UNIVERSIDAD DE EL SALVADOR
FACULTAD MULTIDISCIPLINARIA DE OCCIDENTE
FOREIGN LANGUAGE DEPARTMENT

UNDERGRADUATE WORK

REDESIGN OF THE ENGLISH I AND II SYLLABUS OF LICENCIATURA EN CIENCIAS DEL LENGUAJE Y LITERATURA AT THE UNIVERSITY OF EL SALVADOR, WESTERN MULTIDISCIPLINARY CAMPUS

SUBMITTED TO ATTAIN THE DEGREE OF

LICENCIADO(A) EN IDIOMA INGLÉS, OPCIÓN ENSEÑANZA

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AUGUST, 2019

SANTA ANA, EL SALVADOR, CENTROAMÉRICA

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ACKNOWLEDGEMENTS

TO GOD

I thank you for your strength in every difficult moment. Thanks for your grace and strength which have been my sustenance in every situation.

TO MY FATHER

Oscar Amilcar Alarcón,

For being my inspiration in my life, for teaching me how to be a better person, and for all your support and love.

TO MY MOTHER

Patricia Guadalupe Mejía,

For your unconditional support and love during my study process and for always having had the correct words to make me stay strong.

TO MY CLASSMATES

Susy, Miguel and Kevin,

Thanks a lot because you have showed me your love, patience and comprehension. You have taught me the real meaning of friendship in every difficult moment.

Gabriela Patricia Alarcón Mejía

ACKNOWLEDGEMENTS

TO GOD, MY SUPPORT AND GUIDE

Thank you for having given me the strength, knowledge and abilities to accomplish this thesis work. Thank you, my Lord, for being with me in all the difficult circumstances and for being my strength to overcome them. Mostly, I am truly grateful for your exceptional love and for giving me a life full of wonderful experiences, learning, and happiness, overall. I have experienced your guidance day by day; I will keep on trusting you forever.

TO MY DEAR PARENTS

Santos Esperanza Trujillo de Cáceres and Arnulfo Antonio Cáceres Batres,

I feel a deep sense of gratitude to you for your endless effort and support in this academic journey. I am everlastingly grateful for always being an encouragement and inspiration to follow my dreams. Thank you for always giving me support and pieces of advices when I needed it. Words cannot express how grateful I am for all the sacrifices you have made to give me the opportunity to study all these years, as I know it was not that easy. Your patience and sacrifice will make my inspiration remain throughout my lifetime. Finally, thank you for being the best role models!

TO MY SISTERS AND BROTHER

Fátima, Judith and Carlos,

I am especially grateful for your constant support and cooperation during this thesis work. Thank you for being part of my visions and for empathizing happiness and hardships with me. Your humor made this journey more enjoyable!

TO MY FRIENDS

Daniela, Josselyn, Gabriela, Miguel and Kevin,

Thank you for having listened to me, offered me advice, and supported me through all these years. I am sincerely grateful for the time we spent together! Thank you for never letting things get boring! The meetings, unforgettable moments, help in general and friendship were all greatly appreciated.

Susana Raquel Cáceres Trujillo

ACKNOWLEDGEMENTS

TO MY SOVEREIGN LORD AND KING

For your faithful providence in any time and any place. I cast all my gratitude to you because you accomplished your promise in Philippians 4:19: "But my God shall supply all your need according to his reaches in glory by Christ Jesus" (King James, 1997). I thank you as I have seen and learned your mercies, faithfulness and goodness in every taken breath.

TO MY MOTHER AND GRANDMOTHER

Clara Luz Moreno and Clara Martínez de Moreno (RIP),

I thank you for such a loyal patience and effort to help me achieve my goals, and for pushing me to be a better person. I am thankful to you as you were always attentive to all my needs.

TO MY BELOVED WORKMATES

Gabriela, Susana and Miguel,

I dearly thank you for being such a great team, and for perspiring brotherhood, loyalty, reliance and patience. This work was not that hard due to your unconditional tolerance and fun.

TO MY TREASURED CHURCH

Iglesia Bíblica de Elohim,

I thank you, my church, for supporting me and trusting in me. I thank God I can lean on you, and I feel blessed to be part of you.

TO MY BEST FRIEND AND SISTER

Kathy Ávalos,

I am thankful you were in my way during the career. College wouldn't have been so tough if your support and loyal friendship had not been present. Thank you for inspiring me to keep on and to be a better friend every day.

TO THE BEST BROTHER AND FRIEND

Erick "Grimes" Lemus

I cannot dodge to thank you as you have been a great support to me. During this hard process and difficult year, your company, encouragement and spirituality have strengthened me and moved me not to withdraw.

TO THE GREATEST "COUSIN" EVER

Jess Moreno,

I am grateful to you for having motivating me to study English. You were my most colossal example and my inspiration to study! You helped me find my way and showed me teaching is fun!

TO THE SMALLEST PERSON WITH THE GREATEST HEART

William Gutiérrez

Thank you for cheering me up to keep studying. You became an inspiration to be responsible, to learn from mistakes and to consider God's purposes in every situation. I love you, and I never forget that Sunday in the bus stop.

TO MY FAVORITE TEACHER

Licda. Anny Escalante,

I am entirely grateful for you! You showed me the path of writing and helped me to be more professional. Thank you for having granted me the opportunity to work with you. Your pieces of advice, classes and jokes encouraged me to be a better student, a better teacher, a better person, a better human.

<div align="right">

Kevin Rodolfo Campos Moreno

</div>

ACKNOWLEDGEMENTS

TO GOD

For giving me the strength to culminate this work successfully. Thanks to your wisdom and blessing, I have been able to achieve this important goal. You have lightened my life in different ways, and I am sure that you will continue to give me more blessings and opportunities to take advantage of.

MY PARENTS

Lorena Evelyn de Fajardo and José Miguel Fajardo Martinez,

For all the support and advice during the undergraduate project. You really knew how to cheer me up when I wanted to give up. Thank you for giving me all your love and patience.

MY SISTER

Evelyn Lizeth Fajardo Ramos,

For trusting me and being willing to help me when I need it, and for encouraging me every time I wanted to give up.

TO MY UNCLE

Carlos Arturo Fajardo,

Thanks for contributing in my professional growth, and for having helped me whenever I needed it. Thanks for being an excellent person with me.

MY RESEARCH GROUP AND FRIENDS

Gabriela, Susana and Kevin,

Thank you because you have taught me a lot through this work. Thank you, guys, for sharing this wonderful experience with me. Thank you for never giving up on this journey that has not been easy. Thank you for being such a good persons, students, and partners. God bless you!

José Miguel Fajardo Ramos

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ABSTRACT

This research study was carried out to redesign the English I and II syllabus of Licenciatura en Ciencias del Lenguaje y Literatura at the University of El Salvador, Western Multidisciplinary Campus. The objectives of this research study were to describe the elements that compose the English I and II syllabus, to analyze the conversation components that the English I and II syllabus should have, to analyze the translation elements that the English I and II syllabus should have, to formulate a proposal of changes of the English I and II syllabus and to describe the functionality of the proposed syllabus of the English I and II. This research paper contains a description of the methodology used to carry out this investigation. In addition, this research study was conducted by the Mix Method Paradigm which was useful to follow up the instruments (semi-structure checklists and interviews) to observe the inconsistencies of the current syllabus. It was found that the current syllabus' contents are too many to be covered during the semester, the objectives and the content had no coincidence, and it was not adapted to information and communication technologies (ICT). On the other hand, it was possible to evaluate and validate the proposal of change with the help of three specialists. Additionally, it has a brief explanation of the Umbrella Approach and Umbrella Approach-Based Syllabus. All this helped researchers come up with some conclusions and recommendations.

INTRODUCTION

This document contains valuable information about the undergraduate research study "Redesign the English I and II syllabus of Licenciatura en Ciencias del Lenguaje y Literatura at the University of El Salvador, Western Multidisciplinary Campus." The following chapters cover information aimed to go deeper on deficiencies in the current syllabus used for English I and English II and the functionality of the proposed ideal syllabus under the mix-method paradigm.

This research work is composed of six chapters: Chapter one contains the description of the problem, its corresponding research question, a justification to carry out this investigation, a hypothesis and the objectives to be achieved. Chapter two, the theoretical framework, recollects information, taken from validated and reliable sources, necessary to know, understand, and describe the phenomenon of this research study.

Later, chapter three explains the methodology, paradigm and design in which this study was developed. Besides, in this section, it is stated the description of the environment, the units of observation, procedure, operationalization, research techniques, methods to analyze the information, field of study approach, validity and reliability and ethical aspects. Also, there is a timeline defining the period the research endured, and there is a budget describing what was spent.

Afterwards, chapter four explains in detail the analysis and interpretation of the data obtained through the instruments.

Then, chapter five encompasses congruent conclusions and recommendations addressed to diminish the issue and ameliorate the teaching process.

Finally, chapter six, Project Proposal, describes and justifies the proposal of change in detail. Also, it contains a general objective and five specific objectives. Plus, it includes activities to develop in English I and English II of Licenciatura en Ciencias del Lenguaje y Literatura, a timeline of the project, the description of the place this proposal would be developed and the budget. In addition, it has a brief explanation of the Umbrella Approach and Umbrella Approach-Based Syllabus.

CHAPTER I

STATEMENT OF THE PROBLEM

1.1 Description of the Problem

Licenciatura en Ciencias de Lenguaje y Literatura is one of the majors at the University of El Salvador in which its main objective is to teach students the two branches of the social sciences: Language (linguistics) and literature (literary sciences) in the Spanish language. The University of El Salvador, Western Multidisciplinary Campus is the only faculty that extends the college career of Licenciatura en Ciencias del Lenguaje y Literatura which encompasses the study of the English Language. The major takes into account the English language with the purpose that students begin to master a second language to expand their cultural and intellectual horizons and at the same time to access a large number of texts that are written in English language.

The major Licenciatura en Ciencias del Lenguaje y Literatura includes two English levels, English I and English II, which are carried out in the first two semesters of the first year. The English I and II syllabus are taught in the Foreign Language Department, and they belong to the service area. The purpose of English I and English II is to highlight the importance of English in terms of translation and conversation to emphasize its usefulness specifically when the students consult bibliography published in English.

Through the years, the syllabus of English I and English II, has presented different problems since no longer assembles the necessities of the students; as a consequence, it was necessary to redesign the current syllabus.

The syllabus of English I and II of the major Licenciatura en Ciencias del Lenguaje y Literatura suffered a redesign in 2016 by the service area coordinator (Villeda de Trigueros, 2019) of Foreign Languages Department of the Western Multidisciplinary Campus. Regarding the opinion of the coordinator (Villeda de Trigueros, 2019), it is crucial to redesign the whole syllabi to make them more qualified to the major, and to include not only translation but also conversation since the necessities of the students have already changed. However, this redesign was made without taking into consideration any scientific method – a scientific

method collects measurable, empirical evidence in an experiment related to a hypothesis, and the results aim to support or contradict a theory (Bradford, 2017) –.

The service area did not use any scientific method to modify and make changes to include conversation and translation skills since the syllabus of Intensive Basic English of Licenciatura en Idioma Inglés, Opción Enseñanza was nearly divided into two parts, one given to English I syllabus and the other part to English II syllabus. Therefore, the objectives did not coincide neither with the purpose of the major nor with the content taught in class.

Through a diagnostic interview test addressed to the teachers who have taught the subjects English I and English II of the major Licenciatura en Ciencias del Lenguaje y Literatura, researchers found out that, as teachers manifested, that many students lacked of motivation to learn the foreign language because many of them were just taking the subject just because they had to. Besides, in the majority of cases, this subject it is the first one in which students are taught in a full English environment and in an interactive way, and that made it hard for them to grasp the topics and the language itself. Then, one purpose that these syllabus must comprise is to make students understand that English is not beyond the reach of their intellectual capacity in order to acquire a wide command of the different grammatical structures to be applied in the area of translation and conversation.

The English I and II syllabus should have the necessary contents that best help students learn English and use the appropriate vocabulary to communicate and translate. However, the current English I and II syllabi have six units to be developed in a semester, so time is not enough to complete all topics taking into consideration vacations, evaluations and the large amount of students. Likewise, Samayoa (2019) considers this is one aspect that should be changed drastically for the teacher to be able to have reachable goals. Since the classes are interactive and the group is large, many contents and topics are not covered at the end of the semester.

Additionally, according with Urey (1980) English opens the opportunity to work with a vocabulary that the student will face in his studies of different levels; in addition, a solid foundation is provided regarding to the grammatical structures that are found quite frequently in scientific literature. However, the teachers who oversaw the subjects English I and English

II in 2018, pointed out the target content and the vocabulary used in English I and II syllabus, is not related with the imperative vocabulary the major appeals in the objectives.

Consequently, it was necessary to analyze and identify areas of the English I and II syllabus that show inconsistencies in order to carry out a redesign to improve the content to be given during the semester and to provide students with a solid base in conversation and written translation.

1.2 Research Question

- What elements should the redesign syllabus of English I and II of Licenciatura en Ciencias del Lenguaje y Literatura at the University of El Salvador, Western Multidisciplinary Campus include?

1.2.1 Research Questions

- What are the elements that compose the English I and II syllabus of Licenciatura en Ciencias del Lenguaje y Literatura at the University of El Salvador, Western Multidisciplinary Campus?
- What are the conversation elements that students should develop according to the English I and II syllabus of Licenciatura en Ciencias del Lenguaje y Literatura at the Western Multidisciplinary Campus?
- What are the translation elements that students should emphasize according to the English I and II syllabus of Licenciatura en Ciencias del Lenguaje y Literatura at the Western Multidisciplinary Campus?
- What changes should be applied to improve the content in the redesign of the English I and II syllabus of Licenciatura en Ciencias del Lenguaje y Literatura during the semester?

1.3. Research Objectives

1.3.1 General Objective

- To redesign the English I and II syllabus of Licenciatura en Ciencias del Lenguaje y Literatura at the University of El Salvador, Western Multidisciplinary Campus

1.3.2 Specific Objectives

    a. To describe the elements that compose the English I and II syllabus of Licenciatura en Ciencias del Lenguaje y Literatura

    b. To analyze the conversation elements that the English I and II syllabus of Licenciatura en Ciencias del Lenguaje y Literatura at the Western Multidisciplinary Campus should have

    c. To analyze the translation elements that the English I and II syllabus of Licenciatura en Ciencias del Lenguaje y Literatura at the Western Multidisciplinary Campus should have

    d. To formulate a proposal of changes of the English I and II syllabus of Licenciatura en Ciencias del Lenguaje y Literatura

    e. To describe the functionality of the proposed syllabus of the English I and II of the major Licenciatura en Ciencias del Lenguaje y Literatura

1.4 Hypothesis

The redesign syllabus fosters student's conversation and translation skills.

1.5 Justification

The purpose of carrying out this undergraduate study was to redesign English I and II syllabus of Licenciatura en Ciencias del Lenguaje y Literatura at the University of El Salvador, Western Multidisciplinary Campus.

Nowadays, in the major of Licenciatura en Ciencias de Lenguaje y Literatura, it is a requirement for students who take English I and II to develop the skills of conversation and translation because the necessities of society have changed. However, the syllabus of the subjects English I and II have the same main objectives since its first appearance in 1981 Urey (1980), and these objectives are all related to translation only.

Nevertheless, the syllabi were modified in 2016 (Villeda de Trigueros, 2019), and it has the same chief objectives though they concern communicative purposes, namely, the objectives differ from the current content. According to Villeda de Trigueros (2019), it is a

"chaos waterfall". Then, a redesign of the syllabus was needed as the objectives and contents need to develop communicative and translation skills.

Additionally, English I and II syllabus of Licenciatura en Ciencias del Lenguaje y Literatura has too many contents to be covered in one semester; that is why, in words of Samayoa (2019) it is an aspect that should be changed drastically to have reachable goals in the syllabus.

The ideal is that the students be trained to use the provided tools to translate and interpret English structures, that they master at least Basic English communication at the same time, that they familiarize with the vocabulary related to the major and that they put it into practice in conversations.

The ideal syllabi need to provide a solid basis on written translation from English to Spanish with constant practice with the help of an updated design of the syllabus of this prominent subject, and that they learn to use the language for day to day conversations. This redesign syllabus' determination is to develop students' both conversation and translation skills at once.

Furthermore, the importance of this study is to analyze and to describe the elements that compose the English I and II syllabus in order to get conclusions about what has to be changed and what are the ideal elements to use for the syllabus; besides, it was significant to formulate a proposal of changes of the English I and II syllabus to improve the content to be imparted during semester, and provide students a compacted formation on translation and conversation; further, it was vital to evaluate the functionality of the proposed syllabus of the English I and II of the major Licenciatura en Ciencias del Lenguaje y Literatura to substantiate its range performance.

The benefited population with this undergraduate thesis work was the English I and II students of Licenciatura en Ciencias de Lenguaje y Literatura. Also, it was profited the English I and II teachers of the Foreign Language Department that belong to the service area to have clear goals and administer the contents and the time academically and professionally; plus, it facilitated the service area coordinator of Foreign Language Department to furnish and distribute the teaching material more efficiently. Conducted by this, the elements included in

the redesign enhanced the English I and II syllabus to reach more accurate results in the learning-teaching process.

CHAPTER II

REFERENTIAL FRAMEWORK

The English subject takes an important role in the major Licenciatura en Ciencias del Lenguaje y Literatura because with the English language the students begin in the domain of a second language to expand their cultural and intellectual horizons. The purpose of English I and II is to highlight the importance of English in terms of translation and conversation to emphasize its usefulness specifically when the students consult bibliography published in English.

2.1 Evolution of How the English I and II Syllabus Problem Came to be

According to Urey (1980), the students of the University of El Salvador usually, in the majority of careers, see themselves in need of going to scientific material printed in English, in the differentiated area of their respective disciples of study. Students have no other alternatives than to confront such a bibliography, which turns out to be indispensable to acquire a better academic preparation. In other words, the students needed to have a wide command of various grammatical structures of English, as well as a series of techniques that allowed them to solve, with a minimum of difficulty, the consultation or study of texts, magazines, manuals, etc. edited in the English language.

Consequently, it was suggested the implementation of the Teaching of Technical English at university level in the area of translation and written interpretation in Spanish. Technical English is proposed because students have the opportunity to work with a vocabulary that they will face in their studies of differentiated level; in addition, a solid base is provided with respect to grammatical structures, found quite frequently in scientific literature (Urey, 1980).

The creation of the syllabus of English I and English II was done with the purpose that the students acquire a broad knowledge of the translation and interpretation skills of texts. The English I syllabus consisted of six units and the English II syllabus consisted of four units with the objective that students obtain the learning of different verb tenses, simple and perfect active and passive voice, and how to distinguish clearly within a given context in the plane of translation written.

Over the years, new careers at the University of El Salvador, Western Multidisciplinary Campus as Licenciatura en Ciencias del Lenguaje y Literatura had the need to incorporate technical English into their pensum so that students acquired a solid foundation in written translation from English to Spanish. Besides, the syllabus of English I and II, through the years, has presented different problems since it was outdated, and no longer assembled the necessities of the students.

The syllabus of English I and II of the major Licenciatura en Ciencias del Lenguaje y Literatura suffered a redesign in 2016 by the service area coordinator (Villeda de Trigueros, 2019) of Foreign Languages Department of the Western Multidisciplinary Campus. The syllabus of English I and II has undergone changes since it combines the English of translation and conversation. The difference between each study plan is that the English I and II will be focused according to the specialty to which it is addressed. Each topic is planned taking into account scientific vocabulary appropriate to each specialty. (Villeda de Trigueros, 2016).

The incorporation of the conversational skills required a complete redesign of the syllabus of English I and English II without neglecting the experience of the pioneer Lic. Victor Manuel Urey Peñate. The English I and II syllabus consisted of six units with the purpose of providing students with a solid base for the use of translations and conversation tools in English.

However, this redesign was made without taking into consideration any scientific method. Since the service area did not use any scientific method to modify and make changes to include conversation and translation skills, the objectives were not according with both the purpose of the major and the content taught in class.

2.2 What is a Syllabus?

A syllabus can be defined as a description of the contents of a course of instruction and the order in which they are to be taught (Richards, 2002). The syllabus should delineate the responsibilities of students and of the teacher for various tasks, including attendance, assignments, examinations, and other requirements (Matejka & Kurke, 1994). The theory of language explicitly or implicitly underlying the language teaching method will play a major

role in determining what syllabus is adopted. Theory of learning also plays an important part in determining the kind of syllabus used (Reilly, 1988).

In addition, according to Fink (2003), a syllabus can only be as good as the design of the class itself. He expresses that, for many faculties, explicitly articulating the learning goals for students is the most difficult aspect of a course design; notwithstanding, without this articulation, the direction of the course can become extremely confusing to students, and the grading can become haphazard or even unfair since assessing what students have learned must be carefully tied to the learning goals the teacher has announced to them.

2.3 Legal Basis

According to Reglamento de la Gestión Académico-Administrativa de la Universidad de El Salvador (2017), a syllabus is the description of a set of activities that direct the teaching-learning process, structured in such a way that they lead the student to reach a series of previously determined objectives for each learning unit. In the elaboration of the study programs, the following basic elements will be considered:

a) General data, such as: Institution, Faculty, School, Departments, Career, Career code, name of the learning units, level in academic semester, prerequisites, credits; duration of the semester (weeks and hours of work), class hours, name of the teacher or teachers who teach the learning unit, coordinator of the Learning Unit if required;

b) General description of the learning unit;

c) Objectives of the learning unit;

d) Contents per unit or thematic blocks;

e) Strategies, activities and teaching-learning methodologies;

f) Ex-classroom activities;

g) Evaluation system;

h) Bibliography

2.4 Types of Syllabus

2.4.1 Syllabi for Conversational Purpose

2.4.1.1 The Structural Syllabus

The structural or grammatical syllabus is doubtless the most familiar of syllabus types. It has a king history, and a major portion of language teaching has been carried out using some forth of it. The structural syllabus is based on an old a theory of language that assumes that the grammatical or structural aspects of language form ate the most basic or useful (Krahnke K. , 1987).

The content of the structural syllabus (Krahnke K. , 1987) is language form, primarily grammatical form; and the teaching is defined in terms of form. Although the definition of language form Arid the most appropriate 7-grammar" to use in pedagogy have long been disputed, most existing structural syllabi use some traditional, Latin; based, descriptive/prescriptive grammatical classification, and terminology.

Krahnke theorizes that the benefit of a grammar syllabus is that students move from simpler to more complex structures and they may learn the structures more easily. Even though the materials seem to consider grammar-based arrangement, activities in the book enforce students to learn English through guided conversations.

2.4.1.2 The Notional /Functional Syllabus

The notional/functional syllabus is the best known of contemporary language teaching syllabus types. It is however, also the object of a great deal of misunderstanding. On the one hand, while notional/functionalism has been referred to as an "approach" (Johnson & Brumfit, 1979), it has never been described as anything other than a type of content of language instruction that can be taught through a variety of classroom techniques. On the other hand, notional/functionalism has been closely associated with what: has been called "communicative language teaching" (Johnson & Brumfit, 1979) a rather amorphous view of language teaching that has been referred to as a method but is really a collection of different approaches and procedures clustered around notional/functional content.

There are many advantages to this type of syllabus, as stated by Finocchiaro & Brumfit (1983). It provides for the teaching of everyday, real-world language use in a variety of sociocultural situations in which features of pronunciation, vocabulary, grammar, and culture are selected and graded according to their priority in actual communication, and intermeshed meaningfully from the first lesson at the beginning level of learning to serve the learner's immediate communicative purpose. Moreover, the act of communication, even at elementary levels, will be intrinsically motivating simply because it expresses basic, universal communicative functions of language and because it makes use of notions that are most appropriate to complete the specific function or functions being expressed.

2.4.1.3 Situational Syllabus

The situational syllabus has a long history in language teaching, but situational content has mostly been used as an adjunction instruction that is primarily focused on language form and structure; Many "methods;" from grammar-translation to Berlitz to modern integrated textbooks, have used examples of the language being learned in situations and settings. These range from short dialogues to lengthy themes_ with casts of characters acting and behaving in complex ways. Many collections of conversation or communication activities are organized in terms of situations. It is important to realize that there is not just one situational syllabus; but many; differentiated by type of informational content and type of linguistic, (Alexander, 1976).

The benefit of a situational syllabus is that students learn how to use the target language in an authentic communication. The advantage of this syllabus is that when unexpectable situations happen in communication language learners are not accustomed to communicate in the language spontaneously. This syllabus is good for language learners who are preparing to go to a country where the language is being learned. This situational teaching has the goal of teaching specific language content that occurs in situation. (Absetiyadi-Unila, 2010).

2.4.2 Syllabi for Translation Purpose

2.4.2.1 A Task-based Syllabus

The task-based syllabus is relatively little-known. It is largely based on work by Krahnke (1987). The defining characteristic of task-based content is that it uses activities that the learners have to do for non-instructional purposes outside of the classroom as opportunities for language learning. Tasks are distinct from other activities to the degree that they have a non-instructional purpose and a measurable outcome, Tasks are a way of bringing the real world into the classroom.

Task-based learning is sometimes similar to situational learning, but the content of the situations is provided by the students themselves. Tasks are also not static; that is, they should involve a process of informational manipulation and development. They should also involve informational content that the language learners do not have at the beginning of the task. Another characteristic of tasks is that they require the student to apply cognitive processes of evaluation, selection, combination, modification, or supplementation (so-called "higher-order thinking skills") to a combination of new and old information. In task-based instruction, language is not taught per se, but is supplied as needed for the completion of the task (Krahnke K. , 1987).

2.4.2.2 A Content-based Syllabus

Content-based language teaching has been in existence for some bale, but has only recently been recognized as a viable way of teaching language as an end in itself. In concept, content-based teaching is simple: It is the teaching of content or information in the language being learned with little or no direct or explicit effort to teach the language itself separately from the content being taught. In practice, many programs using content-based approach have also included an instructional component specifically focusing on the target language, but such specific language instruction is not regarded as the primary contributor to target language acquisition (Irfani, 2014).

In words of Krahnke (1987), the benefit of a content-based syllabus is that students feel satisfied with the purpose of learning the target language, namely acquiring information. The feeling of satisfaction will promote their learning. The disadvantage of this syllabus is that the

content of instruction is not organized around the language teaching so that there is almost no teaching of the target language even though the students will automatically learn the language. This syllabus is often used in the immersion program, which has been addressed earlier.

Some syllabus types may be overlapped with the others. To some extent a content-based syllabus is similar to a skill-based syllabus; in a content-based syllabus students are often involved in activities that link the skills. Students might read and take notes, listen and write a summary, or respond orally to things they have read or written (Richards & Rodgers, 2001)

2.4.3 Syllabi for Conversational and Translation Purpose

2.4.3.1 A skill-based Syllabus

The term "skill" in language teaching has generally been used to designate one of the four modes of language: speaking, listening, reading or writing (Chastain, 1983). Here, however, the term is used to designate a specific way of defining the content of language teaching. The primary purpose of skill-based instruction is to learn the specific language skill. A possible secondary purpose is to develop more general competence in the language, learning only incidentally any information that may be available while applying the language skills. (Reilly, 1988).

The benefit of a skill-based syllabus is that students can specify their learning to reach their communicative competence, such as using telephone, booking a hotel, and others. The disadvantage of this syllabus is that it is harder to sequence the materials. This syllabus is good for those who want to learn specific language skills. (Absetiyadi-Unila, 2010).

2.5 Syllabi to Create a Redesign of the English I and II Syllabus of the Major Licenciatura en Ciencias del Lenguaje y Literatura

To create a syllabus that involves conversation and translation skills, the researchers chose three of the six syllabi types: the task-based syllabus, the situational based syllabus and the skill-based syllabus.

The Task-Based syllabus conveys constant practice and exercises in and out of the classroom. Therefore, this becomes crucial for the students as the subjects English I and

English II request students a solid basis on written translation from English to Spanish via constant practice.

Further, the Situational Syllabus helps students learn how to use the target language in an authentic communication. The situational syllabus is founded on conversational practice including activities that develop fluency, and most importantly, students move from simpler to more complex structures, so they may learn the structures more accurately.

Lastly, the Skill-Based Syllabus explains how all the skills (speaking, listening, reading and writing) join in with the purpose of getting an integral learning. It is vital to learn the specific language skills and to develop more general competence in the language. The benefit of the Skill-Based Syllabus is that English I and English II students will be able to train all the skills to reach both their communicative competence by aiming on speaking and listening and their translation competences by understanding reading and writing.

2.6 What is an Approach?

According to (Taylor, s.f.), an approach is a way of looking at teaching and learning. Underlying any language teaching approach is a theoretical view of what language is, and of how it can be learnt. An approach gives rise to methods, the way of teaching something, which use classroom activities or techniques to help learners learn.

Learners in the modern language classroom often learn through techniques drawn from a variety of methods/approaches. Teachers select techniques from various approaches according to the different needs of their learners.

2.7 What is a Method?

Method may be defined as an overall, long term orderly presentation of the material based on the approach. It is an orderly arrangement, its presentation is predetermined and it is systematic (Hofler, 1983).

In a classroom, a methodology is a system of practices and procedures that a teacher uses to teach. It will be based on beliefs about the nature of language, and how it is learnt (known as 'Approach'). Many teachers base their lessons on a mixture of methods and approaches to meet the different needs of learners and the different aims of lessons or courses.

Factors in deciding how to teach include the age and experience of learners, lesson and course objectives, expectations and resources (Thornbury, s.f.).

2.8 Types of Teaching Methods for Translation and Conversational Purpose

2.8.1 Grammar Translation Method

According to Richards & Rodgers (1986), Grammar Translation Method approaches the language first through detailed analysis of rules, followed by application of this knowledge to the task of translating sentences and texts into and out of target language.

According to Prator & Murcia (1979) in Teaching English as a Second Foreign Language the key features of the Grammar Translation Method are as follows:

1. Classes are taught in the mother tongue, with little active use of the target language. These aims are achieved in the classroom by long and elaborate grammatical explanations and demonstrations in the native language, (Rivers, 1964).
2. Much vocabulary is taught in the form of lists of isolated words. A number of studies demonstrate that learning by word lists is an effective way of learning vocabulary.
3. Long, elaborate explanations of the intricacies of grammar are given.
4. Grammar provides the rules for putting words together, and instruction often focuses on the form and inflection of words.
5. The habit of reading difficult classical texts is begun early. Students translate a reading passage from the target language into their native language. The passage may be excerpted from some work from the target language literature (Larsen-Freeman, 2000).
6. Little attention is paid to the context of texts, which are treated as exercises in grammatical analysis.
7. Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue.

Teacher's role and learner s role

Penny Ur (1996) talked about teacher's role and learner's role in major teaching methods. In Grammar-Translation Method, the teacher's role is to explain grammar rules and the meaning of words in the learner's native language, organize practice (for example, the

recitation of rules and translation), and correct learner's mistakes whereas learner's role is to pay careful attention to the teacher's explanations and corrections, memorize rules and vocabulary lists, and carefully do the practice tasks the teacher sets. Fuentealba (2008) found the learners discoverer. They follow teacher instruction.

2.8.2 Direct Method

Richards and Rodgers (1986), describe principles of procedures underlying the Direct Method in the following way:

1. Classroom instruction was conducted exclusively in the target language.
2. Only everyday vocabulary and sentences were taught.
3. Oral communication skills were built up in carefully graded progression organized around question-answer exchanges between teachers and students in small, intensive classes.
4. Grammar was taught inductively.
5. New teaching points were introduced orally.
6. Concrete vocabulary was taught through demonstrating, objects (e.g.realia or pictures), and pictures; abstract vocabulary was taught by association of ideas.

Larsen Freeman (2000) talked about few techniques of Direct Method.

- **Question and answer exercise**

This exercise is conducted only in the target language. Students are asked questions and answer in full sentences so that they practice new words and grammatical structures. They have the opportunity to ask questions as well as answer them.

- **Self-correction**

This technique has some important advantages, such as:

- Students are involved in the process

– This renews confidence if they can correct themselves

- Self-corrected mistakes are more memorable and less likely to occur

- It encourages learner independence

- It gives the teacher feedback on the student's knowledge, ability and awareness

2.8.3 Audio-Lingual Method

Language should be taught by using "intensive oral drilling of its basic patterns" (Richards J. , 1987). The main learning principles of audio-lingual method were introduced:

- First of all, foreign language learning is a mechanical process. Memorization and repetition of dialogues or other drill patterns minimize the risk of making a mistake and increase the chances of giving a correct answer that leads to reinforcement of good habits. As it was mentioned above, drills and pattern practice are typical of the Audio-lingual method. (Richards J. , 1987). These include the main things such as:

Repetition: where the student repeats an utterance as soon as he hears it, without looking at printing materials. After a student has repeated an utterance, he may repeat it again and add a few words, then repeat that whole utterance and add more words.

EXAMPLES: I used to know him. – I used to know him. I used to know him years ago…

Inflection: Where one word in a sentence appears in another form when repeated

EXAMPLES.I bought the ticket. -I bought the tickets.
He bought the candy -She bought the candy.

Replacement: Where one word is replaced by another word

EXAMPLES. He bought this house cheap. -He bought it cheap Helen left early -She left early.

- Second, Foreign language can be learned and taught more effectively if it is presented in spoken form before students will see written form. "Aural-oral training is needed to provide the foundation for the development of other language skills" (Richards J. , 1987).
- Third, the meaning of words and phrases of a second language should be learned and taught in a linguistic and cultural context. "Teaching a language thus involves teaching aspects of the cultural system of the people who speak the language" (Rivers, 1964, p.1922).

Teacher's role and learner's role:

According to Richards and Rodgers (1984) the teacher's role in central and active; it is a teacher dominated method. The teacher models the target language, controls the direction and place of learning, and monitors and corrects the learners' performance. In Audio-lingual Method, correct production by learners should always be praised (reinforced) and incorrect production instantly and firmly corrected. So, teacher needs to be active, demonstrating the language, organizing practice, and correcting the learners and learner's role is to listen carefully, imitate, and participate as much as possible in the oral practice of the language.

2.9 Elements of the current English I and II syllabus of Licenciatura en Ciencias del Lenguaje y Literatura

2.9.1 Generalities

The generalities in a syllabus are specific or basic details of the course. The English I and II syllabus detail the subject, number of units, academic year and semester. Moreover, it details the name of the teacher in charge, the group and finally the schedule like class hours per week and laboratory hour.

2.9.2 Objectives

The course objectives determine the goals for the course and clarify what the teacher want the student to learn and accomplish. The English I and II syllabus of the major Licenciatura en Ciencias del Lenguaje y Literatura deliver general and specific objectives; the general objective center in highlight the importance in English in conversation and English in translation. Likewise, it also focuses on become familiar with the specific vocabulary. Hence, the specific objective center in making oral translation of paragraphs.

2.9.3 Course Description

Course description is an element of the syllabus that provides information about the course. The central point of the English I and II syllabus of the Licenciatura en Ciencias del Lenguaje y Literatura is to combine Technical English with Conversational English. Besides, it helps students to develop the fourth macro skills (listening, speaking, reading and writing).

Also, each new topic begin with technical education of grammar that will be used in each units.

2.9.4 Evaluation Protocol

The evaluation protocol frames the regulation of the evaluations, rights and duties of the student. The evaluation protocol of the English I and II syllabus includes individually and pairs evaluations, a physical Spanish- English dictionary. Another regulation is that during a test the electronic devices are not allow to avoid problems. Furthermore the criteria sheets for oral evaluations must be given to the students at the beginning of the semester.

2.9.5 Class development Protocol

The class development are rules that are established at the beginning of the semester to have order inside the classroom. The class development protocol of English I and II syllabus establishes four rules which are to attend to class punctually, participate in class activities, keep the cellphone in vibration, and get up if only necessary.

2.9.6 Unit Contents

The English I and II syllabus of the major Licenciatura en Ciencias del Lenguaje y Literatura provides different targets structures that will develop during the course. Besides, the syllabus contents cover the fourth macro skills which are listening, reading, writing and speaking skills.

2.9.7 Methodology

It comprises the principles and methods used by teachers to enable student learning. These strategies are determined partly on subject matter to be taught and partly by the nature of the learner. Since the subject is a combination between conversation and translation, the English I and II syllabus of Licenciatura en Ciencias del Lenguaje y Literatura apply the eclectic method to develop the fourth macro skills. Moreover, the methodology will be useful to make emphasis to the correct pronunciation of the vocabulary to present. It also provides paragraphs related with the content and the grammatical structures to explain in class for students to practice interpreting.

2.9.8 Evaluations

Evaluations are built in line with student learning objectives. The evaluations will detail the type of assessments that will occur within the course structure, how they will be marked, and how they provide evidence of student learning. The evaluations of the English I and II syllabus consist in evaluations that assess the fourth macro skills. The first one is a listening and reading test with 15 %, then, a dictation tests with 15%, 2 quizzes with 20%, one written exam with equivalent of 20%, a five minute show and tell to measure the conversational skills with 20% and finally the attendance that has a percentage of 10.

2.9.9 Bibliography

Bibliography is the term used for a list of sources (e.g. books, articles, websites) used to write an assignment (e.g. an essay). The current English I and II syllabus does not include any bibliographical material.

2.10 Elements of the Ideal Conversational Syllabus

2.10.1. Generalities

The generalities of the conversational syllabus detail the name of the subject, the code, the pre-requisites, the credits, and the semester. Hence, the syllabus detail the weekly distribution of theoretical and practical hours such as hours per week, weeks per semester, hours per semester, and class duration. The conversational syllabus also mentions the group and the academic year of the subject.

2.10.2. Course Description

The description of the course is a section that provides the fundamental aspects of the course. The central purpose of the conversational syllabus to develop metacognitive competences in the knowledge and awareness of key concepts regarding the conversational competence, and at the same time encourage interaction through language tasks in a variety of topics. It is important for the conversational syllabus to develop in students the four English learning macro-skills: listening, speaking reading, and writing in order to become more proficient English speakers. Hence, the conversational syllabus become students aware of the conversational skills that an English Language user needs to engage in an on-going, interactive

process. Finally, the course highlights the important of using of an online platform to reinforce the course topics.

2.10.3. Objectives

The conversational syllabus provides general and specific objectives to be reach during and at the end of the course. The general objectives focus on the importance of English in the field of conversation, and the development of oral production skills in terms of degree of range, accuracy, fluency, interaction and coherence. At the same time, it is important to provide solid foundation for the use of conversation tools in English.

The specific objectives in the conversational syllabus requires students to engage in various conversational activities, and to communicate in English in various social settings. Besides, it requires students to boost their confidence and enthusiasm through the development of conversational skills, and at the same time reinforce their oral skills throughout the use of blogs, forums, and video activities.

2.10.4. Program Contents

The programmatic contents correspond to the body of information and themes developed throughout the semester of studies. The target structures are defined so that students can develop their conversational skills. Besides, the content is focus on the four English learning macro-skills: listening, speaking reading, and writing in order to become students more proficient English speakers.

2.10.5. Methodology

The methodology corresponds to the methods, strategies and teaching-learning techniques used in the teaching of the subject. The conversational syllabus focuses on the explicit teaching and awareness of conversational aspects to be identified, analyzed and further used in real life. The syllabus make use of the different language methods through the utilization of an array of activities and materials conducive to learning the language more interactively and communicatively. Therefore, the participation in discussions with classmates and teacher is important for the students to develop their conversational skills. During the

process, the syllabus suggest to provide feedback and error correction, and at the same time to monitor and evaluate students' learning by assigning different tasks during the semester.

2.10.6. Evaluations

The evaluation of the learning in a conversational syllabus presents the way in which the teacher will collect the results of his teaching practice. The tests and controls are designed to rethink, revise and refine student conversational learning. The syllabus I and II suggest a reading and listening comprehension test, a video activity, a written exam, a blog activity, a mini presentation, a case scenario, an online forum, and finally a video presentation.

2.10.7. Course Material

The conversational syllabus is supported by Schoology platforms that contains activities related with the content seen in classes. The syllabus also contains Blogger and PowToon websites in which students will develop their evaluation activities.

2.10.8. Student Profile

The conversational syllabus ask the following student profile:

- an autonomous student who is aware of the responsibility he/she has in his/her learning process within and outside the classroom
- a student with attitudes that reflect respect and tolerance for himself/herself, his/her peers, teachers and academic processes in the academic program
- A student who recognizes and appreciates the class sessions as crucial to their own linguistic and professional development
- An active, reactive and proactive student who views the teaching practicum in the courses in which he/she participates, as an experience toward his/her own training as an English teacher to be

2.10.9 Class Development Protocol

The class development are rules that are established at the beginning of the semester to have order inside the classroom. In the conversational syllabus, some class rules are

mentioned such as attend all classes and be on time, sign the attendance given by the teacher, be respectful with your teacher and classmates, etc.

2.10.10 Teacher's Performance Protocol

The teaching performance protocol refers to the philosophy with which the professor handles the logistics of the subject, the class session and the evaluation activities. It specifies the forms of behavior and the roles of the participants. In the conversational syllabus, the teacher's performance protocol includes the following:

- Present the complete syllabus
- Being aware of the evaluation dates
- Choose a class representative
- Give the class representative all the printed material
- Verify periodically his/her syllabus

2.10.11. Content Development Protocol

The class development protocol are the steps that the teacher must follow to develop the content of the syllabus in order to make students master the conversational skills. The teacher will begin teaching the grammatical structures that are in the syllabus. Once the grammatical structures are taught, the teacher will make production practices for the students so they can develop their conversational skills. Therefore, the production practices will consist on activities related to the four macro skills: listening, speaking, reading, and writing.

2.10.12. Evaluation Protocol

The evaluation protocol frames the regulation of the evaluations, rights and duties of the student, mechanisms for the justification of absences to classes and to evaluations, and legal mechanisms for the review of exams in case it is necessary. In the conversational syllabus, the evaluation protocol refers to the University's rules regarding to evaluations.

2.10.13. Suggested Bibliography for Students

The bibliography covers the computer resources and complementary material that will help the student to strengthen their knowledge in reference to the subject. It also presents available texts and websites for the complementary practice of the subject.

2.11 Elements of the Ideal Translation Syllabus

2.11.1. Generalities

The generalities of the translation syllabus describe the name of the subject in course, the code, the credits and also the previous requirements. Besides, the syllabus describes the weekly distribution of hours in theoretical and practical classes such as hours per week, weeks per semester, hours per semester and long duration of the class. The translation syllabus also mentions the theoretical group assigned as well as the academic year of the subject.

2.11.2. Basic Instructor Information

The translation syllabus establishes that it is necessary for the students to have a way of communication with the teacher; that is why, the syllabus includes the name of instructor, the email address, and office hours.

2.11.3. Course Description

The elementary description of the complete course shows and tests the fundamental descriptions of the course. The translation syllabus is designed in such a way that students are able to use the tools provided to translate or interpret the basic structures of the English language. This contributes to the cognitive development of the students during the theoretical and practical classes. Besides, it develops the metacognitive competences in the knowledge and awareness of key concepts regarding the translation competences, and at the same time, it becomes students aware of the translation skills an English Language user needs to engage in an on-going, interactive process.

2.11.4. Objectives

The translation syllabus contains general and specific objectives to be achieved at the end of the semester. The general objectives are specifically focused on develop translation

skills and the importance of English in the field of translation and the importance of the specific vocabulary of the career students study. Besides, it is important to provide a solid foundation in the written translation through constant practice. The Specific objectives focus on translating paragraphs orally in English and developing students' ability to translate from English to Spanish and vice versa by using the translation pattern of each grammatical structure

2.11.5. Course Content

The programmatic contents correspond to the body of information and themes developed throughout the semester of studies. The target structures are defined so that students can develop their translation skills. Besides, the content is focus reading and writing skills.

2.11.6. Methodology

The method to be used in the translation syllabus is the Translation Grammar Method. Strategies and techniques are used so that the student participates actively in class.

2.11.7. Evaluations

The evaluations will detail the type of assessments that will occur within the course structure, how they will be marked, and how they provide evidence of student learning. The translation syllabus suggests five texts translation from English to Spanish with 20% each.

2.11.8. Class Development Protocol

The class development are rules that are established at the beginning of the semester to have order inside the classroom. In the translation syllabus, some class rules are mentioned such as attend all classes and sign the attendance, restrict the cellphone use, respect for teachers and students, prepare for classes, and give homework assignments.

2.11.9. Teacher's Performance Protocol

The teaching performance protocol refers to the philosophy with which the professor handles the logistics of the subject, the class session and the evaluation activities. It specifies the forms of behavior and the roles of the participants. In the translation syllabus, the teacher's performance protocol includes the following:

- Present the complete syllabus
- Being aware of the evaluation dates
- Choose a class representative
- Give the class representative all the printed material
- Verify periodically his/her syllabus

2.11.10. Content Development Protocol

The content development protocol are the steps that the teacher must follow to develop the content of the syllabus in order to make students master the translation skills. The teacher will begin teaching the grammatical structures that are in the syllabus. Then, the teacher will teach the translation patterns making use of examples with the grammatical structure. Finally, after having completed the teaching of the translation patterns, the teacher will make practices of translation with the grammatical structure previously seen.

2.11.11. Evaluation Protocol

The evaluation protocol frames the regulation of the evaluations, rights and duties of the student, mechanisms for the justification of absences to classes and to evaluations, and legal mechanisms for the review of exams in case it is necessary. In the translation syllabus, the evaluation protocol refers to the University's rules regarding to evaluations

2.11.12. Suggested Bibliography for Students

The bibliography covers the computer resources and complementary material that will help the student to strengthen their knowledge in reference to the subject. It also presents available texts and websites for the complementary practice of the subject.

2.12 Elements of the Ideal Syllabus for Conversational and Translation Purpose

2.12.1. Generalities

The generalities list some important items that provide the identification of the subject and contact between the student and the teacher. The generalities of the ideal conversational and translation syllabus express the name of the subject, the code, the pre-requisite, credits, semester, and schedule. Hence, the syllabus detail the weekly distribution of theoretical and

practical hours such as hours per week, weeks per semester, and hours per semester. The syllabus also specifies the class duration, group and academic year.

2.12.2. Basic Instructor Information

This syllabus states the necessary information for the students to have a way of communication with the teacher. The syllabus comprises the name of instructor, Email address, and office hours.

2.12.3. Course Description

The description of the subject is a section that provides the fundamental aspects of the course. The central purpose of the subject is exposed. It requires the most important conceptual, procedural and attitudinal knowledge that students must master at the end of the course (Fuentes, 2016).

This course develops metacognitive competences in knowledge and awareness of key concepts regarding the translation and conversational competence. Also, it explains the use of the given tools to translate and interpret texts. Plus, students become aware of the translation and conversational skills an English Language user needs to engage in on-going, interactive process. Besides, the syllabus encourages interaction through language tasks in a variety of topics, and at the same time, the course develops the four English macro-skills: listening, speaking, reading and writing. Finally, it highlights the important of using of an online platform to reinforce the course topics.

2.12.4. Course Objectives

The objectives are an essential part of the syllabus; therefore, they must be measurable, achievable, and relevant, also they provide benefits, beneficiaries, and purpose. The general objectives of this course's syllabus require students to develop their translation skills and develops their oral production skills in terms of range, accuracy, fluency, interaction and coherence. Regarding the specific objectives, this syllabus engages in various translation and conversational activities in both translating paragraphs orally and in a written way in English. Also, it requires students to develop their abilities to communicate in English in various social setting, and the ability to translate from English to Spanish and vice versa. Besides, it boost

students' confidence and enthusiasm through the development of translation and conversational skills. On the other hand, the syllabus require students to boost their confidence and enthusiasm through the development of translation and conversational skills. Finally, it is important to reinforce students' translation and conversational skills throughout the use of technology.

2.12.5. Course Content

The programmatic contents correspond to the body of information and themes developed throughout the semester of studies. It details the conceptual knowledge, definitions or themes that will be taught in each of the teaching units (Fuentes, 2016). The target structures of the course are defined so that the students develop translation and communicative skills. The programmed contents is focused on the listening, reading, writing, and speaking skills. Also, it is focused on developing students' translation skills through the use of translation patterns and translation practices.

2.12.6. Methodology

The methodology corresponds to the methods, strategies and teaching-learning techniques used in the teaching of the subject. Each strategy is made up of steps that allow carrying out an activity and achieving the goals. (Fuentes, 2016). The method to be used is the Umbrella Approach concerning the translation and conversation content and target structures. Others strategies are used to have an effective array of activities and materials, and to achieve participation in discussions. Also, feedback and error correction will be applied thanks to monitoring and evaluation of students' learning.

2.12.7. Evaluations

The evaluation of the learning presents the way in which the teacher will collect the results of his teaching practice. The tests and controls are designed to rethink, revise and refine students' learning (Fuentes, 2016). The evaluations will detail the type of assessments during the course. It voices how they will be marked and how they will provide evidence of student's learning. The evaluations are:

* Reading and listening Comprehension - 15%

* Video Activity- 15%

* Case Scenario- 15%

* 2 translation quizzes - 10% (5% each)

* Written exam - 20%

* Blog Activity- 15%

* Online forum- 15%

* Mini and video presentation- 15%

*Formative assessment - 10%

2.12.8. Course Material

The syllabus is supported by Schoology platforms that contains activities related with the content seen in classes. The syllabus also makes use of Blogger and PowToon website to reinforce students´ four macro skills. The syllabus also contains bibliographical material that will help students to get extra information of the contents seen in class.

2.12.9. Student profile

It presents the duties and responsibilities of a student toward the class itself and the teacher. This syllabus suggests the student to be aware of responsibility, to have attitudes that reflect respect and tolerance, to recognize and to appreciate the class sessions, and to be active, reactive and proactive.

2.12.10. Class Development Protocol

The class development protocol refers to all students and teacher's actions aimed to create safe and stimulating learning environment. It specifies the forms of behavior and the roles of the teacher and students. It includes norms such as attend all classes and sign the attendance, respect for teachers and students, prepare for classes, and give homework assignments.

2.12.11. Teacher's Performance Protocol

The teaching performance protocol refers to the philosophy with which the professor handles the logistics of the subject, the class session and the evaluation activities (Fuentes, 2016). It presents the duties and responsibilities of a teacher toward the students. The syllabus suggests the teacher to present the complete syllabus, to be aware of the evaluation dates and deadlines, to choose a class representative among the students, to give the class representative all the printed material to share it with the whole class and to verify his/her syllabus constantly.

2.12.12. Content Development Protocol

The content development protocol are the steps that the teacher must follow to develop the content of the syllabus in order to make students master the translation and conversational skills. The teacher will begin teaching the grammatical structures that are in the syllabus. Once the grammatical structures are taught, the teacher will make production practices for the students so they can develop their conversational skills. Therefore, the production practices will consist on activities related to the four macro skills: listening, speaking, reading, and writing. Then, the teacher will teach the translation patterns making use of examples with the grammatical structure. Finally, after having completed the teaching of the translation patterns, the teacher will make practices of translation with the grammatical structure previously seen.

2.12.13. Evaluation Protocol

It frames the regulation of evaluations, rights and duties of the students, mechanisms for the review of exams if necessary. In the translation and conversational syllabus, the evaluation protocol refers to the University's rules regarding to evaluations.

2.12.14. Suggested Bibliography for Students

The bibliography covers the computer resources and complementary material that will help the student strengthen their knowledge in reference to the subject. It also presents available texts and websites for the complementary of the subject (Fuentes, 2016).

2.13 Functionality of a Syllabus

The functionality of a syllabus is vital for the teaching and learning process. It focuses teacher day-to-day teaching on the key goals and objectives. Besides, it explains how the student will change as a result of the successful completion of the course.

According with Reis (1997), there are some functions the syllabus achieves:

a. Establishes Contact and Connection Between Student and Instructor

Teachers can begin to communicate their availability by including basic information such as their name, address, telephone numbers, e-mail address, office hours, how to arrange for a conference.

b. Defines Student Responsibilities for Successful Course Work

Teacher's syllabus can help students to achieve some personal control over their learning, to plan their semester, and to manage their time effectively. If his students have a clear idea of what they are expected to accomplish, when, and even why, they will be more likely to finish assignments within a reasonable time and be appropriately prepared for classes and exams.

c. Can Include Material that Supports Learning Outside the Classroom

Much learning takes place outside of the classroom. Teachers can transform student study time outside of class by providing strategies in the syllabus that help students to interact more critically with the textbook, supplemental readings, or other work, so that they will be better prepared for class.

d. Helps Set the Tone for Teacher Course

The syllabus communicates much about teacher attitudes toward students and learning. The way in which teacher communicate his views helps students to understand whether his class will be conducted in a formal or informal manner. Communicating an openness to questions, concerns, and dialogue begins with the syllabus.

2.14 What is Conversation?

In words of Dubberly (2009), conversation is a progression of exchanges among participants. Each participant is a "learning system," that is, a system that changes internally as a consequence of experience. This highly complex type of interaction is also quite powerful, for conversation is the means by which existing knowledge is conveyed and new knowledge is generated. Conversation is a joint activity in which two or more participant's uses linguistic forms and nonverbal signals to communicate interactively (Brennan, 2010).

2.15 What is a Conversational Syllabus?

A conversational syllabus is designed to develop nonnative speaker oral skills that are relevant to establishing and maintaining direct conversation and communication in English language. The conversational syllabus focuses on a range of skillsets, including improving listening comprehension, participating in class discussions, understanding conversational strategies, giving group presentations, asking and answering questions, interacting effectively with other students, and improving through self-evaluation of speech (ucla.edu, 2015).

2.16 Components of the Conversation

2.16.1 Pronunciation

Pronunciation is the way for students to produce clearer language when they are speaking. It means that the student can communicate effectively when they have good pronunciation and intonation even though they have limited vocabulary and grammar. Pronunciation refers to the traditional or customary utterance of words. From that statement can be concluded that pronunciation is the way for students to produce the utterance words clearly when they are speaking (Kline, 2001). English pronunciation does not amount to mastery of a list of sounds or isolated words. Instead, it amounts to learning and practicing the specifically English way of making a speaker's thoughts easy to follow (Gilbert, 2008).

2.16.2 Grammar

Grammar is needed for the students to arrange correct sentences in conversation both in written and oral forms. Grammar is defined as a systematic way of accounting for and predicting an ideal speaker's or hearer's knowledge of the language. This is done by a set of

rules or principles that can be used to generate all well-formed or grammatical utterances in the language (Purpura, 2004). Grammar refers to the set of rules that allow us to combine words in our language into larger units.

Sometimes grammar is thought of as a set of rules that must be followed exactly to produce 'correct' sentences. The application of this view to reading and writing has been described as producing 'nice bricks' but 'no plan' because it does not help students comprehend and compose texts designed to achieve specific and relevant purposes ((Alexander, 1976).

2.16.3 Vocabulary

Vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structure and function we may have learnt for comprehensible communicative. It can be said that one key the success in communicative, which is the power of words.

Vocabulary means the appropriate diction or the most important thing in a language especially in speaking; furthermore, knowing many vocabularies we will be easier to express our ideas, feeling and thoughts both in oral or written form. In spoken language, the vocabulary tends to be familiar and every day (Turk, 2003). It means that in spoken language or speaking, the vocabulary used must be very familiar and it is used in everyday conversation in order to understand the spoken discourse.

So vocabulary can be defined as the words of a language, including single items and phrases or chunks of several words which covey a particular meaning, the way individual words do. Vocabulary addresses single lexical items—words with specific meaning(s)—but it also includes lexical phrases or chunks.

2.16.4 Fluency

Fluency is defined as the ability to speak communicatively, fluently and accurately. Fluency usually refers to express oral language freely without interruption. In teaching and learning process, if the teacher wants to check students' fluency, the teacher allows students to express themselves freely without interruption. The aim is to help students speak fluently and

with ease. The teacher does not correct immediately whereas the idea being that too much correction interferes with the flow of conversation (Pollard, 2008).

2.16.5 Comprehension

Comprehension is an ability to perceive and process stretches of discourse, to formulate representations the meaning of sentences. Comprehension of a second language is more difficult to study since it is not; directly observable and must be inferred from overt verbal and nonverbal responses, by artificial instruments, or by the intuition of the teacher or researcher. Comprehension refers to the fact that participants fully understand the nature of the research project, even when procedures are complicated and entail risks (Cohen, 2005).

As comprehension involves the interaction of a wide range of cognitive skills and processes there are many occasions where difficulties arise that may lead to comprehension failure (Cain and Oakhill 2007). For example, during reading the 2.3 Comprehension: A Cognitive Process 17 ability to derive meaning is normally enhanced when there is a reduction in the cognitive load of a reader's working memory, and the reader can decode the words and phrases fluently and bring meaning to the unfamiliar vocabulary encountered (Daneman and Green 1986; Manset-Williamson and Nelson 2005; Pressley 1998)

2.17 What is Translation?

The word 'translation' is made up of two words: 'trans' and 'laturn'. The former Latin word means 'across' or 'beyond' and the latter means 'carried' or 'borne'. Thus translation is a 'carrying across', or it acts as a bridge that attempts to fill the gap between languages. According to Catford (1965), translation is defined as the replacement of textual material in one language (SL) by equivalent textual material in another language. He further states translation is an operation, performed on languages: a process of substituting a text in one language for a text in another.

2.18 What is a Translation Syllabus?

A translation syllabus is designed in such a way that students are able to use the tools provided to translate or interpret the basic structures of the English language. It trains students for written translation in paragraphs from English to Spanish as an immediate practical

application of English, and at the same time, it provides students with a solid foundation in written translation from English into Spanish through constant practice (Letras, 2006).

2.19 Elements of Translation

2.19.1 Paratranslation

The concept of paratranslation was born with the purpose of approaching and analyzing the impact of the aesthetic, political, ideological, cultural and social manipulations at play in all the paratextual productions situated in and out of the margins of any translation (Gruber & Zawisza, 2000). Paratranslation provides information about the activities that are present at the threshold of translation, as well as about what they represent and teach in terms of the translator's subjectivity and the nature of the translated product. Paratranslation also contributes to the elucidation of the role in power relations played by different ideologies (Venuti, 1995) in the distribution and reception of translations.

The concept of paratranslation is ideally suited to describe and define the indecisive, inconclusive spatiotemporal area occupied by translators who face a translating assignment with the knowledge that the quality of the final product depends on their taking the appropriate decisions regarding both texts and paratexts.

2.19.2 Translating orthography

The slightest typographical detail becomes a paratextual element that translators must read, interpret and paratranslate. Orthotypography becomes an essential paratextual element in translation, since each letter's typographic writing, size, and style contributes not only to the translation's legibility but also to the success or failure of the translation's presentation on the first and foremost paratextual space in a book – its cover and title page: 'Orthotypography and translation!' (Yuste , 2010). The global effect of impact and reception of the final version of a translator's work greatly depends on the good or bad paratranslation of the diverse orthotypographic cultures that the translator works with.

2.19.3 Reading and interpreting the image of the letters in titles

Translators, being translating subjects and first paratranslating agents, need to be specialists on the use of signs, marks, signals, symbols and images as social codes in human

communication. Consequently, it is quite obvious that, before any paratranslation of the visual aspect of particular paratextual elements is even considered, the reading and interpreting of the material and symbolic universe of the stripes figuring on the title letters of the two children's books should be undertaken. Everything is cultural in the reading, interpretation and translation of any symbolic element. Subsequently, its study must always take into account the historical moment and the precise context in which the element has appeared. As in any research on symbol and image translation, certain semiological clarifications must be provided with respect to apparently fortuitous or gratuitous components of human communication that, ultimately, turn out to be essential in the interpretation of Western symbology.

2.20 Licenciatura en Ciencias del Lenguaje y Literatura

Licenciatura en Ciencias del Lenguaje y Literatura is based on the study of language and literature itself (Linguistics and Literary Sciences), as cultural products (cultural studies) and as teaching objects (linguistics and applied literature), (Ciciliano, 2006).

Regarding to the opinion of the coordinator (Ciciliano, Diagnostico, 2019), it becomes imperative to create a major that focuses on language and literature as specific objects of study. Moreover, that it may incorporate critical analysis of new trends in these areas of knowledge in a scientific and academically productive manner. For this reason, the creation of a new career that responds to the current demands of Salvadoran society and, specifically, the National Education System is proposed.

Hence, Ciciliano (2019) says that it was necessary to create the Major Licenciatura en Ciencias del Lenguaje y Literarura because of the shortage of professionals with capacity and initiative for linguistic and literary research, the study and dissemination of local and national culture as well as the promotion of human and cultural values. This problem is identified as an effect of the imbalance that in contemporary society, separates material work from intellectual work.

The main objective of this major, according to Sección de Letras at the University of El Salvador, Western Multidisciplinary Campus, is to offer students knowledge about linguistics phenomena in different levels of Salvadoran and Central American Spanish, aboriginal

languages of the country. Plus, the instrumental domain of a second language (English) is necessary nowadays.

2.20.1 English Levels of Licenciatura en Ciencias del Lenguaje y Literatura

Licenciatura en Ciencias del Lenguaje y Literatura has two English levels (English I and English II). Each English level provides the students the necessary knowledge not only to use translation capabilities but also to communicate, to pronounce, to read and write in the English language correctly.

According to English I and II syllabi of Licenciatura en Ciencias del Lenguaje y Literatura (2006), students should accomplish the following objectives:

a. To highlight the importance of English in the field of conversation.
b. To emphasize the importance of English in the field of translation.
c. To familiarize students with the specific vocabulary of their specialty.
d. Provide students with a solid foundation under the use of conversation tools in English.

2.21 Theories in Developing Conversation in English Language

Learning contexts are related to various individual difference variables influential in determining what teaching and learning students would choose (Rao, 2006). Similarly, (Burns & Goh, 2012) also suggest that an effective way to plan an effective speaking program is by identifying the learners needs Therefore, having sufficient understanding about the learning context and characteristics of the learners will certainly beneficial to identify what language learning theories or techniques would be most relevant to the development of their oral communication skills.

2.21.1 Interaction and Correction

The university, as a multilingual university, suppies a positive learning environment for language learners. Therefore, within such a supportive environment, learners are encouraged to interact with the language optimally (Yi, 2007). Many researchers believe that interaction can promote second language learning in many ways. It is necessary to consider the quality of the interaction in the sense that it is necessary to vary the activities, expose

learners more to the target language and to have clear and specific objectives in every language interaction (Hadi, 2014).

During oral interaction, learners have the opportunities to gain input (listen to the target language) and produce output or use the language productively. When producing the target language, learners may encounter problems leading them to recognize what they do not know or partially know .One of the output functions is to push the learners to move from the semantic processing to the syntactic processing. Simply put, producing output allows the learners to move their focus from comprehension to the language production.

2.21.2 Combination of Multiple Syllabuses

Three types of syllabus: functional-based, theme-based, task based syllabus, will be combined in that they could meet the goals and objectives of this learner group. Within the syllabus, Burns & Goh´s (2012) recommendation regarding lesson sequences is worth considering. As they have suggested, deciding unit of work starting from topics, tasks and text is necessary to sequence lessons in order to meet goals of building learning.

2.21.3 Fluency Development through Varying Activities

To develop learners' fluency in speaking and listening, Newton (2009) criteria of fluency development strand will be taken into account. These criteria include such things as: all input/output must be familiar, focus on either sending or receiving a message, motivating learners to work faster and providing them with lots of input or output. Varying the learning activities is important to make learning interesting and engaging. Nation and Newton also suggested some activities for fluency development which include: speed reading, skimming and scanning, repeated reading, etc. Furthermore, as communication becomes the main objective the learners, employing task based learning will be necessary as communicative methodology interpretation is found in it (Burns & Goh, 2012)

2.21.4 Using Emerging Technologies to Make Learning Interesting

The idea of varying the learning activities place an important role in creating an interesting L2 learning; however, integrating emerging technologies into speaking and listening activities will be needed to engage learners to richer learning experience. Stanley

(2010) highlights a number of benefits of integrating technologies into L2 learning. First, technology allows learners to access information about the language and at the same time exposed to the target language; it is entertaining. Second, it allows the learners to create community and to communicate and interact with other language users. Third, it can be used for assessment and evaluation. Stanley has suggested some activities for listening with technology use including: search the tube, talk radio listening, recorded stories, etc). While for speaking, the activities can be spoken journals, speaking pictures, world issues. For this learners group, the internet, camera, recorder and computer and computer will be the main technologies to use.

2.21.5 Assessment and evaluation

Burns & Goh (2012) highlight the importance of assessing the learners progress in planning any speaking program through formative and summative assessment. In this particular learner group, both type of assessments will be used as they serve different purposes. They also suggest the need of evaluating the whole aspects of course in order to determine its effectiveness and to identify further course modification and development. Similar to assessment, both formative and summative evaluation will be employed.

2.22 Methods for Teaching Translation

According to Ali (2013), it is quite clear that translation plays an important role in human communication. It is the gateway for understanding others and their civilizations. Translation is vital, and the mission of translation teacher is also important; but such a mission is not that easy. There are some methodological steps that can be, to a great extent, successful in teaching translation in terms of students' motivation, productivity and the quality of the translated work. They are as follows:

I. The teacher makes a selection of the material to be translated. Texts must be chosen accurately taking into account the degree of difficulty of the texts (semantic, cultural, stylistic, etc.), the topic or the specific knowledge area (science and technology; social, institutional, economic and/or political topics; and literary or philosophical works), the translation problems to be solved, and so on.

II. The students should read the whole text at least twice: The first reading should be comprehensive and general in order for the student to become acquainted with the topic and to understand the original, always bearing in mind that meaning is context-determined.

III. The second reading must be logically deeper as students place emphasis on items where translation problems may appear. This process is called as "reading with translation intention", (146).

IV. The teacher then divides the text into as many segments as there are students in the group. Depending on the degree of difficulty and the length of the text, these segments may be paragraphs, columns, pages or even whole chapters. Then, each student is assigned a fair portion of the text. The segment distribution order should rotate so that a different student begins a translation unit every time.

V. If the topic is already quite familiar to the students, they do a preliminary translation.

VI. If the topic is completely unknown to the students, they should consult complementary literature. In other words, before beginning the transfer process, they should resort to various documentation sources, especially parallel texts (those which are similar in nature and style) in the language of the original. This allows them to achieve a deeper understanding of the topic under study.

VII. Once the "one-to-one" version is accomplished, the students do a second version of their own translation—this time a written draft—handling the most suitable translation strategies and procedures and being faithful in the transfer of ideas.

VIII. With the original text in front of her/him, each student reads out her/his own version of the translated text, making the necessary pauses between sentences, (147).

IX. The students and the teacher follow the reading of each text attentively. As a monitoring activity, everybody should feel free to stop the reading at the end of a given sentence and have the reading of the segment repeated when the situation warrants comments, suggestions, questions, contributions, etc. The students have to "defend" their work against criticism.

X. During this procedure, the students and the teacher need to set up all necessary conventions with regard to the homogeneity of the terms and the coherence and cohesion of the final version.

XI. The teacher makes a final revision (second post-edit), gives formative evaluation and makes comments, emphasizes findings, "happy" solutions and creative acts, on the one hand, and analyzes failures and weaknesses in the process, on the other, (148).

2.23 Context

The place in which the study will be developed is at the University of El Salvador, Western Multidisciplinary Campus, Foreign Language Department and Extension Letras Department. One of the main researches who had taken the task of investigated about teaching English translation at the University of El Salvador is Victor Manuel Urey Peñate in 1980. His work helped many Faculties to implement Technical English in many majors since was based on the implementation of the Technical English at the University level in the area of translation and written interpretation in Spanish. Hence, it is important to take into account the redesign made by Villeda de Trigueros, (2016). Her work helped to incorporate the conversation skills within English I and II syllabus. The work done by Urey, (1980) and Villeda, (2016) will be an important reference to redesign the new English I and II syllabus of the Licenciatura en Ciencias del Lenguaje y Literatura.

CHAPTER III

METHODOLOGICAL DESIGN

3.1 Paradigm and Design

This research study called "Redesign of the English I and II Syllabus of Licenciatura en Ciencias de Lenguaje y Literatura at the University of El Salvador, Western Multidisciplinary Campus" was conducted under the Mixed Method Procedure which consists on conducting a research that involves collecting, analyzing and integrating quantitative and qualitative data.

The purpose in conducting the Mixed Method Procedure study is to determine the relationship among the independent variables "elements of the English I and II syllabus, conversation components of the English I and II syllabus and translation elements of the English I and II syllabus" and the dependent variable "Redesign of the English I and II syllabus". The researchers presented the results of this study written in an objectively and in a succinct and precise format. Lastly, the results was presented in tables, graphs and other non-textual elements to help the reader understand the data collected.

Also, the researchers conducted a projective study which consisted on elaborating proposals and plans as a solution to a practical problem. This projective study benefited English I and II teachers on service of Licenciatura en Ciencias de Lenguaje y Literatura, the coordinator of the Service Area of the Foreign Language Department and students of Licenciatura en Ciencias de Lenguaje y Literatura coursing English I and English II.

3.2 Description of the Environment

This research study was conducted at the University of El Salvador, Western Multidisciplinary Campus. It is located in an urban zone in Final Avenida Fray Felipe de Jesús Moraga, Santa Ana, El Salvador. The researchers carried out this project at the Foreign Language Department which assists English I and II students of Licenciatura en Ciencias del Lenguaje y Literatura, Sección de Letras, since the English Language Department has the service area to support the English learning in other departments.

3.3 Units of Observation

- The English I and II syllabus of Licenciatura en Ciencias de Lenguaje y Literatura, 2016 of the University of El Salvador, Western Multidisciplinary Campus
- The English I and English II syllabi of Licenciatura en Ciencias de Lenguaje y Literatura, 1980 of the University of El Salvador, Western Multidisciplinary Campus

3.4 Sampling Procedure

No sampling procedure was needed since the researchers used the English syllabus I and II of Licenciatura en Ciencias del Lenguaje y Literatura provided by the Language Department to support the students' English learning in the Sección de Letras Department.

3.5 Operationalization of Variables

Hypothesis	Variables	Definition of the variables	Indicators	Instruments	Time
The redesign syllabus fosters student's conversation and translation skills	**Dependent Variable:** Syllabus	A syllabus is the description of the contents of a course of instruction and the order in which they are to be taught.	Elements of the English I and II syllabus	Semi structured observation checklist	Two weeks
			Elements of the Ideal English I and II syllabus for Licenciatura en Ciencias del Lenguaje y Literatura	Semi-structured observation checklist	Two weeks
	Independent Variable: Conversation and Translation Elements	Conversational syllabus is designed to develop nonnative speaker oral skills that are relevant to establishing and maintaining direct conversation and communication in English language	Conversational elements of the ideal English I and II syllabus	Semi-structured observation checklist	Two weeks
		A translation syllabus is designed in such a way that students are able to use the tools provided to translate or interpret the basic structures of the English language	Translation elements of the ideal English I and II syllabus	Semi-structured observation checklist	Two weeks

3.6 Research Techniques

Based on the objectives, variables, and indicators, the researchers administered the following instruments:

1. A semi-structured observation checklist was used to gather suitable data to describe the elements that the current English I and II syllabus contains.
2. A semi-structured observation checklist was used to gather data to analyze the elements of the ideal conversational syllabus.
3. A semi-structured observation was used to gather data to analyze the elements of the ideal translation syllabus.
4. A semi-structured observation checklist was administered to the English I and II teachers in order to evaluate the elements of the ideal English I and II syllabus of Licenciatura en Ciencias del Lenguaje y Literatura.
5. A semi-structured interview was administered to the English I and II teachers in order to gather information about the functionality of the ideal English I and II syllabus of Licenciatura en Ciencias del Lenguaje y Literatura.

3.7 Approaching to the Field of Study

For this research study, it was necessary to conduct a diagnostic interview addressed to the English teachers of English I and II and the service area coordinator (Villeda de Trigueros, 2019) of Foreign Languages Department to identify the deficits that the English I and II syllabus of Licenciatura en Ciencias del Lenguaje y Literatura of the University of El Salvador, Western Multidisciplinary Campus have. This was done through a presentations with the teachers of English I and II to ask for their collaboration to answer some questions related with the English syllabus. They allowed the researchers to use a voice recorder to get an accurate summary of the interview.

Besides, to carry out this mix research, the researchers approached to the English I and II teachers of Licenciatura en Ciencias del Lenguaje y Literatura at the Western Multidisciplinary Campus of the University of El Salvador. It was essential for the researchers to get rapport from the teachers; this was done through previous formal presentations with the English I and II teachers to ask for their collaboration to get engaged into this project.

Moreover, the researchers created two semi-structured observation checklist to analyze and compare the elements of the ideal conversation and translation syllabus with the actual English I and II syllabus of Licenciatura en Ciencias del Lenguaje y Literatura.

Furthermore, the researchers created a semi-structured observation checklist for the teachers to evaluate the functionality of the elements of the English I and II syllabus of Licenciatura en Ciencias del Lenguaje y Literatura of the University of El Salvador, Western Multidisciplinary Campus.

Finally, two researchers made a semi-structured interview addressed to English I and II teachers of Licenciatura en Ciencias del Lenguaje y Literatura to verify the functionality of the English I and II syllabus while the others two researcher took notes with a notebook and a voice recorder to get a summary of the interview.

3.8 Methods to Analyze the Information

To analyze the information collected through the different instruments, the researchers ordered the information by objectives, from the general objective to the specific objectives. Secondly, the information was ordered by variables concepts and per indicators. To research the independent variable "conversation and translation elements" and to collect the data of the dependent variable "syllabus" of the English I and II syllabus of Licenciatura en Ciencias del Lenguaje y Literatura and the Ideal English I and II syllabus, the researchers administered semi-structured observation checklists. Furthermore, to describe the functionality of the English I and II syllabus, the researchers administered a semi-structured interview; the qualitative data was gathered by means of all the instruments and interpreted with the help of Microsoft Word. Moreover, the researchers made tables to tabulate the information.

On the other hand, Microsoft Office Excel helped the researchers to graph the quantitative data gathered from semi-structured observation checklists about the functionality of the ideal English I and II syllabus. The process of Microsoft Office Excel was to define variables, to fill in with information, and to generate statistics and graphic.

3.9 Validity and Reliability of Data Collection Instruments

The researchers assured validity through some steps. First, the researchers checked the operationalization of the variables since each indicator must measure what it is intended to measure. Second, it was necessary to build suitable questions per indicator. Third, the researchers requested the help of experts in the field like teachers in charge of Foreign Department to carry out the validation process to improve the instruments and make them valid. Finally, this phase predicted the results since the data obtained assured that the instruments were well constructed; this was conducted over the established observation period and by different researchers.

The next phase is reliability, which deals with the administration process and the consistency of the instruments. The most important aim into this phase was to assure reliability since it confirmed all the possible answers or predictions encountered in the previous phase, validity. Besides, the results that the researchers encountered were consistent as the researchers compared the different results that were acquired through the different instruments. Furthermore, the researchers took into account administer the tools between shorts period of time to have a greater high reliability and correlation. At last, the researchers used appropriate sample sizes, avoid biases, and conducted the instruments without the influence of seeking certain results.

3.10 Ethical Aspects

During the development of this research study, the researchers considered the basic Ethical Aspects:

1. Non-maleficence norm: The researchers did not damage anybody's integrity during the process.
2. Confidentiality and privacy: The team protected confidential communications, such as papers, audios, and other tools used in the data gathering process.
3. Objectivity: The researchers avoided bias in data analysis, data interpretation, and other aspects of research where objectivity is expected or required.
4. Respect for colleagues: The researchers treated each other with respect.

5. Non-discrimination: The team avoided discrimination against any of the team members and subjects of study on the basis of sex, race, ethnicity, or other factors.

6. Openness to criticism: The members of the research team opened to accept any criticism, point of view, suggestion, or new idea given by other people who had not been working on it.

CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

This chapter contains the results and the interpretation of the data obtained of the thesis work "Redesign the English I and II syllabus of Licenciatura en Ciencias del Lenguaje y Literatura at the University of El Salvador, Western Multidisciplinary Campus". The research study was conducted under a mix-method, and the researchers administered three instruments: two semi-structured observation checklists and one semi-structured interview.

4.1 Description, analysis and comparison of the elements that compose the 2016 English I and II syllabus with the ones used in the redesign of the English I and II syllabus

This section is a description, analysis and comparison of the elements of the current English I and I syllabus made in 2016 with the ones used in the redesign of the English I and II syllabus. After consulting the opinion of experts, the researcher built a proposal syllabus that can be functional for English I and II of Licenciatura en Ciencias del Lenguaje y Literatura taking into account that the syllabus can develop students' translation and conversational skills.

Table A3: Generalities

Generalities	
2016 English I and II syllabus	**Redesign of the English I and II syllabus**
The generalities of the 2016 English I and II syllabus are specific or basic details of the course. The 2016 English I and II syllabus details the subject, number of units, academic year and semester. Moreover, it details the name of the teacher in charge, the group and finally the schedule like class hours per week and laboratory hour.	The generalities of the redesign of the English I and II list some important items that provide the identification of the subject and contact between the student and the teacher. The generalities of the ideal syllabi express the name of the subject, the code, the pre-requisite, credits, semester, and schedule. Hence, the syllabi detail the weekly distribution of theoretical and practical hours such as hours per week, weeks per semester, and hours per semester. The syllabi also specify the class duration, group and academic year.

Source: Researchers´ own creation

Table A4: Basic Instructor Information

Basic Instructor Information	
2016 English I and II Syllabus	**Redesign of the English I and II syllabus**
The 2016 English I and II Syllabus does not include information	The redesign of the English I and II syllabus states the necessary

for the students to have the opportunity to know the availability of the teacher in case they need to look for him/her to clarify some doubts about the class.	information for the students to have a way of communication with the teacher. The syllabi comprise the name of instructor, Email address, and office hours.

Table A5: Course Description

Course Description	
2016 English I and II Syllabus	**Redesign of the English I and II syllabus**
The central point of the 2016 English I and II syllabus of the Licenciatura en Ciencias del Lenguaje y Literatura is to combine technical English with conversational English. Besides, the course description mentions that it helps students to develop the four macro skills (listening, speaking, reading and writing). Also, each new topic begin with technical education of grammar that will be used in each units. However, the technical education of grammar is not enough to develop students' translation and conversational skills.	Since the course description of the redesign of the English I and II syllabus requires the most important conceptual, procedural and attitudinal knowledge that students must master at the end of the semester, this course develops metacognitive competences in knowledge and awareness of key concepts regarding the translation and conversational competence. Moreover, it explains the use of the given tools to translate and interpret texts. Plus, students become aware of the translation and conversational skills an English Language user needs to engage in on-going, interactive process. Besides, the syllabus encourages interaction through language tasks in a variety of

	topics, and at the same time, the course develops the four English macro-skills: listening, speaking, reading and writing. Finally, it highlights the important of using of an online platform and websites to reinforce the course topics.

Source: Researchers´ own creation

Table A6: Objectives

Objectives	
2016 English I and II Syllabus	**Redesign of the English I and II syllabus**
The 2016 English I and II syllabus of the major Licenciatura en Ciencias del Lenguaje y Literatura delivers general and specific objectives; the general objective highlights the importance of ESL conversation and translation. Likewise, it also focuses on becoming familiar with the specific vocabulary. Hence, the specific objectives center in making oral translation of paragraphs and English conversations.	The objectives are an essential part of the redesign syllabi; therefore, they must be measurable, achievable, and relevant, also they must provide benefits, beneficiaries, and purposes. The general objectives of the redesign require students to develop their translation skills and develops their oral production skills in terms of range, accuracy, fluency, interaction and coherence. On the other hand, the specific objectives of the redesign require students to express ideas in various translation and conversational activities. Besides, they require students to develop their abilities to communicate in English in various

social setting, and the ability to translate from English to Spanish and vice versa. Besides, they boost students' confidence and enthusiasm through the development of translation and conversational skills. Finally, it is important to reinforce students' translation and conversational skills throughout the use of technology.

Table A7: Unit Contents

Unit Contents	
2016 English I and II Syllabus	**Redesign of the English I and II syllabus**
The 2016 English I and II syllabus of the major Licenciatura en Ciencias del Lenguaje y Literatura provides different targets structures that will develop during the course. The researchers observed that the content in all units does not indicate the development of the four macros kills (listening, reading, speaking, and writing). Besides, the unit contents does not indicate distinction between translation patterns and conversation production.	The target structures of the course are defined so that the students develop translation and communicative skills. The programmed contents are focused on the listening, reading, writing, and speaking skills. Also, they are focused on developing students' translation skills throughout the use of translation patterns and translation practices.

Table A8: Methodology

Methodology	
2016 English I and II Syllabus	**Redesign of the English I and II syllabus**
The methodology of the 2016 English I and II syllabus comprises the principles and methods used by the teacher to enable student learning. Since the subject is a combination between conversation and translation, the 2016 English I and II syllabus of Licenciatura en Ciencias del Lenguaje y Literatura applies the eclectic method to develop the four macro skills. It also provides paragraphs related with the content and the grammatical structures seen in class for students to practice translation and interpretation.	Each strategy of the redesign of the English I and II syllabus is made up of steps that allow carrying out an activity and achieving the goals. The methods to be used in the redesign are the Grammar-Translation Method, the Direct Method and the Audio-Lingual Method concerning the translation and conversation content and target structures. Others strategies are used to have an effective array of activities and materials, and to achieve participation in discussions. Also, feedback and error correction will be applied thanks to monitoring and evaluation of students' learning.

Source: Researchers´ own creation

Table A9: Evaluations

Evaluations	
2016 English I and II Syllabus	**Redesign of the English I and II syllabus**
The evaluations of the 2016 English I and II syllabus assess the four macro skills and translation skills. The evaluations are: English I and II evaluations * Listening and reading comprehension * Dictation tests * Two translation quizzes * Written exam * Five minute show and tell * Formative assessment	The evaluations of the redesign of the English I and II syllabus asses the four macro skills and translation skills, and at the same time, the syllabi facilitate students' assessment throughout the use of technology by using online platform and websites: The evaluations are: English I evaluations * Reading and listening Comprehension * Video Activity * 2 translation quizzes * Written exam * Blog Activity * Mini presentation *Formative assessment English II evaluations

	* Reading and listening Comprehension
	* Case Scenario
	* 2 translation quizzes
	* Written exam
	* Online forum
	* Video presentation
	*Formative assessment

Source: Researchers´ own creation

Table A10: Course Material

Course Material	
2016 English I and II syllabus	**Redesign of the English I and II syllabus**
The English I and II syllabus does not include course material.	The redesign syllabi are supported by Schoology platforms that contains activities related with the content seen in classes. The syllabi also make use of Blogger and PowToon website to reinforce students´ four macro skills.

Source: Researchers´ own creation

Table A11: Student Profile

Student Profile	
2016 English I and II Syllabus	**Redesign of the English I and II syllabus**
The English I and II syllabus does not include student profile.	The student profile presents the duties and responsibilities of the students toward the class itself and the teacher. • Engage in various translation and conversational activities • Aware of responsibility • Attitudes that reflect respect and tolerance • Recognize and appreciate the class sessions • Active, reactive and proactive

Source: Researchers´ own creation

Table A12: Class Development Protocol

Class Development Protocol	
2016 English I and II Syllabus	**Redesign of the English I and II syllabus**
The class development are rules that are established at the	The class development protocol of the redesign of the English I

beginning of the semester to have order inside the classroom. The class development protocol of English I and II syllabus establishes four rules which are to attend to class punctually, participate in class activities, keep the cellphone in vibration, and get up if only necessary. The class development protocol of the 2016 English I and II syllabus is functional because it delineates the responsibilities of students to create safe and stimulating learning environment.	and II syllabus specifies the forms of behavior and the roles of the teacher and students. It includes norms such as attend all classes and sign the attendance, respect for teachers and students, prepare for classes, and give homework assignments.

Source: Researchers´ own creation

Table A13: Teacher's Performance Protocol

Teacher`s Performance Protocol	
2016 English I and II Syllabus	**Redesign of the English I and II syllabus**
The 2016 English I and II Syllabus does not include any information about duties and responsibilities that the teacher must handle inside the class.	The teacher's performance protocol of the redesign syllabi refers to the philosophy with which the professor handles the logistics of the subject, the class session and the evaluation activities. It presents the duties and responsibilities of a teacher toward the students such as to present the complete syllabus, to be aware of the evaluation dates and deadlines, to choose a class

| | representative among the students, etc. |

Table A14: Content Development Protocol

Content Development Protocol	
2016 English I and II Syllabus	**Redesign of the English I and II syllabus**
The 2016 English I and II syllabus does not include the steps that the teacher must use in order to make students master the translation and conversational skills.	The class development protocol of the redesign syllabi presents the steps that the teacher must follow to develop the content of the syllabi in order to make students master the translation and conversational skills. The teacher will begin teaching the grammatical structures that are in the syllabus. Once the grammatical structures are taught, the teacher will make production practices for the students so they can develop their conversational skills. Therefore, the production practices will consist on activities related to the four macro skills: listening, speaking, reading, and writing. Then, the teacher will teach the translation patterns making use of examples with the grammatical structure. Finally, after having completed the teaching of the translation patterns, the teacher will make practices of translation with the grammatical structure

previously seen.

Table A15: Evaluation Protocol

Evaluation Protocol	
2016 English I and II Syllabus	**Redesign of the English I and II syllabus**
The evaluation protocol of the English I and II syllabus includes the regulation of evaluations, rights and duties of the students, mechanisms for the review of exams if necessary. This element of the current English I and II syllabus is completely functional because it refers to the University's rules regarding to evaluations.	The evaluation protocol of the redesign of the English I and II syllabus frames the regulation of evaluations, rights and duties of the students, mechanisms for the review of exams if necessary. The evaluation protocol refers to the University's rules regarding to evaluations.

Table A16: Bibliography

Bibliography	
2016 English I and II Syllabus	**Redesign of the English I and II syllabus**
The 2016 English I and II syllabus does not include any	The bibliography of the redesign of the English I and II syllabus covers the computer resources and complementary material that

| bibliographical material. | will help the student strengthen their knowledge in reference to the subject. It also presents available texts and websites for the complementary of the subject. |

<p align="center">Source: Researchers´ own creation</p>

4.2 Analysis and interpretation of the Functionality of the Redesign of the English I and II Syllabus

The following graphs reflect the diligence of the elements of the Redesign syllabus proposed in English I and II of the major Licenciatura en Ciencias del Lenguaje y Literatura, at the University of El Salvador, Western Multidisciplinary Campus.
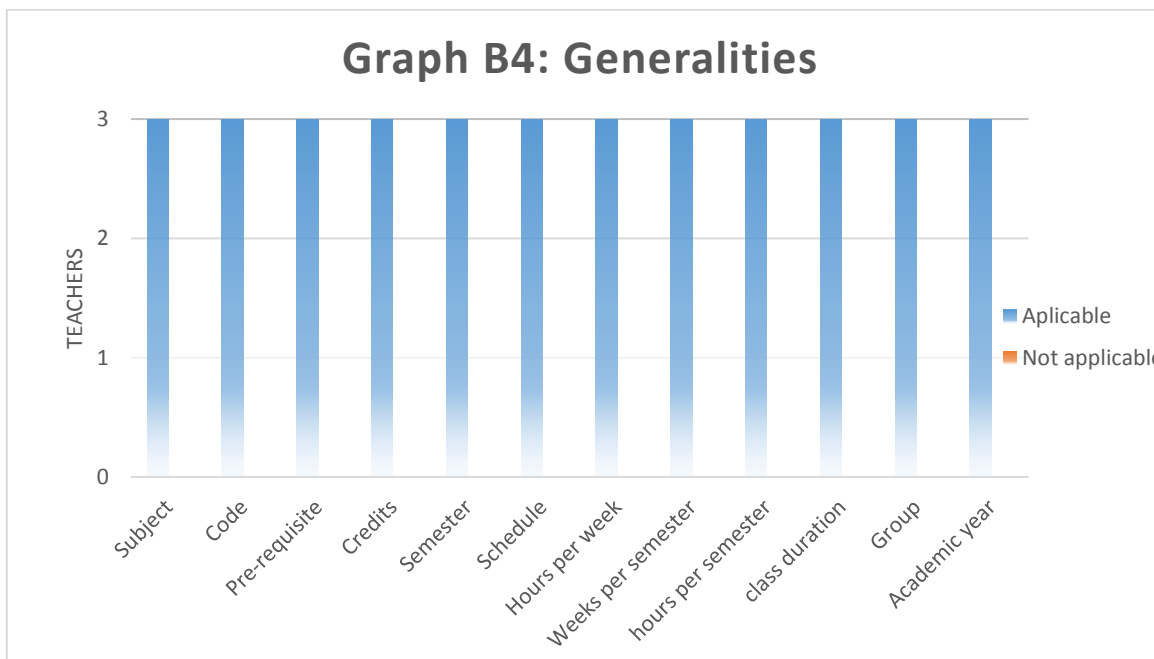
Source: Researchers´ own creation

According to the graph B4: Generalities, three out of three teachers manifested that the generalities of the syllabi are functional because it fulfills in detail the subject, code, pre-requisite, credits, semester, schedule, hours per week, group and academic year. Moreover, they claimed that the syllabi detail the weeks per semester, hours per semester and class duration. Therefore, the generalities of the redesign of the English I and II syllabus list the important items that provide the identification of the subject and contact between the student and the teacher. (For further information, see Appendix Table B3.1: Generalities)

Graph B5: Instructor basic information

	Teacher´s name	e-mail address	office hours
■ Applicable	3	3	3
■ not applicable	0	0	0
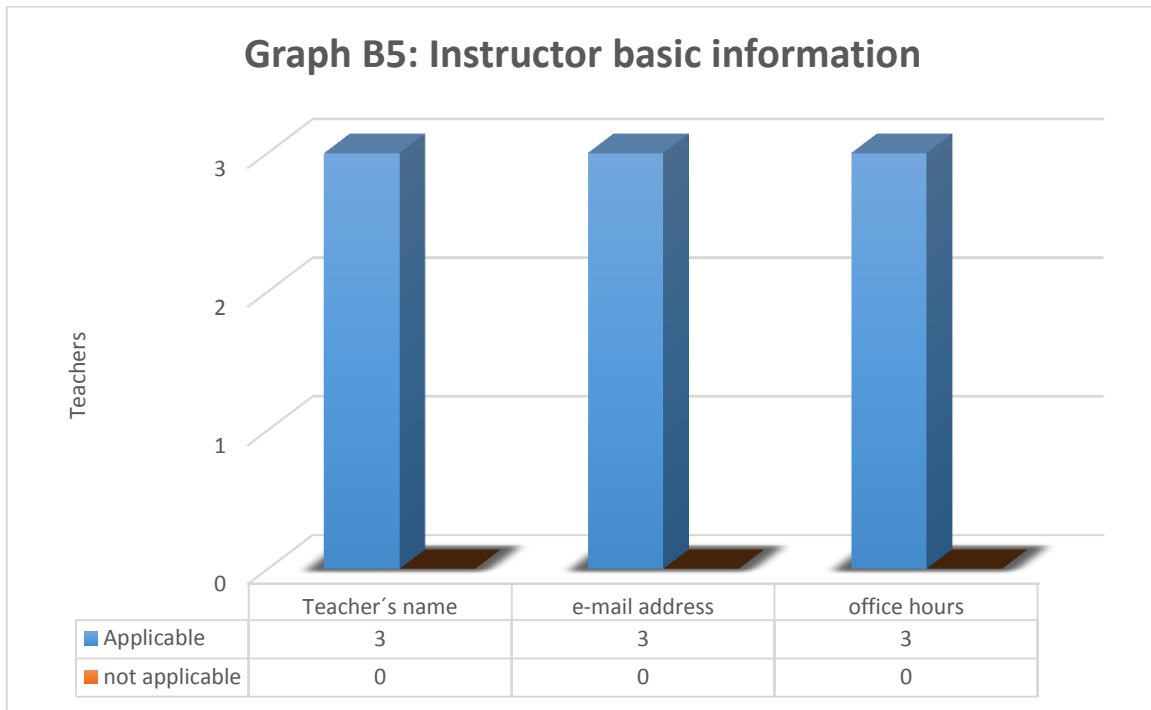
Source: Researchers' own creation

Since the redesign of the English I and II syllabus state the necessary information for the students to have a way to communicate with the teacher, it is observed in Graph B5: Instructor Basic Information that three out of the three teachers established that the basic instructor information of the syllabi is functional because fulfill in details the teacher´s name, the e-mail addressed and office hours. (For further information, see Appendix Table B3.2: Basic Instructor Information)

Graph B6: Course description

	Metacognitive competences	The four English learning macro skills	Interaction through language tasks	Tools to translate and interpret	Awareness of the translation and conversational skills	Online platforms
■ Applicable	3	3	3	3	3	2
■ Not applicable	0	0	0	0	0	1
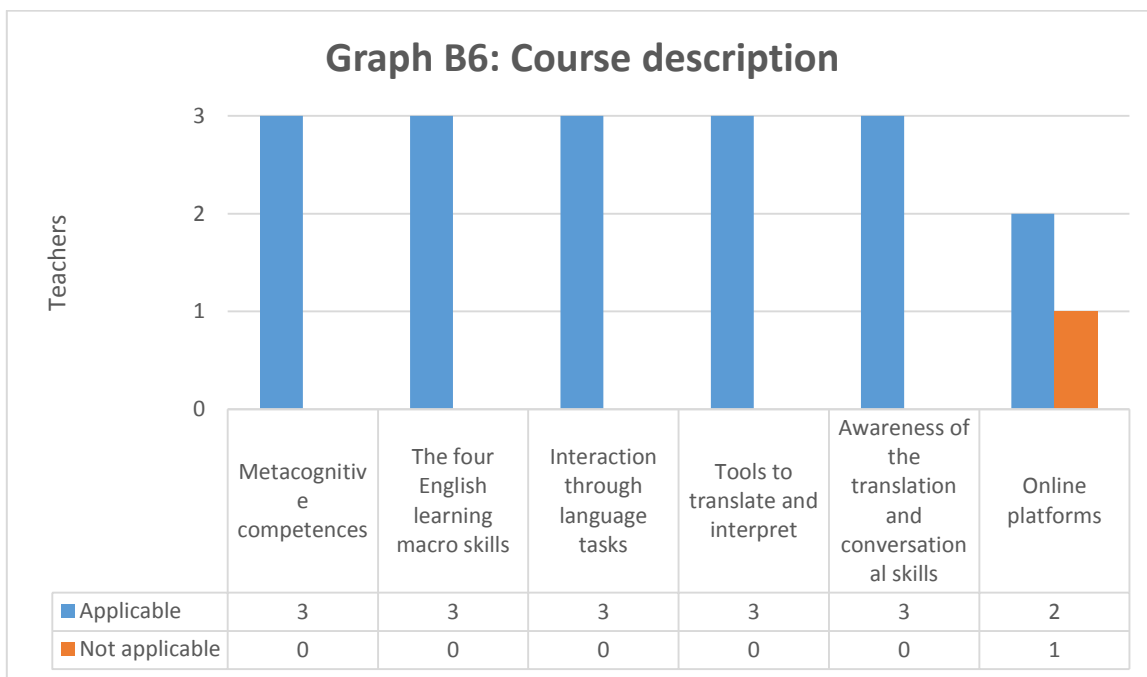
Source: Researchers' own creation

The description of the course is a section that provides the fundamental aspects of the course. Teachers and students will find the central purpose of the subject. It requires the most important conceptual, procedural and attitudinal knowledge that students must master at the end of the course. According with Graph B6: Course Description, three out of three teachers voiced that the syllabi encourage interaction through language tasks in a variety of topics. Moreover, they manifested that the syllabi facilitate the development of metacognitive competences and the four English learning macro-skills.

Besides, teachers agreed that the syllabi help students to make use of given tools to translate and interpret and become aware of the translation and conversational skills that an English Language user needs to engage in an on-going, interactive process. On the other hand, two out of three teachers manifested that the use of online platforms is functional because nowadays technology plays a crucial role in the teaching area. One teacher voiced that the use of online platforms is hard to use in large groups. To sum up, the redesign of the English I and II syllabus present a detailed introduction to the course that lets students know what they will

be exposed to during the classes. (For further information, see Appendix Table B3.3: Course Description)

Graph B7: General objectives

	Develop transpation skills	Develop oral production sklls
Applicable	3	3
Not Applicable	0	0
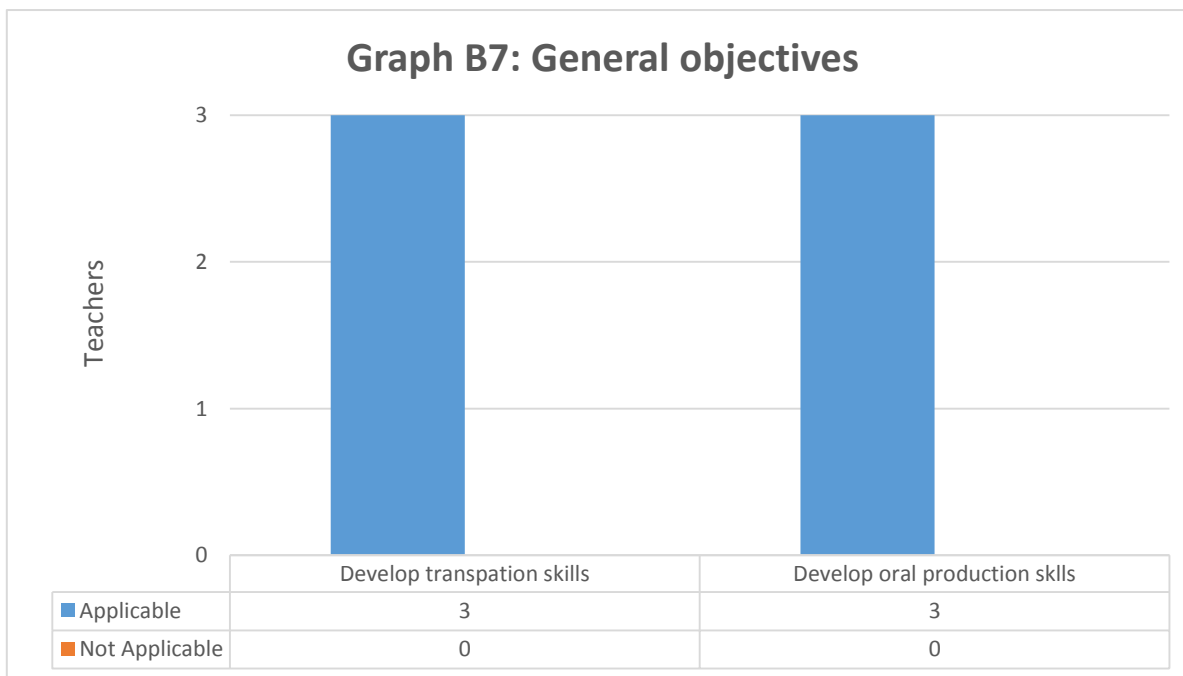
Source: Researchers´ own creation

The objectives are an essential part of the syllabi because they serve as a solid foundation for teaching and learning. They are meant to establish several main purposes for learning: The objectives define exactly what students should be able to do by the end of the course and identify a particular set of skills or knowledge a students should attain; According to Graph B7: General Objectives, three out of the three teachers consider that the general objectives fulfill into the functionality of the syllabi because it develops translation and production skills. Therefore, the general objectives of the redesign of the English I and II syllabus are measurable, achievable, and relevant. (For further information, see Appendix Table B3.4: General objectives)

Graph B8: Specific objectives

	Express ideas in various translation and conversational activities	Translate paragraphs orally in English	Communicate in English in various social settings	Use different kinds of adjectives, pronouns, prepositions and conjunctions	Use different kinds of countable and uncountable nouns, idiomatic expressions, and…	Translate from English to Spanish and vice versa by using the translation patterns	Boost students confidence and enthusiasm	Reinforce their oral and translation skills throughout technology
■ Applicable	3	3	3	3	3	3	3	2
■ Not applicable	0	0	0	0	0	0	0	1

Source: Researchers´ own creation

As seen in Graph B8, Specific objectives, three out of the three teachers manifested that the specific objectives are functional because require students to express ideas in various translation and conversational activities and to translate paragraphs orally in English. The syllabi require students to communicate in English in various social settings and to use different kinds of adjectives, pronouns, prepositions, and conjunctions. Moreover they are also require to use different kinds of countable and uncountable nouns, idiomatic expressions, and modals. At the same time, specific objectives require students to translate from English to Spanish and vice versa by using the translation patterns. The specific objectives also boost student's confidence and enthusiasm.

However, two out of the three teachers manifested that the specific objectives of the syllabi are functional because require students reinforce their oral and translation skills

throughout technology. (For further information, see Appendix Table B3.5: Specific objectives)

Graph B9: Unit contents

	Unit 1 (Grammar content, topics, vocabulary)	Unit 2 (Grammar content, topics, vocabulary)	Unit 3 (Grammar content, topics, vocabulary)	Unit 4 (Grammar content, topics, vocabulary)	Unit 5 (Grammar content, topics, vocabulary)	Unit 6 (Grammar content, topics, vocabulary)	Unit 7 (Grammar content, topics, vocabulary)
■ Applicable	3	3	3	3	3	3	3
■ Not applicable	0	0	0	0	0	0	0
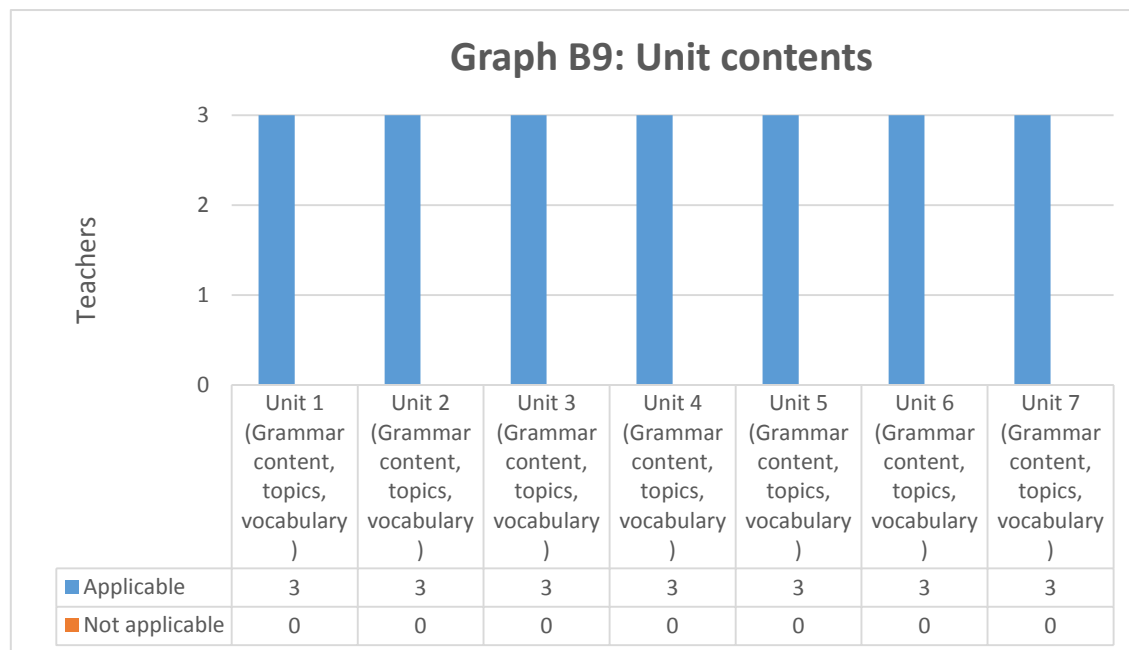
Source: Researchers´ own creation

As seen in Graph B9: Unit contents, the unit contents correspond to the body of information and themes developed throughout the semester of studies. The unit contents of the redesign of the English I and II syllabus are defined so that the students develop translation and communicative skills, and at the same time, they focus on the listening, reading, writing and speaking skills.

According with the graph B9: Unit contents, three out of the three teachers manifested that all the grammar content, topics and vocabulary of unit 1 to 7 accomplish the development of the contents throughout the semester. Therefore, the unit contents of the redesign of the English I and II syllabus detail the conceptual knowledge, definitions or themes that will be taught in each of the teaching units to develop student´s translation and conversational skills. (For further information, see Appendix Table B3.6: Unit contents)

Graph B10: Methodology

	Grammar-Translation Method, Direct Method and Audio-Lingual Method	Array of activities and materials	Participation in discussion with classmates and teacher	Positive feedback and error correction	Monitor and evaluate students' learning
Applicable	3	3	2	3	3
Not applicable	0	0	1	0	0
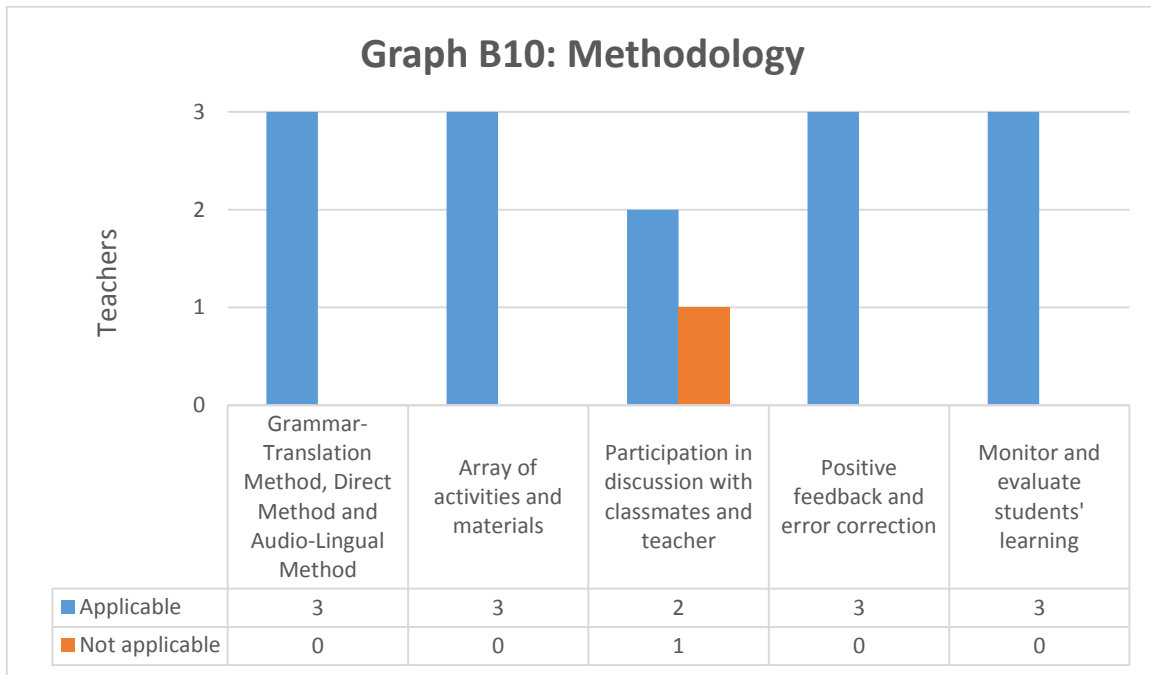
Source: Researchers´ own creation

The methodology corresponds to the methods, strategies and teaching-learning techniques used in the teaching of the subject. As seen in Graph B10: Methodology, three out of the three teachers manifested that the syllabi facilitate the use of the Grammar-Translation Method, the Direct Method and the Audio-Lingual Method. Besides, the syllabi facilitate the development of the array of activities and materials and positive feedback and error correction. Also, the syllabi help to monitor and evaluate students´ learning. On the other hand, two out of three teachers voiced that participation in discussion with classmates and teachers is applicable in the functionality of the syllabi. Each strategy of the redesign of the English I and II syllabus is made up of steps that allow carrying out the activities and achieving the goals. (For further information, see Appendix Table B3.7: Methodology)

Graph B11: Evaluations

	Reading and listening comprehension (15%)	Video activity (15%)	Case Scenario (15%)	2 translation quizzes (5% each)	Written exam (20%)	Blog activity (15%)	Online forums (15%)	Mini presentation (20%)	Video presentation (20%)	Formative assessment (10%)
Applicable	3	2	2	3	3	2	2	3	2	3
Not applicable	0	1	1	0	0	1	1	0	1	0
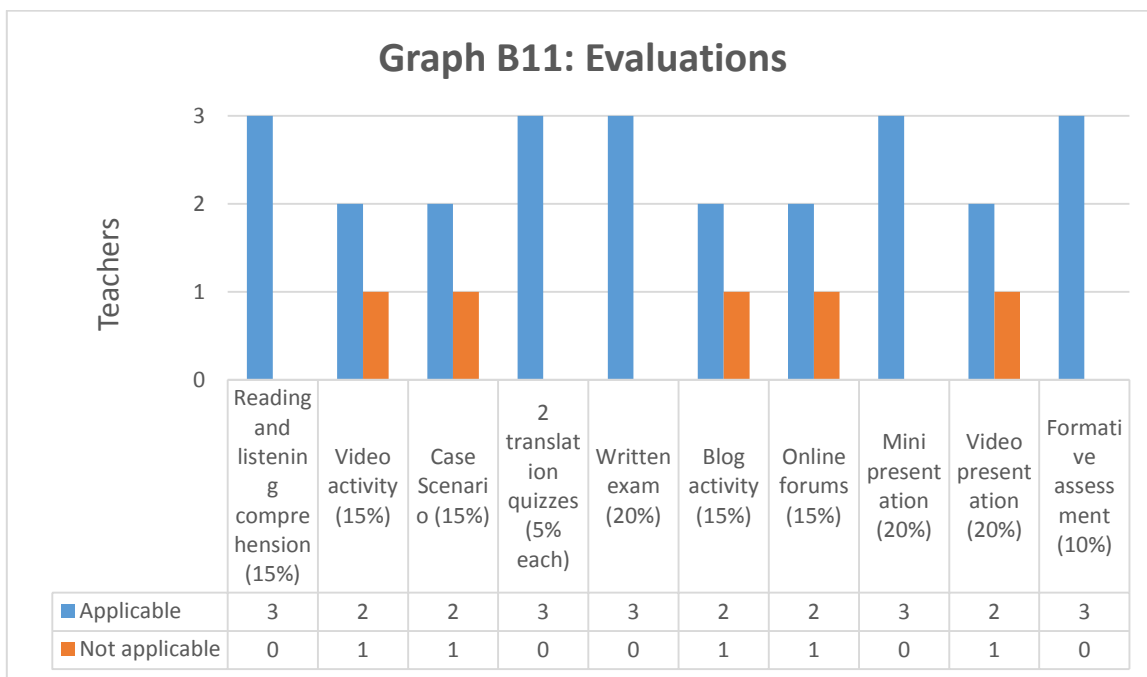
Source: Researchers´ own creation

The evaluation system is an essential element in the redesign of the English I and II syllabus since it specifies all the activities that will be carried out during the semester. As it is observed in graph B11: Evaluations, three out of the three teachers established that the syllabi provide evidence of students' learning throughout the use of reading and listening comprehension, two translation quizzes, written exam, mini presentation, and formative assessment. On the other hand, two of the three teachers manifested that the syllabi facilitate students' assessment through the use of video activity, case scenario, blog activity, online forums, and video presentation.

Besides, three out of the three teachers agreed that the syllabi fulfill in detail the schedule, the percentage, the methodology and the criteria of each evaluation. General speaking, the evaluations of the redesign of the English I and II syllabus are designed to provide students' learning through evaluations that help students to develop their translation and communicative skills. (For further information, see Appendix Table B3.8: Evaluations)

Graph B12: Course material

	Schoology platform	Blogger website	Powtton website
Applicable	2	2	2
Not applicable	1	1	1
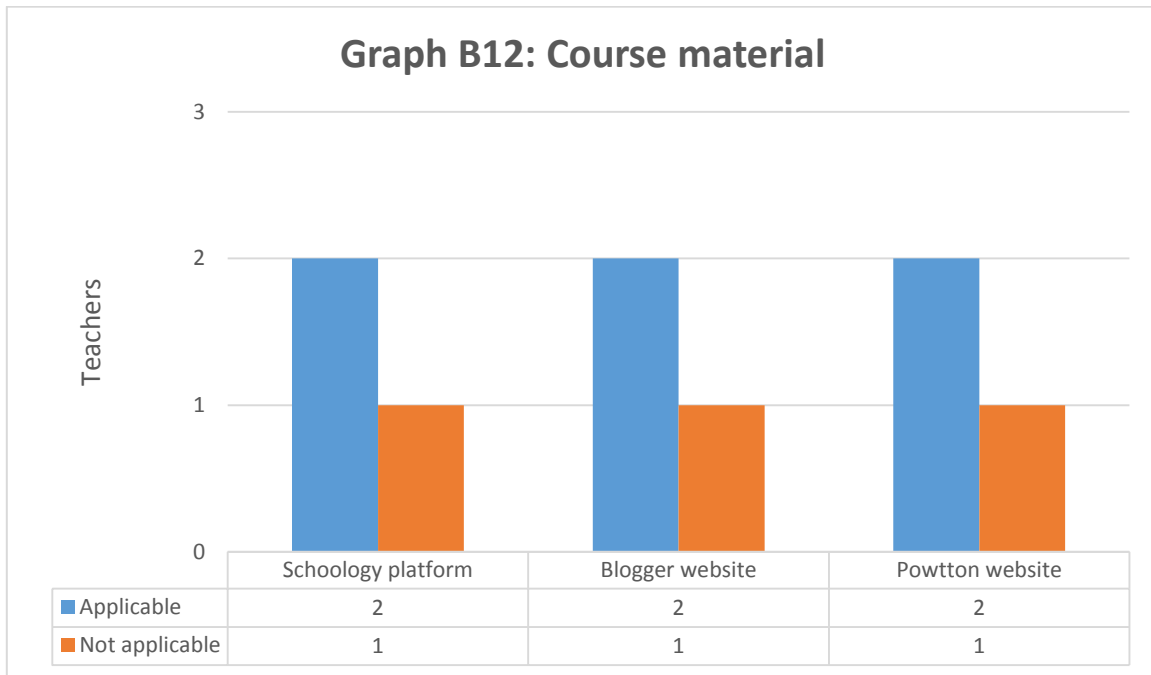
Source: Researchers´ own creation

The redesign of the English I and II syllabus is supported by Schoology platforms that contains activities related with the content seen in classes. The syllabi also make use of blogger and PowToon website to reinforce students´ four macro skills. Besides, the syllabi contain bibliographical material that will help students to get extra information of the contents seen in class. In Graph B12: Course Material, two out of three teachers agreed that the Schoology platform, blogger website and PowToon website work in the functionality of the syllabi. (For further information, see Appendix Table B3.9: Course Material)

Graph B13: Student profile

	Aware of responsability	Attitude that reflect respect and tolerance	Recognize and apprecite the class	Active, reactive and proactive
■ Applicable	3	3	3	3
■ Not applicable	0	0	0	0
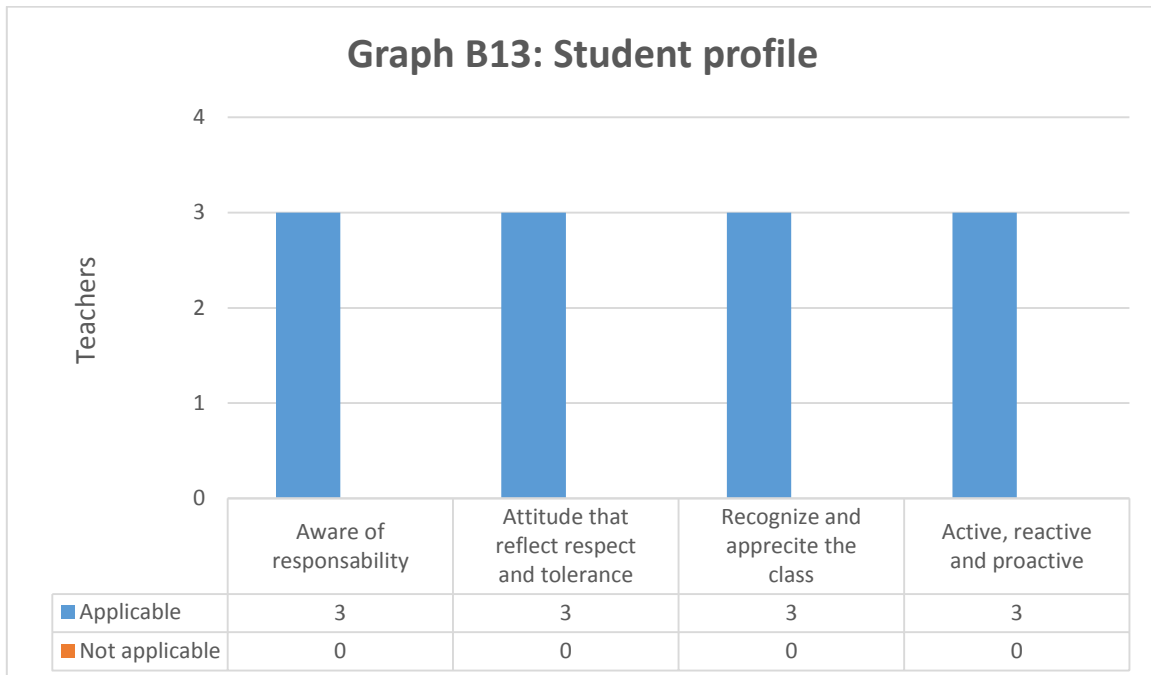
Source: Researchers´ own creation

Student profile presents the duties and responsibilities of a student toward the class itself and the teacher. As it is demonstrated in graph B13: Student Profile, three out of three teachers agreed that the syllabi are functional because require students to be aware of responsibility, and at the same time, they require students to have attitude that reflect respect and tolerance. Besides, the syllabi require students to recognize and appreciate the class, and to be active, reactive and proactive. (For further information, see Appendix Table B3.10: Student Profile)

Graph B14: Class development protocol

	Attend all classes	Sign the attendance list	Respect for the teacher and students	Preparation for classes	Give homework assignments
Applicable	3	3	3	3	3
Not applicable	0	0	0	0	0
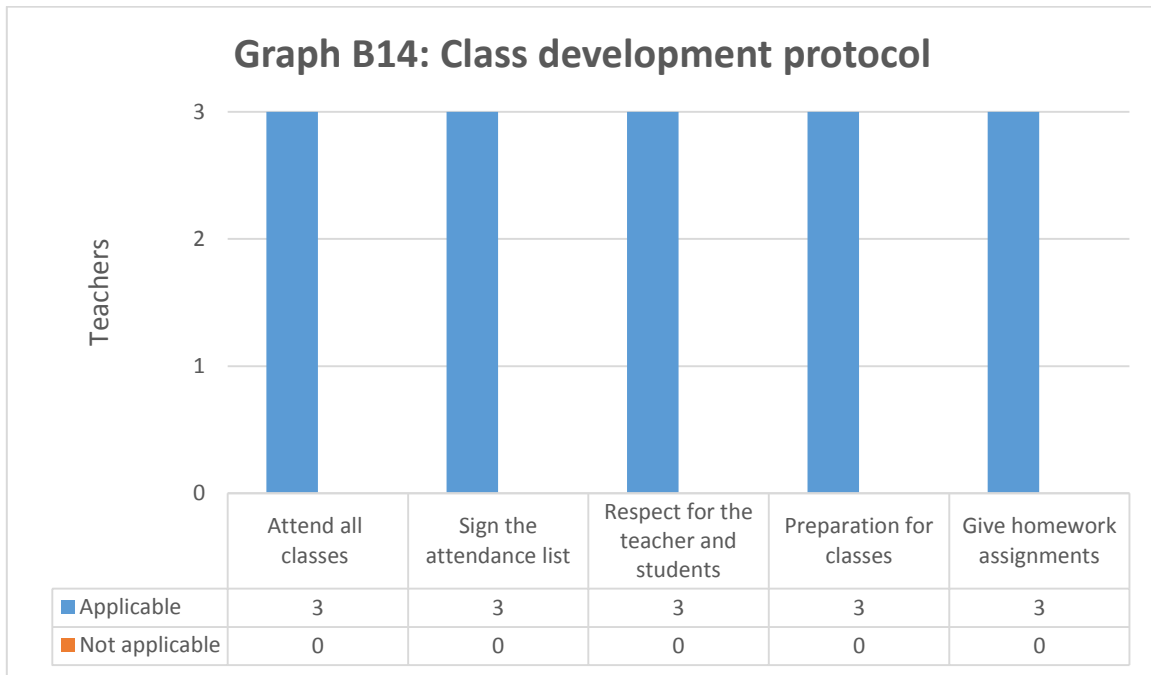
Source: Researchers´ own creation

The class development protocol refers to all students actions aimed to create safe and stimulating learning environment. As seen in graph B14: Class Development Protocol, three of the three teachers claimed that the class development protocol of the syllabi is functional because it requires students to attend all classes and be on time, and also to sign the attendance given by the teacher. Besides, it requires students to be respectful with the teacher and classmates, and at the same time be prepared for class with the material to be used such as photocopies, dictionaries, pen, eraser, etc. Finally, the class development protocol of the syllabi demands students to bring homework assignments the time and date that the teacher stipulates. (For further information, see Appendix Table B3.11: Class development protocol)

Graph B15: Teacher's performance protocol

	Present the complet syllabus	Aware of the evaluation dates	Choose a class representative	Give the class representative the printed material	Verify periodically his/her syllabus
■ Applicable	2	3	2	2	3
■ Not applicable	1	0	1	1	0
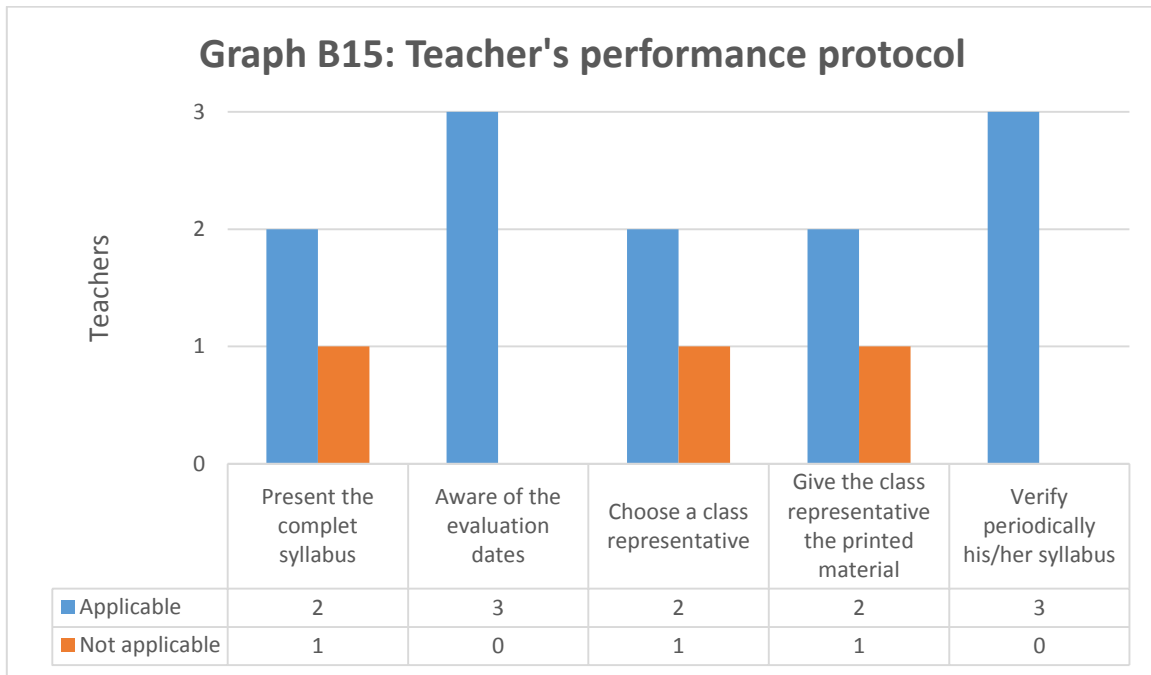
Source: Researchers´ own creation

The teacher's performance protocol refers to the philosophy with which the professor handles the logistics of the subject, the class session and the evaluation activities. According with Graph B15: Teacher's performance protocol, three out of three agreed that the syllabi are functional because they require the teacher to be aware of the evaluation dates according to the program's calendar and verify periodically his/her syllabus to check if he/she is covering the units of learning appropriately. Moreover, two of the three teachers manifested that the syllabi are functional because they demand the teacher to present the complete syllabus, choose a class representative, and at the same time, give the class representative the printed material. Therefore, the redesign of the English I and II syllabus presents the duties and responsibilities of a teacher toward the students. (For further information, see Appendix Table B3.12: Teacher's Performance Protocol)

Graph B16: Content development protocol

	Teach the grammatical structure	Make production practice (listening, speaking, reading and writing	Teach the translation patterns	Make translation practices
Applicable	3	3	3	3
Not applicable	0	0	0	0
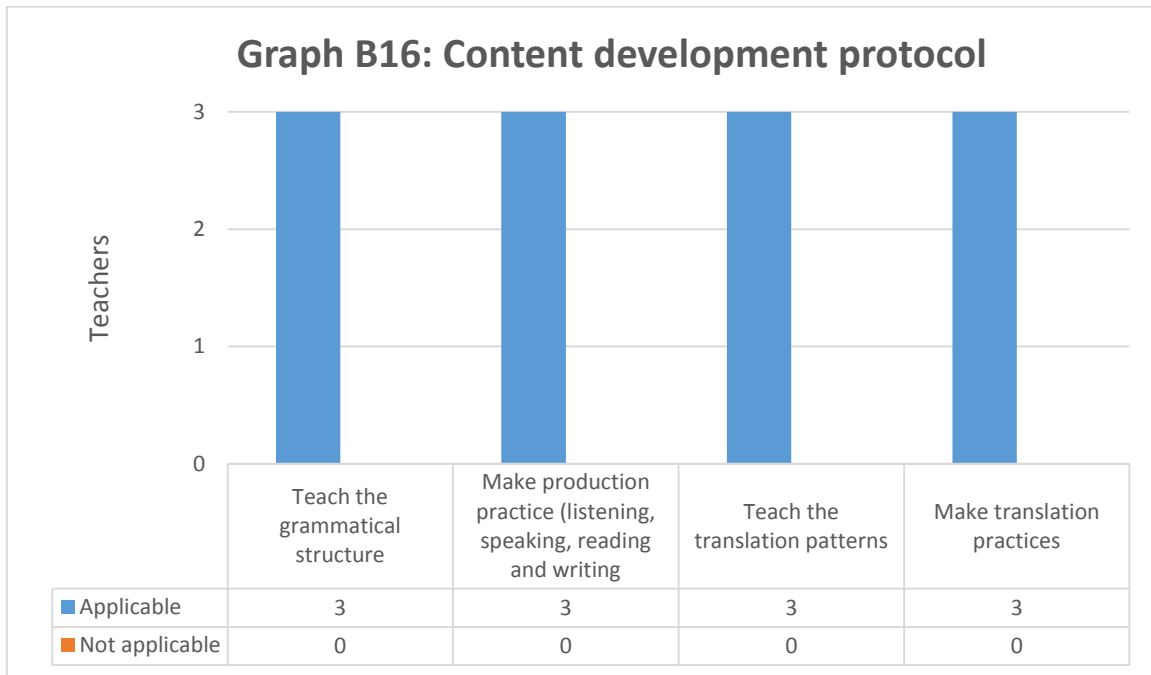
Source: Researchers´ own creation

The content development protocol are the steps that the teacher must follow to develop the content of the syllabi in order to make students master the translation and conversational skills. As seen in Graph B16: Content Development Protocol, three out of the three teachers claimed that the redesign of English I and II syllabus helps to master how to teach the grammatical structure, make production practices (listening, speaking, reading and writing), teach the translation patterns and make translation. (For further information, see Appendix Table B3.13: Content development protocol)

Graph B17: Evaluation protocol

	University's rules regarding to evaluations
Applicable	3
Not applicable	0
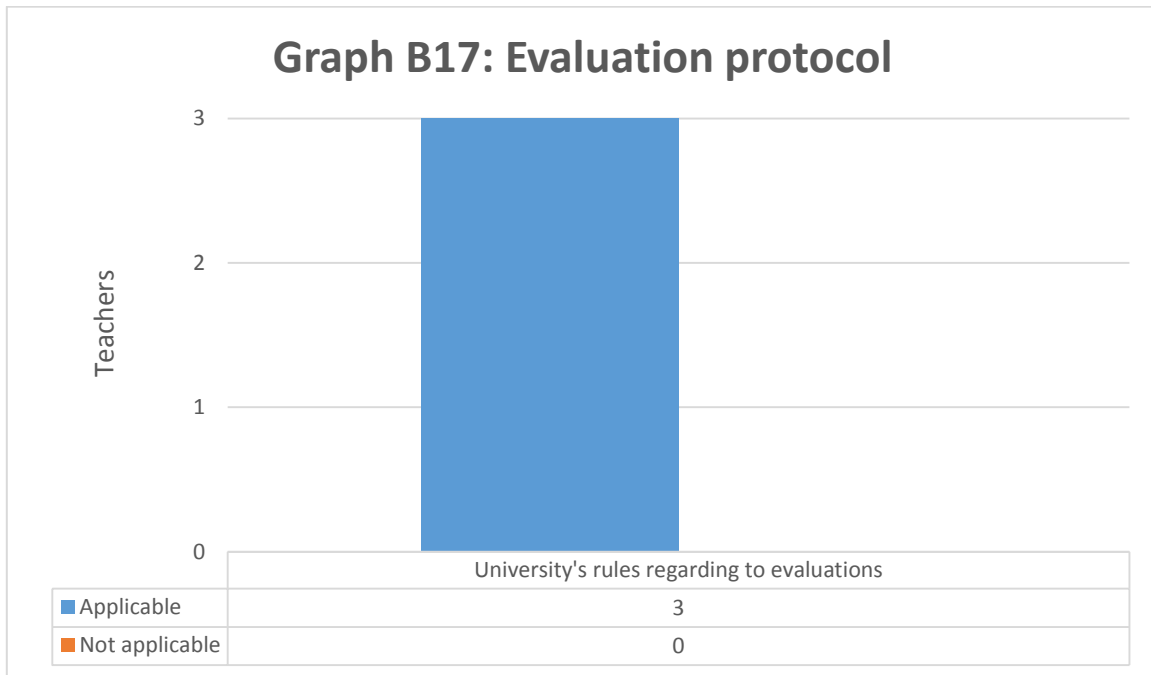
Source: Researchers´ own creation

Evaluation Protocol frames the regulation of evaluations, rights and duties of the students, and at the same time, it frames the mechanisms for the justification of absences to classes and to evaluations. Also, the evaluation protocol establishes the legal mechanisms for the review of exams that the students and the teachers must follow in case it is necessary. According to Graph B17: Evaluation Protocol, three out of three teachers voiced that the syllabi facilitate the university´s rules regarding to evaluations. (For further information, see Appendix Table B3.14: Evaluation Protocol)

Graph B18: Bibliography

	Suggested bibliography
■ Applicable	3
■ Not applicable	0
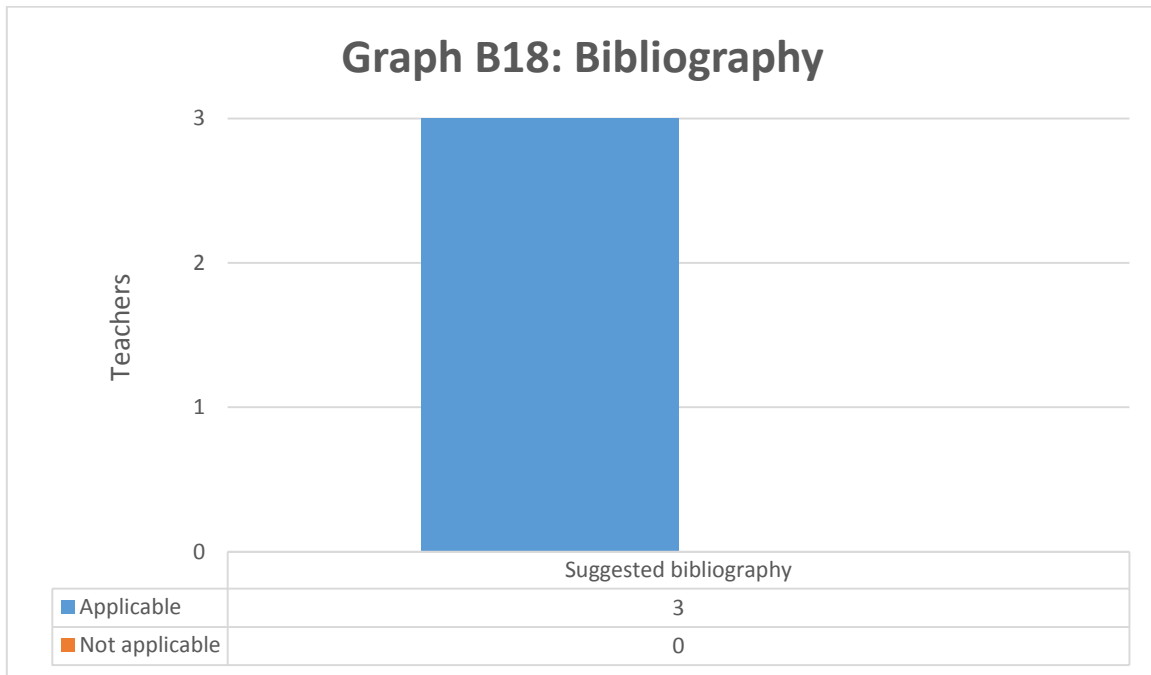
Source: Researchers´ own creation

In Graph B19: Bibliography, three out of three teachers assure that the bibliography of the syllabi is functional because it covers a computer resources and complementary material that will help the student strengthen their knowledge in reference to the subject. It also presents available texts and websites for the complementary of the subject. (For further information, see Appendix Table B3.15: Bibliography)

CHAPTER V

PROJECT PROPOSAL

5.1 Description

The proposal of the redesign of the English I and II syllabus of Licenciatura en Ciencias del Lenguaje y Literatura is founded on the development of the translation and conversation skills. The current syllabi used for these subjects lack balance between translation and conversation, its objectives differ from the content, the evaluations are deficient in technology and it is not scientifically suitable to develop. For this, the necessity to change them was imperative.

The benefited people will be the students of Licenciatura en Ciencias del Lenguaje y Literatura who take English I and English II with an approximate age between 18 and 20 years old, with no exclusion in sex and or students who course the subject for second or third time. Also, the instructors who teach the subjects, and the English Foreign Language Department of the University of El Salvador, Western Multidisciplinary Campus, have part with the benefited people, respectively.

This proposal is strengthened by the Umbrella Approach which, throughout a scientific inquiry and a documentary diagnosis, was created by the researchers. In this approach, students learn grammar rules through translation from the target language to the native language by giving mother tongue equivalents of the words or sentences, and it encourages students to use ICT which influence the development of the students' academic performance; furthermore, the target language is directly used for teaching all the four skills —listening, speaking, reading and writing– ; plus, the language is taught through a careful selection, gradation and presentation of vocabulary items and structures through situation based activities.

Thanks to the creation of the Umbrella Approach, researchers conceived the Umbrella Approach-Based Syllabus. This syllabus conveys constant practice and exercises in and out of the classroom, so students can acquire a solid basis on written translation from English to Spanish. Further, it helps students learn how to use the target language in an authentic

communicative way, and it is based on conversational practice, including activities that develop fluency. Lastly, it explains how all the skills (speaking, listening, reading and writing) join in with the purpose of getting a comprising learning. The intention of combining these three syllabi is to make English I and English II students be able to train all the skills to reach both their communicative competence by aiming on speaking and listening and their translation competences by understanding reading and writing.

Besides, it includes the online platform Schoology where the teacher can adjust activities and evaluations that can help students fortify their learning process not only in the classroom itself but also outside the classroom.

5.2 Justification

The purpose of the redesign syllabus proposed of the English I and II syllabus of Licenciatura en Ciencias del Lenguaje y Literatura is to improve student´s conversation and translation skills, taking into account the four macro skills which are reading, listening, speaking and writing. The students will achieve and enhance the translation skills, first teaching them the grammatical structure, and then teaching them the translation pattern by using the umbrella approach. Likewise, this proposal is significant because it provides a redesign of the objectives, content and evaluations according to the level of the major that benefits teachers and students.

English I and II syllabus of Licenciatura en Ciencias del Lenguaje y Literatura 2016-2019 presents some discrepancies in the syllabus guidelines. To begin, the objectives were not related to the major, and it did not have clear aims for achieve, there was no balance in the grammar content between conversation and translation. Moreover, the contents were too long to cover in one semester. Some evaluations and activities were not according to the level of the students and did not make use of technology being that we now live in the age of technology.

This proposal is assumed to be significant in several aspects. First, the objectives, in this project proposal, are objectives that are accordant to conversation and translation. The contents are reduced to 50% conversation and 50 % translation. Moreover, all the grammar structures include a translation practice or translation pattern, so it facilitates student's

translation skills development. Furthermore, this Umbrella English I and II syllabus includes the use of technology and platforms like Schoology, which may also be beneficial since it impacts achievement in content area learning, promotes higher-order thinking and problem solving skills, and prepares students for the workforce.

This Umbrella approach syllabus develops the four macro skills and raises the grammatical and conversation skills. Similarly, the Umbrella approach syllabus uses ICT to close up students who belong to the technology society to adapt to the knowledge society that enclose up knowledge based on the vast increase information that results from the innovation of information technologies.

This approach was created in order to have a more efficient teaching-learning process in the branches of English communication and English translation, and at the same time it encourages the use of the ICT This approach was called in this way because it covers a range of methods useful for its development such as the Grammar-Translation Method, the Direct Method and the Audio-Lingual Method.

Thanks to the Umbrella Approach, the Umbrella Approach-Based Syllabus was create. This syllabus is based on conversation and translation teaching and its intention is to make students be able to train all the skills to reach both their communicative competence and their translation competences.

5.3 Objectives

5.3.1 General Objective

- To facilitate the teaching and learning process in translation and conversation at Licenciatura en Ciencias del Lenguaje y Literatura

5.3.2 Specific Objectives

- To communicate course information
- To define responsibilities of both teachers and students
- To introduce the Umbrella Approach and the Umbrella Approach-Based Syllabus to facilitate the course development

- To provide relevant contents to help students acquire the necessary translation and conversational skills
- To reinforce translation and conversational students´ skills through the use of online platforms and websites

5.4 Activities to Develop

During the development of the subjects English I and English II, the following activities will be carried out by the teacher in charge to operationalize the Umbrella Approach-Based Syllabus:

5.4.1 Activities to Develop in English I

- Present the complete syllabus to the class
- Provide students the syllabus for them to have the control of the developed topics according to unit and content
- Develop of class content
- Develop of evaluations
- Develop pre-evaluation listening activities throughout the use of audios
- Develop pre-evaluation reading activities throughout the use of texts
- Explain of how to create a Schoology account and how to upload a video in the online platform
- Explain what the video activity consists of and the criteria that will be evaluated
- Develop teacher and students discussions to reinforce speaking skill previous to video activity
- Develop video activity by using the online platform Schoology
- Explain of how to create an account in blogger
- Explain what the blog activity consists of and the criteria that will be evaluated
- Carry out pre-evaluation written and oral translation practices
- Develop pre-evaluation written activities by using open questions, building up sentences, and translation paragraphs
- Carry out mini presentation activities

5.4.2 Activities to Develop in English II

- Present the complete syllabus to the class
- Provide students the syllabus for them to have the control of the developed topics according to unit and content
- Develop class content
- Develop of evaluations
- Explain what the online forum consists of and the criteria that will be evaluated
- Develop pre-evaluation listening activities throughout the use of audios
- Develop pre-evaluation reading activities throughout the use of texts
- Explain what the case scenario consists of and the criteria that will be evaluated
- Carry out pre-evaluation dialogues and warm up activities to reinforce speaking skills previous to case scenario
- Carry out pre-evaluation written and oral translation practices
- Explain of how to create a video presentation by using Powtoon website
- Explain what the video presentation consists of and the criteria that will be evaluated
- Develop pre-evaluation written activities by using open questions, building up sentences, and translation paragraphs
- Carry out mini presentation activities

5.5 Timeline of the Project

Activity	February		March				April				May				June				July	
	3	4	1	3	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2
Present the complete syllabus to the class	▓																			
Provide students the syllabus for them to have the control of the developed topics according to unit and content	▓																			
Develop of class content	▓	▓	▓	▓	▓	▓		▓	▓	▓	▓	▓	▓	▓						
Develop of evaluations			▓			▓			▓				▓	▓	▓		▓	▓		
Develop of pre-evaluation listening activities throughout the use of audios		▓	▓																	
Develop of pre-evaluation reading activities throughout the use of texts		▓	▓																	
Explain of how to create a Schoology account and how to upload a video in the online platform				▓																
Explain what the				▓																

Activity																						
video activity consists of and the criteria that will be evaluated				X																		
Develop teacher and students discussions to reinforce speaking skill previous to video activity				X	X	X																
Develop video activity by using the online platform Schoology						X																
Explain of how to create an account in blogger								X														
Explain what the blog activity consists of and the criteria that will be evaluated								X														
Carry out pre-evaluation written and oral translation practices								X	X			X	X									
Develop pre-evaluation written activities by using open questions, building up sentences, and translation paragraphs												X	X	X								
Carry out mini presentation activities															X	X						

Activity	July	August				September				October				November				December	
	1	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2
Present the complete syllabus to the class	▓																		
Provide students the syllabus for them to have the control of the developed topics according to unit and content	▓																		
Develop of class content	▓		▓	▓	▓	▓	▓			▓	▓	▓	▓	▓	▓	▓			
Develop of evaluations					▓			▓	▓		▓		▓	▓	▓	▓	▓	▓	
Explain what the online forum consists of and the criteria that will be evaluated			▓																
Develop of pre-evacuation listening activities throughout the use of audios			▓	▓															
Develop of pre-evaluation reading activities throughout the use of texts			▓	▓															

Activity																
Explain what the case scenario consists of and the criteria that will be evaluated				█												
Carry out pre-evaluation dialogues and warm up activities to reinforce speaking skills previous to case scenario					█	█										
Carry out pre evaluation written and oral translation practices								█		█	█					
Explain of how to create a video presentation by using Powtoon website										█						
Explain what the video presentation consists of and the criteria that will be evaluated										█						
Develop pre-evaluation written activities by using open questions, building up sentences, and translation paragraphs												█	█			
Carry out mini presentation activities														█		

5.6 Place

This proposal Umbrella Based Syllabus will be conducted at the University of El Salvador, Western Multidisciplinary Campus at Foreign Language Department. It is located in a urban zone in Final Avenida Fray Felipe de Jesús Moraga, Santa Ana, El Salvador. Besides, the population involved are the students of the major Ciencias del Lenguaje y Literatura who are taking the subject English I and English II. The classrooms in which they receive classes are S2D and S1A at medicine building. The classroom S2D is a narrow place with few and old desks; the lighting in the classroom is adequate which is an advantage to perform the class. On the other hand, the classroom S1A is a wide place with airiness and enough desks for all the students. Furthermore, the population is composed with an approximate number between 85 and 94 students between the ages of 18 and 22 years old with no exclusion in sex and students that are taking the subject for second and third time.

5.7 Budget

Types of supplies	Name	Cost per item	Number of item	Total
Office supplies	Pens	$0.20	10	2
	Pencils	$0.25	5	1.25
	Folders	$0.15	5	0.75
	Fasteners	$0.10	4	0.40
	Printer Ink	$6.00	1	$6.00
	Paper	$4.00	2	$8.00
	Light	$35	8 month	280$
			TOTAL:	**$298.4**

SERVICES		
Service	Cost	Total
Photocopies	$0.02 page *400	$8.00
Internet	$35.00/month * 6	$210.00
Online platform	Free	
Printed work	$20.00	$20.00
Transportation	0.60.00/teacher *1*5days/week *20 weeks	$60.00
Food	2.00*/teacher 1/*2 days a week* /20 weeks	$80
	TOTAL: $378	

5.8 Umbrella Approach

Throughout a scientific investigation, the Umbrella Approach was conceived by the researchers, taking into consideration several methods useful for its development. The methods are the Direct Method (created in 1900), the Grammar Translation Method (created in the 14th century) and Audio-Lingual Method (created in the early decades of the 20th century). These Methods were created when technology and the internet were not part of day-to-day life, so the Umbrella Approach is adapted to the use of the ICT which influence the development of the students' academic performance, and at the same time, it contributes to close up the students to the knowledge society that is based on the vast increase in data creation and information dissemination.

The aim of this approach sprung up because of the necessity to help students and teachers to have a more effective teaching-learning process in the branches of English communication and English translation. This approach is characterized by the following methodological aspects:

1. Students learn grammatical rules by translating from the target language to the native language.
2. The language is taught by giving mother-tongue equivalents of the words or sentences.
3. The target language is directly used for teaching all the four skills —listening, speaking, reading and writing.–
4. The language is taught through a careful selection, gradation and presentation of vocabulary items and structures through situation-based activities.
5. Teaching is closely associated with the use of ICTs, blogs, platforms, and networks, online forums and video presentations.

5.9 Umbrella Approach-Based Syllabus

Thanks to the creation of the Umbrella Approach, researchers conceived the Umbrella Approach-Based Syllabus. This syllabus is based on conversation and translation teaching, and it has three main characteristics: The first one is to put students into constant practice and exercises in and out of the classroom, so they can acquire a solid basis on written translation from English to Spanish. The second one is to help students learn how to use the target

language in an authentic communicative way based on conversational practice, including activities that develop fluency and pronunciation. Lastly, it explains how all the skills (speaking, listening, reading and writing) join in with the purpose of getting a complete learning.

The intention of the syllabus is to make students be able to train all the skills to reach both their communicative competence by aiming on speaking and listening and their translation competences by understanding reading and writing. In addition, and most importantly, all these characteristics are linked with the use ICT, so that teacher's interaction with the student be contextualized to the students' facilitations and interests.

5.10 English I and II Syllabus of Licenciatura en Ciencias del Lenguaje y Literatura

This section presents the English syllabus I and II of Licenciatura en Ciencias del Lenguaje y Literatura which will be a guide for teachers to elaborate their lesson plans. Each English syllabus includes the following elements: generalities, basic Instructor information, course description, general and specific objectives, contents, methodology, evaluation system, course materials, student profile, class development protocol, teacher responsibilities, class development protocol, evaluation protocol, class attendance protocol, bibliographical reference, and evaluation criteria.

UNIVERSIDAD DE EL SALVADOR
WESTERN MULTIDISIPLINARY CAMPUS
ENGLISH LANGUAGE DEPARTMENT

Syllabus of the Subject of English I (Licenciatura en Ciencias del Lenguaje y Literatura)

I. GENERALITIES

- Subject: English I

- Code: L30804

- Pre-requisites: none

- Credits: 8

- Semester: I

- Schedule:_____

- Hours per week: 5 hours

- Weeks per semester: 16 weeks

- Hours per semester: 80 hours

- Class duration: 50 minutes each

- Group:_____

- Academic year: 20____

Basic Instructor Information

- Teacher's name: _____

- Email address_____

- Office hours: _____

II. COURSE DESCRIPTION

English I is the first of two English courses of Licenciatura en Ciencias del Lenguaje y Literatura in which students develop metacognitive competences in the knowledge and awareness of key concepts regarding the translation and conversational competence. This course has been specially designed to help students reach a basic level of the English language so that they develop the four macro skills: listening, speaking reading, and writing that learning English demands. In this regard, the course will encourage interaction through language tasks in a variety of topics. While working broadly on the four macro skills, the students will make use of given tools to translate (express the sense of (words or text) in

another language) and interpret (explain the meaning of words), and at the same time they will become aware of the translation and conversational skills that an English Language user needs to engage in an on-going, interactive process.

It is important to take into account that nowadays technology plays a crucial role in the teaching area, so the course makes use of an online platform to reinforce the course topics throughout tutorials, and supporting information. Besides, by the use of electronic devices, the students will upload video activities in which they will develop their conversational skills. Finally, this course make use of blogs in which students can develop their writing skills.

III. COURSE OBJECTIVES

A. General Objectives

Students will be able to:

- Develop translation skills
- Develop oral production skills in terms of range, accuracy, fluency, interaction and coherence

B. Specific Objectives

At the end of this course students will be able to:

- Express ideas in various translation and conversational activities by using the present and past verb tense of the active and passive voice
- Translate paragraphs orally in English by using the specific vocabulary of the major
- Communicate in English in various social settings by using the simple present of the verb "to be" and the simple present
- Use different kinds of adjectives, pronouns, prepositions and conjunctions
- Translate from English to Spanish and vice versa by using the translation patterns of each grammatical structure in active and passive voice
- Boost their confidence and enthusiasm through the development of translation and conversational skills
- Reinforce their oral and translation skills throughout the use of blogs and video activities

Unit	Grammar Content	Vocabulary	Topics	Listening	Reading	Speaking	Writing	Translation practice
UNIT 1	- Definition of parts of speech - Noun phrase's elements - Combinations to form a noun phrase - Definite and indefinite articles - Possessive adjective - Demonstrative adjectives	- Expression -People -Occupation - Everyday objects - Shopping - Furniture	- Talking about books - Expressing belonging - Expressing description	- An interview with Andy Torbet	- An article about studio apartments	- Your objects and possessions, a room in your home	- The use of dictionary **Developing translation skills:** **-** Translation pattern of noun phrases -Translation pattern of This, That, These, Those	-Translation practice of the Noun phrase´s elements -Translation practice of Definite and Indefinite articles -Translation practice of possessive adjectives

UNIT 2	- Subject pronouns - The simple present of verb "to be" - Affirmative and negative form / Interrogative form of the verb to be /Yes/no question - Interrogative words - Cardinal and ordinal numbers	-Name, age, nationality, occupation, telephone number, address, marital status, date of birth - Countries and nationalities, - - City, work places, branch office -Numbers from 1-100	- Basic greetings - Introducing oneself and others, - Exchanging personal and others information -My profession - Locations	-A interview with an explorer	- An article about a family of explorers	- Asking questions friends, family and occupations	-A personal description **Developing translation skills:** - Translation pattern of simple present of verb "to be" -	-Translation practice of simple present of verb "to be"
UNIT 3	- Possessive case - Affirmative, negative and interrogative sentences in simple present	- Expressing possession - Times of the day - Telling time - Work place	- Talking about habits and daily routines - Expressing likes and dislikes	- An interview with a students living in New York - An interview	- An article about languages spoken around the world	- Pair work: Talking about routines - Group work: Talking about spare-	- Text type: a travel website - Writing skills: capital letters **Developing**	Translation practice of possessive case - Translation practice of present

- Table of regular and irregular verbs in infinitive, present, past, participle and active participle - The use of the first, second and third person singular in the present simple - Prepositions of time - Prepositions of place	(work tasks) - Words/phrases related to time - Spare-time activities Word building: Prefixes and suffixes: un, in, im, it, go, non, ly, ful, less, ness, ity		with Frank Richards		time activities - Third person singular –s	**translation skills:** **-** Translation pattern of the present simple - Translation pattern of prepositions of time and place - Translation pattern of frequency adverbs - Writing words by using prefixes and suffixes	simple - Translation practice of prepositions of time and place Translation practice of frequency adverbs

UNIT 4								
	- Like/love + -ing - The use of "can" to express ability - Frequency adverbs - Simple sentences - Compound sentences - Complex sentences	- Describing personality - Personal skills	- Talking about talents and abilities - Talking about interests	- an interview with Paul Nicklen	- an article about a nature photographer	- Group work: likes and dislikes - Pair group: your abilities	**Developing translation skills:** - Translation pattern of like/love + -ing - Translation pattern of "can" - Translation pattern of frequency adverbs	- Translation practice of like/love + -ing - Translation practice of "can" - Translation practice of frequency adverbs - Translation practice of simple, compound, and complex sentences

UNIT 5	- Possessive pronouns - Object personal pronouns - Present progressive - Present simple vs. present progressive - Stative verbs - Imperative mode	- Possession Expressions - Distinguishing between current events and habitual actions - Giving and refusing permission expressions - Requesting terms	- Describing current and/ or ongoing events - Temporary state and future events - Giving and refusing Permission - Requests and asking for favors	- An interview with a film maker	- An article about a while life film maker	- Discussing about weekend plans - Game: What's happening now? - Group Role-play using imperatives	- Paragraph about own preferences **Developing translation skills** - Translation pattern of present progressive - Translation pattern of stative verbs -Translation pattern of imperative mode	- Translation practice of present progressive - Translation practice of stative verbs - Translation practice of imperative mode
UNIT 6	- Past simple of verb "to be" - Past simple (present affirmative and negative form, yes/no question, wh-questions)	- Past time expressions - Adjectives for describing trips and experiences - Sequencing words	- Describing a trip - Talking about past events in history - Biographies & autobiographies	- Informal conversations - Song in simple past	- Reading biographies and trip stories - Reading and developing comprehension questions	- Talking about own experiences	- Writing an autobiography **Developing translations skills:** - Translation pattern of past simple of verb "to	- Translation practice of past simple of verb "to be" - Translation practice of simple past

	- Questions with who, what, why, where, etc					be" - Translation pattern of past simple	
UNIT 7	- Passive voice in present tense in affirmative and negative forms, with agent and without agent - Passive voice in past tense in affirmative and negative forms, with agent and without agent	- Types of books, authors, -Education - Idiomatic expressions translation (on the other hand, and so forth, of course, etc.)	Describing a process	- A radio documentary about learning Kung Fu in China	- An article about the history of writing - An article about saving languages	- Conversation in passive voice	**Developing translation skills:** - Translation pattern of passive voice in present tense - Translation pattern of passive voice in past tense	- Translation practice of passive voice in present tense - Translation practice of passive voice in past tense

V. METHODOLOGY

As this subject is a combination of conversation and translation, in order to achieve the proposed objectives more accurately, the direct method and the audio-lingual method will be applied, which is helpful to develop the four macro skills. Besides, the grammatical translation method will be mostly representative as it will aid the students to develop strategies and techniques that will help them actively participate in class by the translation and interpretation of texts.

Students will be provided with exercises and an explanation of the use of the dictionary which is a tool not only to translate but to interpret as well. Furthermore, grammar structure tenses will be taught with affirmative, negative and interrogative (wh-questions and yes-no questions) sentences related to the target content. Also, the students will be given sentences and paragraphs in relation with the target content and target structure so that students practice interpretation and translation. Students will start to interpret and translate with simple sentences; later, they will continue with complex and compound sentences. Afterwards, they will translate three or four-line paragraphs until they are able to interpret and translate ten-line paragraphs.

The teacher is in charge of monitoring and evaluating the development of the four macro skills via supportive material and an array of activities such as the assignation of homework, pair works, practices, oral and written activities, mini presentations, warm up activities, listening and reading activities and practices, positive feedback and error correction, teacher and students discussions, translation quizzes, video activities, blog activities and other activities that help students progress on English language learning. During this course, students not only will learn to translate but also to communicate with a compacted Basic English level, counting on real life conversational aspects.

VI. EVALUATIONS

Six evaluations will be carried out during this course. These evaluations include a reading and listening comprehension test, a video activity, two translation quizzes, a mini presentation, a written exam, and the formative assessment which includes attendance, punctuality, assignments, class participation.

The teacher in charge of this course is free to change any of the evaluations presented in this syllabus if he/she considers it necessary

EVALUATIONS				
Evaluation	**Description**	**Unit**	**Time**	**Week**
Reading and listening comprehension 15%	First part: open questions Second part: multiple choice	Unit 1 Unit 2	2 class hours	Week 3
Video activity 15%	A video activity in groups of five in which students will talk about their daily routines and their likes and dislikes. This video has to last five minutes and students have to use the structures studied in unit one, two and three**.** Also, they have to upload this video to the Schoology platform.	Unit 3	Students will start working on the video two weeks before the dead line (week 6)	Week 6
Two translation quizzes 10% (5% each)	Translation of short paragraphs and sentences	Cover units from 1 to 4	One class hours each	Week 9 Week 12
Written exam 20%	First part: Open questions Second part: multiple choice Third part: building up sentences Four part: Translation paragraph	Cover units from 1 to 6	2 class hours	Week 13
Blog activity 15%	A blog activity in groups of five in which students will	Cover units from 1 to 7	Students will start working on	Week 14

	write about their favorite book and author using the vocabulary and grammatical structure studied in class (each student has to write his/her own page). The blog must include a front page, introduction, and conclusion.		the blog two month before the dead line (Week 14)	
Mini presentation 15%	Mini presentations in groups of 5 and each students will be evaluated based on a criteria sheet	Cover units 1 to 7	10 class hours	Week 15 Week 16
Formative assessment 10%	It includes, attendance, punctuality, assignments, class participation, online platform participation			Week 16
Make up test				

VII. COURSE MATERIALS

This syllabus is reinforced by Schoology platform in which the teacher will use it to upload material and activities related to each unit. Teachers should administer each activity appropriately according to their own criteria. This syllabus includes a set of instructions that teachers must read carefully for the application of this platform.

SCHOOLOGY ACCOUNTS

1. Teachers will be assigned with a Schoology account.

2. Go to https://www.schoology.com/ and select "Create a Course" Your courses are your virtual classrooms. This is where you will instruct, grade, and communicates with your students. Your courses contain all your instructional materials (e.g.,

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files, assignments, and assessments) along with communication and organizational tools strictly associated with the course..

3. Enter the information and click "Create".

4. Then invite students, teachers to join the Course by using a 10-digit access code to become a member of any course .Students have to click in the Course code and follow the instructions Schoology provides them.

5. Once you have your students in the Course you can start sharing all the links of activities. These include websites, embedded YouTube clips, flipped task links (EduCreations, etc), files, documents and images.

6. Explain your students that they will have to download the app in their cell phones or go to the website of Schoology (https://www.schoology.com/) to be in the class.

SCHOOLOGY ACCOUNT FOR TEACHER

Email: englishliteraturalenguaje2019@gmail.com   Password: letrasteacher2019

Email: englishlenguaje2020@gmail.com   Password: letrasteacher2019

This syllabus is reinforced by Blogger platform in which the students will use it to upload material related to the blog activity. This syllabus includes a set of instructions that students must read carefully for the application of this platform.

BLOGGER ACCOUNTS

1. Go to Blogger
2. **Click on Sign In.** It's in the upper-right corner of the window. Enter your Google username and password.

- If you don't have a Google Account, click on **Create Your Blog.** This will take you to a

screen where you can create an account to use with Blogger.

- Select a profile type. Click on **Create a Google+ profile** to create a single account to use across all Google properties. If you'd like to use a pseudonym or limit your exposure on Google, click on **Create a limited Blogger profile**.

- Follow the online prompts to finish creating your Google+ or limited Blogger profile.

3. **Enter a Display Name and click Continue to Blogger.** The display name is the name that your readers will know you by.

4. **Click on Create New Blog**

Type a title for your blog.

5. **Type a URL for your blog.** If it's unavailable try other variations on the name you want to use, but don't use symbols like hyphens, underscores, colons.

6. **Enter the word verification and click Continue.**

7. **Choose a starter template.** This is the basic design and layout of your blog.

8. **Click on Create blog!**

9. **Click on Theme.** It's near the bottom of the menu on the left side of the page. This allows you to customize the look of your blog beyond the elements contained in the starter template.

10. **Select how to customize the design.** Click on **Customize** if you'd like guided choices. Click on **Edit HTML** if you're a more advanced user.

11. **Click on Settings.** It's in the center of the menu on the left. From here, you can adjust other settings such as language, whether your blog will be included in search engine results, and whether you're willing to receive emails.

12. **Click on Posts, comments and sharing.** In this menu, you can adjust publishing, comments, and if or how your blog is shared beyond the Blogger platform.

13. **Click on Basic and then +Add authors.** The latter link is in the lower-right corner, under the "Permissions" section of the menu. This setting allows you to

add other contributors to the blog, so that the writing burden does not rest on your shoulders, alone.

VIII. STUDENT PROFILE

- An autonomous learner who is aware of the responsibility he/she has in his/her learning process within and outside the classroom
- A student with attitudes that reflect respect and tolerance for himself/herself, his/her peers, and teachers
- A student who recognizes and appreciates the class sessions as crucial to their own linguistic and professional development
- An active, reactive and proactive student

IX. CLASS DEVELOPMENT PROTOCOL

- Attend all classes and be on time.
- Sign the attendance given by the teacher
- Do not cross talk when the teacher is explaining the class or when another student is talking at the front.
- Be respectful with your teacher and classmates.
- Do not disturb the teacher and classmates.
- Be prepared for class with the material you will use such as photocopies, dictionaries, pen, eraser, etc.
- Bring your homework assignments the time and date that the teacher stipulates.

X. TEACHER´S DEVELOPMENT PROTOCOL

1) To present the complete syllabus in the first class
2) To provide students the syllabus for them to have the control of the developed topics according to unit and content
3) To be aware of the evaluation dates according to the program´s calendar
4) To choose a class representative in front of the class and academic authorities

5) To give the class representative all the printed material to be shared with the whole class

6) To verify periodically his/her syllabus to check if he/she is covering the units of learning appropriately

XI. CONTENT DEVELOPMENT PROTOCOL

1. The teacher will begin teaching the grammatical structures that are in the syllabus of English I of Licenciatura en Ciencias del Lenguaje y Literatura.

2. Once the grammatical structures are taught, the teacher will make production practices for the students so they can develop their conversational skills.

3. The production practices will consist on activities related to the four macro skills: listening, speaking, reading, and writing.

4. The activities will be developed in the classroom and on the online platform, Schoology.

5. Once the production practices have been completed, the teacher will begin teaching the translation patterns of the grammatical structure previously seen so that the students can develop their translation skills.

6. The teacher will teach the translation patterns making use of examples with the grammatical structure and at the same time making use of the vocabulary related to the career if necessary.

7. After having completed the teaching of the translation patterns, the teacher will make practices of translation with the grammatical structure previously seen.

8. The translation practices will consist on sentences or paragraphs for students to develop their reading and writing skills.

9. The translation practices will be carried out in the classroom and on the online platform, Schoology.

XII. EVALUATION PROTOCOL

REGLAMENTO DE EVALUACIONES DE ACUERDO CON LAS REGLAS ADMINISTRATIVAS DE LA UNIVERSIDAD DE EL SALVADOR

(CAPITULO IV. EVALUACIONES)

Art. 14. - La evaluación en las diferentes unidades de aprendizaje será un proceso continuo y no podrá ser inferior a cinco durante el ciclo. Estas evaluaciones, corresponderán al criterio de libertad de cátedra, considerando la naturaleza de las mismas.

Art. 15. - La escala de calificación en todo lo concerniente a las evaluaciones será de cero punto cero (0.0) a diez punto cero (10.0).

Art. 16. - La nota mínima de aprobación por unidad de aprendizaje será de seis punto cero (6.0).

Art. 17. - La calificación de cada actividad evaluada se deberá considerar hasta la centésima y la nota final deberá aproximarse a la décima inmediata superior cuando la décima sea igualo mayor a cinco (5).

Art. 17 – A. - Los alumnos de todas las Facultades de la Universidad que al finalizar el Ciclo Académico, obtuvieren una nota final entre 5.00 y 5.94 en una o más asignaturas, cursos, módulos, áreas integradas o cualquier otro tipo de unidad de aprendizaje, tendrán derecho aún Examen de Suficiencia de cada una, en el cual se examinarán todos los contenidos desarrollados en las mismas; y podrá incluir pruebas escritas y/o prácticas clínicas o de laboratorio y otras; según las particularidades de la especialidad.

La Junta Directiva de la Facultad, aprobará la calendarización de los exámenes; garantizando que entre cada evaluación medie un lapso de 24 horas como mínimo. La Dirección o Jefatura responsable, comunicará el calendario antes mencionado por los medios a su alcance.

Los profesores de cada unidad de aprendizaje reportarán a la Administración Académica Local en un recolector oficial, los resultados obtenidos en el examen de

suficiencia. La nota del examen de suficiencia se promediará con la calificación final obtenida en el ciclo, y el promedio será la nota final definitiva.

Las Facultades que tengan regulados exámenes de reposición, remediales o similares durante el desarrollo del ciclo, deberán mantenerlos en su sistema de evaluación". (1)

"En el caso de la Facultad de Odontología, el Examen de Suficiencia se regirá conforme lo establezca el Reglamento Especial de Evaluación de la Facultad". (3

Interpretación Auténtica del art. 17 – A. (2)

Dada en el salón de sesiones de La Asamblea General Universitaria, a los cinco días del mes de diciembre de dos mil tres.

Art. 1. - Interprétese auténticamente el artículo 17-A del Reglamento de la Administración Académica de la Universidad de El Salvador, en el sentido siguiente:

Los Reglamentos Especiales de Aplicación General en la UES, como el de la Administración Académica, prevalecen sobre los reglamentos específicos de cada Facultad, y quedan derogadas tácitamente todas las disposiciones que en esta materia contraríen el Reglamento Especial de Aplicación General.

El Reglamento de la Administración Académica de la Universidad de El Salvador y sus reformas, prevalece sobre los Reglamentos Específicos de Evaluación de las diferentes Facultades.

El examen de suficiencia sustituye cualquier otro examen cuya nota se promedie con la nota final y no comprende los exámenes que sustituyen la nota de una evaluación determinada.

Art. 17 – B. - Los docentes después de realizar cualquier tipo de prueba escrita como exámenes, laboratorios, reportes, trabajos y otros; tendrán la obligación de exponer la solución de dicha prueba, con su respectivo porcentaje ante los estudiantes evaluados; estos porcentajes deberán aparecer previamente en el test o guía respectiva.

Dichas pruebas serán calificadas y devueltas al estudiante en el plazo de 20 días hábiles después de la fecha de realización o recepción de la misma.

Cuando el profesor responsable de la asignatura programe algún tipo de evaluación oral, elaborará un banco de preguntas o ítems con su correspondiente ponderación, que entregará con antelación al Coordinador de área o módulo, al Jefe de Departamento o al Director de la Escuela, según corresponda.

La calificación de toda evaluación siempre se consignará en tinta o lapicero, en números y en letras." (1)

Art. 18. - Si el estudiante no se presentare a una evaluación por causas justificadas éste podrá solicitar por escrito realizarla diferida a más tardar dentro del quinto día hábil de haberse realizado.

El Jefe de la unidad docente responsable de la cátedra, resolverá inmediatamente de presentada la petición, indicando la fecha probable para realizar la evaluación diferida. Podrá establecer fecha fija de diferidos dentro de la programación del ciclo.

Art. 19. - La ausencia a una actividad evaluativa se justificará por:

a) Motivos de Salud;

b) Problemas Laborales;

c) Interferencia con otras actividades académicas;

d) Duelo:

e) Impedimento por caso fortuito o fuerza mayor;

f) Programación de dos o más evaluaciones con una ponderación igual o mayor al 15%.

Art. 20. - Una vez publicadas las notas de cualquier evaluación, los estudiantes tendrán derecho dentro de los tres días hábiles siguientes a solicitar en forma individual o colectivamente y por escrito la revisión de prueba. La Dirección o Jefatura de la Escuela o Departamento que sirve la unidad de aprendizaje, señalará día, hora y lugar dentro de los recintos universitarios para realizarla; el alumno tendrá derecho a estar presente al momento de realizarse la revisión y exponer las observaciones pertinentes, los resultados deberán

hacerse constar en un acta la cual firmarán el docente y el estudiante si éste último estuviera presente.

El estudiante que no estuviere conforme con el resultado de la revisión podrá solicitar se le practique una nueva revisión, a más tardar dentro de los tres días hábiles siguientes, exponiendo por escrito las razones de su inconformidad a la Dirección o Jefatura correspondiente, quien señalará día, hora y lugar dentro de los recintos universitarios para realizarla. Esta segunda revisión la realizará dicha Dirección o Jefatura con la presencia del Docente responsable y otro docente de la respectiva especialidad, quienes oirán las observaciones del estudiante y la nota que así se establezca no admitirá recurso alguno.

La calificación de la prueba objeto de revisión únicamente se podrá mantener o aumentar."(1)

Art. 21. - El sistema de evaluación será de responsabilidad del coordinador de cátedra en lo referente a las actividades, ponderación y calendarización.

Las calificaciones obtenidas en las evaluaciones realizadas durante el ciclo, se les notificarán a los estudiantes dentro de las dos semanas hábiles de haberlas realizado.

Art. 22. - Las Administraciones Académicas Locales regionales enviaran a la Administración Académica Central las evaluaciones realizadas por los estudiantes, a más tardar dentro de la tercera semana después de finalizado el ciclo respectivo de conformidad con el art. 10 literal i).

XIV. BIBLIOGRAPHY

➢ LAROUSSE GLOLIER: Diccionario Moderno (Inglés – Español)
➢ Stephenson, H., Dummett, P., & Hughes, J. (2015). *Life Level 2*. Boston, MA: Sherrise Roehr
➢ Stephenson, H, Dummett, P & Hughes, J (2015). *Life Level 3*. Boston, MA: Sherrise Roehr

WEBGRAPHY

- https://www.schoology.com/
- https://www.blogger.com/
- https://www.youtube.com/

Students: _____   *Date:*

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CRITERIA TO EVALUATE THE VIDEO ACTIVITY   15%

Objective: To evaluate students' communicative competence at this level

No.	CRITERIA	1	2	3	4	5	6	7	8	9	10
1.	Effectiveness to emphasize or enhance the meaning of his/her message										
2.	Mastery of grammatical structures seen in class										
3.	Use of varied/extensive vocabulary for his/her level										
4.	Fluency										
5.	Time										
6.	Body language										
7	Topic management										
8	Creativity										
9	Confidence and enthusiasm										
10	Topic preparation										
11	Clear articulation and proper volume										
12	Group work										
	FINAL AVERAGE										

Comments:

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UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
ENGLISH LANGUAGE DEPARTMENT

CRITERIA TO EVALUATE THE BLOG ACTIVITY
15 %

<u>**OBJECTIVE**</u>: **To evaluate students' communicative competence at this level**

Student's names:
1._____
2._____
3._____
4._____
5._____

Overall grade:_____

CRITERIA	1	2	3	4	5	6	7	8	9	10
Front page										
Introduction										
Grammar										
Spelling										
Use of vocabulary studied in classes										
Creativity and design										
Use of multimedia (images, links, videos…)										
Conclusion										
Text legibility and layout										
Responsibility										
Group work										
TOTAL………………										

Further information:
_____
_____
_____
_____

Students: _____   *Date:*

CRITERIA TO EVALUATE MINI PRESENTATIONS   15%
Objective: To evaluate students' communicative competence at this level

No.	CRITERIA	1	2	3	4	5	6	7	8	9	10
1.	Effectiveness to emphasize or enhance the meaning of his/her message										
2.	Mastery of grammatical structures seen in class										
3.	Use of varied/extensive vocabulary for his/her level										
4.	English fluency when presenting										
5.	English accuracy when presenting										
6.	Logical organization of presentation										
7.	Voice projection										
8.	Body language										
9.	Topic management										
10.	Use of audiovisual resources										
11	Confidence and enthusiasm										
	FINAL AVERAGE										

Comments:

_____

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UNIVERSIDAD DE EL SALVADOR
WESTERN MULTIDISIPLINARY CAMPUS
ENGLISH LANGUAGE DEPARTMENT

Syllabus of the Subject of English II (Licenciatura en Ciencias del Lenguaje y Literatura)

I. GENERALITIES

- Subject: English II

- Code: L30804

- Pre-requisites: English I

- Credits: 8

- Semester: II

- Schedule:_____

- Hours per week: 5 hours

- Weeks per semester: 16 weeks

- Hours per semester: 80 hours

- Class duration: 50 minutes each

- Group:_____

- Academic year: 20____

Basic Instructor Information

- Teacher's name: _____
- Email address_____
- Office hours: _____

II. COURSE DESCRIPTION

English II is the second of two English courses of Licenciatura en Ciencias del Lenguaje y Literatura in which students develop metacognitive competences in the knowledge and awareness of key concepts regarding the translation and conversational competence. This course has been specially designed to help students reach a basic level of the English language so that they develop the four macro skills: listening, speaking reading, and writing that learning English demands. In this regard, the course will encourage interaction through language tasks in a variety of topics. While working broadly on the four macro skills, the students will make use of given tools to translate (express the sense of (words or text) in

another language) and interpret (explain the meaning of words), and at the same time they will become aware of the translation and conversational skills that an English Language user needs to engage in an on-going, interactive process.

It is important to take into account that nowadays technology plays an important role in the teaching area, so the course makes use of an online platform to reinforce the course topics throughout tutorials and supporting information. This course make use of online forums for the students to develop their critical thinking and writing skills. Finally, the use of websites to create video presentation will be take into account in the course to reinforce the conversational skills of the students.

III. COURSE OBJECTIVES

A. General Objectives

Students will be able to:

- To develop translation skills
- To develop oral production skills in terms of range, accuracy, fluency, interaction and coherence

B. Specific Objectives

At the end of this course students will be able to:

- Express ideas in various translation and conversational activities by using the future and perfect verb tense of the active voice
- Translate paragraphs orally in English by using the specific vocabulary of the career
- Communicate in English in various social settings by using the reported speech
- Use different kinds of countable and uncountable nouns, idiomatic expressions, and modals
- Translate from English to Spanish and vice versa by using the translation patterns of each grammatical structure in active
- Boost their confidence and enthusiasm through the development of translation and conversational skills

- Reinforce their oral and translation skills through the use of online forums and video evaluation

Unit	Grammar Content	Topics	Vocabulary	Listening	Reading	Speaking	Writing	Translation practice
UNIT 1	Countable/uncountable nouns, some/any/no, how much…? - How many…? - Much/many /a lot/ lots of/ a few/ a little	-Ordering food -Answering about quantity -Food references and eating habits	-Food and restaurants - Quantities and containers - Making suggestions and arrangement -Adjectives describing food, words related recipes - Expressions: such, as, like, unlike most (most, most), many, any	-Peoples describing famous dishes from their countries -A conversation at a market	-An article about food markets around the world	-Famous dishes from different countries planning a special meal -Buying food at a market	- A description of a favorite food -Writing a recipe - Simple present of verb "to be" review translation - Simple present review translation	-Translation practice of countable and uncountable nouns -Translation practice of some/any/no /how much? How many? Much/many -Translation practice of a lot/ lots of/ a few/a little
UNIT 2	- Have to - Future will - Future going to	Future plans	- Expressing obligation - -Life stages - Celebrations - Translation of: ever, still, yet, long, how long	-Three people talking about their plan and intentions -A news item about Mardis	-An article about how a couple changed their life -An article about how Mardi Gras is celebrated	- Group work: life changing decisions Pair work: your favorite festival	**Developing translation skills:** - Translation pattern of have to - Translation pattern of	-Translation practice of have to -Translation practice of future will -Translation practice of

			Prefixes and suffixes dis, rem mis, etc, ize, ify, ate, tion, ment, etc.	Gras	around the world		future will

-Translation pattern of future going to | going to

-Translation practice of ever, still, yet, long, how long |
| **UNIT 3** | - Affirmative, negative and interrogative form of present perfect simple

- Present perfect progressive

- Present perfect simple vs. past simple | - Experiences

- Talking about life events and achievements | - Expressions: How long, already, still, since, ever

- Everyday technology

- Discussing facts

- Words building: nouns ending in –er, -or, -ist referring to people | - An interview with someone about technology | - An article about new inventions | - Pair work: questions with "Have you ever…?"

- Pronunciation of the contracted form 've/'s | - A paragraph about your experiences in learning English

Developing translations skills:

- Translation pattern of present perfect simple

- Translation pattern of present perfect progressive | - Translation practice of present perfect simple

- Translation practice of present perfect progressive

- Translation practice of present perfect simple vs. past simple |

UNIT 4	- Affirmative, negative and interrogative form of past perfect - Past perfect progressive	Events in history	- Sequencing pat actions and events - Vacation words (types of vacation accommodation, activities, travel items) - Questions with who, what, why, where, etc	- Two conversations about problems while on vacation	- An article about tipping in other countries	- Pair work: Recounting a story - Group work: Predicting and making up the continuation of a story	- A story about an event in history **Developing translation skills:** - Translation pattern of past perfect - Translation pattern of past perfect progressive	- Translation practice of past perfect - Translation practice of past perfect progressive
UNIT 5	- Comparative forms and superlative forms - Reported speech (command request)	- Talking about opinion and preferences	- Transportation Word focus: than, as…as - Narrating a story - Reporting commands and requests - Words: say and tell	- Two people discussing the pros and cons of electric cars	- An article about dog sledding - An article about moments in space history	- Pair group: Transportation you use - Group work: reporting an interview	- A paragraph giving advise - Punctuation in direct speech **Developing translation skills:** - Translation	-Translation practice of comparative and superlative form - Translation practice of reported speech

UNIT								
			- Idiomatic expressions: on the other hand, and so forth, of course, etc				pattern of comparative / superlative forms - Translation pattern of reported speech	
UNIT 6	- too/enough - one/ones - Compounds of some, any, no every - Modals in active voice: • Can • May • Should • Could • Might • Must	- Expressing opinions - Types of vacation - Tourism	- Expressions of certainty, possibility, willingness, obligation, necessity, ability, etc. - Adjectives of opinion	- Dialogue with too and enough	- A travel article - wh-questions in a comprehension text	- Group work: A description of a tourist destination Group work: Advice for a tourist	-Description of a person's abilities and duties **Developing translation skills:** - Translation pattern of too/enough, one/ones Translation pattern of modals	- Translation practice of "too/enough, one/ones, and compounds of some, any, no every" - Translation pattern of modals

V. METHODOLOGY

As this subject is a combination of conversation and translation, in order to achieve the proposed objectives more accurately, the direct method and the audio-lingual method will be applied, which is helpful to develop the four macro skills. Besides, the grammatical translation method will be mostly representative as it will aid the students to develop strategies and techniques that will help them actively participate in class by the translation and interpretation of texts.

Students will be provided exercises and an explanation of the use of the dictionary which is a tool not only to translate but to interpret as well. Furthermore, grammar structure tenses will be taught with affirmative, negative and interrogative (wh-questions and yes-no questions) sentences related to the target content. Also, the students will be given sentences and paragraphs in relation with the target content and target structure so that students practice interpretation and translation. Students will start to interpret and translate with simple sentences; later, they will continue with complex and compound sentences. Afterwards, they will translate three or four-line paragraphs until they are able to interpret and translate ten-line paragraphs.

The teacher is in charge of monitoring and evaluating the development of the four macro skills via supportive material and an array of activities such as the assignation of homework, pair works, practices, oral and written activities, dialogues, warm up activities, listening and reading activities and practices, positive feedback and error correction, teacher and students discussions, translation quizzes, online forums, video presentations and other activities that will help students progress on English language learning. During this course, students not only will learn to translate but also to communicate with a compacted Basic English level, counting on real life conversational aspects.

VI. EVALUATION

Six evaluations will be carried out during this course. These evaluations include a dictation, a reading comprehension test, two translation quizzes, a mini presentation, a written exam, and the formative assessment which includes attendance, punctuality, assignments, class participation.

The teacher in charge of this course is free to change any of the evaluations presented in this syllabus if he/she considers it necessary

EVALUATIONS				
Evaluations	**Description**	**Unit**	**Time**	**Week**
Reading and listening comprehension 15%	First part: open questions Second part: multiple choice	Unit 1 Unit 2	2 class hours	Week 3
Case scenario 15%	A case scenario in groups of five in which students will create dialogues using the grammatical structures seen in unit one, two, and three. Teacher will ask them to perform it in front of the class. (It includes criteria sheet)	Unit 3	10 hours class	Week 6 Week 7
Two translation quizzes 10% (5% each)	Translation of short paragraphs and sentences	Cover units from 1 to 4	One class hours each	First translation quiz: Week 9 Second translation quiz: Week 12
Written exam 20%	First part: Open questions Second part: multiple choice Third part: building up sentences Four part: Translation paragraph	Cover units from 1 to 6	2 class hours	Week 13
Online forums	Online forums will be	Cover	Teacher will	First online

15%	developed in the online platform Schoology throughout the semester with topics related to each units. Students have to use the structures studied in class. Forums will be developed through open questions, reading, listening, and videos	units from 1 to 6	upload an online forum after each units	forum: Week 3 Second online forum: Week 5 Third online forum: Week 7 Fourth online forum: Week 9 Fifth online forum: Week 11 Sixth online forum: Week 14
Video presentation 15%	A video presentations will be created in POWTOON website in groups of five. Each group will choose five topics and the teacher will decide which topic they will develop. The video will be presented in class and the teacher will ask some questions to the group at the end of the presentation. Each students will be evaluated based on a criteria sheet.	Cover units 1 to 6	10 class hours	Week 15 Week 16
Formative assessment 10%	It includes, attendance, punctuality, assignments, class participation, participation in Schoology´s forums			Week 16

Make up test				

VII. COURSE MATERIALS

This syllabus is reinforced by Schoology platform in which the teacher will use it to upload material and activities related to each unit. Teachers should administer each activity appropriately according to their own criteria. This syllabus includes a set of instructions that teachers must read carefully for the application of this platform.

SCHOOLOGY ACCOUNTS

1. Teachers will be assigned with a Schoology account.

2. Go to https://www.schoology.com/ and select "Create a Course" Your courses are your virtual classrooms. This is where you will instruct, grade, and communicates with your students. Your courses contain all your instructional materials (e.g., files, assignments, and assessments) along with communication and organizational tools strictly associated with the course..

3. Enter the information and click "Create".

4. Then invite students, teachers to join the Course by using a 10-digit access code to become a member of any course .Students have to click in the Course code and follow the instructions Schoology provides them.

5. Once you have your students in the Course you can start sharing all the links of activities. These include websites, embedded YouTube clips, flipped task links (EduCreations, etc), files, documents and images.

6. Explain your students that they will have to download the app in their cell phones or go to the website of Schoology (https://www.schoology.com/) to be in the class.

This syllabus is reinforced by PowToon in which students will use it to create animated videos and presentations. Students will reproduce the video itself in a kind of caricature, of a person speaking showing dialog boxes that they have written. This syllabus includes a set of instructions that teachers and students must read carefully for the application of this website

CREATING/USING POWTOON

1. Go to https://www.powtoon.com

2. You can Log in/ Sign up created an account with your email or you can sign up with Google or Facebook

3. Script

You need to create a script that describes what will happen in every "scene".

We recommend working with the following simple guidelines to create an engaging and captivating flow:

  a. Which problem are you or your product addressing?

  b. How does the frustration manifest itself? (Expensive, labor-intensive, annoying, etc…)

  c. Aggravate problem (for example show what usefulness other solutions are there)

  d. What is your solution, what are its benefits and why is it better?

  e. CALL TO ACTION: Test us – Try us – Buy Us.

Remember that when reading your newly created script without pauses, 90 seconds corresponds to around 225 words! So before finalizing your script, please make sure to do a word count (and if I can give you another piece of advice: SHORTEN THE SCRIPT

ONCE and then SHORTEN IT AGAIN).

4. Voiceover Guide / Background Music

You need to either choose a background track for your music or record a voiceover. This means that you need an MP3 file of the TEXT PARTS of the script read out as they will appear in the Powtoon. Don't worry, this does not have to be a professional voiceover, it can just be something basic for now, you are doing this mainly as a TIMING guide.

So you can do this yourself (record yourself in http://audioboo.fm/) or use an online text to voice software. You can always hire a professional voiceover artist later to give your Powtoon a really polished sound, this can make a really big difference for a relatively small investment.

5. Dividing the Slides

Now you can start creating slides according to the script. Each slide represents a scene and an idea as outlined in the script. Try to keep your slides short, this way you can put a lot of interesting visuals in your Powtoon.

If you have a voiceover, you can make some of the words come to life by making them appear in time on the screen. You don't need to have each word that appears in the script on the stage but rather chose important words to emphasize certain points.

6. Populate the Slides

Now it's time to add graphics, background, props, images, and characters to your slides. It's important to convey the message together with the graphic images and as little text as possible, so the audience doesn't have to sit there reading all the time (unless this is the effect you're after) and doesn't get overwhelmed with information.

For example: If the problem makes the main character sad, it is enough to display the main character in a sad pose without adding any text. Once you have your voice-over guide, all you need to do is upload it into Powtoon and you will now be able to add the visuals to the sound.

6. Timing

Now you have to time it all. This is the last step and is actually one that can have a significant effect on the "professional" look and feel of your final result.

The Powtoon timeline is designed to allow you to easily adjust the appearance and timing of all the elements on the screen. You can now listen to the voiceover running in the background and make sure that all the visual elements reflect what you hear. The more accurate you get this; the more awesome the final result

VIII. STUDENT PROFILE

- An autonomous learner who is aware of the responsibility he/she has in his/her learning process within and outside the classroom
- A student with attitudes that reflect respect and tolerance for himself/herself, his/her peers, and teachers
- A student who recognizes and appreciates the class sessions as crucial to their own linguistic and professional development
- An active, reactive and proactive student

IX. CLASS DEVELOPMENT PROTOCOL

- Attend all classes and be on time
- Sign the attendance given by the teacher
- Do not cross talk when the teacher is explaining the class or when another student is talking at the front
- Be respectful with your teacher and classmates
- Do not disturb the teacher and classmates
- Be prepared for class with the material you will use such as photocopies, dictionaries, pen, eraser, etc
- Bring your homework assignments the time and date that the teacher stipulates

X. TEACHER RESPONSABILITIES

1) To present the complete syllabus in the first class

2) To provide students the syllabus for them to have the control of the developed topics according to unit and content

3) To be aware of the evaluation dates according to the program´s calendar

4) To choose a class representative in front of the class and academic authorities

5) To give the class representative all the printed material to be shared with the whole class

6) To verify periodically his/her syllabus to check if he/she is covering the units of learning appropriately

XI. CONTENT DEVELOPMENT PROTOCOL

1. The teacher will begin teaching the grammatical structures that are in the syllabus of English I of Licenciatura en Ciencias del Lenguaje y Literatura.

2. Once the grammatical structures are taught, the teacher will make production practices for the students so they can develop their conversational skills.

3. The production practices will consist on activities related to the four macro skills: listening, speaking, reading, and writing.

4. The activities will be developed in the classroom and on the online platform, Schoology.

5. Once the production practices have been completed, the teacher will begin teaching the translation patterns of the grammatical structure previously seen so that the students can develop their translation skills.

6. The teacher will teach the translation patterns making use of examples with the grammatical structure and at the same time making use of the vocabulary related to the career if necessary.

7. After having completed the teaching of the translation patterns, the teacher will make practices of translation with the grammatical structure previously seen.

8. The translation practices will consist on sentences or paragraphs for students to develop their reading and writing skills.

9. The translation practices will be carried out in the classroom and on the online platform, Schoology.

XII. EVALUATION PROTOCOL

REGLAMENTO DE EVALUACIONES DE ACUERDO CON LAS REGLAS ADMINISTRATIVAS DE LA UNIVERSIDAD DE EL SALVADOR

(CAPITULO IV. EVALUACIONES)

Art. 14. - La evaluación en las diferentes unidades de aprendizaje será un proceso continuo y no podrá ser inferior a cinco durante el ciclo. Estas evaluaciones, corresponderán al criterio de libertad de cátedra, considerando la naturaleza de las mismas.

Art. 15. - La escala de calificación en todo lo concerniente a las evaluaciones será de cero punto cero (0.0) a diez punto cero (10.0).

Art. 16. - La nota mínima de aprobación por unidad de aprendizaje será de seis punto cero (6.0).

Art. 17. - La calificación de cada actividad evaluada se deberá considerar hasta la centésima y la nota final deberá aproximarse a la décima inmediata superior cuando la décima sea igualo mayor a cinco (5).

Art. 17 – A. - Los alumnos de todas las Facultades de la Universidad que al finalizar el Ciclo Académico, obtuvieren una nota final entre 5.00 y 5.94 en una o más asignaturas, cursos, módulos, áreas integradas o cualquier otro tipo de unidad de aprendizaje, tendrán derecho aún Examen de Suficiencia de cada una, en el cual se examinarán todos los contenidos desarrollados en las mismas; y podrá incluir pruebas escritas y/o prácticas clínicas o de laboratorio y otras; según las particularidades de la especialidad.

La Junta Directiva de la Facultad, aprobará la calendarización de los exámenes; garantizando que entre cada evaluación medie un lapso de 24 horas como mínimo. La Dirección o Jefatura responsable, comunicará el calendario antes mencionado por los medios a su alcance.

Los profesores de cada unidad de aprendizaje reportarán a la Administración Académica Local en un recolector oficial, los resultados obtenidos en el examen de

suficiencia. La nota del examen de suficiencia se promediará con la calificación final obtenida en el ciclo, y el promedio será la nota final definitiva.

Las Facultades que tengan regulados exámenes de reposición, remediales o similares durante el desarrollo del ciclo, deberán mantenerlos en su sistema de evaluación". (1)

"En el caso de la Facultad de Odontología, el Examen de Suficiencia se regirá conforme lo establezca el Reglamento Especial de Evaluación de la Facultad". (3

Interpretación Auténtica del art. 17 – A. (2)

Dada en el salón de sesiones de La Asamblea General Universitaria, a los cinco días del mes de diciembre de dos mil tres.

Art. 1. - Interprétese auténticamente el artículo 17-A del Reglamento de la Administración Académica de la Universidad de El Salvador, en el sentido siguiente:

Los Reglamentos Especiales de Aplicación General en la UES, como el de la Administración Académica, prevalecen sobre los reglamentos específicos de cada Facultad, y quedan derogadas tácitamente todas las disposiciones que en esta materia contraríen el Reglamento Especial de Aplicación General.

El Reglamento de la Administración Académica de la Universidad de El Salvador y sus reformas, prevalece sobre los Reglamentos Específicos de Evaluación de las diferentes Facultades.

El examen de suficiencia sustituye cualquier otro examen cuya nota se promedie con la nota final y no comprende los exámenes que sustituyen la nota de una evaluación determinada.

Art. 17 – B. - Los docentes después de realizar cualquier tipo de prueba escrita como exámenes, laboratorios, reportes, trabajos y otros; tendrán la obligación de exponer la solución de dicha prueba, con su respectivo porcentaje ante los estudiantes evaluados; estos porcentajes deberán aparecer previamente en el test o guía respectiva.

Dichas pruebas serán calificadas y devueltas al estudiante en el plazo de 20 días hábiles después de la fecha de realización o recepción de la misma.

Cuando el profesor responsable de la asignatura programe algún tipo de evaluación oral, elaborará un banco de preguntas o ítems con su correspondiente ponderación, que entregará con antelación al Coordinador de área o módulo, al Jefe de Departamento o al Director de la Escuela, según corresponda.

La calificación de toda evaluación siempre se consignará en tinta o lapicero, en números y en letras." (1)

Art. 18. - Si el estudiante no se presentare a una evaluación por causas justificadas éste podrá solicitar por escrito realizarla diferida a más tardar dentro del quinto día hábil de haberse realizado.

El Jefe de la unidad docente responsable de la cátedra, resolverá inmediatamente de presentada la petición, indicando la fecha probable para realizar la evaluación diferida. Podrá establecer fecha fija de diferidos dentro de la programación del ciclo.

Art. 19. - La ausencia a una actividad evaluativa se justificará por:

a) Motivos de Salud;

b) Problemas Laborales;

c) Interferencia con otras actividades académicas;

d) Duelo:

e) Impedimento por caso fortuito o fuerza mayor;

f) Programación de dos o más evaluaciones con una ponderación igual o mayor al 15%.

Art. 20. - Una vez publicadas las notas de cualquier evaluación, los estudiantes tendrán derecho dentro de los tres días hábiles siguientes a solicitar en forma individual o colectivamente y por escrito la revisión de prueba. La Dirección o Jefatura de la Escuela o Departamento que sirve la unidad de aprendizaje, señalará día, hora y lugar dentro de los recintos universitarios para realizarla; el alumno tendrá derecho a estar presente al momento de realizarse la revisión y exponer las observaciones pertinentes, los resultados deberán

hacerse constar en un acta la cual firmarán el docente y el estudiante si éste último estuviera presente.

El estudiante que no estuviere conforme con el resultado de la revisión podrá solicitar se le practique una nueva revisión, a más tardar dentro de los tres días hábiles siguientes, exponiendo por escrito las razones de su inconformidad a la Dirección o Jefatura correspondiente, quien señalará día, hora y lugar dentro de los recintos universitarios para realizarla. Esta segunda revisión la realizará dicha Dirección o Jefatura con la presencia del Docente responsable y otro docente de la respectiva especialidad, quienes oirán las observaciones del estudiante y la nota que así se establezca no admitirá recurso alguno.

La calificación de la prueba objeto de revisión únicamente se podrá mantener o aumentar."(1)

Art. 21. - El sistema de evaluación será de responsabilidad del coordinador de cátedra en lo referente a las actividades, ponderación y calendarización.

Las calificaciones obtenidas en las evaluaciones realizadas durante el ciclo, se les notificarán a los estudiantes dentro de las dos semanas hábiles de haberlas realizado.

Art. 22. - Las Administraciones Académicas Locales regionales enviaran a la Administración Académica Central las evaluaciones realizadas por los estudiantes, a más tardar dentro de la tercera semana después de finalizado el ciclo respectivo de conformidad con el art. 10 literal i).

XIV. BIBLIOGRAPHY

➢ LAROUSSE GLOLIER: *Diccionario Moderno* (Inglés – Español)
➢ Stephenson, H., Dummett, P., & Hughes, J. (2015). *Life Level 2*. Boston, MA: Sherrise Roehr
➢ Stephenson, H, Dummett, P & Hughes, J (2015). *Life Level 3*. Boston, MA: Sherrise Roehr

WEBGRAPHY

➢ https://www.schoology.com/

➢ https://www.powtoon.com/

➢ https://www.youtube.com/

Student: _____   *Date:*

CRITERIA TO EVALUATE CASE SCENARIO   15%
Objective: To evaluate students' communicative competence at this level
ENGLISH II 15%

No.	CRITERIA	1	2	3	4	5	6	7	8	9	10
1.	**GRAMMAR**										
2.	English fluency when presenting										
3.	English vocabulary appropriate to the situation										
4.	English accuracy when presenting										
5.	Voice projection										
6.	Body language										
7.	Confidence and enthusiasm										
8.	Creativity										
9.	Group work										
	FINAL AVERAGE										

Comments:
_____
_____
_____

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
LICENCIATURA EN IDIOMA INGLÉS OPCIÓN ENSEÑANZA
CRITERIA TO EVALUATE FORUM PARTICIPATIONS

Objective: To assess the participation in Schoology's forums of English II students of Licenciatura en Ciencias de Lenguaje y Literatura

Criteria		1	2	3	4	5	6	7	8	9	10
Demonstration of understanding the topic	Critical Thinking										
	Higher-order thinking										
	Uniqueness of contribution										
Collaboration and connection with other students											
Writing Skill	Grammar										
	Punctuation										
	Coherence										
	Structures										
Timeliness and participation											
Final average											

Comments:

_____
_____
_____

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UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
ENGLISH LANGUAGE DEPARTMENT

Students: _____   *Date:*

_____

_____

_____

_____

CRITERIA TO EVALUATE THE VIDEO PRESENTATION   15%
Objective: To evaluate students' communicative competence at this level

No.	CRITERIA	1	2	3	4	5	6	7	8	9	10
1.	Effectiveness to emphasize or enhance the meaning of his/her message										
2.	Mastery of grammatical structures seen in class										
3.	Use of varied/extensive vocabulary seen in class										
4.	Fluency										
5.	Pronunciation										
6.	Creativity										
7	Topic management										
8.	Voice projection										
	Readiness to answer questions										
9.	Accuracy of answers										
10.	Clarity and precision of answers										
	FINAL AVERAGE										

Comments:
_____
_____
_____

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CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

Based on the information gathered through the analysis of the interpretation of the results on the study "Redesign of the English Syllabus I and II of the major Licenciatura en Ciencias del Lenguaje y Literatura at the University of El Salvador, Western Multidisciplinary Campus", the researchers arrived at the following conclusions and recommendations:

6.1 Conclusions

6.1.1 A redesign in the English I and II syllabus was proposed to reemphasize on the development of student's translation and conversation skills. During this study, researchers found out that the 2016 English I and II syllabus of Licenciatura en Ciencias del Lenguaje y Literatura at the University of El Salvador, Western Multidisciplinary Campus had some discrepancies not only in the elements, but also in the development of translation and conversation skills. The researchers took into consideration the opinions, recommendations, and evaluations of the three specialists in order to make the necessary corrections to enhance the redesign of the English I and II Umbrella Approach-Based Syllabus. The generalities were improved to help students and teacher to have a solid backup information about the course by adding the code, the pre-requisite, semester, schedule, weeks per semester, hours per semester, class duration and academic year. According to the objectives, course description and methodology, the researchers defined actions to be taken for the teacher to develop a fertile class with the rationale application of specific procedures or techniques to master students' translation and conversational skills. Therefore, they created the Umbrella Approach to help students and teachers to have a more effective teaching-learning process in the branches of English communication and English translation. The researchers redesigned the unit content by considering the Umbrella Approach-Based Syllabus in order to integrate the teaching of grammatical structures by using translation patterns, vocabulary and topics related to developing both conversation and translation skills. Furthermore, the redesigned syllabus incorporated the ICT's usage in

evaluations by using online platform and websites in order to reinforce students' oral and translation skills.

6.1.2 Through analyzing the 2016 English I and II Syllabus of the major Licenciatura en Ciencias del Lenguaje y Literatura, the researcher found that the syllabi presents the following elements: Generalities, General and Specific Objectives, Course Description, Evaluation Protocol, Class Development Protocol, Unit Content, Methodology and Course Evaluation. The researchers noticed that the 2016 English I and II syllabus has some gaps in some of its elements, for instance, the generalities does not include some important elements that help students and teacher to have a solid backup information about the course if necessary; the course description only took into account technical English teaching, and it is insufficient to teach conversation and translation at once; the unit content does not indicate distinction between translation patterns and conversation production; the methodology's emphasis is given to limited aspects; finally, the 2016 syllabi do not share any bibliographical material.

6.1.3 Through the analysis of the conversation components that the English I and II syllabus should have, the researchers considered, regarding to course description, that it is important to develop students metacognitive competences in the knowledge and awareness of key concepts regarding to conversation. Besides, they figured out that the syllabi should emphasize in the importance of becoming students aware of the conversational skills that an English language user needs. Regarding to the objectives, the researcher considered that the syllabi should focus on developing students oral production skills by expressing ideas in various conversational activities. Besides, the syllabi should require students to communicate in English in various social settings and boost their confidence and enthusiasm through the development of conversational skills. On the other hand, the researchers analyzed that the use of the online platform Schoology and websites such as Blogger and PowToon in the syllabi evaluations is useful to reinforce students' oral skills.

6.1.4 Through the analysis of the translation elements that the English I and II syllabus should have, the researches considered that, in the course description, the strengthening of the development of metacognitive competences in the knowledge and awareness of

key concepts regarding to translation and the use of tools to translate and interpret is effective. Besides, they evaluated that the syllabi should emphasize in the importance of becoming students aware of the translation skills, and they figured out that the objectives should require students to develop translation skills by expressing ideas in various translation activities. The researchers considered that the best way to translate from English to Spanish and vice versa is by using the translation patterns for each grammatical structure. Concerning the unit contents, the researchers analyzed that syllabi should include grammar translation patterns and translation practices to develop students' translation skills. In order to assess student's translation skills, the researchers inquired that the syllabi should incorporate quizzes and evaluations that focused on translating texts from English to Spanish.

6.1.5 To improve and create an ideal syllabus that develops conversation and translation skills, the researches formulated a proposal of changes in the English I and II syllabus of Licenciatura en Ciencias del Lenguaje y Literatura in which they combined the conversation and translation syllabus. As a result, the Umbrella Approach- Based Syllabus was created. This syllabus converges toward the necessity to have a more effective teaching-learning process in the branches of English communication and English translation, which is linked with the use of ICT, so that teachers' interaction with the students be contextualized to the student's facilitations and interests.

6.1.6 Through the evaluation of three specialists for the functionality of the Umbrella Approach-Based Syllabi, the researchers concluded that the elements of the Syllabi are functional since the generalities detail important information of the course such as semester, code, year, etc. Also, the basic instructor information is sufficient to communicate with the teacher. The course description and the methodology include all the necessary data to develop the conversational and translational skills. Moreover, the objectives of the Umbrella Approach-Based Syllabi accomplish the needs of students. Similarly, the content of the syllabi contains translation patterns and conversational activities to enhance the teaching-learning process. Furthermore, the course evaluations and the course material facilitate the teachers' way to assess and the inclusion of technology helps students to improve the four macro skills and

conversation and translation abilities. Finally, the bibliography of the Umbrella Approach-Based Syllabi are functional since they provide an accessible and effective material to reinforce the content taught in class.

6.1.7 The hypothesis "The redesign syllabus fosters student's conversation and translation skills" was proved to be true. A scientific evaluation and validation of the syllabus stipulated the total fulfillment into application. The researchers found that the redesign syllabus provided relevant contents to help students to develop the four macro skills and translation abilities. Therefore, the redesign syllabus facilitates the teaching and learning process in translation and conversation at Licenciatura en Ciencias del Lenguaje y Literatura.

6.2 Recommendations

Having conducted the research study "Redesign of the English I and II syllabus of the major Licenciatura en Ciencias del Lenguaje y Literatura, at the University of El Salvador, Western Multidisciplinary Campus", the researchers recommend the following:

6.2.1 The coordinator of the service of the Foreign Languages department should:

- Take into account the Umbrella Approach-Based Syllabus to facilitate the teaching process and to develop Licenciatura en Ciencias del Lenguaje y Literatura student´s macro and translation skill more effectively.

- Take into account the Umbrella Approach and the Umbrella Approach-Based Syllabus for future redesign of English I and II syllabus of other majors such as Contaduría Pública, Administración de Empresas, Biología, and Química y Farmacia at the University of El Salvador, Western Multidisciplinary Campus

6.2.2 English I and English II teacher of Licenciatura en Ciencias del Lenguaje y Literatura should:

- Strengthen students' involvement in the activities and evaluations in the platform Schoology, and websites Blogger and PowToon, so they practice and ameliorate the conversation and translation skills.

- Apply and master the suggested Umbrella Approach and Umbrella Approach-Based Syllabus so that students develop the four macro skills (listening, speaking, reading, and writing) and the ability of translating texts from English to Spanish and vice versa.

- Implement the protocols suggested in the Umbrella Approach- Based Syllabus so that the teacher and student must follow specific rules for learning experiences and for a successful communication about what they will do during the course.

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APPENDIXES

APPENDIX A1: ELEMENTS OF THE CURRENT ENGLISH I SYLLABUS OF

LICENCIATURA EN CIENCIAS DEL LENGUAJE Y LITERATURA

UNIVERSITY OF EL SALVADOR

WESTERN MULTIDISCIPLINARY CAMPUS

LICENCIATURA EN IDIOMA INGLÉS OPCIÓN ENSEÑANZA

SEMI STRUCTURED OBSERVATIONAL CHECKLIST

Objective: To analyze the elements of the current English I syllabus of Licenciatura en Ciencias del Lenguaje y Literatura

Indication: Listed below are observable characteristics related with the elements of the current English I syllabus of Licenciatura en Ciencias del Lenguaje y Literatura. This semi structured observational checklist is to be filled out by the researchers. The observation blank should be filled out with the necessary information by the researchers.

	Current of the English I Ideal Syllabus for Conversational and Translation Purpose	Observations
1	**Generalities** • Group	
	• Teacher	
	• Subject	
	• Number of units	
	• Hours per week	
	• Laboratory hours	
2	**General objectives** • To highlight the importance of English in the field of conversation	
	• To highlight the importance of English in the field of translation	

	• To familiarize students with the specific vocabulary of their specialty	
	• Provide students with a solid foundation for the use of conversation tools in English	
	Specific objectives • The students will be able to get involved in several types of conversations in English	
	• Spontaneously translate paragraphs orally in English using vocabulary related to their career	
3	**Course description** The syllabus describes the course description: • Combination of technical English, and conversational English	
	• Development of the four macro-skills	
	• Technical education of grammar	
4	**Evaluation protocol** University's rules regarding to evaluations	

5	**Class development protocol**	
	• Class punctuality • Participate in class activities • Keep the cellphone in vibration	
	Unit 1	
	Grammar: 1.1 The verb to be 1.2 These/those 1.3 Plurals, 1.4 Possessive 1.5 Adjectives, 1.6 Possessive case, 1.7 Present simple	
	Target content: greeting and saying goodbye in formal and informal situations, introducing oneself and others, spelling names, understanding information on business cards, exchanging basic personal information (name, age, nationality, occupation, telephone number, address, e-mail, marital status, date of birth), expressing possession, talking about family members	
	Unit 2	

Grammar: 2.1 Present simple 2.2 Wh-questions 2.3 Prepositions of time 2.4 Adverbs of frequency	
Target content: discussing habitual actions and routine, telling time, understanding signs and timetables, asking and answering different types of questions, talking about frequency, talking about space-time activities	
Unit 3	
Grammar: 3.1 Like/love/enjoy/hate/can't stand+ing 3.2 Want to/would like to 3.3 The verb can (ability) 3.4 Adjectives 3.5 Adverbs of manner	
Target content: expressing likes and dislikes, talking about intentions, making suggestions and arrangements, expressing ability, describing the manner in which something happens, understanding the features of a website, understanding	

information on a flyer, talking about space-time activities and forms of entertainment	
Unit 4 **Grammar:** 4.1 Possessive pronouns 4.2 Whose…? 4.3 There is/there are 4.4 Articles a an)/the	
Target content: describing people's appearance, expressing possession, making and accepting compliments, referring to the location of objects, describing one's house/apartment, describing people's personality, expressing opinion, identifying synonyms and opposites	
Unit 5	
Grammar: 5.1 Structure: present progressive 5.2 Object personal pronouns 5.3 Present simple vs. Present progressive 5.4 Stative verbs	

	Target content: talking about current activities, temporary state and future plans, locating information on posters, talking on the phone, asking for, giving and refusing permission, making offers, requests and asking for favors, distinguishing between current events and habitual actions, giving news and responding to news, showing interest and surprise	
	Unit 6	
	Grammar: 6.1 Past simple 6.2 Past simple of to be 6.3 There was/there were 6.4 Past simple of can	
	Target content: talking about current activities, temporary states and future plans, locating information on posters, talking on the phone, asking for, giving and refusing permission, making offers, requests and asking for favors, distinguishing between current events and habitual actions, giving news and responding to news, showing interest and surprise	

6	Methodology	
	• Apply the eclectic method to develop the four macro-skills	
	• Emphasis the correct pronunciation of the vocabulary	
	• Give paragraphs related with the content and the grammatical structures to explain in class	
7	The syllabus specifies the course evaluation: • Reading and listening comprehension 15%	
	• Dictation 15%	
	• 2 translation quizzes 20% (10% each)	
	• Written exam 20%	
	• Five minute show and tell 20%	
	• Formative assessment 10%	
8	The syllabus suggests bibliography for students to get extra information the contents studies in classes	

APPENDIX A2: CURRENT ENGLISH II SYLLABUS OF LICENCIATURA EN

CIENCIAS DEL LENGUAJE Y LITERATURA

UNIVERSITY OF EL SALVADOR

WESTERN MULTIDISCIPLINARY CAMPUS

LICENCIATURA EN IDIOMA INGLÉS OPCIÓN ENSEÑANZA

SEMI STRUCTURED OBSERVATIONAL CHECKLIST

Objective: To evaluate the elements of the current English II syllabus of Licenciatura en Ciencias del Lenguaje y Literatura

Indication: Listed below are observable characteristics related with the elements of the current English II syllabus of Licenciatura en Ciencias del Lenguaje y Literatura. This semi structured observational checklist is to be filled out by the researchers during the **formal evaluation**. The researchers will check the elements of current syllabus and evaluate if they are applicable and no applicable into the functionality of the syllabus. The observation blank should be filled out with the necessary information by the researchers.

	Current of the English II Ideal Syllabus for Conversational and Translation Purpose	Applicable	No applicable	Observations
1	**Generalities** • Subject			
	• Number of units			
	• Hours per week			
	• Laboratory hours			
	• Group			
	• Teacher's name			
2	**General objectives** • To highlight the importance of English in the field of conversation			

	• To highlight the importance of English in the field of translation			
	• To familiarize students with the specific vocabulary of their specialty			
	• Provide students with a solid foundation for the use of conversation tools in English			
	Specific objectives • The students will be able to get involved in several types of conversations in English			
	• Spontaneously translate paragraphs orally in English using vocabulary related to their career			
3	**Course description** The syllabus describes the course description: • Combination of technical English, and conversational English			
	• Development of the four macro-skills			
	• Technical education of grammar			
4	**Evaluation protocol** University's rules regarding to			

	evaluations			
5	**Class development protocol** • Class punctuality • Participate in class activities • Keep the cellphone in vibration			
	Unit 1			
	Grammar: 1.1 Countable/uncountable noun 1.2 Some/any/no 1.3 How much…? How many…? Much/many /a lot/ lots of/ a few/ a little			
	Target content: understanding menus, ordering food, making, accepting and refusing offers, asking and answering about quantity, talking about food preferences and eating habits, discussing healthy and unhealthy food, describing what food tastes like, understanding and describing cooking procedures, inviting, accepting and refusing an invitation, making suggestions and arrangements			

Unit 2			
Grammar: 2.1 Have to 2.2 Future going to			
Target content: talking about the cost of something, attracting someone's attention, checking and confirming information, apologizing, expressing obligation, understanding information on a map, asking for, giving and following directions, brainstorming ideas, making future plans, describing a place			
Unit 3			
Grammar: 3.1 Too/enough 3.2 One/ones 3.3 Compounds of some 3.4 Any 3.5 No every			
Target content: talking about clothes and expressing preference, talking about shopping habits, talking about prices and sizes, distinguishing between words easily confused, expressing opinion, understanding dictionary entries, describing problems related to electronic devices			

Unit 4 **Grammar:** 4.1 The verb should 4.2 Reported speech (command request)			
Target content: making request and asking for favors, responding to requests and giving excuses, making/canceling an appointment, talking about aliments, asking for and giving advice, narrating a story, reporting commands and requests, describing a problem, expressing opinion			
Unit 5 **Grammar:** 5.1 Comparative forms and superlative forms			
Target content: Making comparisons, showing interest and lack of interest, expressing opinion and preference, persuading another person, understanding fact files, discussing cultural differences, inquiring about hotel services and facilities, distinguishing between formal and informal language			
Unit 6			

	Grammar: 6.1 Present perfect simple (always, never, ever, before, once, twice, so far, just) 6.2 Present perfect 6.3 Simple vs. past simple 6.4 Have been-have gone			
	Target content: Talking about sports, talking about experiences, distinguishing between words easily confused, talking about education, discussing facts, talking about life events and achievements			
6	Methodology • Apply the eclectic method to develop the four macro-skills			
	• Emphasis the correct pronunciation of the vocabulary			
	• Give paragraphs related with the content and the grammatical structures to explain in class			
7	The syllabus specifies the course evaluation: • Reading and listening comprehension 15%			
	• Dictation 15%			
	• 2 translation quizzes 20% (10% each)			

	• Written exam 20%			
	• Five minute show and tell 20%			
	• Formative assessment 10%			
8	The syllabus suggests bibliography for students to get extra information the contents studies in classes			

APPENDIX B1: ELEMENTS OF THE IDEAL ENGLISH I SYLLABUS OF LICENCIATURA EN CIENCIAS DEL LENGUAJE Y LITERATURA

UNIVERSITY OF EL SALVADOR

WESTERN MULTIDISCIPLINARY CAMPUS

LICENCIATURA EN IDIOMA INGLÉS OPCIÓN ENSEÑANZA

SEMI STRUCTURED OBSERVATIONAL CHECKLIST

Objective: To evaluate the elements of the ideal English I syllabus of Licenciatura en Ciencias del Lenguaje y Literatura

Indication: Listed below are observable characteristics related with the elements of the ideal English I syllabus for conversational and translation purpose of Licenciatura en Ciencias del Lenguaje y Literatura. This semi structured observational checklist is to be filled out by the teacher during the **formal evaluation**. The teacher will check the elements of ideal syllabus and evaluate if they are applicable and no applicable into the functionality of the syllabus. The observation blank should be filled out with the necessary information by the teacher.

	Elements of Ideal the English I Syllabus for Conversational and Translation Purpose	Applicable	No applicable	Observations
1	**Generalities** • Subject			
	• Code			
	• Pre-requisites			
	• Credits			
	• Semester			
	• Schedule			
	• Hours per week			
	• Weeks per semester			
	• Hours per semester			
	• Class duration			
	• Group			
	• Academic year			

2	**Basic Instructor Information** • Teacher's name • Email address • Office hours			
3	**Course description**			
	The syllabus describes the course description: • Develop metacognitive competences in the knowledge and awareness of key concepts regarding the translation and conversational competence			
	• Develop the four English learning macro-skills: listening, speaking reading, and writing			
	• Encourage interaction through language tasks in a variety of topics			
	• Use of the given tools to translate and interpret			
	• Become aware of the translation and conversational skills an English Language user needs to engage in an on-going, interactive process			
	• Use of an online platform to reinforce the course topics			

4	The syllabus lists: **General objectives** Students will be able to: • Develop translation skills			
	• Develop oral production skills in terms of range, accuracy, fluency, interaction and coherence			
	Specific objectives At the end of this course students will be able to: • Engage in various translation and conversational activities by using the present and past verb tense of the active and passive voice			
	• Translate paragraphs orally in English by using the specific vocabulary of the career			
	• Communicate in English in various social settings by using the simple present of the verb "to be" and the simple present			
	• Use different kinds of adjectives, pronouns, prepositions and conjunctions			

	• Translate from English to Spanish by using the translation patterns of each grammatical structure in active			
	• Boost their confidence and enthusiasm through the development of translation and conversational skills			
	• Reinforce their oral and translation skills throughout the use of blogs and video activities			
5	The redesign syllabus details the units and its contents: **Unit One**			
	Grammar content: **1.1** Definition of parts of speech **1.2** Noun phrase's elements **1.3** Combinations to form a noun phrase **1.4** Translation pattern of noun phrases **1.5** Translation practice of the Noun phrase´s elements **1.6** Definite and indefinite articles **1.7** Translation practice of Definite and Indefinite articles **1.8** Possessive adjective **1.9** Demonstrative adjectives **1.10** Translation pattern			

of This, That, These, Those **1.11** Translation practice of possessive adjectives			
Topics: Talking about books, expressing belonging, expressing description **Vocabulary:** Expression, people, occupation, everyday objects, shopping, furniture			
Unit two **2.1** Subject pronoun **2.2** The simple presents of verb "to be" **2.3** Affirmative and negative form **2.4** Interrogative form of the verb to be **2.5** Yes/no question **2.6** Translation patterns of the simple present of verb "to be" **2.7** Translation practice of the simple present of verb "to be" **2.8** Interrogative words 2.9 Cardinal and ordinal numbers			
Topics: Basic greetings, introducing oneself and others, exchanging personal and others information, my profession, locations **Vocabulary:** Name, age, nationality, occupation, telephone number, address, e-mail,			

marital status, date of birth, countries and nationalities, city, work places, branch office, numbers from 1-100			
Unit three			
Grammar content: **3.1** Possessive case **3.2** Translation practice of possessive case **3.3** Affirmative, negative and interrogative sentences in simple present **3.4** Table of regular and irregular verbs in infinitive, present, past, participle and active participle **3.5** The use of the first, second and third person singular in the present simple **3.6** Translation pattern of the present simple **3.7** Translation practice of the present simple **3.8** Prepositions of time **3.9** Prepositions of place **3.10** Translation pattern of prepositions of time and place **3.11** Translation practice of prepositions of time and place **3.12** Frequency adverbs **3.13** Translation pattern of frequency adverbs **3.14** Translation practice of frequency adverbs **3.15** Prefixes and suffixes: un, in, im, it, go, non, ly, ful, less, ness, ity			

Topics: Talking about habits and daily routines, expressing likes and dislikes **Vocabulary:** Expressing possession, times of the day, telling time, work place (work tasks), words/phrases related to time, spare-time activities			
Unit four			
Grammar content: **4.1** Like/love + -ing **4.2** Translation pattern of like/love + -ing **4.3** Translation practice of like/love + -ing **4.4** The use of "can" to express ability **4.5** Translation pattern of "can" **4.6** Translation practice of "can" **4.7** Frequency adverbs **4.8** Translation pattern of frequency adverbs **4.9** Translation practice of frequency adverbs **4.10** Simple sentences **4.11** Compound sentences **4.12** Complex sentences **4.13** Translation practice of simple, compound, and complex sentences			
Topics: Talking about talents and abilities, talking about interests **Vocabulary:**			

Describing personality, personal skills			
Unit five			
Grammar content: **5.1** Possessive pronouns **5.2** Object personal pronouns **5.3** Present progressive **5.4** Translation pattern of present progressive **5.5** Translation practice of present progressive **5.6** Present simple vs. present progressive **5.7** Stative verbs **5.8** Translation patterns of stative verbs **5.9** Translation practice of stative verbs **5.10** Imperative mode **5.11** Translation pattern of imperatives **5.12** Translation practice of imperatives			
Topics: Describing current and/ or ongoing events, temporary state and future events, giving and refusing Permission, requests and asking for favors **Vocabulary:** Possession Expressions, distinguishing between current events and habitual actions, giving and refusing permission expressions, requesting terms			
Unit six			

	Grammar content: **6.1** Past simple of verb "to be" **6.2** Translation pattern of past simple of verb "to be" **6.3** Translation practice of past simple of verb "to be" **6.4** Past simple (present affirmative and negative form, yes/no question, wh-questions) **6.5** Translation pattern of past simple **6.6** Translation practice of simple past **6.7** Questions with who, what, why, where, etc			
	Topics: Describing a trip, talking about past events in history, biographies & autobiographies **Vocabulary:** Past time expressions, adjectives for describing trips and experiences, sequencing words			
	Unit seven			
	Grammar content: **7.1** Passive voice in present tense in affirmative and negative forms, with agent and without agent **7.2** Translation pattern of passive voice in present tense **7.3** Translation practice of passive voice in present			

	tense **7.4** Passive voice in past tense in affirmative and negative forms, with agent and without agent **7.5** Translation pattern of passive voice in past tense **7.6** Translation practice of passive voice in past tense			
	Topics: Describing a process **Vocabulary:** Types of books, authors, education, idiomatic expressions translation (on the other hand, and so forth, of course, etc.)			
6	Methodology • Eclectic method			
	• Array of activities and materials			
	• Participation in discussions with classmates and teacher			
	• Feedback and error correction			
	• Monitor and evaluate students' learning			
7	The syllabus specifies the course evaluation: • Reading and listening comprehension 15%			
	• Video activity 15%			

	• 2 translation quizzes 10%			
	• Written exam 20%			
	• Blog activity 15%			
	• Mini presentation 15%			
	• Formative assessment 10%			
8	The syllabus specifies the course materials • Bibliographical material			
	• Edmodo platform			
	• Blogger platform			
9	The syllabus describes the student profile: • Aware of responsibility			
	• Attitudes that reflect respect and tolerance			
	• Recognize and appreciate the class sessions			
	• Active, reactive and proactive			
10	**Class development protocol** • Attend all classes and sign the attendance			
	• Sign the attendance given by the teacher			
	• Respect for teachers and students			
	• Preparation for classes			

	• Give homework assignments			
11	**Teacher's performance protocol** • present the complete syllabus			
	• aware of the evaluation dates			
	• choose a class representative			
	• give the class representative all the printed material			
	• verify periodically his/her syllabus			
12	**Content development protocol** • Teach the grammatical structure			
	• Make production practices (activities related to the four macro skills: listening, speaking, reading, and writing)			
	• teach the translation patterns			
	• make translation practices			
13	**Evaluation protocol** • University's rules regarding to evaluations			
14	The syllabus suggests bibliography for students to get extra information the contents studies in classes			

APPENDIX B2: ELEMENTS OF THE IDEAL ENGLISH II SYLLABUS OF LICENCIATURA EN CIENCIAS DEL LENGUAJE Y LITERATURA

UNIVERSITY OF EL SALVADOR

WESTERN MULTIDISCIPLINARY CAMPUS

LICENCIATURA EN IDIOMA INGLÉS OPCIÓN ENSEÑANZA

SEMI STRUCTURED OBSERVATIONAL CHECKLIST

Objective: To evaluate the elements of the Ideal English II syllabus of Licenciatura en Ciencias del Lenguaje y Literatura

Indication: Listed below are observable characteristics related with the elements of the ideal English II syllabus for conversational and translation purpose of Licenciatura en Ciencias del Lenguaje y Literatura. This semi structured observation checklist is to be filled out by the teacher during the **formal evaluation**. The teacher will check the elements of the ideal syllabus and evaluate if they are applicable and no applicable into the functionality of the syllabus. The observation blank should be filled out with the necessary information by the teacher.

	Elements of the Ideal English II Syllabus for Conversational and Translation Purpose	Applicable	No applicable	Observations
1	**Generalities** • Subject			
	• Code			
	• Pre-requisites			
	• Credits			
	• Semester			
	• Schedule			
	• Hours per week			
	• Weeks per semester			
	• Hours per semester			
	• Class duration			
	• Group			

	• Academic year			
2	**Basic Instructor Information** • Teacher's name • Email address • Office hours			
3	**Course description**			
	The syllabus describes the course description: • Develop metacognitive competences in the knowledge and awareness of key concepts regarding the translation and conversational competence			
	• Develop the four English learning macro-skills: listening, speaking reading, and writing			
	• Encourage interaction through language tasks in a variety of topics			
	• Use of the given tools to translate and interpret			
	• Become aware of the translation and conversational skills an English Language user needs to engage in an on-going, interactive process			
	• Use of an online platform to reinforce the course topics			

4	The syllabus lists: **General objectives** • To empower students with translation skills			
	• To empower students with oral production skills in terms of range, accuracy, fluency, interaction and coherence			
	Specific objectives • Engage in various translation and conversational activities by using the future and perfect verb tense of the active voice			
	• Translate paragraphs orally in English by using the specific vocabulary of the career			
	• Communicate in English in various social settings by using the reported speech			
	• Use different kinds of countable and uncountable nouns, idiomatic expressions, and modals			
	• Translate from English to Spanish by using the translation patterns of each grammatical structure in active			
	• Empower their confidence and enthusiasm through the development of translation and conversational skills			

	• Reinforce their oral and translation skills through the use of online forums and video evaluation			
5	The redesign syllabus details the units and its contents: **Unit One**			
	Grammar content: **1.1** Countable/uncountable nouns **1.2** Translation practice of countable and uncountable nouns **1.3** Some/any/no, how much…? How many…? Much/many **1.4** Translation practices of some/any/no/how much? How many? Much/many **1.5** a lot/ lots of/ a few/ a little **1.6** Translation practice of a lot/ lots of/ a few/a little			
	Topics: Ordering food, Answering about quantity, Food references and eating habits **Vocabulary:** Food and restaurants, quantities and containers, making suggestions and arrangement, adjectives describing food, words related recipes, expressions: such, as, like, unlike most (most, most), many, any			
	Unit two **Grammar content:** **2.1** Have to **2.2** Translation pattern of have to **2.3** Translation practice of have to			

2.4 Future will **2.5** Translation pattern of future will **2.6** Translation practice of future will **2.7** Future going to **2.8** Translation pattern of going to **2.9** Translation practice of going to **2.10** Expression such as of ever, still, yet, long, how long **2.11** Translation practice of ever, still, yet, long, how long **2.12** Prefixes and suffixes dis, rem mis, etc, ize, ify, ate, tion, ment, etc **2.13** Translation practices of prefixes and suffixes dis, rem mis, etc, ize, ify, ate, tion, ment, etc			
Topics: Future plans **Vocabulary:** Expressing obligation, Life stages, celebrations			
Unit three			
Grammar content: **3.1** Affirmative, negative and interrogative form of present perfect simple **3.2** Translation pattern of present perfect simple **3.3** Translation practice of present perfect simple **3.4** Present perfect progressive **3.5** Translation pattern of perfect progressive **3.6** Translation practice of present perfect progressive **3.7** Present perfect simple vs. past simple **3.8** Translation practice of			

Present perfect simple vs. past simple			
Topics: Experiences, talking about life events and achievements **Vocabulary:** Expressions: How long, already, still, since, ever ,everyday technology, discussing facts, words building: nouns ending in –er, -or, -ist referring to people			
Unit four			
Grammar content: **4.1** Affirmative, negative and interrogative form of past perfect **4.2** Translation practice of past perfect **4.3** Translation practice of past perfect **4.4** Past perfect progressive **4.5** Translation practice of past perfect progressive **4.6** Translation practice of past perfect progressive			
Topics: Events in history **Vocabulary:** Sequencing pat actions and events, vacation words (types of vacation accommodation, activities, travel items), questions with who, what, why, where, etc			
Unit five			
Grammar content: **5.1** Comparative forms and superlative forms **5.2** Translation practice of			

comparative and superlative form **5.3** Translation practice of comparative and superlative form **5.4** Reported speech (command request) **5.5** Translation pattern of reported speech **5.6** Translation practice of reported speech			
Topics: Talking about opinion and preferences **Vocabulary:** Transportation, Word focus: than, as…as, narrating a story, reporting commands and requests, Words: say and tell, idiomatic expressions: on the other hand, and so forth, of course, etc			
Unit six			
Grammar content: **6.1** too/enough **6.2** one/ones **6.3** Compounds of some, any, no every **6.4** Translation pattern of "too/enough, one/ones, and compounds of some, any, no every" **6.5** Translation practice of "too/enough, one/ones, and compounds of some, any, no every" **6.6** modals in active voice: • Can • May • Should • Could • Might • Must **6.7** Translation pattern of			

	modals 6.8 Translation practice of modals			
	Topics: Expressing opinions, types of vacation Tourism **Vocabulary:** Expressions of certainty, possibility, willingness, obligation, necessity, ability, etc., adjectives of opinion			
6	Methodology • Eclectic Method • Array of activities and materials • Participation in discussions with classmates and teacher • Positive feedback and error correction • Monitor and evaluate students' learning			
7	The syllabus specifies the course evaluation: • Reading and listening comprehension 15% • Case scenario15% • 2 translation quizzes 10% • Written exam 20% • Online forums15% • Video presentation 15% • Formative assessment 10%			
8	The syllabus specifies the course materials • Bibliographical material			

	• Edmodo platform			
	• Powtoon website			
9	The syllabus describes the student profile: • Aware of responsibility			
	• Attitudes that reflect respect and tolerance			
	• Recognize and appreciate the class sessions			
	• Active, reactive and proactive			
10	**Class development protocol** • Attend all classes and sign the attendance			
	• Sign the attendance given by the teacher			
	• Respect for teachers and students			
	• Preparation for classes			
	• Give homework assignments			
11	**Teacher's performance protocol** • present the complete syllabus			
	• aware of the evaluation dates			
	• choose a class representative			
	• give the class representative all the printed material			
	• verify periodically his/her syllabus			
12	**Content development protocol**			

	• Teach the grammatical structure			
	• Make production practices (activities related to the four macro skills: listening, speaking, reading, and writing)			
	• Teach the translation patterns			
	• Make translation practices			
13	**Evaluation protocol** • University's rules regarding to evaluations			
14	The syllabus suggests bibliography for students to get extra information the contents studies in classes			

APPENDIX B3: INTERVIEW OF THE ELEMENTS OF THE IDEAL ENGLISH I AND II SYLLABUS OF LICENCIATURA EN CIENCIAS DEL LENGUAJE Y LITERATURA

Table B3.1: Generalities

Question	Answer	Indicator	Objective	Interpretation
Why do you consider that the generalities of the Umbrella Approach-Based Syllabi are functional?	Teacher 1: The generalities of the redesign of the English I and II syllabus are functional because the information that contains each element will help the students to clear all the doubts that they have about the subject Teacher 2: The generalities are functional because each element is fulfilled in detail, and the students will have all the information to clear doubts, and at the same time the teacher will have a backup information about every single aspect of the course. Teacher 3: In my opinion, the generalities of	Elements of the Ideal English syllabus I and II for Licenciatura en Ciencias del Lenguaje y Literatura	To describe the functionality of the proposed syllabus of the English I and II of the major Licenciatura en Ciencias del Lenguaje y Literatura	The generalities list the items to provide the data about the subject to the teachers as well the students. Three out of the three agreed that the generalities of the redesign of the English I and II syllabus are functional because they provide all the necessary the information of the course. Besides, three of three of teacher manifested that the information included in the generalities will help to the teachers and students to clear doubts that they could have during the semester, and at the same time the teacher will have a backup information if necessary.

the syllabi are full in detail, and that is excellent because it provides all the information that the teachers and students must know about the subject. Besides, the teacher will have a backup information in case students complain.	

Table B3.2: Basic Instructor Information

Question	Answer	Indicator	Objective	Interpretation
Why do you consider that it is important that the English I and II syllabus share information about teachers' accessibility to have contact with the students?	Teacher 1: The basic instructor information is important because it is crucial to give the students a tool in which they can communicate with the teacher. In some circumstances, the students need to clear doubts about the contents, so the information about teachers' accessibility takes an important role in those situations, and it helps at the same time to the functionality of	Elements of the Ideal English syllabus I and II for Licenciatura en Ciencias del Lenguaje y Literatura	To describe the functionality of the proposed syllabus of the English I and II of the major Licenciatura en Ciencias del Lenguaje y Literatura	Providing information such as teacher's name, e-mail address, office hours is vital for the functionality of a syllabus; also, it is important that students have the opportunity to know the availability of the teacher in case they need to look for him/her to clarify some doubts about the class. Three out the three teachers agreed that the basic instructor information is important for the students to have a

| | the syllabus. Also, it is important for the students to know the hours in which they can communicate with the teacher.

Teacher 2:
It is important that the syllabus shares the teacher's accessibility because students need to have a way to communicate with the teacher in case they need to clarify some doubts about the class. It is important to establish at the beginning of the semester how to contact the teacher and what time the students can communicate with the teacher.

Teacher 3:
The information about teachers' accessibility takes an important role in the functionality of the syllabus because the students have the opportunity to know the | | | way to communicate with the teacher and clarify doubts outside the classroom. Besides, two out of the three teachers manifested that it is important to establish the hours in which the students communicate with the teacher |
|---|---|---|---|---|

Question	Answer	Indicator	Objective	Interpretation
	availability of the teacher in case they have doubts. Almost all the time, the students cannot clarify all their doubts in classes, so they need some help outside the classroom, and the information about teachers' accessibility is important in those cases.			

Source: Researchers´ own creation

Table B3.3: Course Description

Question	Answer	Indicator	Objective	Interpretation
Why do you consider that the course description of redesign of the English I and II syllabus is functional?	Teacher 1: The course description must have the necessary information so that the teachers and students understand what the course is about. The course description of the syllabi is fulfilled in detail, and at the same time, it is well organized. The description explains that the course is focus on developing the translation and conversational skills of the students.	Elements of the Ideal English syllabus I and II for Licenciatura en Ciencias del Lenguaje y Literatura	To describe the functionality of the proposed syllabus of the English I and II of the major Licenciatura en Ciencias del Lenguaje y Literatura	The course description explain the main purpose of the subject, how the course will contribute to the students' development, and the areas that they have to master. Three out of three teachers agreed that the course description of the syllabi is functional because explain in details the purpose of the syllabi. It explains exactly that the students will develop their

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	Therefore, the teacher will know exactly what to do with the course. Teacher 2: The course description is well explained. In my opinion, it is functional because the teacher will know that he or she must focus on developing the students' translation and conversational skills. I see most of the points achievable. However, I consider that it is difficult to work online with large groups. Teacher 3: The course description is totally functional because the teacher will have the tool of how to work during the semester, and at the same time the teacher and the students will know of what the course is about and they will work better			translation and conversational skills. On the other hand, one out of three teachers considered that it is difficult to work online with large groups. However, the functionality of the syllabi is not affected.

Source: Researchers´ own creation

Table B3.4: General objectives

Question	Answer	Indicator	Objective	Interpretation
For what reason do you consider that the general objectives of redesign of the English I and II syllabus are functional?	Teacher 1: The general objectives explain exactly the main purpose of the syllabi. The students will know that they have to develop their translation and oral skills. Teacher 2: The general objectives are functional because they explains what the students should be able to do at the end of the semester Teacher 3: The general objectives are functional because they detail that students will be able to develop their translation and oral skills. Straight to the point. That is the main purpose of the syllabi.	Elements of the Ideal English syllabus I and II for Licenciatura en Ciencias del Lenguaje y Literatura	To describe the functionality of the proposed syllabus of the English I and II of the major Licenciatura en Ciencias del Lenguaje y Literatura	The objectives estipulate what students will reach during the semester and what they will be able to do at the end of the course. Three of the teachers manifested that the general objective are functional because explain exactly the purpose of the syllabus. The teachers agreed that the objectives explain what the students will achieve at the end of the semester.

Source: Researchers´ own creation

Table B3.5: Specific objectives

Question	Answer	Indicator	Objective	Interpretation
For what reason do you consider that the specific objectives of the redesign of the English I and II syllabus are functional?	Teacher 1: The specific objectives are completely achievable. Each objective are related with the main purpose of the syllabi. For me, they are functional because it explains what the students will achieve at the end of the semester. Teacher 2: The specific objectives are functional because they explain what the students will be able to achieve at the end of the semester. They specify that the students have to use the structures of each English level. However, the use of technology is hard to use in large groups. Teacher 3: I consider that the specific	Elements of the Ideal English syllabus I and II for Licenciatura en Ciencias del Lenguaje y Literatura	To describe the functionality of the proposed syllabus of the English I and II of the major Licenciatura en Ciencias del Lenguaje y Literatura	The specific objectives as well as the general objectives estipulate what students will reach during the semester and what they will be able to do at the end of the course. Three out of three teachers manifested that the specific objectives are functional because they explains what students will achieve at the end of the course. Besides, the objectives are related with the main purpose of the syllabi. Finally, one out of three teacher manifested that is not suitable to work with technology in large groups.

	objectives are completely functional in the syllabi because they are well organized and well explained. They are related with the main purpose of the syllabi, and all of them are related with the general objectives.			

<p align="center">Source: Researchers´ own creation</p>

Table B3.6: Unit contents

Question	Answer	Indicator	Objective	Interpretation
For what reason do you consider that the unit contents of the redesign of the English I and II syllabus are functional?	Teacher 1: The unit contents meet the purpose of developing the student`s translation and conversational skills. The way in which is divided will help students to develop the four macro skills. Also, the activities explained in each units will help the teacher to develop the classes. Teacher 2: The unit contents are completely functional because the units are focus on developing students'	Elements of the Ideal English syllabus I and II for Licenciatura en Ciencias del Lenguaje y Literatura	To describe the functionality of the proposed syllabus of the English I and II of the major Licenciatura en Ciencias del Lenguaje y Literatura	It is important that the unit contents of the redesign of the English I and II syllabus detail the conceptual knowledge, definitions or themes that will be taught in each of the teaching units to develop student´s translation and conversational skills. Three out of three teachers agreed that the unit contents of the syllabi are functional. The main characteristic that the teachers observe is that the content of each

| | translation and communicative skills, and at the same time, they focus on the listening, reading, writing and speaking skills. The grammar content, the units, and the vocabulary are well organized. It is important that the unit contents specify that the students will learn how to use the translation pattern, and after that they will develop translation practices.

Teacher 3:
The main characteristic of the unit contents is that they are well organized in order to develop the students' four macro skills as well as the students' translation skills. All the grammar content, topics and vocabulary of unit 1 to 7 accomplish the development of the contents throughout the semester. It is important to give			unit is well organized in order to develop the students' four macro skills and translation skills. They consider that the way in which each unit is divided will help the teacher in developing the classes. Besides, they manifest that it is important to include the book because it is a source that will help the teacher and the students to develop the class and master the translation and communicative skills.

	the teacher the tool of the book because he or she will have the enough material to develop the classes.			

Table B3.7: Methodology

Question	Answer	Indicator	Objective	Interpretation
Why do you think that the methodology of the redesign of the English I and II syllabus is functional?	Teacher 1: The methodology of these syllabi is suitable for the teacher to develop a purposeful English class as it includes explanations, practices and supportive feedback.

Teacher 2: The methodology is applicable and well explained in the syllabus, for it is clear what the teacher has to develop in class time. Nevertheless, teacher and students class discussions are not that crucial. There is not enough time to do so, and handouts are provided per | Elements of the Ideal English syllabus I and II for Licenciatura en Ciencias del Lenguaje y Literatura | To describe the functionality of the proposed syllabus of the English I and II of the major Licenciatura en Ciencias del Lenguaje y Literatura | The methodology defines actions to be taken for the teacher to develop a fertile class with the rationale application of specific procedures or techniques. Three out of the three teachers agreed that the methodology of the redesign of the English I and II syllabus is functional as it offers the essential information for a teacher to carry out a class. In spite of that, one of the three teachers opined that teacher and students class discussions are not that vital because there is not enough time to do so, and handouts are provided per each |

	each lesson for that reason. Teacher 3: The methodology is supposed to be applicable, comprising and associated with the branches of communication and translations. Fortunately, the methodology of the redesign of the English I and II syllabus reflects it all appropriately.			lesson to evade discussions.

Source: Researchers´ own creation

Table B3.8: Evaluations

Question	Answer	Indicator	Objective	Interpretation
Do you consider that the course evaluations in the redesign of the English I and II syllabus are appropriate for the English I and English II students?	Teacher 1: All evaluations cover and assess the four macro skills, which makes it suitable and operational to be applied during the course. Teacher 2: The evaluations accomplish what all teachers need to assess to clearly consider the students advance;	Elements of the Ideal English syllabus I and II for Licenciatura en Ciencias del Lenguaje y Literatura	To describe the functionality of the proposed syllabus of the English I and II of the major Licenciatura en Ciencias del Lenguaje y Literatura	The evaluation course describes the different activities to execute the process of judging the student's development in knowledge and technical practice during the course. Two out of the three teachers stated that all evaluations in the two syllabi can to work effectively on the students'

	however, video activities, blog activities, online forums and video presentations are hard to evaluate for the great number of students. Besides, Case Scenarios are not adequate because of the time it requires – as they are longer than a presentation–. Teacher 3: The evaluations are considerable and useable because they are encompassing in regard with the macro skills and translation assessment. Besides, implementing technology makes it more interesting and less monotonous.			assessments. Nevertheless, one teacher said that video activities, blog activities, online forums and video presentations are hard to evaluate, for the large number of students hinders a successful and reliable assessment. Besides, he assured that Case Scenarios are not adequate because of the time it requires.

Source: Researchers´ own creation

Table B3.9: Course Material

Question	Answer	Indicator	Objective	Interpretation
Is the course material described in the redesign of the English I and II syllabus effective to be applied in the English I and II classes?	Teacher 1: Technological material is always effective to implement currently because students are more stuck to devices now, so it becomes a way to approach and contextualize to a more interesting way to learn. Teacher 2: For a teacher, it is hard to make students work with platforms and social networks when the group is too large. Teacher 3: Teachers have to embrace technology! Current students have grown with it, and they have made it part of their lives. A teacher should implement technology in teaching to get into the	Elements of the Ideal English syllabus I and II for Licenciatura en Ciencias del Lenguaje y Literatura	To describe the functionality of the proposed syllabus of the English I and II of the major Licenciatura en Ciencias del Lenguaje y Literatura	The course material defines that the syllabus should help students to use the material outside the classroom to support what they learn in the course. Two out of three teachers express that the course material of the redesign of the English I and II syllabus is updated and effective to be used during the course. They claim that technology is necessary in the teaching-learning process to have practical and rich results. On the other hand, one teacher declared that it is hard to make students work with platforms and social networks when the group is too large.

	students' universe, so they can familiarize learning to be part of their lives.			

Table B3.10: Student Profile

Question	Answer	Indicator	Objective	Interpretation
Why do you consider that the student profile of the redesign of the English I and II syllabus is applicable?	Teacher 1: The student profile is applicable since students are aware of their responsibilities in the class. Teacher 2: I believe that the student profile is effective in the syllabi because it gives students the instructions to follow during the semester. Teacher 3: The student profile is important because students know the attitudes and duties that must have during class.	Elements of the Ideal English syllabus I and II for Licenciatura en Ciencias del Lenguaje y Literatura	To describe the functionality of the proposed syllabus of the English I and II of the major Licenciatura en Ciencias del Lenguaje y Literatura	The student profile presents the duties and responsibilities of a student toward the class itself and the teacher. Three out of three teachers agreed that the student profile of the redesign of the English I and II syllabus is necessary and applicable since it gives students the information, rules and attitudes that the students need to consider during the class to avoid disagreement not only with the teacher, but also in the class.

Source: Researchers´ own creation

Table B3.11: Class development protocol

Question	Answer	Indicator	Objective	Interpretation
For what reasons do you consider that the class development protocol of the redesign of the English I and II syllabus is functional?	Teacher 1: I think that the class development protocol is important and functional because it keeps the students under responsibility, class tasks and tidiness inside the class. Teacher 2: The class development protocol is important in a syllabus because students are conscious of the rules in the class. For example, it requires students to attend in classes, to be respectful not only with the teacher but also with the classmates. Teacher 3: In my opinion, the class development protocol is functional in the	Elements of the Ideal English syllabus I and II for Licenciatura en Ciencias del Lenguaje y Literatura	To describe the functionality of the proposed syllabus of the English I and II of the major Licenciatura en Ciencias del Lenguaje y Literatura	The class development protocol refers to all students and teacher's actions aimed to create safe and stimulating learning environment. Three out of three teachers claimed that the class development protocol is functional in the redesign of the English I and II syllabus since it delineates the responsibilities of students and it also describes appropriate procedures and courses policies.

	syllabi since both students and teachers know the policies that demand students to bring, for example, homework assignments that at the end benefit them.			

Source: Researchers´ own creation

Table B3.12: Teacher's Performance Protocol

Question	Answer	Indicator	Objective	Interpretation
Why do you consider that the Teacher´s performance protocol of the redesign of the English I and II syllabus is applicable?	Teacher 1: The teacher´s performance protocol is important because it helps and facilitates the teacher the development of the course. It gives the opportunities to the teacher to know the direction of the syllabus. Teacher 2: For me the Teacher´s performance Protocol is applicable in the sense that the teacher needs to present the complete	Elements of the Ideal English syllabus I and II for Licenciatura en Ciencias del Lenguaje y Literatura	To describe the functionality of the proposed syllabus of the English I and II of the major Licenciatura en Ciencias del Lenguaje y Literatura	The teaching performance protocol refers to the philosophy with which the professor handles the logistics of the subject. Three out of three teachers agreed that to present the complete syllabus, verify periodically and be aware of the evaluation are applicable in the functionally in the redesign of the English I and II syllabus since it facilitates the performance of the teacher since the teacher is aware of their responsibilities

	syllabus and verify it periodically. However, I don't consider necessary to have any representative in the class, I think that the teacher is the one who can provide all the material that will be used in the course. Teacher 3: It is very important because at the beginning of the course the teacher describes and presents the complete syllabus. Moreover, this protocol helps the teacher to have a well organize course syllabus and no to have in the future disagreements. Is useful to have a class representative because it facilitates the contact with the students, especially when it is a big group.			and duties with the students. On the other hand, two out of three teachers agreed that is applicable to have a class representative and to provide all printed material because it facilitates the teachers to spread the information with the group.

Source: Researchers´ own creation

Table B3.13: Content development protocol

Question	Answer	Indicator	Objective	Interpretation
Why do you consider that the content development protocol of the redesign of the English I and II syllabus is functional?	Teacher 1: The content development protocol is functional because the teacher will know exactly how to teach the content to the students. In that way, the students will master their translation an conversational skills Teacher 2: The content development protocol is functional because is like a guide that the teacher has in order to teach the content to the students. Teacher 3: The content development protocol is important because the students will learn the content in an orderly way. First they have to learn the grammar structures in order to produce	Elements of the Ideal English syllabus I and II for Licenciatura en Ciencias del Lenguaje y Literatura	To describe the functionality of the proposed syllabus of the English I and II of the major Licenciatura en Ciencias del Lenguaje y Literatura	The content development protocol of redesign of the English I and II syllabus are the steps that the teacher must follow to develop the content of the syllabus in order to make students master the translation and conversational skills. Three out of three teachers agreed that the content development protocol is functional in the syllabi because it works like a guide for the teacher to develop the grammar content, the production practice, the translation patterns, and the translation practices.

them. Second, they have to learn to translation pattern in order to translate sentences or paragraphs. Therefore, this protocol is like a guide for the teacher to develop the content and activities.	

Source: Researchers´ own creation

Table B3.14: Evaluation Protocol

Question	Answer	Indicator	Objective	Interpretation
Why do you consider that the evaluation protocol of the redesign of the English I and II syllabus is functional?	Teacher 1: The evaluation protocol is a must in the syllabi since it details the rights and the duties in the evaluations Teacher 2: It is important that the student know the rules for the evaluation, so in the future student will not have any problem. Teacher 3: It is an obligation that syllabi presents all the rules that	Elements of the Ideal English syllabus I and II for Licenciatura en Ciencias del Lenguaje y Literatura	To describe the functionality of the proposed syllabus of the English I and II of the major Licenciatura en Ciencias del Lenguaje y Literatura	It frames the regulation of evaluations, rights and duties of the students, mechanisms for the review of exams if necessary. Three out of three teachers voiced that the evaluation protocol is functional in the redesign of the English I and II syllabus since it is a must to know the university´s rule regarding evaluations, so that students will be conscious of their rights and the steps to follow for

				a different exams.
	the University dictates for the evaluations. It is significant that the students know the rules before the evaluations			

Source: Researchers´ own creation

Table B3.15: Bibliography

Question	Answer	Indicator	Objective	Interpretation
Why do you consider that the bibliography is functional for redesign of the English I and II syllabus?	Teacher 1: The bibliography presents the books that the teacher and students will use throughout the semester to develop the content and activities. Besides, it presents webgraphy regarding to the platforms and websites that teacher and students will use in order to carry out the evaluation activities. Teacher 2: The bibliography covers texts, books,	Elements of the Ideal English syllabus I and II for Licenciatura en Ciencias del Lenguaje y Literatura	To describe the functionality of the proposed syllabus of the English I and II of the major Licenciatura en Ciencias del Lenguaje y Literatura	The redesign of the English I and II syllabus presents bibliography for students and teacher to get extra information and activities about the contents and evaluations. Three out of the three teachers manifested that the bibliography of the syllabi is functional because it presents the books, platforms, and websites that will be used during the course. Moreover, the online resources and complementary material will

	platforms, and websites to strength students' knowledge about the contents seen in classes

Teacher 3: I consider that the bibliography is functional because it presents the books that the teacher and students will use during the semester. The books contains the grammar contents and the activities to carry out the classes. It covers online resources that will help students during the semester. | | | help the students to develop their translation and communicative skills. |

Source: Researchers´ own creation

APPENDIX C1: ELEMENTS OF THE ENGLISH I IDEAL CONVERSATION SYLLABUS

UNIVERSITY OF EL SALVADOR

WESTERN MULTIDISCIPLINARY CAMPUS

LICENCIATURA EN IDIOMA INGLÉS OPCIÓN ENSEÑANZA

Objective: To observe the elements of the English I ideal conversation syllabus

	Elements of the English I Ideal Conversation Syllabus	Observations
1	Generalities • Subject	
	• Code	
	• Pre-requisites	
	• Credits	
	• Semester	
	• Schedule	
	• Hours per week	
	• Weeks per semester	
	• Hours per semester	
	• Class duration	
	• Group	
	• Academic year	
2	**Course description** • Develop metacognitive competences in the knowledge and awareness of key concepts regarding the conversational competence	
	• Encourage interaction through language tasks in a variety of topics	

	• Develop the four English learning macro-skills: listening, speaking reading, and writing	
	• Become aware of the conversational skills an English Language user needs to engage in on-going, interactive process	
	• Use of an online platform to reinforce the course topics	
3	The syllabus lists: **General objectives** Students will be able to: • highlight importance of English in the field of conversation	
	• develop oral production skills in terms of range, accuracy, fluency, interaction and coherence	
	• provide a solid foundation for the use of conversation tools in English	
	Specific objectives Students will be able to: • engage in various conversational activities	
	• communicate in English in various social settings	
	• Boost their confidence and enthusiasm through the development of conversational skills	
	• Reinforce their oral skills throughout the use of blogs and video activities	
4	The syllabus details the units and its contents: **Unit one:**	

	Grammar: 1.1 The simple presents of verb "to be" (present affirmative and negative form, yes/no question, wh-questions) 1.2 Possessive adjective (my, your, her, his) 1.3 Articles: the/a-an 1.4 Determiners (this, that, those, these)	
	Target content: Basic greetings, introducing oneself and others, exchanging personal and others information (name, age, nationality, occupation, telephone number, address, e-mail, marital status, date of birth), locations, talking about family members	
	Unit two:	
	Grammar: 2.1 Possessive case 2,2 Simple present 2.3 The use of the first, second and third person singular in the present simple 2.4 Preposition of time 2.5 Frequency adverbs	
	Target content: expressing possession, habits and daily routines, times of the day, telling time, people´s interests and frequency activities, work place (work tasks)	
	Unit three:	
	Grammar: 3.1 There is/ There are 3.2 The use of "can" to express ability 3.3 Adjectives 3.4 Adverbs of manner	
	Target content: Referring to the	

	location of objects, Furniture and appliances/ Rooms and parts of houses, talents and abilities, adjectives to describing personality, personal skills, describing the manner in which something happen	
	Unit four:	
	Grammar: 4.1 Like/love/enjoy/hate/can't stand+ing 4.2 Want to/would like to 4.3 Whose	
	Target content: Types of books, authors, movies (conversational English), spare time activities, describing people's appearance, making and accepting compliments, identifying synonyms and opposites	
	Unit five:	
	Grammar: 5.1 Possessive pronouns 5.2 Object personal pronouns 5.3 Present progressive 5.4 Present simple vs. Present progressive 5.5 Stative verbs	
	Target content: Expressing possession, describing current and/ or ongoing events, temporary state and future events, , giving and refusing permission, , requests and asking for favors distinguishing between current events and habitual actions, giving news and responding to news, Life events	
	Unit six:	
	Grammar: 6.1 Past simple (present affirmative and	

	negative form, yes/no question, wh-questions) 6.2 Past simple of to be 6.3 There was/there were, 6.4 Past simple of can	
	Target content: Phrases and paragraph related to life in the past, Biographies & Autobiographies, vacation activities, the weather	
5	Methodology: • conversational aspects used in real life • array of activities and materials • participation in discussions with classmates and teacher • feedback and error correction • monitor and evaluate students' learning	
6	Course evaluations	
	• Reading and listening comprehension 15%	
	• Video activity 20%	
	• Blog activity 15%	
	• Written exam 20%	
	• Mini presentation 20%	
	• Formative assessment 10%	
7	**Course materials**	
	• Schoology platform • Blogger website	
8	**Student profile** • aware of responsibility • attitudes that reflect respect and tolerance • recognize and appreciate the class sessions • active, reactive and proactive	

9	**Class development protocol** • Attend all classes and be on time. • Sign the attendance given by the teacher • Be respectful with your teacher and classmates. • Preparation for classes • Give homework assignments	
10	**Teacher's performance protocol** • present the complete syllabus • being aware of the evaluation dates • choose a class representative • give the class representative all the printed material • verify periodically his/her syllabus	
11	**Content development protocol** • Teach the grammatical structure • Make production practices (Activities related to the four macro-skills: listening, speaking, reading, and writing)	
12	**Protocol evaluation** • University's rules regarding to evaluations	
13	**Bibliography**	

APPENDIX C2: ELEMENTS OF THE ENGLISH II IDEAL CONVERSATION SYLLABUS

UNIVERSITY OF EL SALVADOR

WESTERN MULTIDISCIPLINARY CAMPUS

LICENCIATURA EN IDIOMA INGLÉS OPCIÓN ENSEÑANZA

Objective: To observe the elements of the English II ideal conversation syllabus

	Elements of the English II Ideal Conversation Syllabus	**Observations**
1	Generalities • Subject	
	• Code	
	• Pre-requisites	
	• Credits	
	• Semester	
	• Schedule	
	• Hours per week	
	• Weeks per semester	
	• Hours per semester	
	• Class duration	
	• Group	
	• Academic year	
2	**Course description** • Develop metacognitive competences in the knowledge and awareness of key concepts regarding the conversational competence	
	• Encourage interaction through language tasks in a variety of topics	

	• Develop the four English learning macro-skills: listening, speaking reading, and writing	
	• Become aware of the conversational skills an English Language user needs to engage in on-going, interactive process	
	• Use of an online platform to reinforce the course topics	
3	The syllabus lists: **General objectives** Students will be able to: • highlight importance of English in the field of conversation	
	• develop oral production skills in terms of range, accuracy, fluency, interaction and coherence	
	• provide a solid foundation for the use of conversation tools in English	
	Specific objectives Students will be able to: • Engage in various conversational activities	
	• Communicate in English in various social settings	
	• Boost their confidence and enthusiasm through the development of translation and conversational skills	
	• Reinforce their oral and translation skills throughout the use of forums and video activities	
4	The syllabus details the units and its contents: **Unit one:**	

	• **Unique flavors**	
	Grammar: countable/uncountable nouns, some/any/no, how much…? How many…? Much/many /a lot/ lots of/ a few/ a little	
	Target content: Ordering food, making, accepting and refusing offers, making suggestions and arrangement, answering about quantity, talking about food references and eating habits, adjectives describing food, and words related to recipes	
	Unit two: • **Urban life**	
	Grammar: have to, future will, future going to	
	Target content: apologizing, expressing obligations, prices, locations and directions, checking and confirming information, preposition of movements, making future plans and describing a place	
	Unit three: • **Add and Curt**	
	Grammar: Present perfect simple (always, never, ever, before, once, twice, so far, just), present perfect simple vs. past simple, have been-have gone	
	Target content: talking about experiences, discussing facts, talking about life events and achievements, words building: nouns ending in –er, -or, -ist referring to people	
	Unit four: • **Lend a Hand**	
	Grammar: the verb should, past perfect simple, past perfect progressive	
	Target content: making request and asking for favors, asking for and giving	

	advice, responding to requests and giving excuses, making/canceling an appointment, emergency services, talking about past events	
	Unit five: • **Where to?**	
	Grammar: Comparative forms and superlative forms, reported speech (command request)	
	Target content: Making comparisons, showing interest and lack of interest, expressing opinion and preference, persuading another person, understanding fact files, discussing cultural differences, distinguishing between formal and informal language, narrating a story, reporting commands and requests, describing a problem, expressing opinions	
	Unit six: • **Well Done**	
	Grammar: too/enough, one/ones, compounds of some, any, no every	
	Target content: talking about books and expressing preference, talking about prices and sizes, distinguishing between words easily confused, expressing opinion, understanding dictionary entries, describing problems related to electronic devices	
5	**Methodology:** • conversational aspects used in real life • array of activities and materials • participation in discussions with classmates and teacher • positive feedback and error correction • monitor and evaluate students' learning	
6	**Course evaluations**	

	• Reading and listening comprehension 15%	
	• Case scenario 20%	
	• Written exam 20%	
	• Online forum 15%	
	• Video presentation 20%	
	• Formative assessment 10%	
7	**Course materials** • Schoology platform • Powtoon website	
8	**Student profile** • aware of responsibility • attitudes that reflect respect and tolerance • recognize and appreciate the class sessions • active, reactive and proactive	
9	**Class development protocol** • Attend all classes and be on time. • Sign the attendance given by the teacher • Be respectful with your teacher and classmates. • Preparation for classes • Give homework assignments	
10	**Teacher's performance protocol** • present the complete syllabus • being aware of the evaluation dates • choose a class representative • give the class representative all the printed material verify periodically his/her syllabus	
11	**Content development protocol** • Teach the grammatical structure • Make production practices (Activities related to the four	

	macro-skills: listening, speaking, reading, and writing)	
12	**Protocol evaluation** • University's rules regarding to evaluations	
13	**Bibliography**	

APPENDIX D1: ELEMENTS OF THE ENGLISH I IDEAL TRANSLATION SYLLABUS

UNIVERSITY OF EL SALVADOR

WESTERN MULTIDISCIPLINARY CAMPUS

LICENCIATURA EN IDIOMA INGLÉS OPCIÓN ENSEÑANZA

Objective: To observe the elements of the English I ideal translation syllabus

	Elements of the English I Ideal Translation Syllabus	Observations
1	**Generalities**: • Subject	
	• Code	
	• Pre-requisites	
	• Credits	
	• Semester	
	• Schedule	
	• Hours per week	
	• Weeks per semester	
	• Hours per semester	
	• Class duration	
	• Group	
	• Academic year	
2	**Basic Instructor Information** • Name of instructor • Email address • Office hours	
3	**Course description** • Use of the given tools to translate and interpret	
	• Translation and interpretation of structures	
	• Develop the metacognitive	

	competences in the knowledge and awareness of key concepts regarding the translation competences	
	• Becomes aware of the translation skills an English Language user needs to engage in an on-going, interactive process	
4	The syllabus lists: **General objectives** Students will be able to: • Develop translation skills • highlight the importance of English in the field of translation	
	• require the specific vocabulary of the career they study	
	• Provide a solid foundation in the written translation through constant practice	
	Specific objectives Students will be able to: • translate paragraphs orally in English	
	• develop their abilities to translate from English to Spanish and vice versa by using the translation pattern of each grammatical structure	
5	The syllabus details the units and its contents: <u>**Unit one:**</u> • <u>**Parts of Speech and Noun Phrase**</u> **1.1** Definition of parts of speech **1.2** Elements of noun phrase **1.3** Defined and indefinite article (singular and plural)	

	1.4 (Art. O Det.) + Adj. + N
	1.5 (Art. O Det.) + Adj. + N
	1.6 Adv. + Adj. + N
	1.7 Adv. + Adj. + N
	1.8 N + N
	1.9 Translation patterns of the noun phrase
	1.10 Translation practice of the noun phrase
	1.11 Words ending in "-ing"
	    • As a noun
	    • As an adjective
	    • After preposition
	    • "-ing" translated as "what
	    • Translated with the suffix -ando or -iendo
	1.12 Words linked by hyphens + S
	1.13 Noun phrases linked by prepositions
	1.14 Noun phrases linked by the conjunctions "and" "or" and "but"
	1.15 Translation of similar words such as phraynx, trypod, etc.
	1.16 Teaching the use of the dictionary
	1.17 Phrase translation practice	

	<u>Unit two:</u> • **<u>Simple Present of Verb "to be"</u>**	
	2.1 Subject pronouns **2.2** Negative affirmative sentences and questions **2.3** Translation patterns of the simple present of verb "to be" **2.4** Translation practice of present simple of verb "to be" **2.5** Prepositions: in, on, at, over, under, etc. **2.6** Prefixes and suffixes: un, in, im, it, go, non, ly, ful, less, ness, ity	

2.7 Words of misleading translation: actually **2.8** Adverbs of frequency **2.9** Interrogative words **2.10** Cardinals and ordinals numbers	
Unit three • **Regular and Irregular in Simple Present**	
3.1 Table of regular and irregular verbs in infinitive, present, past, participle and active participle **3.2** Affirmative, negative and interrogative sentences in simple present **3.3** Translation patterns of simple present **3.4** Translation practice of simple present **3.5** Interrogative words **3.6** Possessive adjectives **3.7** Demonstrative adjectives and pronouns, this, that, these, those **3.8** Conjunctions **3.9** Simple sentences **3.10** Compound sentences **3.11** Complex sentences: a) adjectival b) adverbial and c) nominal **3.12** There is, there are **3.13** It is + adjectives + to + infinitive	
Unit four • **Passive voice in Present Tense in Affirmative and Negative Forms**	
4.1 Affirmative form, with agent and without agent **4.2** Negative form, with agent and without agent **4.4** Translation practice of passive voice	

	4.5 Possessive case of the name **4.6** Degrees of the qualifying adjective **4.7** Prefixes and suffixes (continued) **4.8** Abbreviations mi. i.e., kg. amu, STP, etc.	
	Unit five • **Imperative mode and modals**	
	5.1 Imperative mode **5.2** Can in affirmative, interrogative and negative forms **5.3** May in affirmative and negative forms **5.4** Will shall **5.5** Must in affirmative form **5.6** Disjunctive conjunctions; either ... or: neither ... nor; not; only ... but also; both ... and. **5.7** First and second type conditional sentences	
	Unit six • **Past verb "to be"**	
	6.1 Affirmative form **6.2** Negative form **6.3** Interrogative form **6.4** Translation pattern of the simple past of verb "to be" **6.5** translation practice of the simple past of verb "to be" **6.6** Questions with who, what, why, where, etc	
	Unit seven • **There + auxiliaries + be**	
	7.1 There can be **7.2** There may be **7.3** There might + be **7.4** There could be **7.5** There should be **7.6** There must be	

	7.7 There will be **7.8** There would be **7.9** There has / have been	

	Unit eight
	• **Auxiliary Mode in the passive voice**
	  • Can
	  • May
	  • Should
	  • Could
	  • Might
	  • Must	

	Unit nine Special constructions in passive voice. It is said / thought / known / considered / believed to + infinitive and they are said ... to + infinitive	
6	Methodology: • Grammatical translation method	
	• Strategies and techniques for the student to participate actively in class	
7	Course evaluation: • 5 texts translation from English to Spanish - 20% each	
8	**Class development protocol** • attend all classes and sign the attendance • restrict cellphone use • respect for teachers and students • prepare for classes • give homework assignments	
9	**Teacher's performance protocol** • present the complete syllabus • aware of the evaluation dates • choose a class representative • give the class representative all the printed material	

	• verify periodically his/her syllabus	
10	**Content Development Protocol** • teach the grammatical structure • teach the translation patterns • make translation practices	
11	**Protocol evaluation** • University's rules regarding to evaluations	
12	**Bibliography**	

APPENDIX D2: ELEMENTS OF THE ENGLISH II IDEAL TRANSLATION SYLLABUS

UNIVERSITY OF EL SALVADOR

WESTERN MULTIDISCIPLINARY CAMPUS

LICENCIATURA EN IDIOMA INGLÉS OPCIÓN ENSEÑANZA

Objective: To observe the elements of the English II ideal translation syllabus

	Elements of the English II Ideal Translation Syllabus	**Observations**
1	Generalities: • Subject	
	• Code	
	• Pre-requisites	
	• Credits	
	• Semester	
	• Schedule	
	• Hours per week	
	• Weeks per semester	
	• Hours per semester	
	• Class duration	
	• Group	
	• Academic year	
2	**Basic Instructor Information** • Name of instructor • Email address • Office hours	
3	**Course description** • Use of the given tools to translate and interpret	
	• Translation and interpretation of structures	

	• Develop the metacognitive competences in the knowledge and awareness of key concepts regarding the translation competences	
	• Becomes aware of the translation skills an English Language user needs to engage in an on-going, interactive process	
4	The syllabus lists: **General objectives** Students will be able to: • Develop their translation skills	
	• Highlight the importance of English in the field of translation	
	• Require the specific vocabulary of the career students study	
	• Provide a solid foundation in the written translation through constant practice	
	Specific objectives Students will be able to: • translate paragraphs orally in English	
	• develop their abilities to translate from English to Spanish and vice versa by using the translation pattern of each grammatical structure	
5	The syllabus details the units and its contents: **<u>Unit one:</u>** • **<u>Review</u>**	
	1.1 Verb "to be" (present) **1.2** Regular and irregular verbs (present) **1.3** Degrees of the adjective **1.4** Possessive case **1.5** Expressions: such, as, like, unlike most (most, most), many, any	
	<u>Unit two:</u> • **<u>Future</u>**	

	2.1 Affirmative Form **2.2** Negative Form **2.3** Interrogative form **2.4** Translation pattern of future **2.5** Translation practice of future **2.6** Translation of: ever, still, yet, long, how long **2.7** Prefixes and suffixes dis, rem mis, etc, ize, ify, ate, tion, ment, etc.	
	Unit three • **Present perfect with regular and irregular verbs**	
	3.1 Affirmative form **3.2** Negative form **3.3** Interrogative form **3.4** Translation pattern of present perfect **3.5** Translation practice of present perfect **3.6** Expressions: How long, already, still, since, ever	
	Unit four • **Past perfect active voice**	
	4.1 Affirmative form **4.2** Negative form **4.3** Interrogative form **4.4** Translation pattern of past perfect **4.5** Translation practice of past perfect **4.4** Questions with who, what, why, where, etc.	
	Unit five • **Past of the regular and irregular verbs**	
	5.1 Affirmative form **5.2** Negative form **5.3** Translation pattern of past simple **5.4** Translation practice of past simple **5.5** Idiomatic expressions: on the, other hand, and so forth, of course, etc.	
	Unit six • **Passive voice (with agent and without agent)**	
	6.1. Past tense **6.2**. Affirmative form	

	6.3. Negative form	
	Unit seven • **Past perfect passive**	
	7.1 Affirmative form **7.2** Negative form	

	Unit eight
	    • **Auxiliary Mode in the passive voice**
	      • Can
	      • May
	      • Should
	      • Could
	      • Might
	      • Must	

	Unit nine Special constructions in the passive voice with verbs such as expect, say, think, believe, know, consider in singular and plural **8.1** present **8.2** past **8.3** perfect infinitive Example: It is said to be, Tehy were considered to have, They wre relief to have caused ...	
	Unit ten • **Existence structures**	
	10.1 there was there were **10.2** there will be there will be **10.3** there can be there may be **10.4** there could be there might be **10.5** there should be there must be **10.6** there was there were **10.7** there has been there have been	

6	**Methodology**:
	    • Grammatical translation method
	
	    • Strategies and techniques for the student to participate actively in class	

7	**Course evaluation:** • 5 texts translation from English to Spanish - 20% each	
8	**Protocol evaluation** (University's rules regarding to evaluations)	

	- Individually or pairs evaluations - English- Spanish dictionary - Electronics devices - Criteria sheet for oral evaluations		
9	**Class development protocol** - Class punctuality - Keep the cellphone in vibration		
10	**Teacher's performance protocol** - present the complete syllabus - aware of the evaluation dates - choose a class representative - give the class representative all the printed material - verify periodically his/her syllabus		
11	**Bibliography**		

APPENDIX E1: INTERVIEW ADDRESSED TO LICENCIATURA EN CIENCIAS DE LENGUAJE Y LITERATURA ENGLISH TEACHERS

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
ENGLISH LANGUAGE DEPARTEMENT

INTERVIEW ADDRESSED TO LICENCIATURA EN CIENCIAS DE LENGUAJE Y LITERATURA ENGLISH TEACHERS

Objective: To collect data about the elements of Licenciatura en Ciencias de Lenguaje y Literatura English syllabus of University of El Salvador, Western Multidisciplinary Campus.

1. What kind of problems did you observe students faced when they were taught the English I syllabus content?

2. What difficulties did you encounter when you imparted the students the English I syllabus content?

3. Is English I syllabus of Licenciatura en Ciencias de Lenguaje y Literatura designed to fulfill the requirements of the major?

4. Which areas do you consider need improvement from Ciencias de Lenguaje y Literatura English I syllabus?

5. Do you consider that English I syllabus of Licenciatura en Ciencias de Lenguaje y Literatura have too many contents to be covered in one semester?

6. Are the contents of the English syllabus I of Licenciatura en Ciencias de Lenguaje y Literatura metered from the simplest to the most complex way to the progress of the English learning through the evaluation system?

APPENDIX F1: INTERVIEW ADRESSES TO LICENCIATURA EN CIENCIAS DEL LENGUAJE Y LITERATURA ENGLISH TEACHERS

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
ENGLISH LANGUAGE DEPARTEMENT

SEMI STRUCTURED INTERVIEW

INTERVIEW ADRESSES TO LICENCIATURA EN CIENCIAS DEL LENGUAJE Y LITERATURA ENGLISH TEACHERS

Objective: To gather information about the functionality of the ideal English I and II syllabus of Licenciatura en Ciencias del Lenguaje y Literatura.

Interviewer: _____ Date: _____

1. Why do you consider that the generalities of redesign of the English I and II syllabus are functional?

2. Why do you consider that it is important that the English I and II syllabus share information about teachers' accessibility to have contact with the students?

3. Why do you consider that the course description of the redesign of the English I and II syllabus is functional?

4. For what reason do you consider that the general objectives of the redesign of the English I and II syllabus are functional?

5. For what reason do you consider that the specific objectives of the redesign of the English I and II syllabus are functional?

6. For what reason do you consider that the unit contents of the redesign of the English I and II syllabus are functional?

7. Why do you think that the methodology of the redesign of the English I and II syllabus is functional?

8. Do you consider that the course evaluations in the redesign of the English I and II syllabus are appropriate for the English I and English II students?

9. Is the course material described in the redesign of the English I and II syllabus effective to be applied in the English I and II classes?

10. Why do you consider that the student profile of the redesign of the English I and II syllabus is applicable?

11. For what reasons do you consider that the class development protocol of the redesign of the English I and II syllabus is functional?

12. Why do you consider that the Teacher´s performance protocol of the redesign of the English I and II syllabus is applicable?

13. Why do you consider that the content development protocol of the redesign of the English I and II syllabus is functional?

14. Why do you consider that the evaluation protocol of the redesign of the English I and II syllabus is functional?

15. Why do you consider that the bibliography is functional for the redesign of the English I and II syllabus?

APPENDIX G

Timeline

Activity	Responsible	Month									
		Dec 2018	Jun. 2019	Feb. 2019	Mar. 2019	Apr. 2019	May 2019	Jun. 2019	Jul. 2019	Aug. 2019	Sep. 2019
Research Team Formation	Research Team	▓	▓								
Selection of the Problem to Investigate	Research Team	▓	▓								
Preliminary Phase											
Approaching the Field of Study	Research Team			▓							
Diagnostic Study				▓							
Definition of the Problem				▓							
Planning Phase											
Theoretical Framework	Research Team			▓							
Operationalization of Variables	Research Team				▓						

Task	Responsible												
Methodology						▓							
Elaboration of the Data Collection Instrument	Research Team					▓	▓						
Validation of the Data Collection Instrument	Research Team						▓						
Data Collection Procedure	Research Team							▓					
Data Processing	Research Team							▓					
Data Interpretation and Analysis	Research Team							▓	▓				
Elaboration of the Proposal	Research Team					▓	▓						
Writing the Final Report	Research Team										▓		
Presentation of the Final Results	Research Team											▓	

APPENDIX H

Budget

Types of supplies	Name	Cost per item	Number of item	Total
Office supplies	Pens	$0.20	12	2.40
	Pencils	$0.25	6	1.50
	Folders	$0.15	4	0.60
	Fasteners	$0.10	2	0.20
	Printer Ink	$6.00	1	$6.00
	Paper	$4.00	1	$4.00
	Light	$35	8 month	280$
			TOTAL:	**$294.7**

SERVICES		
Service	Cost	Total
Photocopies	$0.02 page *57	$1.14
Internet	$35.00/month * 8	$280.00
Printed work	$20.00	$20.00
Transportation	0.60.00/student *4*5days/week *32 weeks	$384.00
Food	2.00*/student 4/*2 days a week* /32weeks	$512
Validator's salary	20.00$ * 4 instruments	$80
TOTAL: 1,277.14		