

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



FINAL RESEARCH REPORT:

“The Interest that students from the Modern Languages Major, Specialty in French and English, of the University of El Salvador have to meet the requirements to obtain the Teaching Scale issued by the Ministry of Education.”

**IN ORDER TO OBTAIN THE DEGREE OF:
BACHELOR OF ARTS IN MODERN LANGUAGES,
SPECIALIZATION IN FRENCH AND ENGLISH**

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ABSTRACT

This research intends to start an understanding of the interest that students have to meet the requirements to obtain the Teaching Scale issued by the Ministry of Education. The topic of the Teaching Scale becomes very important for many students who wish to dedicate themselves to the teaching field. This research shows concepts, explanations and real data taken from official sources to support this work, such as the meaningful learning theory. The information given in this work shows us important data on how the Modern Languages Major curricula is constructed, and also explores the elements and some of the requirements that graduates of the Modern Languages Major must meet in order to obtain the Teaching Scale. In addition, it covers topics of interest that have caught the attention of some students, such as how to meet the requirements and know processes that must be followed in order to obtain the Teaching Scale. In addition, part of the research that was conducted was based on a survey technique where students could show us a knowledge, opinions and ideas that they have as students. The answers obtained from the students' opinions were associated with the information presented in our theoretical framework, and by interpreting the opinions and answers of the students surveyed, we can represent a real percentage of the answers given by the population. To conclude, this research contains the data analysis of the instruments delivered to students, which are taken hand in hand with the information provided in the theoretical framework.

Keywords: teaching scale, curricula, teaching field, requirements to obtain the teaching scale, requirements to meet.

INTRODUCTION

This research was to identify the interest of the students from the Modern Languages Major from the University of El Salvador had in getting the Teaching Scale requested by the Ministry of Education.

With the development of this research, the team showed the history of the implementation of the Teaching Scale in our country and its importance for teachers to perform in their area.

The group described the current curricula in the Modern Languages Major of the University of El Salvador and the chance that the students had in order to obtain the Teaching Scale.

At the same time, this work contains the historical background, the concepts and some experts' opinions that supported this research.

Once the level of interest was identified, the requirements to get the Teaching Scale according to the Ministry of Education were presented to determine if there was a real intention for students to get it or not.

CHAPTER I

1.1 Topic

“The Interest that students from the Modern Languages Major, Specialty in French and English, of the University of El Salvador have to meet the requirements to obtain the Teaching Scale issued by the Ministry of Education.”

1.2 Objectives

General Objective:

To explore the interest that students from the Modern Languages Major: Specialty in French and English have in meeting the requirements to obtain the Teaching Scale issued by the Ministry of Education, by using surveys and interviews to propose possible changes in the current curricula of the major.

Specific Objectives.

- Ø To identify the benefits of getting the Teaching Scale for Modern Languages students, Specialty in French and English.

- Ø To identify the level of interest that students have in changing the current curricula from the Moderns Languages Major to get the requirements to obtain the Teaching Scale.
- Ø To identify in which period of the Major, students start to think about the importance of having the Teaching Scale required by the Ministry of Education.

1.3 Research Questions

Main Question

Are the students of The Bachelor of Arts in Modern Languages: Specialty in French and English interested in obtaining the Teaching Scale at the end of the Major?

Subsidiary Questions

1. What are the benefits of getting the Teaching Scale for Modern Languages students: specialty in French and English?

2 What is the level of interest that students have in changing the current curricula from the Bachelor in Modern Languages to get the Teaching Scale?

3. When do students start thinking about the importance of getting the Teaching Scale required by the Ministry of Education?
4. At the end of the Major, do students meet the requirements for getting the Teaching Scale?
5. After graduating from the Major of Modern Languages: specialty in French and English, what is the next step that graduated students need to follow to work in a private or public school?
6. If it was possible to modify the current curricula, what would be the changes to do?
7. Are all students interested in getting the Teaching Scale?
8. What is the main reason for students to get the Teaching Scale issued by the Ministry of Education?
9. What does Teaching Scale mean?
10. Why is the Teaching Scale an important requirement to work in public or private schools?
11. Is the Teaching Scale an important requirement to work as an educator in post-secondary studies (University)?

1.4 Justification

As we know, The Teaching Scale is a national registry that documents the work history of teachers and education assistants who provide services to the state, as well as the unemployed and pensioner personnel.

Nowadays, many governmental or non-governmental institutions require that a graduated person in the area of education has the Teaching Scale to apply for a job in education area. The scale report is the only official document that allows teachers to participate in public competitions. According to the Ministry of Education (MINED-2019) educators must cover requirements such as the academic degree, a specialty in teaching: specific knowledge in the subject that will be imparted to meet the Magisterial Scale Level 1.

In this research, the team will show how interested are the students from the Modern Languages Major, specialty in French and English, to obtain the Teaching Scale issued by the Ministry of Education. Nowadays, the Major provides subjects such as an Introduction to Didactic but is not enough, since the major still does not reach the requirements to get neither the Level One, nor Level Two Teaching Scales. This means that the current curricula of the major has subjects that do not necessarily help students to be prepared in a specific labor area, as in the teaching work. Currently, the Modern Languages Major has two specialties, which are: Public Relations and Teaching Option, but none of them guarantees a complete preparation for pupils.

That leads students that graduate from the major not to have a specific work area, so that they end up working in fields that are not related to any specialties that the major provides.

Since the Major presents only the most basic knowledge on didactic, it would be suitable for students of the Modern Languages Major, Specialty in French and English, to finish their preparation in the teaching area, not only in order to offer the opportunity for future students of the Major to get a job as educators, but also to give a better value to the Foreign Languages Department from the University of El Salvador.

It is also relevant to say that this research aims to show how important it is to obtain the Teaching Scale for the Future Graduated, in order to increase their opportunities in the teaching work area.

CHAPTER II

2. THEORETICAL FRAMEWORK

2.1 History of the Foreign Languages Department

The Foreign Languages Department of the University of El Salvador was created in 1948 as an Academy for the teaching of English and French as a service to the University in general. In 1956, it is recognized as a Department, and it starts with the administration of the major: Technician in English-Spanish Translation, offered for 12 years, (Salazar, P. 2012).

The Superior Council of the University (CSU) approves the following careers in Middle Education: Teaching of the English Language and the Degree in English Language in 1973, which were ratified in 1977 and modified in 1993 and 1999. Five years later, the Master's Degree is inaugurated in Translation English-Spanish and Spanish-English; teachers in English begin to serve for the Third Cycle of Basic and Middle Education (Education Plan MINED). In 2002, the Bachelor of Modern Languages began to be offered. During the 2003-2007 administration in 2007, the Diploma in Translation service English -Spanish and Spanish - English was created.

The Foreign Languages Department, in addition to teach English and French as part of the careers, starts also teaching Japanese (2002), Korean (2006) and Mandarin (2007) under the modalities of free courses and elective subjects. After half a century of functions there are many generations of graduates who provide their services to public and private institutions, expanding the teaching and learning of languages which contribute to the

cultural, economic and social enrichment that makes communication with other people possible; also behind the decades lies a story that influences the present work of our academic unit of the Department of Foreign Languages (FLD), (Foreign Languages Department – University of El Salvador, 2012).

What is Modern Languages Major?

Modern Languages are those that study language from its origin, structure, meaning and elements; this method is applied to Foreign Languages.

Its purpose is to promote learning two or more languages different from the maternal one, acknowledging the development of them and by consequence understanding their cultures. The combination of these elements makes the language proficiency integral, allowing a better development to the professional in the area. That is why modern languages and the intercultural education go hand in hand.

The Modern Languages Program prepares its graduates to read, write, listen and speak in other languages. This Major is called Modern Languages because the languages that are taught are currently in use and can be used to communicate in different parts of the world, (Mi Carrera Universitaria -2019).

The students of this career show an interest in the different languages taught in their home of study, and they are willing to learn everything about languages; they have communication skills (oral and written), they like to read, they have reading comprehension and are also able to produce texts in other languages.)

This career seeks to train professionals in their area so that they can later teach what they have learned. Aside from teaching, this bachelor also deals with studying and analyzing the structures of the foreign language, its phonetics, its modality, and also keeps students updated on any possible innovation, like syntax, writing and everything related to it.

Graduates in Modern Languages can work as teachers in the basic, middle and university levels, they can also teach specialized courses as translators, researchers in the area of languages and the phenomena that comes with biculturalism and bilingualism.

According to the General Secretary of the University of El Salvador, the mission of the Department of Foreign Languages is: “Training professionals in the teaching and learning of foreign languages with a critical and proactive conception, capable of contributing to the process of social, educational development, scientific, technological and from a humanist perspective contribute to the solution of the socio-political problems of the country”, (Secretaria General UES, 2009-2017).

Graduating from the University of El Salvador is currently an advantage in the field of work and academics. Besides, having graduated with a degree in languages gives students the opportunity to work in many branches related to teaching and language management.

For many graduates, Teaching Specialty is one of the options offered by the career in Modern Languages, but it should be emphasized that many public and private institutions require a higher level of education, known as the Magisterial Scale. The Modern Languages Major provides educational knowledge to prepare graduates for the labor field, but the Teacher's Scale must be acquired with additional studies to careers with a certain degree of specialty.

In general, the Modern Languages Major: specialty in French and English takes 37 subjects of the plan, and they are designed in three large areas: Subjects of the French language specialization; Subjects of the English language specialization; Subjects of minor specialization.

The duration of studies of the Modern Languages Major, Specialty in French and English, is five years. The graduation requirements for the Modern Languages Major, Specialty in French and English, are established in the curricula and by the Laws and Regulations of the University of El Salvador. The degree and title granted is B.A. in Modern Languages, Specialization in French and English. (Secretaria General, Universidad de El Salvador, 2009)

When it comes to the Modern Languages Major, specialty in French and English that is teaching option which include 20 value units, it is important to know what are the conditions to become a teacher and get the Teaching Scale required by the Ministry of Education that is the reason why the team decided to make research on the subject in question and gather important information about the process and requirements of the Teaching Scale.

2. 2 Teaching Scale

First of all, it is important to define what the Teaching Scale is. According to Secretaria de Educacion “The Teaching Scale is a national registry that documents the work history of teachers and education assistants who provide services to the state, as well as the unemployed and pensioner personnel.

Nowadays, many governmental or non-governmental institutions require that a graduate in the area of education has the Teaching Scale to apply for a job.

How relevant is it to obtain the Teaching Scale in the degree of Modern Languages at the University of El Salvador?

For many students, reforming the study plan of the Bachelor in Modern Languages, specialty in French and English, in the teaching area, will facilitate students to reach the requirements to obtain the Teaching Scale requested by the Ministry of Education. It is relevant for students to improve the study plan for those who study didactic to be teachers at the end of the degree, so that they are certified as professionals in the Teaching Area.

The Faculty of Sciences and Humanities of the University of El Salvador is one of the most important faculties of this institution of higher education and the degree of Modern Languages offers the students a preparation in two languages: English and French; it also offers elective subjects with two specialties: teaching and in public relations. Teaching students do not obtain a Teaching Scale at the end of their career, and they must go through a master study since the Ministry of Education asks for certain requirements to apply to public positions as teachers.

According to the General Regulation of the Education Law approved by the Ministry of Education (2019), “The plans and study programs for the degree programs in Education Sciences and teaching staff in the different specialties of the National Curriculum is bound to the provisions of Article 64 of the Education Law issued by the Ministry of Education”.

According to the Ministry of Education (MINED-2019) “Educators must reach the following requirements:

- The academic degree offered; a specialty in Teaching;
- Have specific knowledge in the subject that he or she imparts;
- Meet Level 1 of the Magisterial Scale (Tribunal Calificador - Ministerio de Educación)

The Scale Report is the only official document that allows teachers to participate in public competitions, and it is necessary for the graduates of Modern Languages Specialty in English and French to obtain it.

Requirements to obtain the Teaching Scale according to the Ministry of Education in El Salvador:

As it is possible to see, teaching is a professional career and stop exercising it in state-run educational centers at any of the educational levels to guarantee the current needs of students in an increasingly complex, multicultural and competitive environment.

The following requirements are necessary to obtain the Teaching Scale:

- 1) To have the corresponding pedagogical title recognized by the Ministry of Education
- 2) Being registered in the Scalaphone Register
- 3) Not to have any disabilities to exercise it.

Impediments to Teaching

Now, it is important to mention that based on literal 3 in the requirements to get Teaching Scale there are some impediments among which we can mention the following:

- 1) Educators who, in accordance with the law, are disqualified from teaching, as long as they are not rehabilitated.
- 2) Educators who suffer from infectious or another that, in the opinion of experts, represents a serious danger for the students or makes it impossible for them to teach.
- 3) Educators who are not in full enjoyment of their mental faculties ruled by experts.
- 4) Educators convicted of crimes during the duration of the sentence.

So it is important to take into account these impediments since each educator contribute to the learning process and in students' lives

Talking about the education of the professor, it is the duty of the Ministry of Education to plan and regulate, in an integral way, the education of the educators to achieve the following objectives.

First, to properly, scientifically and ethically train teachers for different levels and educational specialties, promoting research to improve the quality of the teaching-learning process.

Then, stimulate the improvement and efficiency of educators, through a remuneration system in accordance with their academic training and seniority.

Next, to prepare educators in sufficient and necessary numbers to meet the educational needs of the population.

After that, to provide and guarantee, where possible, full occupation of the educators that are trained.

Finally, to promote national education as an instrument that facilitates the full development of the personality of educators and the social and economic development of the country.

It seems that the teaching career entails a series of objectives to meet to provide the best qualified education at different levels.

2.3 The Scale Record

The Scale Record is established for the purposes of the administration of ranks, as a systematic, updated and reliable control of the national teaching staff for which the Ministry of Education will be responsible.

In the Scale Record, the educators who, in accordance with the Law of the Teaching Career Art. 7 will comply with the requirements for the exercise of teaching, will be registered, forming for each one a file containing the following data, personal and professional documents:

- 1) Application with: names, surnames, sex, family status, age, nationality, and photography.
- 2) Certification of birth certificate and others related to your family status.
- 3) Teaching title and its respective global certification of grades.
- 4) Service time.
- 5) Charges performed.

- 6) Promotions obtained.
- 7) Specialization and updating courses.
- 8) Awards and recognition or other kind of stimulus received and.
- 9) Certifications of the sanctions that the educator has been subject to impose by competent authority.

For the Scale Record, the presentation of the data and documents indicated in numerals 1) 2) and 3) previously mentioned, will be sufficient and when the income is due, a Professional Identification Number (NIP) will be assigned. Subsequently, the information required in the remaining numbers will be added to file.

After the delivery of the corresponding documentation, the Ministry of Education will study the documents presented and, if appropriate, add them to the file of the interested educator. About this aggregation, the educator will be informed no later than fifteen business days after the date on which the documents were submitted.

From the moment of its signing up in the Register, the educator will be included in the staggered regulations, in the cases in which it is applicable. It is important to mention that from the validity of the Law of the Teaching Career, the state educational centers of autonomous, municipal or private institutions may only appoint educators previously registered in the Scale Record.

Now, in regard to people who have a university degree other than Professor, Bachelor, Master or Doctor of Education, based on article 16 from the law on teaching careers, explain they may teach according to the educational level to which their degree is assimilated in the area of their specialty or in a related area, studying and passing Pedagogical studies with a duration of not less than one academic year. However, this same article mentions that there is an exemption and all the Graduates, Master and Doctor

whose study plan contains an academic load in pedagogical formation not less than thirty-two value units from studying, they may teach without taking a pedagogical training course.

2.4 Structure of the Teaching Scale

Now, talking about Teaching Scale it is essential to know that it has a structure that helps classify in levels the positions within the teaching career. It is structured according to the academic training and in categories according to the time of active service, prior registration in the corresponding register.

According to Law of the Teaching Scale in article 19 that list the following titles are valid teaching qualifications for enrollment and promotion at the ranks level:

- 1) Professor
- 2) Bachelor of Science in Education;
- 3) Master in Education; and,
- 4) Doctor of Education.

2.5 Classification of Educators

As it was mentioned previously, the Teaching Career will be structured in levels according to academic training and in categories according to the time of active service. There is a classification for educators that are valid academic titles for enrollment at the tier level,

which are granted by higher Education Institutions authorized by the Ministry of Education in accordance with the provisions of the Higher Education Act.

Based on the Law of the Teaching Career in article 20 mention the educators according to their academic degree are classified in two levels:

- 1) Level One teacher.
- 2) Level two teachers.

To be part of Level One Teacher, the Law of Teaching Scale mentions the following professionals:

- a) Those who possess any of the following titles: Bachelor of Science in Education, Master in Education and Doctor of Education.
- b) Professionals who have a university degree other than Bachelor of Science in Education, Master in Education and Doctor of Education. In this specific case, they will be able to teach according to the educational level at which their degree is assimilated in the area of their specialty or in a related area, studying and approving pedagogical studies with a duration of not less than one academic year with a minimum grade of seven. However, if the Major contains not less than 32 valuation units, Bachelors, Master and Doctor can be exonerated.

And in addition to the requirements for a teacher to obtain Level One, such professionals must also undergo the Level Assessment.

Now, in order to an educator to rank as a Level Two teacher, it is required to meet the following requirements:

- 1) Title of Professor, extended by an institution of higher education duly authorized by the Ministry of Education;
- 2) Any of the titles such as Bachelor of Science in Education, Master in Education and Doctor of Education.
- 3) Other Professionals such as Bachelor, Master and Doctor who are included passing the Pedagogical Training Course with a minimum grade of seven

So based on information collected and in a summarized way, Bachelor in Modern Languages: specialization in English and French needs to include other courses such as Education and Technology, Learning Evaluation, Educational Psychology, courses provided in Pedagogical Training in University of El Salvador and Universidad Modular Abierta. Including the courses mention above students can reach the knowledge required and meet the requirements established in the Law of Teaching Scale since Major just include 20 value units in Pedagogical courses which are: Psych-pedagogy I, general didactics I, French Language Teaching, English Language Teaching I and English Language Teaching II, 4 value units each one. It means, the students need to take the Pedagogical training course mentioned in the Law of Teaching Scale and add another year to their university degree.

2.6 Teaching Qualifying Court

Moreover, the Law of Teaching Career regulates the attributions that makes the Teaching Qualifying Court is an Organism empowered to inscription of the climbing process a level

one of the teaching scale, in accordance with what is established in numeral 5 of article 52 of the Law of the Teaching Career the Qualifying Court qualifies the professional record and the proof of sufficiency for those who aspire to level up.

The teacher qualifying court is in charge of carrying out processes through the selection of teachers, assistant principals and directors and promoting the improvement through specialization, managing the process of promotion to one of the Teaching Scale.

This is a body empowered by the Law to administer the teaching career, with the powers to select teachers who work in the various positions of the teaching structure, administer the promotion to Level One of the teaching scale. Within its attributions, we can mention that it is dedicated to know the requests to be valued in the performance of the positions of Director and Vice Director in educational institutions of the public sector throughout the country; as well as carrying out the selection processes of official places in the education centers, (Tribunal Calificador de la Carrera Docente – 2019.)

2.7 Pedagogy Course

Another way to get the Teaching Scale is due to the Pedagogy Course, this is basically another tool, when any Major cannot reach to the requirements issued to the Ministry of Education; but what is a pedagogy course specifically?

The term pedagogy has its etymological roots in Ancient Greece and has its origin in the union of the words "paidos", which means child, and "agein", guiding or driving, so its strict meaning is to guide children.

From there the term evolved towards what is currently a science of psychological and social character whose main mission is to know, analyze and perfect the study of education through the application and conjunction of other sciences such as history, medicine, anthropology, sociology, economics, etc. Therefore, its object of study is "training".

A pedagogy course teaches its participants the basic and fundamental notions of this psychosocial science by preparing them for later enlargement through a master's degree, if they are in possession of a university degree, or through a degree in pedagogy.

The essential objective is to prepare the path of the future pedagogue by making him a knowledgeable expert in all the elements involved in the teaching and learning processes of people, both in the personal and professional sphere, as in the social and cultural sphere.

Once the pedagogical studies have been completed, students will be able to design, implement, manage, develop, and evaluate projects, plans, programs and actions of an educational and formative nature that are properly contextualized and adapted, as well as to carry out the tasks of analysis, control and advice in different contexts.

Participants will be able to objectively identify the potential, abilities, interests and difficulties of the students. To adapt the teaching to the peculiarities of the group. To facilitate the achievement of meaningful learning, helping its students to relate new events with previously acquired experiences, providing opportunities to creatively apply knowledge and skills.

In addition, it will learn how to run and organize educational establishments, supervise and carry out technical inspections of education, advise on pedagogical matters, train trainers, develop curriculum projects and programs, evaluate educational systems and

policies, developing mediation and attention to diversity, designing, developing, evaluating and coordinating learning processes and resources, etc.

At the end of the course, participants will be able to objectively identify the potential, abilities, interests and difficulties of the students. To adapt the teaching to the peculiarities of the group. To facilitate the achievement of meaningful learning, helping its students to relate new events with previously acquired experiences, providing opportunities to creatively apply knowledge and skills.

The Pedagogical Training Course is defined also as a postgraduate program that trains professionals with a university degree (bachelor's degree, engineering, architecture, medicine, dentistry, and veterinary) for teaching.

CPF (Course of Pedagogical Formation) is designed for professionals interested in:

To qualify their educational work.

To acquire pedagogical training in order to carry out their teaching duties more effectively.

Updating of educational knowledge.

To obtain the Magisterial Rank Level.

Prepare for Level I Assessment and Access Level 2.

The Pedagogical Training Course for Professionals (CFPP) is aimed at professionals with a bachelor's degree; "Architect/Master or Doctor", who are interested in obtaining scientific qualifications for teaching at the various levels of the national education system.

The University of El Salvador a time ago had a Pedagogy Program, it was managed and tutored by the Ministry of Education, The Pedagogical Training Course for Professionals comprises one year of study, divided into two academic cycles; each of 5 subjects and a total scope of 37 assessment units.

This program, at the end, allowed the participants to be able to teach at the different levels of the national education system, according to their respective specialty of each participant in the teacher training process. As well as all general pedagogical and didactic knowledge for the exercise of teaching and professional work.

What did this program offer? Well not only the knowledge and the tools to work as an institution professional, it had some other grants as:

- Awarded: Diploma of participation.
- Credits: 34 U. V
- Educational Modality: Face to face

As any other institutions this program follows some rules, and for any professional that would like to course it they must complete and present the next requirements.

- Graduate, Doctor, Engineer, Architect or graduate in another specialty.
- From a University of recognized academic prestige
- Present original and faithful copy of the following documents:

Bachelor's Degree (authenticated by the MINED)

Professional Title (authenticated by the MINED)

Birth certificate (recent, maximum 3 months if extended)

Health Certificate issued by the University Health Center or University Protection Fund

Global certification of graduate grades and certified by the University and MINED

Copy of Unique Identity Document (DUI) extended to 150%

1 photograph (T. C. of time and color)

Copy of Tax Identification Number Document (NIT)

- **Requirement for permanent residence**

- Comply with the regulations of the Pedagogical Training Course for Professionals.

- **Requirements for Leaving School:**

- Meet the academic and administrative requirements of the program

The University of El Salvador Pedagogy Course had as general objective to contribute to raising the quality of national education through the pedagogical professionalization of all those who already have an academic degree of Bachelor, Engineer, Architect, Doctor or other specialty, interested in the exercise of teaching. With the following curricula with the only purpose to complete the lack that have other majors, that includes 10 subjects divided in 2 semesters:

Semester I

- General Pedagogy
- Technology and Education
- Educational Research
- Seminar on Human Rights
- Seminar on Environmental Education and Climate Change.

Semester II

- Didactic General.
- Evaluation of the Apprenticeship
- Psychology of the Education
- Seminar on Inclusive Education.
- Seminar on Prevention of Domestic and Gender Violence

CHAPTER III

3.1 METHODOLOGY

To carried out this research, the team made use of a qualitative and quantitative method since the objective was focused on identifying the interest that student of Modern Languages Major: specialization in French and English had in obtaining the teaching scale requested by the Ministry of Education. In addition, to identify the level of interest that students had in changing the current curricula.

Moreover, it was essential that the team collected both qualitative and quantitative information, since it may have been difficult to carry out an investigation or any other study if the data and basic information necessary were not available. For this reason, the team determined the technique to be used and the instrument that would use to collect both qualitative and quantitative information. For collecting the data, the team made use of a questionnaire as an instrument, implementing a survey as a technique. This consisted in 10 open-ended questions that helped the team gather detailed information about the researched topic and collect in-depth information on students' opinions, thoughts, experiences, and feelings.

Furthermore, to get more information the data was collected from written documents such as books, thesis. Then, data was collected from web pages (articles, e-books etc.). All the information gathered was in digital format and kept in a file in order to have digital backup. Consequently, the researchers made use of the following artifacts: paper, pencils, pen computer, cell phones and internet.

3.2 Population

Due to the large population to study in the major and different groups, researchers cannot test every student in the population, it is expensive and time consuming. This was the reason why the team selected a part of students and groups to proceed with the research. The population was constituted by 50 students of the Modern Languages Major, specialty in French and English, which were taken from the course seminar II. Then, to complete the questionnaire, the team decided to choose 25 students from the morning and afternoon group whose were selected with odd numbers from the attendance list. The team pretended to make use of the deductive approach, it started from the general which was the knowledge students had for the teaching scale to the specific that was to describe the real meaning and step for getting the teaching scale.

Course	Group	Number
Seminar II	Morning	25
Seminar II	Afternoon	25
Students with odd numbers from the attendance list	Morning/Afternoon	50

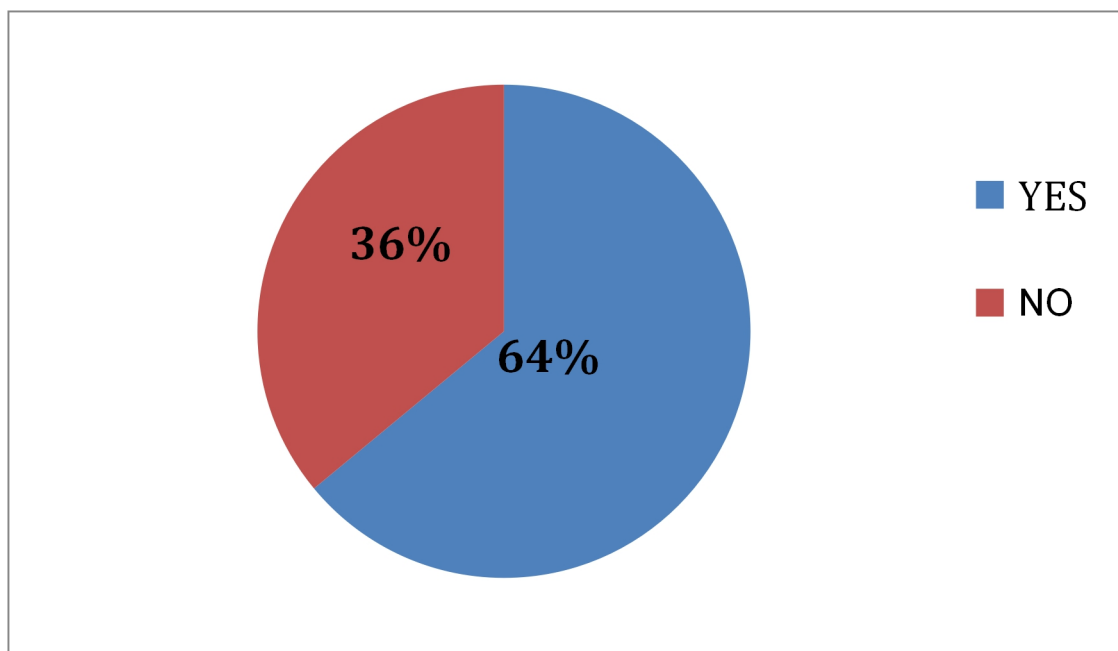
3.3 DATA ANALYSIS

(SEE ANEXE 1)

To get this analysis, the team created a questionnaire consisting of ten opened- ended questions, which were passed to 50 students. This helps the team collect the information about the knowledge that modern language students have about Teaching Scale and the requirements to obtain it. Previously, it is presented the results obtained from the survey and also a short analysis of each question.

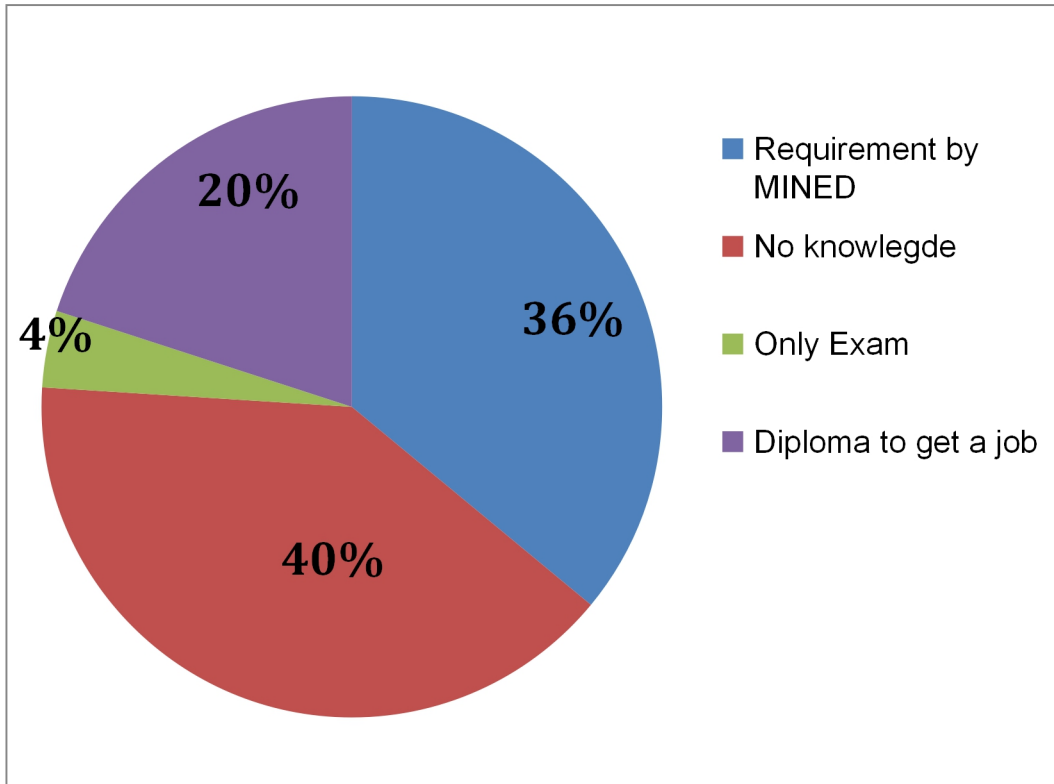
1. Do you know what the teaching scale is?

According to the result, 32 from 50 students (64%) know or have an idea about what the Teaching Scale is; however, 18 from 50 students (36%) do not know what the Teaching Scale is.



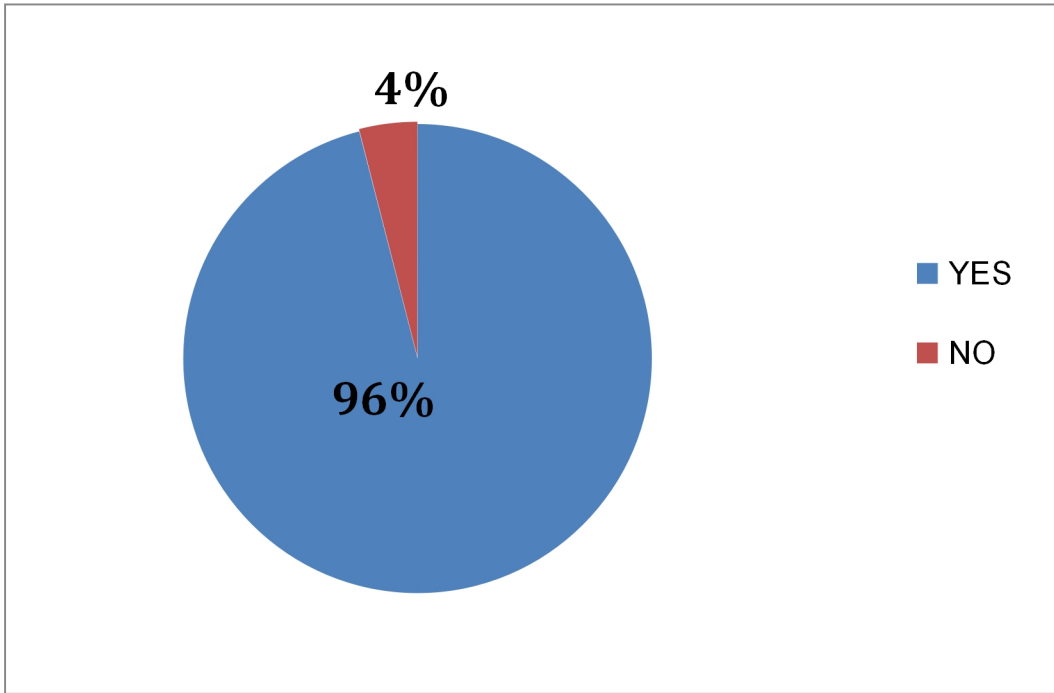
2. What do you know about the teaching scale?

In the second question, 18 from 50 students (36%) surveyed agreed the Teaching Scale is an important document requested by the Ministry of Education that endorses a teacher to work in different levels at public schools. On the other hand, there are 20 from 50 respondents (40%) that don't have any knowledge about the Teaching Scale; also, 2 from 50 students (4%) said that it is only an exam and 10 from 34 students (20%) said that it is a diploma used to get a job.



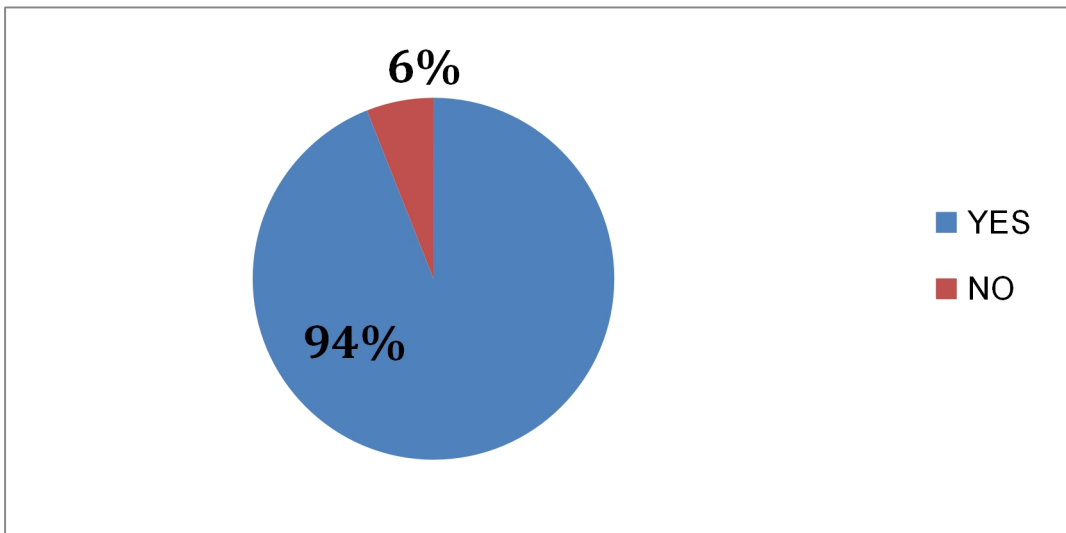
3. Would you be interested in getting the Teaching Scale if the major offers you the chance to obtain it?

According to the instruments, 34 surveyed (68%) are interested in getting the Teaching Scale if the major's authorities give the chance to obtain it. After that, 14 students (28%) are interested in getting the teaching scale since they wanted to get better jobs and 2 surveyed students (4%) said they are not interested in getting the teaching scale because they want to become a translator more than a teacher.



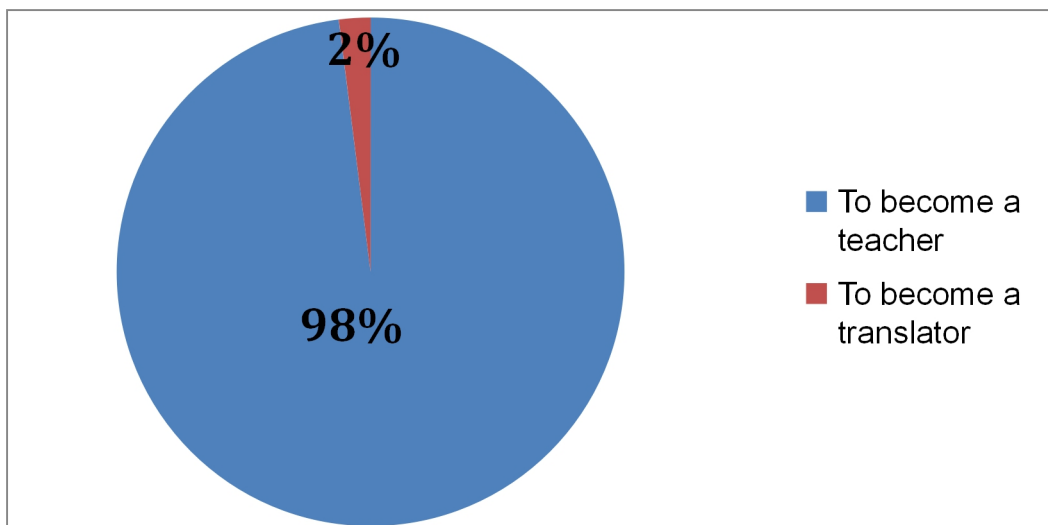
4. Do you know the requirements to get the teaching scale?

About 47 students (94%) said that they do not know about the requirements for getting the Teaching Scale, but they know what the teaching scale is, while only 3 students (6%) from the 50 interviewees know the requirements to get the teaching scale.



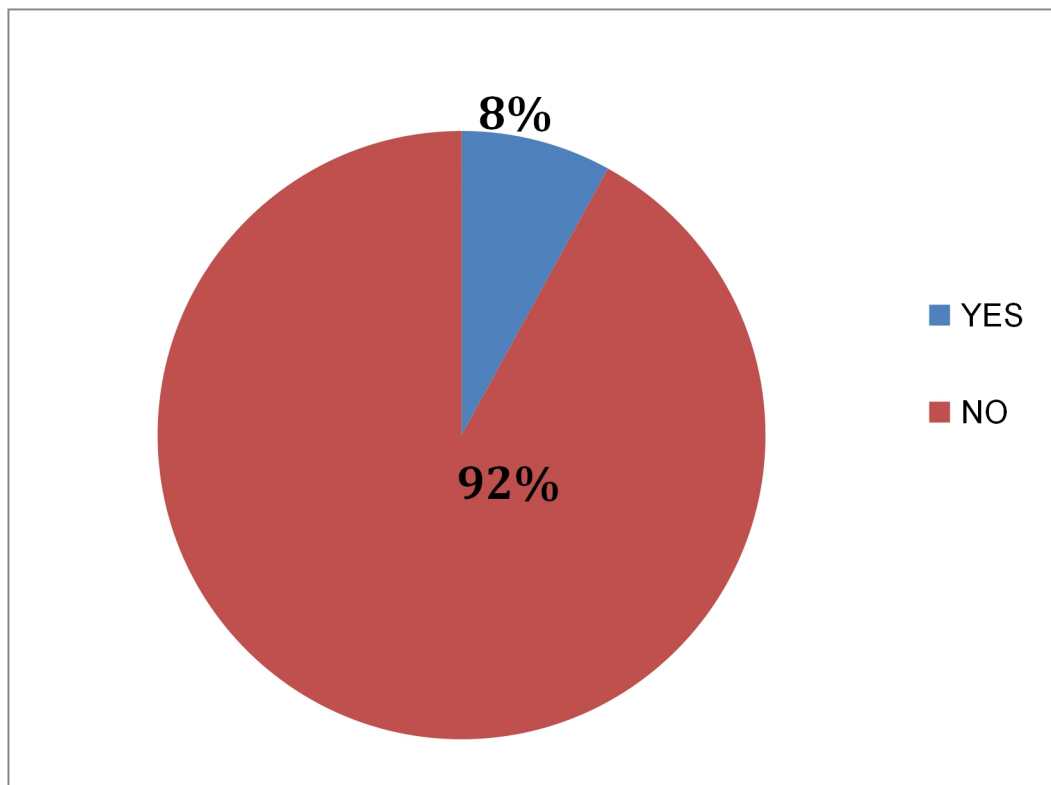
5. What were your expectations about the Teaching option of the Modern Languages Major when starting it? And what is your perspective now?

In the fifth question, from the surveyed people 49 students (98%) said that their expectation, since the beginning, was to become a teacher and work at the Ministry of Education or at the university and to get the Teaching Scale at the end of the Major. Just 1 respondent (2%) said his perspective was to become a translator or interpreter. According to the question of " what is your perspective now? " The answer remained the same for students since those who originally wanted to be teachers still wanted to be teachers, always showing 98% of the respondents and the same. The perspective of students who wanted to be translators, since their response was the same, showing 2% of those who responded that they wanted to be translators from the beginning.



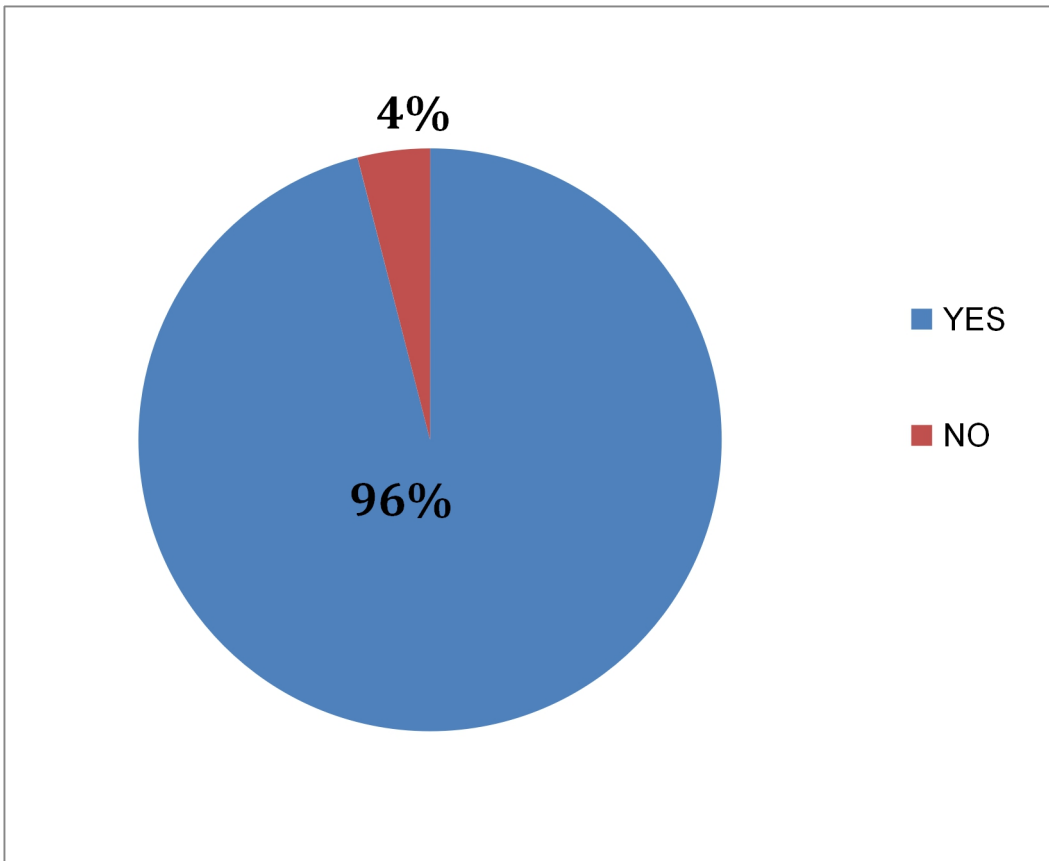
6. At the end of the Major, do you know the process to follow in order to get the Teaching Scale?

About 46 from 50 surveyed students (92%) said that they do not know the process to follow in order to get the Teaching Scale. Only 4 from 50 students (8%) know the process to get the Teaching Scale



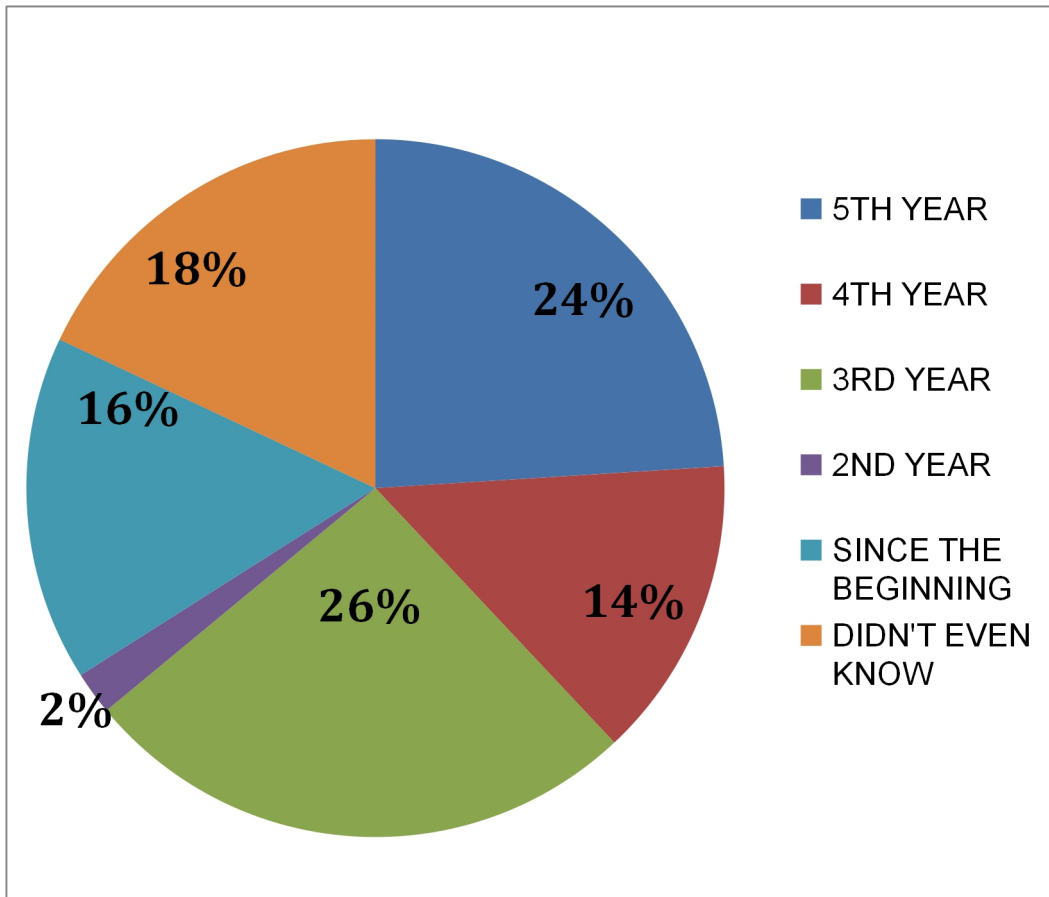
7. Do you consider pertinent to make a change on the current curricula of the Modern Languages Major to get the Teaching Scale?

In the question number 7, 48 from 50 surveyed students (96%) consider it is pertinent to make some changes in the current curricula since the current one does not satisfy their needs in comparison with other majors related to education; in the meantime, only 2 from 50 students (4%) said that they do not consider pertinent to make any changes.



8. All over the major, when did you start to think about the importance of getting the Teaching Scale?

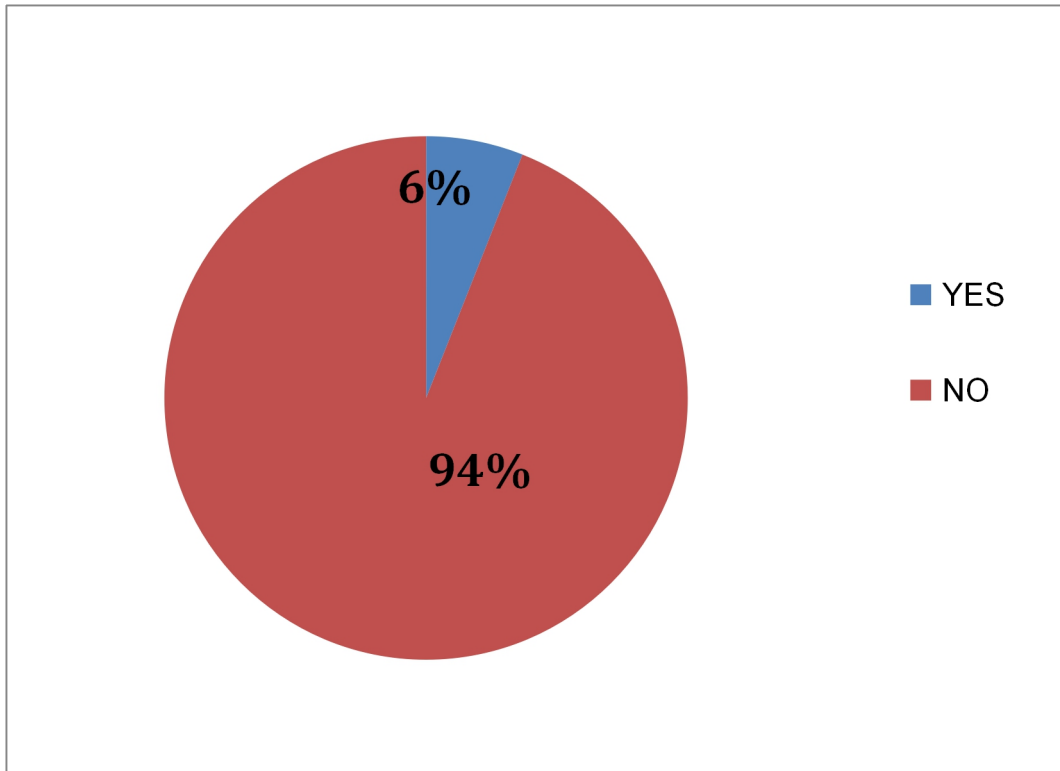
According to the collected data, 12 students (24%) realized about the importance of the Teaching Scale, at the moment of answering this survey (5th year). Then, 1 of the surveyed (2%) realized about it in the 2nd year of the major. Another 13 students (26%) started to think about the importance of getting the Teaching Scale in the 3rd year. Other 7 students (14%) in the 4th year. Next, 8 surveyed (16%) thought about the importance of getting teaching scale since the beginning of the major. And the last 9 students (18%) didn't know about the teaching scale



9. For the Teaching option of the Modern Languages Major, are all the courses included in the program enough to reach the requirements to get the Teaching Scale?

About 47 from 50 surveyed students (94%) said they consider the program does not include all the courses to get the Teaching Scale and 3 students (6%) said that the courses included in the program were enough to get the Teaching Scale requested by Ministry of Education. According to the research, they did not yet have a solid knowledge about the requirements. They wanted to obtain the teaching scale since they were not informed about the teaching scale in the modern languages major, so they felt that during the degree they did not speak about it. From this, with the little knowledge, the students realized that what is learned in the university career is not enough to obtain

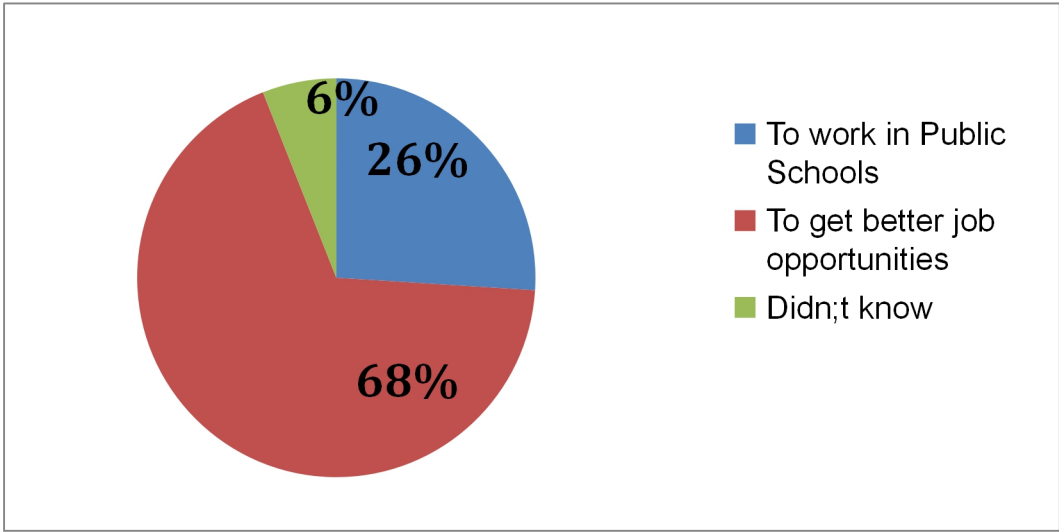
the requirements to have the teaching scale.



10. Do you think it is useful to obtain the Teaching Scale at the end of the Major?

Why?

In the 10th question, 13 from 50 students (26%) said that they want to get the teaching scale to work at Public Schools. Then, 34 from 50 students (68%) said that they would like to get the teaching scale and think it is beneficial just to get better job opportunities. Finally, only 3 surveyed (6%) did not know about it.



CHAPTER IV

4.1 Conclusion

In this research, the team explored the interest that students from the Modern Languages Major: Specialty in French and English had in meeting the requirements to obtain the Teaching Scale issued by the Ministry of Education, by using surveys that were addressed to fifth year students of the same major.

The researchers confirmed the benefits of getting the Teaching Scale for the students of Modern Language major specialty in French and English. These benefits were: obtaining a professional job related to education, or working in a public or private institution. Based on the information gathered on the instruments, the team also could add that the students, teaching option, needed to know what “Teaching Scale” is and its benefits since from surveys, it reflected only 64% of students know or have an idea of that a Teaching Scale is; and, 36% had no knowledge at all of what it is.

The researchers could identify that there was a great interest in meeting the requirements to obtain the Teaching Scale issued by the Ministry of Education since after obtaining a considerable percentage of students (96%) that were really interested in getting the Teaching Scale if the major guided them and prepared them to get it, versus a minimum of 4% that were unconcerned about the topic.

Based on all the research work, the researchers can conclude that, the Foreign Language Department Students have an interest not only to meet the requirements to obtain the Teaching Scale issued by the Ministry of Education, but also a great interest in some

changes that the Languages Department could do to the Current Curricula of the Modern Language Major.

Regarding the query about the period of the major that students realized the importance of getting the Teaching Scale the analysis of the data gathered in this process revealed that 24% of the students recognized the advantages of having a Teaching Scale in the fifth year of the major. At the same time, 14% took this into account in the fourth year of the major in comparison with this, 44% of the interviewees noticed the need of having the Teaching Scale in the first three years of the Modern Languages Major. Finally, 18% of the resting students consulted had no idea about the benefits of having a Teaching Scale at all.

Sometimes, the attention of the students was because in the last three years of the major, they have already seen their future in a work area, and according to 94%, many students of teaching option in the Modern Languages major consider all the courses included in the program were not enough and only 6% considered it enough to meet the requirements to obtain the teaching scale.

Nowadays, it also makes an addition of value to any private and public school, in a National Score of the School or Educational Establishment. It is why it is so important, not only because it reflects the competences of a teacher and how prepared a school is based on the human resource.

4.2 Recommendations

After all the work and research, the team has the following recommendations:

For the FLD of University of El Salvador.

- The Team, based on all the data gathered and opinions studied, recommend to do some needed changes at the current curricula of the Modern Languages Major of the University of El Salvador, so there are some other subjects not related to any extracurricular option, neither Public Relations nor Teaching Area, that could be removed or reorganized from the curricula and integrate some others as Technology and Education, Psychology in Education, Evaluation of the Apprenticeship, General Pedagogy, General Didactic, Educational Investigation, Human Rights Seminar, Inclusive Education Seminar, Seminar on Environmental Education and Climate Change, Seminar on the prevention of domestic and gender violence. Each of these subjects should have five accredited unit
- Verifying in what consists, and the subjects taught by the Pedagogical Course mentioned in the Law of the Teaching Scale article 16, the authorities of the department of modern languages could take into consideration any of the subjects mentioned above and add them to the academic load of teaching option. This would make a total of 35 value units that at the end of the Major the students would reach the necessary requirements to obtain the scale requested by the Ministry of Education and presented in the Teaching Scale Law.
 - As a Foreign Languages Department, the authorities should make a change in the current curricula and add the courses and unit values to complete

successfully all the requirements to obtain the Teaching Scale issued by the Ministry of Education.

- As mentioned, the Foreign Language Department should make an inductive meeting for those students who would apply or get information about the teaching scale, in order to prepare professionals on the Education Area where they would like to give their qualified services.
- For the Students that take the Education area to have an informative meeting to explain what the Teaching Scale is, the requirements and the process to follow.
- To the chief of the Foreign Language Department, to inform about the major program to the students that are interested in getting the major.

For the future and current Foreign Language Department students:

- To look for an adviser and professional who could guide and give recommendations about the major and the Teaching Scale.
- To be informed at the beginning of the major about the program of the Modern Language Major, if it is enough to get the Teaching Scale or any other work area to apply in the future.

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- **Thesis**

A comparative study of the English speaking proficiency of the 4th year students from the B.A. in modern languages specialization in French and English and students from B.A. in English teaching at the foreign language department, University of El Salvador, semester I, 2017.

(Presented by: Jeysel Lisbeth Vásquez López, Karla Maritza Hernández Mendoza and Ingrid Jacqueline Regalado Morales, 2017).

- Curricular reform of the study plan of bachelor in English teaching and its correspondence to student's needs, foreign language department, University of El Salvador year, 2014.

(Presented by: Roxana Patricia Ayala Echeverría, Cindy Guadalupe Navas Miranda and Irvin Eduardo Colindres Santamaria, 2014).

- Programación Académica vs. Oportunidades de empleo para los egresados de la licenciatura en lenguas modernas años 2014-2015 de la Universidad de El Salvador.

(Presented by: Kevin Stanley Gutierrez Cortéz, Edwin Amilcar López Sánchez and Milton Ernesto Zamora Peñate, 2014-2015).

ANNEXES



**UNIVERSIDAD DE EL SALVADOR
FACULTAD DE CIENCIAS Y HUMANIDADES**

L10412

LICENCIATURA EN LENGUAS MODERNAS ESPECIALIDAD EN FRANCÉS E INGLÉS

Plan de Estudios 2002

CICLO I	CICLO II	CICLO III	CICLO IV	CICLO V	CICLO VI	CICLO VII	CICLO VIII	CICLO IX	CICLO X
FR1114 FRANCS INTENSIVO I 8 0	FR1214 FRANCS INTENSIVO II 8 1	FR1314 FRANCS INTENSIVO III 8 4	FAV114 FRANCS AVANZADO 4 7	EOF114 EXPRESSION ORAL EN FRANCS 4 10	FER114 FONETICA FRANCSA 4 10	ICF114 INTRODUCCION A LA CIVILIZACION FRANCSA 4 14	LEFR114 LITERATURA FRANCSA I 4 14	LEFR214 LITERATURA FRANCSA II 4 26	D11214/ HDC114 4 29
IB1114 INGLES BASICO INTENSIVO 8 0	I11114 INGLES INTERMEDIO INTENSIVO I 8 2	I11214 INGLES INTERMEDIO INTENSIVO II 8 5	IA1114 INGLES AVANZADO INTENSIVO I 8 8	IA1214 INGLES AVANZADO INTENSIVO II 8 12	LC1114 LECTURA Y CONVERSACION EN INGLÉS I 4 16	LC1214 LECTURA Y CONVERSACION EN INGLÉS II 4 20	GAV114 GRAMATICA AVANZADA 4 132uv.	IAL114 INTRODUCCION A LA LINGÜÍSTICA 4 17	FYM114 FONOLOGIA Y MORFOLOGIA ENGLISA 4 32
PG1114/ TC1114 3 0	DGL114/ TC1214 6 3	GIN114 GRAMATICA ENGLISA I 4 5	GIN214 GRAMATICA ENGLISA II 4 9	PRG114 PRONUNCIACION EN INGLÉS 4 5	DIF114/ RPB114 21 14	CO114 COMPOSICION ENGLISA I 4 13	D11114/ OPU114 21 4	SN0114 SEMINARIO I 6 28	SN0214 SEMINARIO II 6 33
<p>ELECTIVAS:</p> <p>PCG114: PSICOPEDAGOGIA I TC1114: TEORIA DE LA COMUNICACION Y DE LA INFORMACION I DGL114: DIDACTICA GENERAL I TC1214: TEORIA DE LA COMUNICACION Y DE LA INFORMACION II</p> <p>UV. PREREQ. NINGUNO NINGUNO PCG114</p> <p>ELECTIVAS: DIF114: DIDACTICA DEL IDIOMA FRANCÉS RPB114: RELACIONES PUBLICAS D11114 : DIDACTICA DEL IDIOMA INGLÉS I OPU114: OPINION PUBLICA D11214: DIDACTICA DEL IDIOMA INGLÉS II HDC114: HISTORIA DE EL SALVADOR Y CENTROAMERICA</p> <p>UV. PREREQ. EOF114 EOF114 DIF114 RPB114 D11114 OPU114</p>									
<p align="center">INFORMACION GENERAL</p> <p>NOTA MINIMA DE APROBACION :6.0 CUM MINIMO DE APROBACION: 7.0 a partir del año 2003</p> <p align="center">TOTAL DE ASIGNATURAS: 37 TOTAL U.V. 184</p> <p>1. Título a Otorgar: Licenciado(a) en Lenguas Modernas especialidad en Francés e Inglés.</p> <p align="center">CODIGO CORR NOMBRE DE ASIGNATURA REQ</p>									
<p align="center">APROBADO POR CONSEJO SUPERIOR UNIVERSITARIO SEGÚN ACUERDO N° 91 -99 -2003 DE FECHA 28 DE FEBRERO DEL 2002.</p>									

ANNEXE 2

Curso de Formación Pedagógica

MODULO I	MODULO II
> PEDAGOGIA GENERAL 5 UV	> DIDACTICA GENERAL 5 UV
> TECNOLOGIA Y EDUCACION 5 UV	> EVALUACION DE LOS APRENDIZAJES 5UV
> INVESTIGACION EDUCATIVA 5UV	> PSICOLOGIA DE LA EDUCACION 5UV
> SEMINARIO DE DERECHOSHUMANOS 2 UV	> SEMINARIO DE EDUCACION INCLUSIVA 3UV
> SEMINARIO DE EDUCACION AMBIENTAL Y CAMBIO CLIMATICO 2UV	> SEMINARIO DE PREVENCION DE LA VIOLENCIA INTRAFAMILIAR Y DE GENERO 2 UV

ANNEXE 3

Instrument



University of El Salvador

School of Art and Science

Foreign Languages Department

Survey to Modern Languages Students.

Research Topic: “The interest of students of Modern Languages major: Specialty in French and English have to meet the requirements to obtain the teaching scale issued by the Ministry of Education”

Objective: To discover how interested the students from the Major of Modern Languages are, Specialty in English and French, to get the Teaching Scale issued by the Ministry of Education at the end of the Major and how much they know about the requirements asked.

Please answer the follow questions with a pen.

1. Do you know what the Teaching Scale is?

Yes No

2. What do you know about the teaching scale?

3. Would you be interested in getting the teaching scale if the major offers you the chance to obtain it?

Yes

4. Do you know the requirements to get the teaching scale?

Yes

If yes, can you mention some of them?

5. What was your perspective about the teaching option when starting the major? And what is your perspective now?

6. At the end of the Major do you know the process to follow to get the Teaching Scale?

7. Do you consider pertinent to make a change on the current curricula to get the Teaching Scale

Yes

8. All over the major, when did you start to think about the importance of getting the Teaching Scale?

9. For the Teaching option, are all the courses included in the program enough for meeting the requirement for getting the Teaching Scale requested by MINED?

Yes

10. Do you think it is beneficial to obtain the Teaching Scale at the end of the major?

Why?