consider necessary to make some reforms or adjustments to such profile? Why? Or Why not?
5. (If yes) What kind of modifications should be made to it so that it really serves to the purpose of the Foreign Languages Department of instructing the new professionals in an integral way?
6. In what ways would these changes contribute to the improvement of the profile?
7. Do you know whether there is a special committee in the School of Arts and Sciences in charge of elaborating, implementing and reforming documents such as the undergraduates’s profile?
8. (If yes) How does it work? How is it conformed?
9. (If not) Do you think the School urges a committee of this nature that efficiently regulates all aspects related to the undergraduates profile? What members of the Foreign Languages Department and the School of Arts and Sciences should conform it?
10. In general, what would you recommend for the improvement and enrichment of the undergraduates’s profile?

University of El Salvador

School of Arts and Sciences
Foreign Language Department

Diagnostic Questionnaire

OBJECTIVE: To gather information about the academic condition of undergraduates of Licenciatura en idioma inglés, opción Enseñanza in order to carry out a diagnosis.

INSTRUCTIONS: The following questionnaire is divided into fourteen academic dimensions the undergraduates' profile of the Foreign Language Department is based upon. It will serve as a diagnosis that will allow researchers to achieve the above mentioned objective. Carefully, read each question and choose the option that better adapts to your opinion. Honesty in your answers is required.

Sex: Male
Female

Age: _____ Starting year: _____ Birth date: _____

Hometown: _____ Years in the major: _____

I. LISTENING

- a) How do you consider your ability to understand main ideas and most details of connected discourse (conversations, interviews, speeches)?
Check (✓) only one option.
- Exceptionally good
 - Good
 - Somehow good
 - Somewhat bad
 - Totally bad

II. SPEAKING

b) How do you consider your ability to satisfy everyday situations and routine at school and other work requirements? Check (✓) only one option.

- Exceptionally good
- Good
- Somehow good
- Somewhat bad
- Totally bad

c) How do you consider your ability to narrate stories and communicate facts? Check (✓) only one option.

- Exceptionally good
- Good
- Somehow good
- Somewhat bad
- Totally bad

d) How do you consider your ability to talk casually about topics of current public and personal interest using general vocabulary? Check (✓) only one option.

- Exceptionally good
- Good
- Somehow good
- Somewhat bad
- Totally bad

III. READING

a) When you read a given text, you are able to: (More than one option can be checked)

- Read somewhat longer prose of several paragraphs with a clear structure.
- Get the main ideas and facts
- Recognize familiar sentence patterns

IV. WRITING

a) How do you consider your ability to write social correspondence and join sentences to make discourse of several paragraphs in length on familiar topics? Check (✓) only one option.

- Exceptionally good

- Good
- Somehow good
- Somewhat bad
- Totally bad

V. DIDACTICS

a) What teaching methods were you taught along the major? (More than one option can be checked)

- Grammar translation
- Audiolingual method
- Total Physical Response
- Suggestopedia
- Natural Approach
- Community language learning
- Direct Method
- Communicative Approach
- Eclecticism

Any other _____

b) From the methods listed above, which ones do you apply in your classroom? (More than one option can be checked)

- Grammar translation
- Audiolingual method
- Total Physical Response
- Suggestopedia
- Natural Approach
- Community language learning
- Direct Method
- Communicative Approach
- Eclecticism

Any other _____

c) How often do you apply that or those method (s) in your classes? Check (✓) only one option.

- Always

- Usually
- Sometimes
- Rarely
- Never

d) How do you consider the methodological instruction you were given along the major, regarding the teaching methods? Check (✓) only one option.

- Exceptionally good
- Good
- Somehow good
- Somewhat bad
- Totally bad

VI. SALVADOREAN EDUCATIONAL REALITY

a) Were you oriented about the “Ley General de Educación” at any moment of your career? Check (✓) only one option.

- Yes
- No
- I don't remember.

b) If yes in which course were you given such orientation?

c) Were you given any information about the MINED certification, “escalafón,” and what it is all about? Check (✓) only one option.

- Yes
- No
- I don't remember.

d) If yes, how did you get that information?: (More than one option can be checked)

- In a course in my major.
- At a seminar, workshop, or training I took outside my major.
- Self-study
- Through friends or acquaintances

VII. LESSON PLANS AND SELECTION OF ENGLISH BOOKS

a) Were you given any instruction about the lesson planning process and its formats demanded in the different schools or any educational institution? Check (✓) only one option.

- Yes
- No
- I don't remember

b) If yes in what course(s) were you given such instruction? (More than one option can be checked)

- Psycho pedagogy
- General Didactics
- Didactics I
- Didactics II
- Didactics III
- Teaching Practice I
- Teaching Practice II
- Any other _____

c) Were you oriented in your Didactics classes on the different criteria to analyze and select English texts for different levels? Check (✓) only one option.

- Yes
- No
- I don't remember

d) If yes, you consider such information as: Check (✓) only one option.

- Excellent
- Very good
- Good
- Average
- Poor

VIII. EVALUATION SYSTEM

- a) Were you taught on how to design different kinds of tests and how to evaluate the different language skills? Check (✓) only one option.
- Yes
 - No
 - I don't remember

IX. ENGLISH LANGUAGE TEACHING IN EL SALVADOR

- a) Did you ever discuss, in any course of your major, the aspects involving the 2021 plan implemented by MINED, its purposes as well as COMPITE program and its development? Check (✓) only one option.
- Yes
 - No
 - I don't remember

- If yes, in what course

- b) Check (✓) the topics you remember were taught along the major regarding the teaching-learning process:

- Teaching methods
- Learning theories
- Planning
- Classroom management
- Educational System in El Salvador and its development through history
- Evaluation
- Educational programs and projects implemented in El Salvador
- Teaching children
- Learning styles
- Text selection analysis

- c) During the major I was oriented to: (More than one option can be checked)

- Following a determined method for teaching.

- Taking techniques from different methods according to my students' needs and add my own ideas to them.
- Using only my own ideas.

X. LINGUISTICS

- a) Were you taught on how to carry out linguistic, morphological, or syntactical researches in order to solve problems of such nature? Check (✓) only one option.
- Yes
 - No
 - I don't remember
- b) How were the linguistics-related courses developed? Check (✓) only one option.
- Theoretical only
 - More theoretical than practical
 - Theory and practice were distributed equally
 - More practical than theoretical
 - Practical only

XI. ADMINISTRATIVE SCHOOL TASKS

- a) Were you oriented about the following educational-administrative issues?
More than one option can be checked.
- School principals and vice-principals and their functions
 - Academic coordinators and their functions
 - How to administrate an educational institution
- b) Were you oriented on how an educational institution works? Check (✓) only one option.
- Yes
 - No
 - I don't remember

XII. ENGLISH AND SPANISH GRAMMATICAL STRUCTURES KNOWLEDGE

- a) Are you really aware of the grammatical structures of English and Spanish languages? Check (✓) only one option.
- Yes
 - Maybe
 - Not sure
 - Not at all

XIII. TRANSLATION

- a) Are you able to carry out translations in both languages (English-Spanish; Spanish-English)? Check (✓) only one option.
- Yes
 - Maybe
 - Not sure
 - Not at all

XIV. SALVADOREAN HISTORY AND CULTURE

- a) How do you consider your knowledge of the Salvadoran history and culture acquired through the course(s) regarding those issues? Check (✓) only one option.
- Exceptionally satisfactory
 - Satisfactory
 - Neutral

- Somewhat unsatisfactory
- Completely unsatisfactory

**Thank you for cooperating with us
in the realization of this questionnaire.**

University of El Salvador
School of Arts and Sciences
Foreign Languages Department

Diagnostic Questionnaire

OBJECTIVE: To gather information on the opinion of FLD professors regarding the undergraduate's profile of Licenciatura en idioma ingles, opcion enseñanza, in order to carry out a diagnosis.

INSTRUCTIONS: The following questionnaire embraces questions about the nine aspects in which the undergraduate's profile of Licenciatura en idioma inglés opcion Enseñanza is based upon, and how they are reflected in the teaching – learning process of the students along the major. It will serve as a diagnosis that will allow researchers to achieve the above mentioned objective. Carefully, read each question and choose the option that better adapts to your opinion. Honesty in your answers is required.

Sex: Male
 Female

Age: _____ Years of experience in the FLD department: _____ cargo

1) How do you consider the level of English reached by most of the FLD students at the end of the major?

- Excellent
- Very good
- Good
- Average

2) What teaching methods are the students taught the most along the major? (More than one option can be checked)

- Grammar translation
- Audiolingual method
- Total Physical Response
- Suggestopedia
- Natural Approach
- Community language learning
- Direct Method
- Communicative Approach
- Eclecticism

Any other _____

3) If you have had the experience of being helped by a T.A., how often do the students apply that or those method (s) in their teaching practices? Check (✓) only one option.

- Always
- Usually
- Sometimes
- Rarely
- Never

4) Do you orient your students about the “Ley General de Educación” or other related laws at any moment of the major? Check (✓) only one option.

- Always
- Usually
- Sometimes
- Rarely
- Never

5) In which course (s) is this orientation given?

6) Do you give any information to your students about the MINED certification, “escalafón,” and what it is all about? Check (✓) only one option.

- Always
- Usually
- Sometimes
- Rarely
- Never

7) Do you or other FLD professors give any instruction to the students about the lesson planning process and the current formats demanded in the different schools or any educational institution? Check (✓) only one option.

- Yes
- No
- I don't remember

8) If yes in what course(s) are the students given such instruction? (More than one option can be checked)

- Psycho pedagogy
- General Didactics
- Didactics I
- Didactics II
- Didactics III
- Teaching Practice I
- Teaching Practice II
- Any other _____

b) Are the students taught on how to design different kinds of tests and how to evaluate the different language skills? Check (✓) only one option.

- Yes
- No
- I don't remember

c) Do you ever discuss the aspects involving the 2021 plan implemented by MINED, its purposes as well as COMPITE program and its development? Check (✓) only one option.

- Yes
- No
- I don't remember

- If yes, in what course

d) During the major the students are oriented to: (More than one option can be checked)

- Following a determined method for teaching.
- Taking techniques from different methods according to the students' needs and add their own ideas to them.
- Using only their own ideas.

e) How are the linguistics-related courses developed? Check (✓) only one option.

- Theoretical only
- More theoretical than practical
- Theory and practice are distributed equally
- More practical than theoretical
- Practical only

f) Are the students oriented about the following educational-administrative issues?

More than one option can be checked.

- School principals and vice-principals and their functions
- Academic coordinators and their functions
- How to administrate an educational institution

g) Are the students oriented on how an educational institution works? Check (✓) only one option.

- Theoretical only
- More theoretical than practical
- Theory and practice are distributed equally
- More practical than theoretical
- Practical only

h) How do you consider the ability of most of the students, at the end of the major, to contrast both languages, English and Spanish, and to carry out translations in both languages? Check (✓) only one option.

- Excellent

- Very good
- Good
- Average

16) How do you consider the students' knowledge of the Salvadoran history and culture? Check (✓) only one option.

- Exceptionally satisfactory
- Satisfactory
- Neutral
- Somewhat unsatisfactory
- Completely unsatisfactory

**Thank you for cooperating with us
in the realization of this questi**



University of El Salvador
School of Arts and Sciences
Foreign Languages Department

Graduation Work Project:

**“Exploratory study of the current undergraduate’s profile of Licenciatura en Idioma Inglés, opción Enseñanza of the
University of El Salvador, and its connection with the professional exigencies of today’s society.”**

Interview Guide for teachers of English’s selectors

Objective: To gather information related to the present demands that the society is requesting from the professionals of English teaching.

Interviewee’s name: _____

Age:____ Workplace:_____ Position:_____

- 1) What are the professional exigencies when hiring English teachers?
- 2) How would you picture a competent professional in English teaching?
- 3) In your opinion, are there any differences between the present professional demands and the ones requested some years ago in the English teaching area?
- 4) Based on your experience, what are the areas (grammar, structures...) in which both, applicants and the English teaching staff, show certain deficiency?
- 5) On the other hand, in which areas do they show more strenght?
- 6) In your opinion, does the instruction given to the new professionals accomplish the exigencies that the current society demands?
- 7) What would you recommend the universities in order to better the academic instruction or preparation of the new professionals?

Question 1:

Why do you consider it is important to know about the undergraduates's profile of Licenciatura en idioma inglés, opción Enseñanza for students from the Foreign Languages Department?

Felix Sinto Masin	Roxana Aceituno	Verónica	Ever Henríquez	Cecilia Chávez
Knowing about the profile is Essentials since in that way students can have an idea of what they are studying, what their role is, and what they are supposed to reach or achieve at the end of the major. However, it is important to emphasize that before this interview, we didn't know anything about it. So what are you supposed to achieve if you don't know about the things the university hopes from you?	It's really important, but before this interview I didn't know anything about it, for me it is important to know about it because in that way we can know exactly what we are going to achieve at the end of the major. I think every student of the career should be aware of that	Well. I guess it is important because nowadays we need to know what are the demands that the companies or the requirements for companies, maybe sometimes we don't know what they are asking for . According to the profile that supposedly we need to get at the end of the career. It is important because at the end you need to know if you fulfill the requirements or not.	I think is of great importance because for being a good professional it is necessary to know what you are expected to achieve at the end of the major	I consider it is really important to know about it 'coz in that way we know exactly what are we going to achieve at the end of the major. We will know exactly the abilities we'll achieve. We also have to know what the companies want from us
Boris Sanabria	Sandra Interiano	Miriam	Alberto Astorga	Sonia Melara
I think is important, in that way we will know what the university and the society expect from us, we have to know it from the very beginning	Well, first I have to say that I didn't know about the profile, and for me it is important to know about it since the very beginning, but we didn't. I think the profile can tell us about what we are going to achieve at the end of the major	I consider it helps a lot to know about the profile, it is like the goals we will achieve at the end of the major right? So we have to know exactly what we are expected to achieve at the end of the major	Yes... of course, but we didn't know it until now, but I think we have to know about it so in that case we will have a better knowledge of what the university or the Foreign Language Department wants from us.	It's really important so we can have an idea of the aspects we are supposed to achieve at the end of the major I didn't have any idea of its existence

Question 2. Do you think the undergraduate's profile professionally pictures YOU? In what ways?

Felix Sinto Masin	Roxana Aceituno	Verónica	Ever Henríquez	Cecilia Chávez
<p>To be honest I don't feel identified with all the aspects of the profile, I don't consider the aspect about how to carry investigations totally describes me we have some weakness that aspect, also about linguistics, pronunciation, history of E.S, translation as well a in the domain of English language in an advanced level. One he</p>	<p>I consider I don't match the aspects there in the profile, there are some things we weren't well taught along the major, for example I don't think we achieved an advanced level, we have problems in communicating ideas or in listening, also we cannot do research, also we don't know about the history of El Salvador, the university should work more on that.</p>	<p>When I was reading the profile I realized that maybe in some ways I match with some aspects but in some others I don't, I completely disagree, for example maybe I can say I have the proficiency in the language, or maybe because it says both languages Spanish and English, maybe I can say that, about Didactics, I can say that, I have, maybe not the ideal knowledge but at least I can work with that. About linguistics, search no.</p>	<p>No... we are still missing a lot, if are talking just about being teachers may be yes, but if we talk about being professor s which is really different no... also we don't achieve the aspect about being coordinators, we don't know about those things, I was a supervisor once, and had problems with that. The profile pictures US just if we consider ourselves as students that can communicate ideas and as professional that are able to teach just some levels.</p>	<p>Noo.... Coz' we have a lot of problems the university doesn't prepare us for being good professional, and I'm talking for my case, I consider the profile doesn't match what I achieved at the end of the major, I have learned different thing about the profession but during my experience in my job.</p>
Boris Sanabria	Sandra Interiano	Miriam Aguilar	Alberto Astorga	Sonia Melara
<p>It pictures me in some ways; I consider it pictures me just in something about teaching. I think it one was of the things we achieve in a good way</p>	<p>Well I consider the profile just pictures me in some aspects, I think that about teaching we can say we achieved a good point, but in aspects as linguistics pronunciation and even the language we have problem</p>	<p>Well I think that pictures me in a few aspects, we didn't know about the profile so we didn't know what we really have to achieve, I consider we have a good knowledge on the teaching methods, but we don't have the advanced level it is expected in the profile so, and we don't achieve that</p>	<p>.Well. It doesn't totally pictures me, we have a lot to learn, and I think just when you are in your job you know the reality , here in the university we still have to improve in different things</p>	<p>In some ways it doesthe strong areas are grammatical structures English and Spanish. Reaching an Advanced level is a weak area. It's not only who feels in that way(referring to getting the advanced level of the major9</p>

Question 3: According to your experience, do you think the undergraduate's profile is "in tune" with the current professional exigencies? Why? Or Why not?

Felix Sinto Masin	Roxana Aceituno	Verónica	Ever Henríquez	Cecilia Chávez
Well, I have to say the truth and in my opinion I consider that is not in tune, I'm not sure but I think that profile is from 1999, and now we are in 2007, so I don't consider to be in tune, we have new demands and exigencies in our jobs, the teacher from the FLD should take into account that.	Noooo.. of course no, I think this profile is not updated, it doesn't include nothing about use of computer programs or something like that I think the university should be aware of that, I have faced different problems, and it is because some things about technology is not included there in the profile.	I guess that if you are talking about proficiency or the knowledge you have about the language maybe something is missing, and research I guess that in general no, because we missed a lot of information, and in education in the national reality, maybe in the language, in the proficiency maybe some strengths, in general I don't think it's not according to the professional exigencies, I guess it is because it is too old.	You know? the society is constantly changing so what about the profile, it dates from 1999, so I think is not tune because of that, we need new methods, techniques and more.	Well... I have say that for me is not in tune, come on! It is to old, the society is changing and we have new technologies, but we cannot say it is in tune because it is from 1999, almost ten years have passed but we don't have a new one.

Boris Sanabria	Sandra Interiano	Miriam Aguilar	Alberto Astorga	Sonia Melara
Well, in my opinion I consider everything has to change, and the education is changing every time, so for me that is something we are missing the FLD has to think that the profile has to be in tune with the new demands, and exigencies from the society.	This curriculum has to do only with methodology which is very important 'cause it's a teaching major. But nowadays, there are more demanding jobs, more exigencies; globalization is a big factor, (call centers) the Fld is not prepared right now to face that. We'd have to study in other places to improve pronunciation for example.	It depends on the job you're applying for	I don't think so. The instruction given by the FLD is very weak We have some gaps in the language as well as methodology	Not all It should include computer system as complement of the teaching field 'cause you're requested that when you apply for a job

Question 4. Do you consider you were solidly instructed on the understanding and application of different teaching methods and techniques as well as in the other areas reflected on the profile (Linguistics, Research, and General Formation areas)?

Felix Sinto Masin	Roxana Aceituno	Verónica	Ever Henríquez	Cecilia Chávez
Well , I don't consider we were solidly instructed in al the areas. We have a lot of things to improve. But I least consider we were prepared to be teachers. I consider we	There were some areas in which we received good knowledge for example in Didactics, but talking about linguistics... we don't know much about it, it was just theory. Also we	Maybe in some areas. I consider that in the application of methods we had a good instruction. I consider had a good instruction in the language at least we can	Well maybe in some areas but there are some a reas in which we really don't know too much. As for example we weren't instructed on how to administrate an academy	No. I consider we weren't well istructed, maybe just in some areas like the one related to teaching yes, but the others no, linguistics, research, history of El Salvador and

Question 5

According to your opinion and experience, in what aspects of the profile do undergraduates show some more deficiency?

Felix Sinto Masin	Roxana Aceituno	Verónica	Ever Henríquez	Cecilia Chávez
I think we show more deficiency in areas like the one related to carry out investigations, we are not good at doing those things, we also have poor knowledge on History of El Salvador and about the national reality, we don't know too much, we were never instructed about the "ley organica" or others laws about education	In the achievement of the advanced level, we don't feel well prepared in this area, We cannot communicate in a natural way. We show deficiency in areas like linguistics and research too.	We show deficiency in the language, research, linguistics and reality of the education here in El Salvador	We show deficiency in areas like research, we are not able to carry out such researches that we are supposed to manage. Also there is deficiency in the aspect about the management of administrative or positions, we aren't to develop those positions like coordinators or principals	I believed that we show deficiency in the language, research, linguistics and in the knowledge of the reality of education of English here in El Salvador
Boris Sanabria	Sandra Interiano	Miriam Aguilar	Alberto Astorga	Sonia Melara
Linguistics, because of the lack of good teachers in that area	English proficiency level(practicing with native speakers) vocabulary	Speaking, I think is not a weak point 'cause the objective is to communicate My own case, listening is the one I have to improve Many teachers say the same	Knowledge on the language Methods and their and their application Innovation Grammar History and culture	Reaching the advanced level Reality of education in E. S (I have some idea 'cause I'm working at COMPITE program. If later I work at a public school I'll need that knowledge

Question 6 In your opinion, what would be the main causes of such deficiency?				
Felix Sinto Masin	Roxana Aceituno	Verónica	Ever Henríquez	Cecilia Chávez
I don't want to say it, but I consider that the teacher's methodology was an important factor. Also the lack of information about some things for example about the profile, teachers should attached what they teach with what the profile says	I consider that the methodology used some of the teachers wasn't so good, but also the classrooms with a lot of students was an important factor. There wer too many students in some classes.	One important cause is the way teachers teach the class, the methodology was not	There are different causes. One can be the teachers; the methods they used to teach, the environment, the classroom with a lot of people, and other situations that are difficult to overcome.	For me, the most important point here is the lack of information, because we are not taught for being coordinators, or principals; we have not been provided such information.
Boris Sanabria	Sandra Interiano	Miriam Aguilar	Alberto Astorga	Sonia Melara
Teachers should be in touch with students' reality They should keep on studying outside the country to bring new knowledge to the university	Context is the most important reason 'cause this is a Spanish – speaking country, so the only place where we can practice English is at the university We are not pushed, encouraged enough to practice English at all sites of the university	It depend on the teachers My teachers used to focus on speaking Teachers should work more with students on the listening	Weak organization Arragments of the subjects Teachers' methodology Our own motivation	Talking about the advanced level. In some courses teachers teachers didn't make too much emphasis on developing oral skills on students. That's one the abilities people stress the most when you apply for a job

Question 7.				
What do you think are the aspects of the profile that are efficiently achieved by undergraduates at the end of the major?				
Felix Sinto Masin	Roxana Aceituno	Verónica	Ever Henríquez	Cecilia Chávez
To know the teaching methods, methodology, lesson plans, grammatical structures Spanish and English, some of them are achieved but not in 100%, there are a lot of gaps in all aspects	The aspect about the methods, we learned a lot about the teaching methods in Didactics. And maybe something about the national reality through the researches made in some courses	To handle in some with the language though it is not in advanced level. Also we achieved a good knowledge on the teaching methods. And in some way with grammar structures.	Maybe the ones related to teaching because I think the department focuses the most in the teaching methods.	I think we can handle the language in an upper intermediate level; also, we know the teaching methods and how to apply them.
Boris Sanabria	Sandra Interiano	Miriam Aguilar	Alberto Astorga	Sonia Melara
Methodology, planning is good the way I learned to make lesson plans Grammatical structures (Spanish and English)	Teaching methods and methodology. Reality of El Salvador through researches made in some courses. Grammatical structures Speaking of English (though the advanced level is not achieved)	Some of them are achieved but not in 100%	None, there are lots of gaps in all the aspects	Methodology, planning is good the way I learned to make lesson plans Grammatical structures (Spanish and English)

QUESTION 8

What factors, in your opinion, contributed to the achievement of the profile requirements that you mentioned in the previous question?

Felix Sinto Masin	Roxana Aceituno	Verónica	Ever Henríquez	Cecilia Chávez
The instruction given during Didactics. The teaching practice and Social Service was of great help to put into practice the knowledge received during Didactic I, II and III.	Some teachers methodology, they were very good teachers, so we learned in a very good way. Teaching Practice and Social Service	The teaching practice and Social Service were important to achieve a good knowledge and application of the different methods, Teachers from Didactics.	Maybe the methodologies used by the teachers. Teaching Practice is a good tool, in this you have the opportunity to be in front of a group and put in practice what you know.	It's the way classes are focused because we are trained for being teachers. That's right. If all the aspects that are stated in the profile were taught as the ones related to English teaching, we'll try to reach those objectives.
Boris Sanabria	Sandra Interiano	Miriam Aguilar	Alberto Astorga	Sonia Melara
Methodology and teachers	Excellent teachers Their methodology in some subjects Extrinsic and intrinsic motivation	it depends on each person's responsibility, effort and interest.	-No answers-	Didactics II. I put into practice what I learned in Didactics II. Teaching Practice and social Service. Grammar courses

QUESTION 9**What professional requirements were you asked for when applying for your current job?**

Felix Sinto Masin	Roxana Aceituno	Verónica	Ever Henríquez	Cecilia Chávez
A good proficiency of English,(speaking, listening, writing and reading abilities) Experience in the area of teaching English Management of the classroom	Management of the language, Experience with children and teenagers. Knowledge on planning. “Escalafon” not now but in the future I have to have it.	Good management of the language, different skills like writing, reading, listening and speaking Experience on English teaching.	The requirement they asked me was my level of English, and if I was able to keep a conversation. They also asked about my knowledge on teaching methodologies, and about my experience teaching adults, children, and young people.	The coordinator asked me about my teaching experience. The experience that I acquired from the teaching practice help me a lot. The employer asked about my knowledge on how to plan a class or a course. They also asked me about the “escalafón,” but I didn’t know anything about that.
Boris Sanabria	Sandra Interiano	Miriam Aguilar	Alberto Astorga	Sonia Melara
TOEFL. Good English proficiency Good grammar	Good English proficiency Knowledge on methodology Experience(It’s har. They took the teaching paractice and social service as experience)	Methodolgy How to treat students in certain situations	Knowledge on methodology Good English proficiency Experience	Teaching experience (social service and teaching practice were taken as expearence) Placement and psychological tests

QUESTION 10 Did you feel you didn't totally fulfill some professional requisites the employer asked for? If yes, Could you mention them?				
Felix Sinto Masin	Roxana Aceituno	Verónica	Ever Henríquez	Cecilia Chávez
No I don't think so maybe just about experience, but social service and teaching practice were taken as experience	No, I think just about the escalafon but I hope to have as soon as possible because otherwise I have to look for another job	Maybe just in the knowledge about linguistics and some structure of English, but just when I have to teach those things	I didn't have any trouble.	No, I don't think so.
Boris Sanabria	Sandra Interiano	Miriam Aguilar	Alberto Astorga	Sonia Melara
Maybe just administrative issues, how to administrate an institution	We have to work on the preparation for the TOEFL test which is a requirement in most, if not all places where you go to apply for a job.	Not any problems	I'm still learning in the process	I fulfill the requirements because I asked for a job as a teacher. If I had applied to work at a call center, the requirements might have been different.

QUESTION 11				
Were such requirements related, in some way, to the ones established on the undergraduates's profile and to what you have learned along the major? Explain				
Felix Sinto Masin	Roxana Aceituno	Verónica	Ever Henríquez	Cecilia Chávez
Yes, for example, the management of the language, the experience on teaching practice and social service, as well of the application of the methods learned a long the the Didactics	Yes, the knowledge of the language is required in all the jobs, and the experience. Teaching practice and social service were of great importance to get experience	Yes, they were. We learned English in a very good level, that's something you are always asked in all jobs. Sometimes they ask for knowledge on computer programs, but we aren't taught about it	-----	-----
Boris Sanabria	Sandra Interiano	Miriam Aguilar	Alberto Astorga	Sonia Melara
Yes, they are related	Yes it is. It says we have to reach and advanced level	It doesn't apply	Still learning in the process	Yes, they were related In my case it was related to the first point the one related to the achievement of an advanced level

Question 12

The undergraduates' profile that you read dates from 1996 and no modifications have been done to it until now. What's your opinion on that?

Felix Sinto Masin	Roxana Aceituno	Verónica	Ever Henríquez	Cecilia Chávez
It's really bad because it's no up-dated, the exigencies in those times are not the same as the current one, we need to do something about it. The teachers should revise it to see if it is in agreement with the new exigencies and if it is necessary modify it or change it as soon as possible.	Well, that's to bad. Society is changing everyday. There are new demands, the demands from 1996 are not the same. The FLD should do something to fix that profile. It's updated	I think it really updated, That's terrible because the exigencies are not the same as the the ones in the past. Globalitation is taking place, we are not ready to meet the new demand of today's society.	The best answer could be "It's bad," because imagine, since 1996 to 2006, they are too many years without changing the profile; everything is changing and the profile continues being the same.	People and culture change as well as students' necessities, so change is an excellent idea, adding some other aspects. If the university is not able to teach all those aspects, they must omit them from the undergraduate's profile.
Boris Sanabria	Sandra Interiano	Miriam Aguilar	Alberto Astorga	Sonia Melara
It needs to be improved New technology and administrative issues should be reinforced or included	It's really bad The world's demands are different It's out-dated Call centers required qualified people We are not able to teach students who want to work in that field	All aspects are good. They need to be improved. They should include more challenging aspects	It needs to be up-dated New methodology and grammar should be reinforced	It must have been improved Reality of education, we weren't exposed to it History and culture were not relevant Technological tools for teaching should be included

QUESTION 13.

As you may know, we are living in a constantly changing world and this embraces the teaching and learning of languages. What do you suggest for the improvement of the current undergraduates' profile? What new aspects should be included on it? What aspects should be eliminated?

Felix Sinto Masin	Roxana Aceituno	Verónica	Ever Henríquez	Cecilia Chávez
It should be revised by the FLD professor, it needs a change or an improvement of it. Maybe the aspect about managing administrative positions should be eliminated since there is no subject related to that aspect.	I don't think it needs change, maybe just some improvements, it has to be evaluated and then see if it's necessary the change.	It really needs to be done something on this topic, the profile is not updated. There are some elements that should be revised and see if they are in tune with the new society's demands. FLD should work on that quickly. The aspects are ok, they just need improvement in some areas	Everything has to be improved according to the circumstances. The undergraduate's profile doesn't mention anything about technology, or the new way in which education is taking place in El Salvador. They have to do a lot of changes.	I think the things stated in the profile are ok. The problem is the approach students and teachers have with it. In my case, I'm an undergraduate and to be honest, I didn't know anything about this profile. This is the first time I read it. Also, there should be eliminated the aspects related to administrative-school tasks, because we're not trained for doing so.
Boris Sanabria	Sandra Interiano	Miriam Aguilar	Alberto Astorga	Sonia Melara
Technology should be included. Also students exchanges should be taken into account	All of them are ok, but others should be included. Reinforce strategies to get a good English level at the end. It should include how to teach different levels. Technology should be included	The FLD should promote ways for students to reach a high level of English. The aspect related to translation should be eliminated. There are aspects that need to be included or modified.	All aspects are ok, but we aren't developing them. The process is wrong. American culture should be included. It's necessary to reinforce the whole teaching process.	Computer system should be included. The FLD should include more English courses in order to improve the four macroskills, especially speaking, so students can get the advanced level requested in the profile

Boris Sanabria	Sandra Interiano	Miriam Aguilar	Alberto Astorga	Sonia Melara
TOEFL. Good English proficiency Good grammar	Good English proficiency Knowledge on methodology Experience(It's har. They took the teaching paractice and social service as experience)	Methodolgy How to treat students in certain situations	Knowledge on methodology Good English proficiency Experience	Teaching experience (social service and teaching practice were taken as expereience) Placement and psychological tests

QUESTIONS	LIC. RICARDO GAMERO	LIC. RHINA FRANCO	LIC. YANES
<p>1. Why do you consider it is important to know about the undergraduate's profile of Licenciatura en idioma inglés opción Enseñanza for both students and teachers from the Foreign Languages Department?</p>	<p>I think that that profile is a sort of goal, that's why it's important to see from time to time where we're going, what we're trying to achieve; in that sense it's important for the students to know the aims and the products of the bachelors' degree, and it's also important for students and teachers.</p>	<p>I think it's important because... you have this element in the classroom you can change the way we're teaching...we can move in a different direction. We can see if what we're doing is good or if we're mistaking in the way we're working in a classroom so I consider it's an important thing to do.</p>	<p>I think it's important because it's necessary that the professors possess a teaching – oriented capacity in such a manner that they can leave the students in a very appropriate manner to use English in an English teaching context, and the students are supposed to use the English language as a target language aimed at teaching good language when they're professionals. In brief, it's not only to learn or teach English but to use it in a teaching – learning situation which is the purpose of the career.</p>
<p>2. What's your opinion about the current undergraduates' profile regarding its applicability in the new professional context?</p>	<p>El Salvador has changed, the world has changed, but the major hasn't. I would say that it (the profile) is a little bit outdated. We have to update it, it doesn't respond to the current necessities. There are several changes that have occurred in our country. One of them is for example the coming of call centers. Many students would like to work there and for these companies because they don't want to teach... They throw away five years of study because they come here supposedly to be teachers not to work for call centers, and they throw away all of that. So I'd say that the profile is a little bit outdated.</p>	<p>I think we need to really know how they are because when they go out we don't know exactly how their life is as professionals. I think we still lack some elements so they can have a different level when they finish their studies.</p>	<p>I think that the current undergraduate's profile needs to be reinforced by other courses that are necessary because the present times demand more professional experience and knowledge on the new professional's art. The students in our major need to have the scientific basis to use English in a modern and technological era. They are supposed to use English in other context such as technical fields that permit us to consider adding subjects that are not included in the current study plan. Such study plan of the language department needs to be reconstructed, restructured. It needs to be modified in such a manner that the new professionals can be taught new subjects which can enable them to be more competent.</p>
<p>3. Do you think such profile actually matches the professional expectations and exigencies produced, in a high percent, by the globalization process?</p>	<p>No, I don't think so. You're in a class of 40 – 50 students and then you ask, 'how many of you would like to teach, and only 3,4,5 students raise their hand... if you pay attention to the name of this major it is named Bachelor of Arts</p>	<p>I think that our country is changing in many ways, now the demands are different so we also have to know what happens out of the university, in the real world, where people work. I think it doesn't really match.</p>	<p>Well, this profile really lacks some subjects which can enable the new professionals to face the demands of the world so far... We need to implement a new study plan, taking into account new technological advances...We have</p>

QUESTIONS	LIC. GLENDA PINEDA	LIC. JEFFREY HENRIQUEZ
1. What are the professional exigencies... when hiring English teachers?	Well, there are some different aspects that we have to take into account, our education needs about teacher is like, they have to be skillful, they have to manage the language very well. Nowadays we are facing situations in which the students already know English, so it means that teachers have to manage the language very well, and they have to be open – minded, they need to have the view that they need to increase and improve every day in their language.	Well, the requirements are basically that the teacher dominates the language and that the teacher is responsible and also has some knowledge of the classroom management.
2. How would you picture a competent professional in English teaching?	Nowadays, the Minister of Education is working a lot of competences, the teacher has to manage the language, to be creative in the classes, we need teachers who are able to manage technology.	Competency is based on the knowledge, the ability to teach and communicate.
3. In your opinion, are there any differences between the present professional demands and the ones requested some years ago in the English teaching area?	Nowadays, the new generation of teachers have to be ready, the new technology is coming, if you do not know, if you just know English like the way we used to be long time ago, (Maybe ten years ago, teachers didn't know how to use a computer) now we need to be able to use computers, manage different vocabulary, and technical English. The new professionals have to be well prepared, responsible, they have to know how to control big classes, and how to apply the methodology, and a very good level of English.	...teachers are not called teachers anymore, they are called facilitators.
4. Based on your experience, what are the areas (grammar, structures...) in which both, applicants and the English teaching staff, show certain deficiency?	There are some teachers that they have learned just a way to teach. Nowadays we have to manage different methodology; we have different kind of people in the classroom. We are accustomed just to use the books, just to use the cd player, but we don't have more techniques, so we don't manage more than we are expected. Pronunciation. There are some teachers that they need to read first, they need to check before teaching a class. Sometimes we are not sure about the words, but we don't care about it and then we start teaching, and maybe they have problems with pronunciation.	I think in grammar. I have seen a lot of teachers make a lot of mistakes in grammar, which is not good for the students. Also, pronunciation. I have teachers teach their students, "neivi," when they want to say "naive" which are two different things, so if you mispronounce, you are misteaching.
5. On the other hand, in which areas do they show more strenght?	The staff we have here in the school...they use different methodologies, they use the new technology like presentations, videos, students prepare videos, they're not afraid of being just expressing themselves.	Vocabulary. I think that teachers learn vocabulary for something that they like; they like to know words that they think all the people would not know; and also, basic grammar.
6. In your opinion, does the instruction	-----	Not really. We need to be better prepared, we

