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

UNDERGRADUATE RESEARCH:

THE IMPACT OF THE STUDENT POPULATION GROWTH ON THE ACADEMIC PLANNING IN THE FOREIGN LANGUAGE DEPARTMENT MAJORS, IN THE PERIOD 2010-2011

IN ORDER TO OBTAIN THE DEGREE OF:

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TABLE OF CONTENTS

CHAPTER V: CONCLUSIONS AND SUGGESTIONS

A. Bar Graphics
B. Survey Instrument
C. Interview Instrument
D. Letters to request interviews
E. Historial de las Inversiones en Mobiliario y equipo para la Facultad de Ciencias y Humanidades.
F. Gasto ejecutado para las contrataciones de personal académico por servicios profesionales, tiempos adicionales para el ciclo I, de los años 2009, 2010, y 2011.
G. Información de Ingreso del Departamento de Idiomas 2010-2011
H. Información de cupos en el Departamento de Idiomas 2010-2011
I. Memoria de Labores 2010. MTI Edgar Nicolás Ayala.
J. Estadísticas de Ingreso 2010, 2011, 2012.
K. Información sobre número de docentes en el Departamento de Idiomas.
L. Pictures.

INTRODUCTION

Nowadays, students in El Salvador are claiming for more and better quality of education moved by goals of becoming professionals, get a job and, eventually, access a better life style. In our country, there is a plenty of private universities serving varied majors, in different fields and disciplines of knowledge. Nevertheless, tuition and study related expenses are pricey; consequently, University of El Salvador "UES" offers an accessible choice where investment is lower but offers good quality education.

"UES", by far, hosts the largest student's population and registers the largest number in application forms filled out by high school graduates. In short, UES has the largest student' population, the largest number of high school graduates willing to be accepted in its majors and best equality education; however, the number of applicants has surpassed the resources available creating turmoil at every semester I, said Licenciado Rafael Paz Narvaez, Head of the School of Social Sciences.

Some Schools and Departments, more than others, are being affected by this dramatic and sustained student's population growth. The Foreign Language Department, the largest academic unit at the school of Sciences and Humanities, has called researchers attention because it has gone through a fast-growth in student's population; therefore, students and teachers are

currently experiencing changes, such as overcrowded classrooms, lack of furniture, inconvenient class schedules….and the like.

School authorities are aware of the fact too many students per class is affecting teachers' work and students' learning in ways such as not paying due attention to all students, not being addressed properly with their individual learning needs because the teachers do not have enough time provide students with needed feedback in weak areas.

Therefore, this research aims at determining how the impact of fast pace students' population growth is affecting academic planning at Foreign Language Department. To achieve the aforementioned goal, researchers carried out exploratory and comparative research in 2010-2011. Several areas of academic planning where spotted out as follows: amount of teachers, technological resources, classrooms, buildings, furniture, and schedules; it was broken down into these areas to study in-depth the origin of problem.

This report is divided in three chapters. To begin with, background information related to school organization students' performance, indicators of quality education are presented as a mean to study the teaching-learning setting; particularly what goes on in the classroom.

The second chapter is devoted to data gathering and analysis. Researchers used interviews addressed to school authorities, Foreign Language Department authorities and a survey administered to freshman students (first year) who just began studies in 2011.

The third chapter deals with conclusions and suggestions. They are intended to highlight main findings and raise awareness on the sensible and controversial topic; moreover, researchers expect authorities to pay more attention to the problem and craft out solutions.

I.   RESEARCH DESIGN

A) Statement of the problem

The impact of student population growth on Academic Planning in the Foreign Language Department majors in the period 2010-2011.

B) Objectives

1. General Objective

To determine how the impact of the student population growth is affecting the Academic Planning in the Foreign Language Department (FLD) majors through an Explorative and Comparative research in the period 2010-2011.

2. Specific Objective

a. To explore the causes of student population growth in the academic planning in Foreign Language Department majors and its effects in the period 2010-2011 through in-depth interviews and a survey.

b. To diagnose if the authorities of the Foreign Language Department are capable of dealing with this phenomenon by addressing in-depth interviews to the head, major coordinators and professors of the FLD.

c. To determine if there are enough human resources (teachers) to handle the student population growth in the

classroom by interviewing teachers, major coordinators and the head of the FLD.

d. To verify if there are enough classrooms to teach scheduled classes in FLD through information provided by the Academic Administration.

e. To study if the schedules are adequate for the students of Foreign Language Department majors by administrating a survey among students and teachers.

f. To determine if there are appropriate and enough technological resources for the students and teachers from Foreign Language Department majors through documentation provided by the authorities, teachers and students of the FLD.

g. To verify if there is appropriate and enough furniture to cover all groups from the different subjects in Foreign Language Department majors by videotaping classes.

h. To write some recommendations that can help the authorities of the Foreign Language Department to face this phenomenon based on the final research results findings.

C) Research questions

1. How the high demand of students was affecting the Academic Planning in the areas of teachers, classrooms, schedules, technology, furniture, in Foreign Language Department majors in the period 2010-2011?

2. Which were the causes of the increase of students in Foreign language Department majors?

3. Were the authorities of the Foreign Language Department capable of dealing with this phenomenon?

4. Were there enough human resources (teachers) to handle the high demand of students in Foreign Language Department majors?

5. Were the schedules acceptable for the students of Foreign Language Department majors?

6. Were there appropriate technological resources for the students and teachers from Foreign Language Department majors?

7. Was there enough furniture in the classrooms?

8. Were there enough classrooms to teach scheduled classes?

D) Justification of the Research

The significance of this research project was to know the impact of student population growth on the Academic Planning in the Foreign Language Department (FLD).

First, this research aimed at determining if the quality of education was being affected by the amount of students per class, the quantity of furniture, space, technological, and human resources that were used in order to supply the needs of the Foreign Language Department majors. Second, it explored if the authorities of the Foreign Language Department were aware of the situation that students and teachers have been exposed to, in a direct way to student population growth. This research studied if the schedules were adequate for students and teachers. Therefore, the authorities of the FLD took this research results to follow and determine if there were more advantages than disadvantages related to student population growth. In addition, this research had for objective to investigate if there was enough furniture, human resources, and methodological resources to supply the needs of students and teachers in the FLD, since a better environment and the enough furniture helps to a better teaching and learning process.

Moreover, this research will benefit the authorities, students, and teachers of the FLD by helping them to better understand the topic, to see if there is a fair distribution of students per classroom, enough teaching material and realia per number of students and teachers in order to implement a good teaching-learning process.

Finally, this research will serve as a reference for further studies on the subject matter. In addition, it will serve students, teachers, authorities and researchers to perceive how student population growth is impacting on the academic planning and therefore, teachers and students.

This research was developed with in-depth interviews, transcriptions, audio, videos, photographs and surveys which were given to the authorities, professors and students of the FLD.

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II.   THEORETICAL FRAMEWORK

A. THE SCHOOL ORGANIZATION

Schools are simultaneously two things: institutions and organizations; as institutions will have a legal status, with governors or shareholders, a board of management, staff and students. The school will have to conform to whatever legal requirements are laid down for institutions, and it will normally be registered with the appropriate authority[1].

Schools as organizations consist of a network of relationships among the individuals who regard themselves as belonging to that organization. These relationships will be variously directed towards the achievement of the goals of the organization, towards maintaining the organization as a social unit, and towards fulfilling the personal needs of the individuals. Schools have no existence other than through the people who make them up; it is possible to describe the relationships among their members in terms of structures and functions. Because without students, a school has no existence as a living and functioning organization, even if it may still have a legal existence as an institution[2].

The vital aspect of an organization is technology. It constitutes the means by which various operations are carried out in the pursuit of organizational goals. An important part of organizational technology is the communication systems which enable information to be circulated around members of the organization. Another important part of the educational technology of a school is the curriculum itself which embodies not only the pedagogical aims of the school but the methods and materials employed in realizing those aims. In short, the technology of an organization consists of

1.CONDUCIENDO LA ESCUELA. DELLA AZZERBONI AND RUTH HARF. 2003. P: 24-25
2. Idem

both tangible and intangible what means whereby organizational goals can be achieved[3].

As an organization, a school will have to fulfill and maintain in balance three broad sets of needs: task needs, group needs, and individual needs. The task needs are those which have to be satisfied in order successfully to carry out the work of the organization. For instance, a private language school, one of its goals will be to stay in business, and to generate a profit. To achieve this, students will have to be recruited, so marketing and selling the school services will be a key task, which will involve planning a marketing strategy, allocating work to people assigned to marketing, and providing finance. The second sets of needs, those concerned with the groups, are to do with the organization as a social unit. For the organization to meet task needs, successful group maintenance is vital, because it becomes split into antagonistic factions.

For instance, a school with a particularly dedicated staff may have very high expectations to staff as regards the amount of time they devote to out of class activities. Teachers who give less time to such activities will be seen to have infringed work standards and the group may impose some sort of pressure, or discipline on the teachers concerned to bring them into line with group norms in this aspect of their work.

The successful creation and maintenance of team spirit is also important and it is a mark of a successful organization that this social need is fulfilled. A happy and harmonious staff room is one sign that such group maintenance needs are being met, while such activities as meeting for a drink after work are further examples of the same thing. Finally, there is a third set of needs which have to be met, individual or personal needs. If they are not met, there will be a loss of morale and motivation among the individuals who

3. Idem

make up the group or team. It involves attending to personal problems, praising individuals, giving status, recognizing and using individual abilities and training the individual.

The school organization is understood as structuring aspects: they refer to aspects more or less material and tangible, progress that conditioned the institutional life. Among them: the space, time and groupings[4].

The space refers to the obvious fact that every school requires a location for their functions. The space is defined in a way that assumes the characteristics determining the interaction between its members. It can be understood from their specific aspects or materials and other symbolic or abstract aspects, as well.

The specific aspects involve the building itself, with its distribution and facilities that make up the conditions that affect the development of the learning and teaching process. The equipment, distribution, can be a facilitator or hindered, practical or uncomfortable, fixed or static, safe or unsafe, dangerous or not.

Curricular experiences are directly and routinely affected by these influences. Space also refers to objects. The distribution of spaces affects the institutional progress as well as the distribution of objects.

B. THE ACADEMIC PERFORMANCE OF THE UNIVERSITY STUDENTS

The academic university performance entails with the quality of education which is gathered in 3 categories: Personal determinants, Social determinants and Institutional determinants. The search of the quality implies an integral review of the university that includes studies on the academic performance of the student's population, because its results are an important

4. WHITE RON, MARTIN MERVYN, STIMSON MIKE, ROBERT HODGE. MANAGEMENT IN ENGLISH LANGUAGE TEACHING. GREAT BRITAIN BY BELL AND BAIN LTD, GLASGOW 1991. PP 7-11

input that allows knowing elements which act as shacklers and facilitators of the student's performance.

The academic performance of the university students constitutes an indispensable and fundamental factor for the importance of the educational quality in the higher education.

There are different factors that intervene in the academic performance.

The academic performance for being multicausal wraps an enormous explanatory capacity of the different factors and temporary spaces that intervene in the learning process. There are different aspects that are associated with the academic performance in which intervene internal and external components to the individual. They can be social, cognitive and emotional order and they are classified under three categories: personal determinants, social determinants and institutional determinants[5].

1. Personal factors:

In the personal factors, there are included those factors of personal nature, which interrelationships can take place depending on subjective, social and institutional variables[6].

From the personal factors we will take the cognitive competition defined as the auto-evaluation of the own capacity of the individual to fulfill a certain cognitive task, his perception on his capacity and intellectual skills.

Motivation is divided in intrinsic and extrinsic*; intrinsic motivation*: it is defined as a psychological condition related to the studies that it is positive and significant, characterized by vigor, dedication and absorption.

Extrinsic motivation: it is related to those external factors to the student, whose interaction to the personal factors turned out to be a condition

5. Ibidem p. 6

6. 2007. GUISELLE MARIA GARBANZO VARGAS. FACTORES ASOCIADOS AL RENDIMIENTO ACADEMICO EN ESTUDIANTES UNIVERSITARIOS, UNA REFLEXION DESDE LA CALIDAD DE LA EDUCACION SUPERIOR PÚBLICA. EDUCACION, AÑO/ VOL. 31, NUMERO 001. UNIVERSIDAD DE COSTA RICA. CIUDAD UNIVERSITARIA ROD, COSTA RICA. PP: 47-56

of motivation in which intervene the type of university, companionship, Academic environment, teacher's Educational formation, Economic Conditions, and delay.

2. Social factors:

The factors associated with the academic development of social nature that interacts with the academic life of the student which interrelationships can be produced among them and among personal and institutional variables.

Different aspects can influence social factors such as social differences, familiar environment, parents' educational level, socioeconomic context, and demographic variables[7].

3. Social differences

It is demonstrated that the social and cultural inequalities determine the educational results. Factors like poverty and lack of social support are related to the academic failure, however, there is not a severe connection among social inequalities putting forward that there are other factors like family, and the good operation of the educational system and the institution by itself can have a positive or negative role[8].

a. Parent's educational level:

The parents' educational level influences on their children academic results; it is said that the most academic level parents have, the most perception will be on the support to their children regarding their studies. At the same time, more higher education level parents have, there will be more academic demand to their children[9].

7. Ídem
8. Ídem
9. Idem p. 8

b. Socioeconomic context:

The socioeconomic context attributes the academic success or failure; nevertheless it does not determine it[10].

c. Demographic variables:

Conditions like the demographic and geographical zone of origin, in which the student lives in the school timing, are factors that eventually are related to the academic performance in a positive or negative form[11].

4. Institutional factors:

It is known that the institutional factors influence the academic performance, among them: Educational methodologies, schedules of the different subjects, amount of student per teacher, and difficulty of the different subjects.

The decisions made in an institution are important in the study of factors associated with the academic performance. Since, it is possible to establish the control of a class or to modify the schedules, and the amount of students per groups.

The institutional factors are the selection of the career according to the interest of the student, complexity of the career, institutional conditions, institutional services of support, student environment, and student–teacher relationship[12].

a. The selection of the major according to the interest of the student: it refers to the form in which the student enters to the

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10. Idem p. 8
11. Idem p. 8
12. Idem p. 8

major, if it was his first choice, if it was a change of major, or for the lack of vacancy in another major[13].

b. **Complexity of the major:** it refers to the difficulty of some subjects of the different majors or academic areas that usually the universities classify them based on statistics of those subjects with a high level of failure[14].

c. **Institutional conditions:** the students can see their academic performance affected with aspects related to the university itself; elements like the condition of the classrooms, technological services, academic planning, schedules and the competence of the teaching staff, they appear to be boundaries of the academic performance but also can be facilitators[15].

d. **Institutional services of support:** it refers to all those services that the institution offers to the students according to their economic condition; for example: scholarships, library service, medical assistance, and psychological support, among others[16].

e. **Student environment:** An environment marked by an excessive competitiveness and amount of classmates can act as a limitation or as a facilitator of the academic performance. It is outlined that the solidarity, the companionship, and the social support are important elements that also affect the academic performance of the students[17].

13. Idem p. 8
14. Idem p. 8
15. Idem p. 8
16. Idem p. 8
17. Idem p. 8

f. Student – teacher relationship: The expectations that students have on the relationship with their teachers and with his classmates are important factors that intervene in the academic results[18].

g. The academic performance of the students: It is a key component to determine if an institution is reaching his educational aims. For this reason, it is essential the existence of an evaluation program to document the academic performance of the students[19].

C. INDICATORS OF THE ACADEMIC QUALITY

1. Legal indicators:

Number of students per teacher

According to the Ministry of Education (MINED), this indicator represents the simple average number, between the students of the institution, and the total of teachers of the same one. This result is mainly related to the student population, the number of majors that are offered and the total of teachers. In agreement with the Law of Higher Education, this indicator must be low or equal to 35.

The reason why MINED measures the amount of students per teachers is generally accepted in the following way. To have a low number of students per class contributes to better quality education since it facilitates the conditions for the learning process with a major interaction between teacher and student.

Number of students per full-time teacher

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18. Idem p. 8
19. Idem p. 8

This indicator represents the average number of students of every institution per every teacher of the same one, hired as full-time teachers. In agreement with the Law of Higher Education, the maximum value of this indicator must not exceed 75 students per teacher.

MINED does not offer inside the definitions of the indicators, the reason why the number of students is measured per full-time teacher[20].

2. **OTHER INDICATORS**

Percentage of full-time teachers

The definition that MINED gives for the percentage of full-time teachers, is that the indicator reflects the percentage of hired full-time teachers by the institution related to the total amount of the teachers of the same one, it is understood as full-time contract the criterion that establishes the Code of Work. The Ministry of Education concerned about the effects of having a large amount of "an hourly-basis" teaching staff has regulated this field in the Law of Higher Education. Based on the article 37, the minimum requirements to keep the quality of education in a higher educational institution that the Ministry of Education has stipulated in section "f" is to have at least 1 full time teacher, an hourly basis teacher or part time teacher for a group of 40 students. After considering this fact, at least 25 % of the teaching staff must be full time teachers, who will need to be distributed in all the areas the institution offers[21].

According to MINED: A greater percentage of full-time teachers presupposes a greater availability of time to attend to the academic needs of the students, a possibility of taking part in research projects and social outreach projects, favoring the quality of the critical mass.

Percentage of teachers hired to work per hour class:

20. [DNES, 2003:p. 14-17]DIRECCION NACIONAL DE EDUCACION SUPERIOR "ANALISIS Y EVALUACION DEL SISTEMA DE SUPERVISION Y MEJORAMIENTO DE LA CALIDAD EN LA EDUCACION SUPERIOR EN EL SALVADOR"UNIVERSIDAD JOSE SIMEON CAÑAS, MAYO 2004, EL SALVADOR
21. Ley de Educación Superior, El Salvador. Decreto No. 468, sección cuarta Funcionamiento de las Instituciones de Educación Superior, Art. 37-apartado f. p.15

The definition that MINED gives for this indicator is: this indicator reflects the percentage of teachers hired on an hourly basis, in relation to the total of teachers of the institution[22].

The reason why MINED measures this indicator is to reflect that the teachers do not have any more responsibilities than teaching the subject for which they were hired. Therefore, it does not favor the possibilities of attention to the students and they do not take part in the research projects and social projection of the institution. A high percentage of teachers hired to work per hour class with relation to those of full and partial time do not favor the quality conditions of the teaching staff.

3. **INDICATORS OF INFRASTRUCTURE**

Academic space per student

The definition that MINED gives for the academic space per student is: this indicator reveals the average space measured in square meters in which the institution arranges for every student, for all kinds of activities of an academic character. The result does not take into consideration the quality of the construction, functionality, age and the condition of its possession.

a. Area per student 1.25 m^2
b. Advisable classrooms' capacity, 40 students per classroom.
c. Good acoustic condition of the classroom to avoid external noise.
d. The classroom design must facilitate the visibility of the students to the board.
e. The first row of desks must be placed 2.10 m from the board.
f. The classroom must facilitate the access to the entrance and the exit of it.

[22]. **idem p.11**

g. The desk must be placed in a distance of 0.45 m from each other, etc[23].

More space per student allows better conditions that facilitate the learning process; nevertheless, very high results can be a product of a low demand, of a deficient planning or of inadequate spaces.

D. FACTORS THAT INFLUENCE THE TEACHING PROCESS

There are many factors that can influence the teaching process and can produce different results.

According to the attitude, attention, and assimilation of the internal factors, what the teacher says and shows, his directions and requirements are just one part of all the signs received by the students. In addition, the behavior of other students, noise, teachers' figure, a bird flying outside the classroom or steps through the wall and a variety of little things that constantly occur in the classroom world and affects the teaching-learning process[24].

Specific objects, facts, or properties can develop the psyque activity, which is expressed in the attention because it is attached to the internal psyque activities, the acquisition of the information and the individual needs preferences and social aims. There are many problems that can influence students' motivation, among them, the attention and attitude toward the studies which determine the stability and memorizing process in students.

In addition, external factors of assimilation, content, and didactic material, as any other activity, are determined not only by subjective factors (relation between student-object) but also by objective factors (material that must be assimilated). All these can influence teaching process, and learning

23. Ministerio de Educación, Departamento de Infraestructura Educativa. Normativa para la Infraestructura de las Instituciones de Educación Superior, Dimensionamiento y Características físicas de los espacios. Sección 4.1-Aualas. Enero 1,998. P. 8-9.
24. ídem p. 11

process as well, that is why a school or educational centers must be well prepared in order to attend and provide with the best education to students[25].

E. THE ACADEMIC, ADMINISTRATIVE, AND FINANCIAL ISSUES REGARDING STUDENT POPULATION GROWTH.

According to a research made by teachers of the Foreign Language Department (FLD), there are many issues affecting the FLD due to the growing student population in the latest years. Teachers, students and groups and associations of students from the University of El Salvador have expressed that the growing student population affects the following areas: classrooms distribution, lack of organization in the admission of the high amount of new registered students, the quality in the educational field, and resources for teachers and students[26].

Furthermore, most of new registered students are not conscious of what they want to study; these new students change majors and overpopulate other majors, Schools and Departments in the University. Besides that, some of the new registered students are not well-prepared for a high educational level, and regarding this issue comes the necessity to create groups which can help them to balance their knowledge, stated by the teachers of different Schools and Departments.

Another concerning issue affecting the FLD and other academic units is the disorganized student population growth due to the negotiated registrations of new students and the high demand of major changes.

25. ídem p. 11
26. NUEVO INGRESO Y CAMBIOS DE CARRERA EN LA FACULTAD DE CIENCIAS Y HUMANIDADES PERÍODO 2003 – 2008: IMPLICACIONES ACADÉMICAS, ADMINISTRATIVAS Y FINANCIERAS Y PROPUESTAS SOBRE CURSOS DE ACCIÓN.

Up to now, not much has been done to solve the increase of student population growth and its consequences. Regarding this phenomenon, different methodologies have been implemented to work with massive groups of students in order to overcome the lack of human resources, and classrooms. For instance, the FLD has implemented and started serving classes at noon, every day, and on Fridays what it did not happen before since Fridays were used by the authorities of the FLD and teachers for meetings, seminars, etc.   In the other hand, it still exists a lack of technological resources to follow and complement these methodologies. In addition, there is a big necessity to hire specialized teachers to attend students in their learning process. However, there are no available vacancies since the different academic units do not have the enough budget to hire new teachers.

Moreover, massive groups per class do not allow teachers to teach personalized and controlled follow ups to the learning process of students, reducing the quality in the educational process and in the undergraduate students. Therefore, the Schools and Departments of the School of Arts and Sciences and other academic units do not count with enough and adequate classrooms for the teaching-learning process that affects teachers and students as well, replied the authorities of the FLD and the different academic units of the University of El Salvador[27].

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27. ídem p. 14

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III. METHODOLOGICAL FRAMEWORK

A. PURPOSE OF THE STUDY

The purpose of this study was to explore, diagnose, compare and analyze the emerging impact of student population growth on the Academic Planning in the FLD majors. This research was exploratory and comparative since it related information and data from the FLD majors applying the existing literature, due to the fact that there were previous studies on this phenomenon. These studies, however, were scattered across various streams of research and thus it needed to be gathered and elaborated in such a form that it could be applied in the analysis of the studied phenomenon.

B. SAMPLE

The chosen sample for the research project were the authorities, major coordinators, teachers, and students from the FLD of the School of Arts and Sciences of the University of El Salvador, which was constituted of 60 Students, 6 Teachers, 3 Major Coordinators and 5 heads of the FLD and the Administrative and Financial Administrators because they were facing the impact of the student population growth and this made them better candidates to answer the questions related to the topic.

1. SAMPLING PROCEDURE

Non-probabilistic sampling

a. By criteria

Students and professors:

19

Students from the first year registration in the period 2011 and professors of the Foreing Language Department were chosen because they were the ones affected directly by this phenomenon in the classrooms everyday.

b. Experts

<u>Administrators:</u>

- Academic administrator:
- Financial administrator:
- Heads of Schools and Departments of the School of Arts and Sciences.
- Head of the Foreign Language Department in the period 2010-2011.
- Major coordinators (Licenciatura en Lenguas Modernas, Licenciatura en Idioma Inglés opción Enseñanza y Profesorado en Idioma Inglés.)

They were chosen because they are considered as being "experts" on the topic and could provide valuable data.

C. RESEARCH STRATEGY

The research strategy used in this project were in-depth interviews, since the nature of research was exploratory; it was necessary to find the sample information that was said to have the experience or qualification needed to answer the question related to the topic. Open interviewing allowed to locate the experts and to obtain significant input on the topic. To measure the students' knowledge on the student population growth phenomenon, a survey was administered.

D. FIELD WORK

1. RESEARCHERS

The research was conducted by: Manuel Alexander Contreras Oliva, Sulay Stefanni Mejía Campos, and Marcia Jazmín Mendez García.

2. DATA COLLECTION TECHNIQUE

The techniques used to gather the needed information were surveys, in-depth interviews, videos, pictures, transcriptions, and audio. These techniques helped to define the impact of student population growth on the Academic planning in the FLD majors   in the period 2010-2011 in order to comprehend in a deeper manner the phenomenon. Audio and transcriptions were used to record In-depth interviews which were administered to the authorities, major coordinators and teachers of the FLD. Surveys were addressed to the students of Licenciatura en Lenguas Modernas, Licenciatura en Idioma Ingles opción Enseñanza and Profesorado en Idioma Ingles para Tercer Ciclo de Educacion Basica y Educacion Media. Finally, Videos and pictures will be taken to the building, classrooms, classes, teachers, equipment, and methodological resources.

E. RECORDING AND ANALYZING DATA

The process of the data gathered through this research was very important, in order to perform the qualitative and quantitative analysis. Different techniques were included by researchers in order to define the kind of impact of the student population growth in the FLD majors. To analyze quantitave data, the SPSS program, tables and diagrams were used. Finally, to analyze qualitative data techniques like, charts and comparison tables were used.

F. METHODOLOGICAL PROCEDURE

The participants of this research were addressed with previous visits, which were done to the places they work and study in order to collect all the data needed and hand out surveys and in-depth interviews in a period of two months**.** Audio and transcriptions were used to record In-depth interviews that were administered to the authorities, major coordinators and teachers of the FLD by using a digital and video camera, a voice recorder and the interview guideline. Surveys composed of 20 items were addressed to the students of Licenciatura en Lenguas Modernas, Licenciatura en Idioma Inglés opción Enseñanza and Profesorado en Idioma Inglés to develop this technique the students were asked to complete the instrument in order to collect the needed information to complement the research. Finally, Videos and pictures were taken to the building, classrooms, classes, teachers, equipment, and methodological resources by observing classes and visiting the FLD.

G. HYPOTHESIS

Student population growth of first registration students affects in a negative way the academic planning in the areas of: technology, furniture, and quality of education, classrooms, schedules and teachers availability in the FLD.

H. RESEARCH DESIGN

INDEPENDABLE VARIABLE
Student population growth

↓

CONCEPTUAL DEFINITION
First registration students, changes of majors, the rapid increase of new students.

↓

OPERATIONAL DEFINITION
In-depth interviews , surveys, video recording, photographs, and audio recording.

↓

INDICATORS	
Importance and benefits of knowing a foreign language	Interest for choosing a language major

DEPENDABLE VARIABLE
Academic Planning

↓

CONCEPTUAL DEFINITION
The foresight process of human and material resources to pay attention to the benefits of the academic quality of the student population, classrooms, furniture, schedules, academic planning and technology.

↓

OPERATIONAL DEFINITION
Interviews and surveys

I. RESOURCES

Among the resources that were used is the data provided by the academic and financial administration and the authorities of the FLD; students registered in 2010-2011, teachers and authorities of the FLD and the school of Arts and Sciences authorities.

J. BUDGET

A graduation research project was conducted on-campus 100% sponsored by students' funding.

Project period**: March 2011 to May 2012.**

Budget period: **One year and six months budget starting on March 2011**.

|	
Human Resources (researchers, students, teachers, academic authorities)	
Material Resources (desktop, paper, audio recorder, printer, pens, usb driver, printer ink)	
Equipment (printer, audio recorder) 300.00	
Travel (gasoline, public transportation) 300.00	
Materials and Supplies (books, copies, documents, binding) 200.00	
Printing 150.00	
Total Project Cost	**$ 950.00**

IV.   DATA ANALYSIS
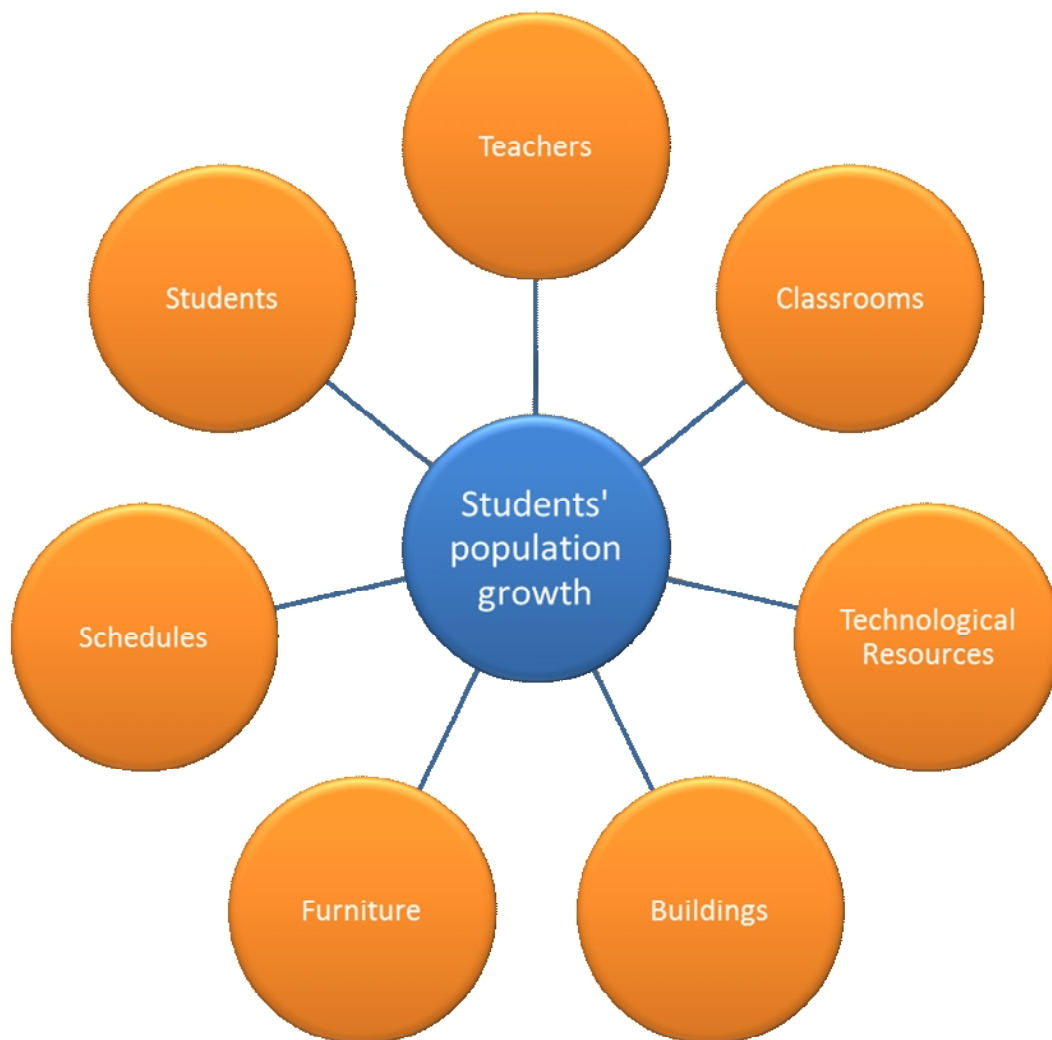
A. Students' population growth

The student population has increased in the FLD (Foreign Language Department) due to the economic globalization that involves expansion and installation of foreign companies' in El Salvador [28]. As a result, the high amount of students affects the quality of education and interferes with the learning process [29].

The big amount of 45 students per class interferes in the quality and development of the education and the development of a good class; since the teacher must know how to lead a class with 45 students, all of them with different strengths and weaknesses. In addition, the teacher has to modify the topics of the class to a slower pace, due to the fact that not all the students have the same capacity and knowledge. As a result the teachers lose time and cannot advance in the class[30].

According to the Academic Administrator, Engineer Evelyn Carolina Magaña, the quantity of new registered students keeps on approximately 1300 per year lately, she said that every year there is an increase on the student population from about 200 to 300, but what really makes the difference are the changes of major that are from about 350 to 400 per year as an example in the Semester I 2011, they had 925 requests. Having into account that the average grade to enter to the University of El Salvador is 5.0, and to take the preparatory course is between 3.0 and 4.99 [31].

Licenciatura en Lenguas Modernas is the most demanded major in the FLD for the new registered students. It is the one that has more demand, it exceeds 800 requests just for the new registered students; for changes of major they were about 250 requests to Lenguas Modernas and Ingles Opción Enseñanza were about 150 requests. Regarding Profesorado en Idioma

28. Interview with Lic. Wuilman Herrera, Head of the Education School
29. Osvaldo Larrañaga, PhD e Economia, Universidad de Pensylvania. Ing. Comercial, Universidad de chile, profesor del Departamento de Economia de la Universidad de Chile. . Especialista en Finanzas Publicas y Politica Social
30. Ídem
31. see appendix J, pages 1- 3, Estadistica por Puntaje de Ingreso 2010-2011

Inglés is directed for what the Ministry of Education says Engineer Magaña is a bit more controlled because it has more requirements.

The new registered students in the Foreign Language Department for the year 2010 were a subtotal of 195 students, this divided in three majors Licenciatura en Ingles Opcion Enseñanza with 101 students, Licenciatura en Lenguas Modernas with 76 and Profesorado en Idioma Ingles with 18 students. For the year 2011 there was a subtotal of 165 students, for Licenciatura en Idioma Ingles Opcion Enseñanza 72 students, for Licenciatura en Lenguas Modernas 77 and for Profesorado en Idioma Ingles 16 students[32].

The School of Arts and Sciences is already overpopulated because it does not have physical installed capacity, it does not have enough teachers for the needs of this population; nowadays, the FLD has about 7000 active students; probably, from 5 to 8 years ago the population of teachers perhaps grew maybe in 5 % or 10 %, whereas the student population does as approximately 5 or 8 years ago they were about 3500 - 4000, and today it has 5500 the double with the same teaching staff, stated Engineer Evelyn Carolina Magaña.

The areas in the academic planning that have been affected by this phenomenon (students' population growth) are: students, teachers, classrooms, furniture, technological resources, schedules, and buildings.

1. Students

This phenomenon affects the students who have less knowledge of the languages, English and French, the ones that have learnt a little of each language in high school. For instance, when students are in the language acquisition process, it is recommended to have a class group with no more

32. See appendix G, Page 1

than 25 students; it could benefit teachers to help students to develop their language skills, since teachers can pay attention to the student needs, and motivate them to work on how to improve the areas they have problems with.

Large groups do not allow all students to participate in class and solve their doubts about the language acquisition; as a result, students continue making the same mistakes that are not corrected in class. In addition, large groups affect teachers to prepare tests since they have to make multiple choice test, filling in the blanks; something that teachers considered is not appropriate to check the learning acquisition of students. Oral quizzes or oral presentations cannot be performed as many times as they would like to, since they do not have the enough time to listen to the entire group; stated Licenciado Odir Mendizabal, Licenciado Miguel Angel Carranza and Licenciado Mauricio Contreras.

In addition, it affects in a negative way due to the fact that the FLD is dedicated to the language teaching process, that is why having too many students in the classroom make teachers to prefer checking homework assignments in groups than individually, this is causing students to obtain good grades with low levels of academic knowledge. This situation is increasing every semester and will keep growing more over the coming years stated Lic. Wuilman Herrera and MT. Ricardo Gamero.

2. Teachers

The FLD has a teaching staff of 37 full time teachers, 5 part time teachers[33], that is why it is difficult for teachers to handle the language learning process with large groups since the objectives per subjects can be affected by the number of students in class.

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33. see appendix k, Información sobre numero de docentes en el FLD

Teachers consider a good number of students per class must not be more than 25 students per class, when a group is more than 30 and up teachers considered they cannot pay the same attention to all the students in class. In addition, the 56,7% of surveyed students' population agreed with teachers and authorities since they consider that sometimes the learning process is being affected by the number of students in the classroom, whereas the 30% of students stated that they are experimenting problems with the learning process since the 65% of students have declared that there are more than 35 students per class what generates that only the 55% of the teachers give advisories to students, and 41,7% of students stated they do not receive advisories per week and the 100% of students affirmed that advisories are very important for the learning process.

Therefore, the 56,7% of students have realized that more students in class pay less attention to each of them, and this is the product of the overpopulation in the classrooms[34]. However, the Higher Education Law (Sección Cuarta, Funcionamiento de las Instituciones de Educación Superior, article 37-F) states that there must be a minimum of 40 Students per teacher.

Moreover, student population growth in a class affects not only the class but also the students, and the teaching resources because teachers do not have in some cases enough material to fulfill activities in class. Big groups affect teachers' needs to fulfill the programs arranged at the beginning of the semester per subject. The teaching-learning process of a language must be synchronized, personalized, and closer; since it is a communicative skill students are acquiring to develop them in a daily professional life.

Teachers considered the authorities of the School of Arts and Sciences and the FLD must hire more full-time teachers to administer the

34. See appendix A, page 6, graphic XI, Amount of students in the classrooms interferes with the learning process

number of students the Department has, or to have a well-organized schedule program, said Licenciado Homero LLanes and Licenciado Pedro Salazar. Besides, the 76, 7% of the students stated that the FLD does not have enough teachers for the amount of students the Department has, what affects the schedule availability and the 95% of students considered that having more teachers in the FLD will create more schedule availability.

On Semester I, teachers who were interviewed were teaching from two to three subjects per day; what they considered is good, however, the number of students they have per class is high and they would like to focus more on all students' needs in order to provide society with excellent language professionals.

The average number of students per class is between 30 and more than 100, according to the subjects teachers are teaching. They said: "having too many students per class is neither convenient for teachers nor for students", since they have to take care of all the aspects of the language acquisition and they need to concentrate on every detail. With this amount of students per class, this process is getting difficult for teachers; they cannot run the tests they would like to, since it will take more time to check them out.

For example some teachers that have been teaching Advanced Grammar one group had 98 registered students of a quota of 100 and the other group of 116 registered students of a quota of 116. Furthermore, teachers cannot assign too much homework since the number of students per class does not allow them to correct and check all of the student tasks. In addition, if teachers take time to check all the homework assignments, they hand out grades late [35].

Teachers who do not work with a specific area, or in the acquisition process of the language considered to have large groups is not a problem,

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35. see appendix I cupos en el Departamento de Idiomas 2011.

said MT Ricardo Gamero and Licenciado Pedro Salazar since students already know how to communicate and interact in class and with others. Teachers always insist they need more equipment, material, etc.; there is a couple of things they do not have (projectors, c.d. players, laptops, for each teacher, etc) predominantly, in the development of the linguistic skills. In view of the fact, the School of Arts and Sciences does not provide them with everything they need; teachers often have to contribute in a particular way to have them available.

Teachers state that probably there is not a suitable number of teachers but what they consider is that academic measurements are not been taken to settle this phenomenon, there are other types of methodologies that might be used, maybe they are not in use for ignorance but they also believe that with more teachers' hiring and the implementation of an approach of the different methodologies they might settle this problem, expressed Licenciado Fidel Navidad Morales.

The teachers' hiring depends on the budget the School of Arts and Science has; the FLD is growing every year, and teachers and the authorities of the FLD considered it is crucial to hire new teachers to cope with the rapid FLD growth. Every School and Department of the School of Arts and Science has its own needs. As a result, every year teaching staff, and Directors make the request of the material, new staff they need to fulfill the necessities of each Department or School, but it will depend on the financial capacity the School of Arts and Science has to afford these requests.

3. Classrooms

In addition, the FLD does not have enough classrooms according the 85% of the surveyed student population, what causes students to take their classes in other buildings of the University of El Salvador. For instance,

students have to go after a class from the FLD to a different School or Department and this turns out in an inconvenience to move students and teachers since students have to hurry to get on time to their classroom and teachers have to start class without all the students. As a result, they have to explain again the same topic, or when teachers wait for the students to arrive at the classroom they lose important time for the class so their semester planning got affected since they do not cover all the activities they have planned for a 55 minutes class.

Students have to go to Dentistry, Medicine, Chemistry, Arts, Psychology, and Agronomy School to receive their classes. According to Engineer Magaña the Foreign Language Department has 10 classrooms for preferential use only including the Master degree's classroom.

According to a high number of the teachers who were interviewed, the classrooms were not designed for the teaching activity, they state that they were the university dorms; generally the intention of the FLD building was to shelter students who lived out of the capital city. These buildings are not designed to be classrooms, the authorities have tried to accommodate them but the size is not uniform, because there are some classrooms that are bigger and there are others that are smaller; and in some of them, there are columns of the building which obstruct students' sight when the class is being developed, declared Licenciado Fidel Navidad Morales.

Teachers mentioned that classrooms could be more spacious but regarding the space that the columns use, it is a wasted space because it is not possible to see through the column to the whiteboard, so the design of the buildings does not help the teaching-learning process of the students.

Semester after semester, there is lack of classrooms in the FLD, what the authorities of the FLD and teachers considered is not good due to the

high amount of students the Department has. Every semester, the authorities of the FLD have to negotiate with the different Schools and Departments to share classrooms in order to teach classes at the schedule they have planned and what students have requested at the moment of signing up for the semester's subjects.

4. Furniture

In addition, teachers are being affected by the lack of classrooms and desks; sometimes, there are classrooms available but they are not used properly or students have to be standing up during the class because there are not enough desks available, and it is also mandatory to go to other classrooms to bring desks.

As a consequence, 30, 0% of the students confirmed that they never find desks in the classroom and they have to stay standing up in the class or go to the different classrooms to find one, this is causing them issues (lack of attention, discomfort to write, etc) with their learning process and students are very disappointed since they have perceived that teachers are not concerned about this problem.

On the other hand, students do not find enough desks in the classroom the 78,3% of them always attend classes but students have to stay out of the classroom taking notes, sit on the floor, or on standing up right next to each other something that turns very uncomfortable and creates a lack of attention in the class and the teachers make an extra effort on their tone of voice, do not pay attention to all students' needs of students in class because the 56,7% of students have realized that more students in class less attention to each of them, and this is the product of the overpopulation in the classrooms.

According to the 88, 3% of the surveyed student populations, the classrooms in the FLD do not supply all the needs teachers and students require since they are not well equipped.

5. Technological resources

Teachers also consider the technology that the department has is not enough to support the needs of the students and the teaching-learning process, though it is true it has been improved in some aspects as the acquisition of more projectors and the new computer center that is well-equipped with new computers. However, teachers think that it might be better more improvements to the FLD which could be done to help not only students but teachers; for example, teachers state that the Language laboratory is useless, and neither teachers nor students are taking advantage of it, since the technology used in this laboratory is too old to fulfill the needs of teachers and students.

As a result, they consider it is necessary to remodel the room and update the equipment to follow up students learning process and language production. However, there are some teachers who consider technology is not essential in the teaching- learning process and they believe that it is more important to apply teaching techniques with the students, said Licenciado Mauricio Contreras, Licenciado Homero LLanes, and Licenciado Pedro Salazar.

The authorities of the FLD have improved the computer center since the authorities of the School of Arts and Sciences approved the budget to acquire the media they have requested; and they have assigned to the Department some equipment to have it in the teachers' offices, computers, and projectors. Nevertheless, it is not enough they have stated because some teachers have had to buy their own media to teach a class like their

own projectors, c.d. players, books, laptops; since the media in the FLD is not enough for the amount of teachers the Department has and the 76, 7% of students considered that the FLD does not have enough computers for them to do homework assignments, and research activities.

6. Schedules

Talking about schedules convenience, majors' coordinators said that they offer students three different blocks, the block of the morning and the block of the afternoon and the one in the evening. This benefits students, because by doing this kind of schedule students have more options to register the subjects they need. Something really contrasting is, that students who work they ask for the evening schedules but there are few students who come to this shift, these are small groups of ten - twelve students and sometimes the campus is very dark and outside the bus stops are not very safe, that is the reason why authorities are considering not schedule and teach classes at night.

7. Buildings

According to the amount of students that each shift had in semester I, an uncontrolled deficit of classrooms was given in agreement with the planning each Department had. However, there were still 20% of students that did not get a place. For semester 1, what the authorities of the FLD and School of Arts and Sciences did to accommodate students who could not have classes in the Department was to request classrooms in Psychology, in Engineering and Agronomy, since Agronomy has a small population of students and has enough space, also in Dentistry, in Chemistry and

Pharmacy Schools; these schools' classrooms are almost always bigger and used by the FLD.

Authorities have to negotiate classrooms, the authorities have asked the teachers to modernize a bit their methodology.

Despite the makeover the authorities of the FLD have done to the restrooms, the computer center, the acquisition of media, internet, the teachers' population interviewed consider the FLD needs more improvement in different areas like more teaching staff, more classrooms, didactic resources, buildings, media, stated Licenciada Kary Rodriguez. However, students of the FLD of the Academic Year 2011 do not know about any project developed by the authorities of the FLD and School of Arts and Sciences to organize the high amount of students per class that is affecting the students' learning process.

Regardless of what teachers and students stated and said, the authorities of the FLD have been working in all the areas already mentioned by requesting to embassies from different countries help with didactic resources (books, dictionaries, magazines, text books, newspapers from France and the United States, and Korea, Japan, and Canada) media (projectors, c.d. players, laptops, tape recorders, and computers) and seminaries and workshops for the teaching staff. In addition, the American embassy will give the FLD an amount or award of $9,982.19 in media equipment for the English Lab. Moreover, relationships with the different embassies from the United States, France, and Japan, Korea, Spain, and China, Canada, Germany, have helped students and teachers with scholarships, internships, and cultural exchange programs, said MTI Edgar Nicolas Ayala, head of the FLD[36].

36. see appendix J1- J4

Some of the projects run by the authorities in which the teachers participated in 2010 were "Escritura Académica de Evaluación de los Aprendizajes" "Curso de Preparación para el TOEFL" that had a cost of $700 per 7 month; the teachers who were part of this project were Lic. Miguel Ángel Carranza Campos, Lic. Mauricio Salvador Contreras Cárcamo and MTI. Edgar Nicolás Ayala[37].

Also some workshops were developed during this period like "Evaluación de los Aprendizajes para la Enseñanza del Idioma Ingles en línea", "Capacitación Pedagógica". And the scholarships for the teachers   like "Maestría en Tecnología Educativa con Especialización en la Tecnología de Recursos y Servicios Multimedia, Conducción de Proyectos de Investigación sobre los usos Educativos de la Tecnología" France, Licda. Rosa María Zepeda Ramírez. Maestria TESOL Teaching of English to speakers of other Languages" in Southern, Illinois, Licda. Lilian Olivares Aguirre. Maestria en Educacion con Especialidad en Liderazgo Educativo, Georgia, Atlanta, Lic. Manuel Alexander Landaverde Castillo. "Beca Fullbright", Lic. Miguel Ángel Mata Chávez[38].

The students also had been part of the scholarships winners as an example four students from the FLD won scholarships for the intercultural exchange program Global UGRAD 2011 sponsored by the United States Embassy, at the same time eight students from the FLD won scholarships of intercultural exchange in France. And finally one student Nelson Escobar, of Licenciatura en Idioma Ingles Opcion Enseñanza, and at the same time teacher of Japanese in CENIUES won a scholarship of Teacher Training in Japan[39].

According to the interviews done to the Heads of Departments of the School of Arts and Sciences and the Financial Administrator, all of them

37. see appendix I, page 2.
38. idem
39. see appendix I, page 5.

agree that in the latest years the student population of the University of El Salvador has been increasing more and more up to the point that now UES does not have more space to accommodate big groups of students.

In spite of the efforts made by the authorities of the University, they still do not manage to cover completely the demand of students that they have nowadays, a simple example is the Arts and Sciences School with the Foreign Language Department which has 1, 587 students per semester with a total cost per every student of $188.15; information provided in the interview with the Financial Administrator of the School of Arts and Sciences of The University of El Salvador Lic. Romeo Alfredo Merino.

In agreement with the information, the Foreign Language Department has a teaching staff of 44 teachers, 38 working full time and 6 part time, besides 4 people being employed at the administrative area, making a total in the payroll of $62,279.43. The head of the FLD has requested full time teacher hiring in order to fulfill the necessities the Department has, but the budget has not been approved by the authorities of the Arts and Sciences School. The reason why some of the requests made by the different Schools and Departments are not approved is due to the reason that the budget that is given to the School is not enough to fulfill all the request and necessities that the different schools and Departments make every period.

According to Licenciado Merino, the School of Arts and Sciences receives a general budget of $5.031,240 of which $106,985 are destined to the normal functioning of every Department and Schools of the School of Arts and Sciences, which is used for the payment of teachers' wages among all the Departments, leaving aside other investments that each one suffers for example, paper, materials of work for the teachers, etc.

At the same time, it demonstrates that economically speaking big quantities of students favors the University since the costs for Department reduce; but on the other hand, it is negative for the academic quality that students receive.

The Arts and Sciences School has invested a total of $209,102.94 in equipment and furniture for the School, at the same time a total of $17,262.98 of investment in schools and libraries. In addition, an investment for the hiring of a teaching staff for professional services not personnel and additional time for the semester I of the years 2009, 2010 and 2011, of which in 2009 $71, 492.78, in 2010 $85, 939.47 and in 2011 $133, 272.80 were invested, it is possible to clearly observe that the expenses have increased enough in the last three years[40].

The FLD authorities have been supplying the necessities of the students as much as they can with the hiring of teachers per hour and the current staff they have; in addition, with the acquisition of technological resources like projectors, laptops, c.d. players, computers, and books. According to the Heads of the Education Department and Journalism Department the authorities of the FLD have been fighting every year the high demand of students who want to study a Language major and they have seen the efforts that the Head of the FLD has done towards the big amount of students the Department is getting every year.

The authorities of the FLD have presented to the Board of Management of the Arts and Sciences School an explanation why the FLD cannot handle more students and have made some request like: More buildings, more teachers, more budget, in conclusion the minimum conditions required for a good teaching-learning process for big amounts of students. Nevertheless, the Board of Management did not accept their request

40. see appendix F, page 1.

because the budget the University receives every year do not allow to make this kind of changes in a short period; that is why the FLD made the decision of not accepting those students who do not approved the Admission test.

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V.   CONCLUSIONS AND SUGGESTIONS

A. CONCLUSIONS

The present research revealed a number of important conclusions not only to understand the impact of student population growth on the academic planning in the Foreign Language Department, but also to analyze and realize what the authorities of the mentioned Department are doing to face that phenomenon.

According to the stated hypothesis, it is clearly seen that the student population growth of first registration students affects in a negative way the academic planning in the areas of: technology, furniture, and quality of education, classrooms, schedules, and teachers' availability in the FLD, the Authorities of the School of Arts and Science and the students of the FLD. The most affected areas are students, teachers and the Administrative staff of the School of Arts and Sciences. Students are being affected by this phenomenon because the quality of education they receive is not the appropriate for the learning language acquisition. Teachers are being affected by the large amount of students they have per class and the administrative staff of the School of Arts and Sciences because it becomes to be a difficult situation at the moment of assigning resources especially classrooms.

A number of interviews and questionnaires were administered to students, authorities and teachers getting interesting outcomes which have been presented throughout this research and which has also been useful to this research for the following conclusions:

1- Researchers based on learning theories, some of which were mentioned in the theoretical framework decided to investigate whether the number of students in the classroom affects the development of the class and according to the results of the investigation it was determined Large groups do not allow all students to participate in class and solve their doubts about the language acquisition; as a result, students continue making the same mistakes that are not corrected in class. In addition, large groups affect teachers to prepare tests since they have to make multiple choice test, filling in the blanks; something that teachers considered is not appropriate to check the learning acquisition of students. It is also recommended to have a class group with no more of 25 students and it was determined that although the authorities of the Foreign Language Department made an effort to face the situation for example enabling the rooms that were used by the student's unions as classrooms and being more strict when accepting new entry candidates helped by these associations, it is not enough to solve the problem.

2- Interesting results were obtained in the area of teachers according to data gathered in the research teachers of the Foreign Language Department believe there are very few teachers to cope with students' demand; teachers considered the authorities of the School of Arts and Science and the FLD must hire more full-time teachers to administer the number of students the Department has. In addition, they do not totally agree with the teachers who are part-time hired because they are not fully related with the students since they teach their classes, and then they go home or to teach in other universities. However, they know that the teachers' hiring depends on the budget the School of Arts and Science has; but also the FLD is growing every year, and

teachers and the authorities of the FLD consider it is crucial to hire new teaching staff to cope with the rapid FLD growth.

3- According with the results of the research, teachers consider that despite the effort that has been made in improving technological resources in the FLD with the purchase of new projectors and the new computer center that is well-equipped with new computers, it is not enough to fulfill all the teacher's and student's needs; they consider it is necessary to modernize the equipment to follow up students learning process and the language production. However, there are some teachers who consider technology is not essential in the teaching-learning process and they believe that it is more important to apply teaching techniques with the students.

4- In terms of schedules, teachers and students consider that the authorities try to make all the best in order to provide to the student population very convenient schedules, for both teachers and student population; major coordinators said that they offer students three different schedule blocks, the block of the morning and the block of the afternoon and the one in the evening, this favors the students, because by doing this students have more options to register the subjects they need. But there is a very interesting fact students ask for schedules at night but when the authorities open groups of classes at night very few students attend classes, it is something really contrasting but it is also necessary to take into account that the campus is very dark and outside the bus stops are not very save that is the reason why authorities are considering not to implement classes at night.

5- In order to conclude, most of the interviewers believe that classrooms are not comfortable for the teaching-learning process they said that the classrooms were not designed for the teaching activity, they state that they were the university dorms; the authorities have tried to accommodate them but the size is not uniform, because there are some that are bigger and others that are smaller and in some of them it is seen that the columns of the buildings interfere when the class is being developed. In addition, semester after semester there is lack of classrooms that have to be settled with the ones the School of Arts and Sciences has; something they do is going to other Schools in order to look for classrooms for example Psychology or Medicine.

Finally, it was possible to realize that despite efforts that Authorities of the FLD have done, the student population growth generates a huge and mostly a negative impact in the academic planning of the FLD.

B. SUGGESTIONS

1. For the Authorities of the Arts and Sciences School:

a. The admission for students who apply to a change of major to any of the majors of the FLD needs more controlled.

b. To look for the cooperation of other entities that can help to obtain the equipment to begin the project of semi-presential education.

c. To demand for more budget to build new buildings and more classrooms.

d. To focus on the hiring of more full-time teachers instead of teachers hired on an hourly-basis.

2. For the Authorities of the Foreign Language Department:

a. It is essential to have less number of students per class to provide them more attention in the classroom.

b. It is important to implement frequent training for teachers in order for them to use new technologies.

c. It is vital to continue having good relationships with entities like the Embassy of the United States of America, France and Japan in order to continue having Multilanguage exchanges, donations of books, technological resources, etc.

d. It is crucial to extend the schedule of the lab center - eight hours a day - so the students can take advantage of the new technological resources available.

3. For the Teachers of the Foreign Language Department:

a. To update with new technologies in order to modernize the teaching process.

b. To care about the phenomenon the FLD is facing with the student population growth and participate in an active way by proposing ideas in order to solve the problem.

45

4. For the Student population of the Foreign Language Department:

> **a.** To take good care of the University's resources like desks, classrooms, restrooms, etc.
>
> **b.** To be conscious about their studies by trying to approve the subjects on the stipulated time the major requires and by doing this student's overpopulation in coming years might decrease.
>
> **c.** To care and get informed about the phenomenon of the student population growth as a manner of getting prepared for the positive or negative changes it will have on them.

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TIMETABLE

In the following timetable is described the time in which each activity for the Research Project is executed.

Activities	March-April		May-June		July-August			November-December					January-February			March-April			May		
FRAMING THE RESEARCH QUESTIONS	X																				
STATEMENT OF THE PROBLEM	X																				
SIGNIFICANCE		X																			
DELIMITATION OF THE FOCUS OF THE STUDY			X																		
SAMPLE			X																		
RESEARCH STRATEGY				X																	
DATA COLLECTION TECHNIQUE				X																	
FRAMING THE THEORETICAL FRAMEWORK					X	X															
INSTRUMENT DESIGN							X	X	X	X											
INSTRUMENT VALIDATION										X											
ELABORATION AND DELIVERY OF A LETTER TO THE ACADEMIC ADMINISTRATOR ING. EVELYN C. MAGAÑA										X											
ELABORATION AND DELIVERY OF INSTRUMENTS TO STUDENTS AND AUTHORITIES OF THE FLD, ACADEMIC ADMINISTRATOR AND FINANCIAL ADMINISTRATOR										X											
RECORDING AND ANALYING OF DATA										X											
SECOND DRAFT REVISION										X	X										
DATA ANALYSIS										X	X	X									
CONCLUSIONS													X	X	X	X					
ELABORATION OF THE REPORT																	X	X			
THIRD DRAFT REVISION																		X			
RECOMMENDATIONS																			X	X	
DUE DATE																					X

Universidad de El Salvador
Facultad de Ciencias y Humanidades
Departamento de Idiomas Extranjeros

OBJECTIVE: *To investigate the impact of the student population growth on the students of the FLD in the academic field, in the period 2010-2011.*
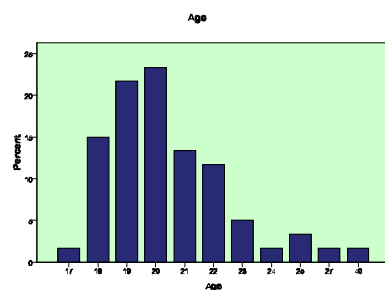
Graphic I
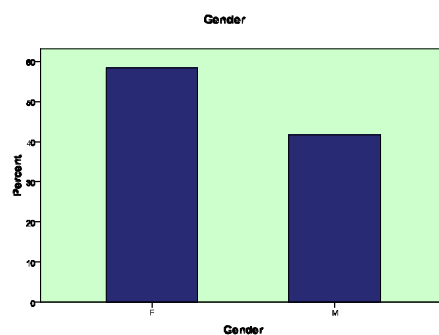
Source: Survey administered to the first year students on the year 2011 in FLD.

The bar chart shows the number of men and women in the FLD of the Academic Year 2011. It can be clearly seen in the chart that the proportion of women is much higher than the proportion of men. Since, the female population represents the 58,3% and the male population the 41,7%.

Graphic II

Source: Survey administered to the first year students on the year 2011 in FLD.

The bar chart shows the different ages of the surveyed students in the FLD of the Academic Year 2011. It can be clearly seen in the chart that the young population with an average age

of 20 years represents the 23,3%; in contrast with the 17, 24, 27 and 40 year old students that represents the 1,7% of the general student population .

Graphic III

Source: Survey administered to the first year students on the year 2011 in FLD.

The bar chart shows the Academic Year 2011 of the surveyed students that represent the 100%.
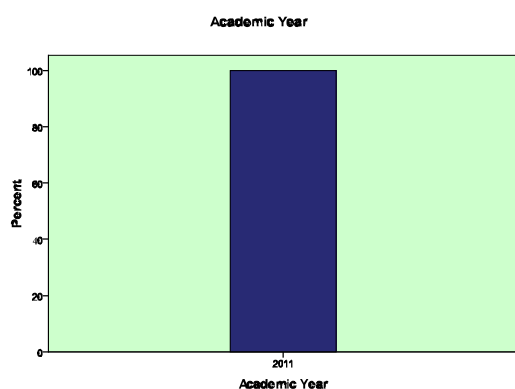
Graphic IV

Source: Survey administered to the first year students on the year 2011 in FLD.

The bar chart shows the different majors of the surveyed students in the FLD of the Academic Year 2011. It is visibly in the chart that the Licenciatura en Lenguas Modernas represents the 46,7%; in contrast with the Licenciatura en Idioma Ingles Opcion Enseñanza that represents the 33,3% and the Profesorados which represents the 20,0% of the general student population .
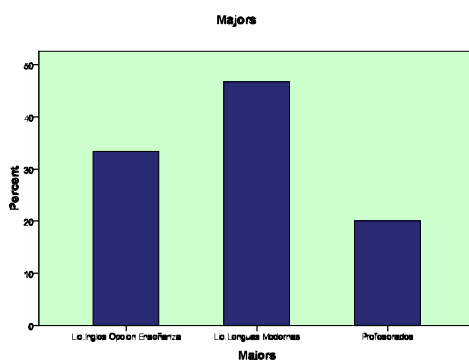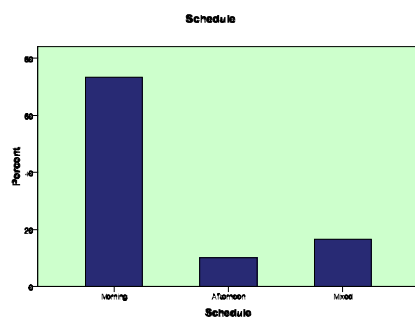
Graphic V

Source: Survey administered to the first year students on the year 2011 in FLD.

The bar chart shows the established schedules to the students of the FLD of the Academic Year 2011. It is noticeably in the chart that the Morning shift represents the 73,3%; opposite to the afternoon shift which represents the 10,0% of the general student population.

Graphic VI
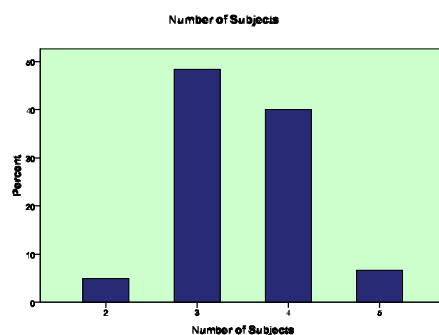
Source: Survey administered to the first year students on the year 2011 in FLD.

This bar chart shows the number of subjects taken by the surveyed students in the FLD of the Academic Year 2011. It is markedly shown in the chart that the 48,3% of students are taken 3 subjects; in contrast with the 5% percent of students who are taking 2 subjects of the general student population.

Graphic VII

Students per Class

Source: Survey administered to the first year students on the year 2011 in FLD.

The bar chart shows the number of students per class of the surveyed students in the FLD of the Academic Year 2011. It is visibly in the chart that the 65% of students agreed that there are more than 35 students in class; in contrast with an 8, 3% who agreed that in their classroom are approximately 15 students.

Graphic VIII

Teachers giving advisories
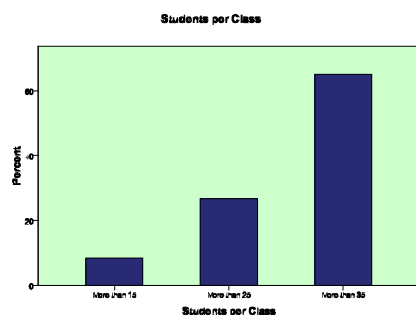
Source: Survey administered to the first year students on the year 2011 in FLD.

The bar chart shows the percentage of teachers giving advisories according to the surveyed students in the FLD of the Academic Year 2011. The 55% of teachers give advisories to students; in contrast with the 45% of teachers do not give advisories to students.

Graphic IX

Source: Survey administered to the first year students on the year 2011 in FLD.

The bar chart shows the number of advisories students received per week in the FLD of the Academic Year 2011. It is visibly in the chart that the 33,3% of students received 1 advisory in the week; in contrast with the 41,7% of students who do not receive any advisory in the week.

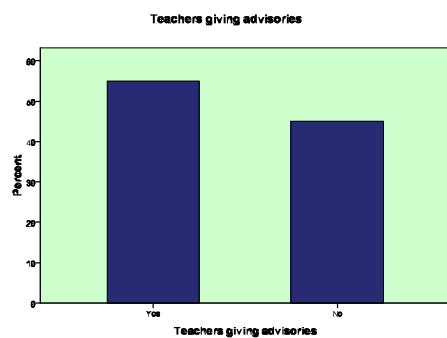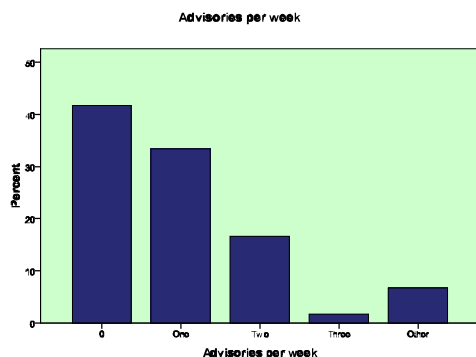*Graphic X*

Source: Survey administered to the first year students on the year 2011 in FLD.

The bar chart shows the importance of advisories to the surveyed students in the FLD of the Academic Year 2011. It is markedly seen in the chart that the 100% of students considered advisories important for the learning process.

Graphic XI

Amount of Students in the classroom interferes with the learning process

Source: Survey administered to the first year students on the year 2011 in FLD.

The bar chart shows how the amount of students in the classroom can interfere in the class with the learning process. It is visibly in the chart shows that 30% of the students considered the number of students affects the learning process, a 56,7% consider that sometimes it can affect the learning process and just the 8% considered that the number of students do not affect the learning process.

Graphic XII

Teachers attention to students in class

Source: Survey administered to the first year students on the year 2011 in FLD.

The bar chart shows the teachers' attention to students in class in the FLD of the Academic Year 2011. It is noticeably in the chart that 56,7% of the teachers do not pay the attention to students in class; in contrast with the 43,3% of teachers who does.
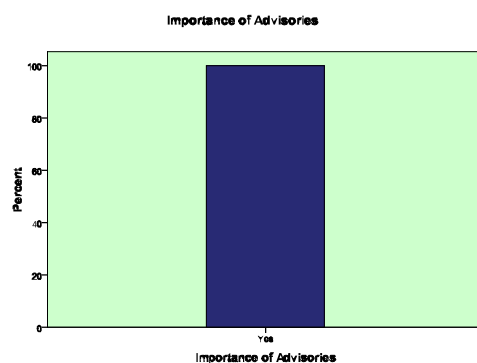
Graphic XIII
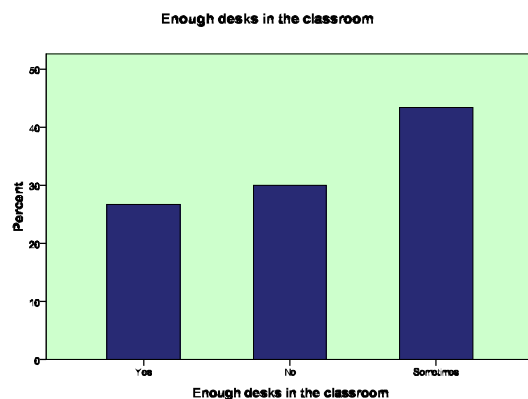
Enough desks in the classroom

Source: Survey administered to the first year students on the year 2011 in FLD.

The bar chart shows the amount of students that consider that in the FLD sometimes there are enough desks available   for the student population they represent 43% in contrast of 26% that think that there are enough and with 30% that say there are not enough desks in the FLD.

Graphic XIV
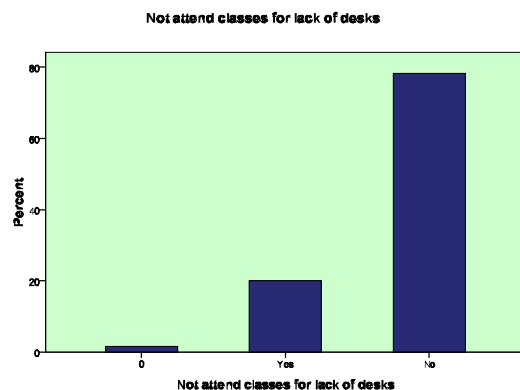
Not attend classes for lack of desks

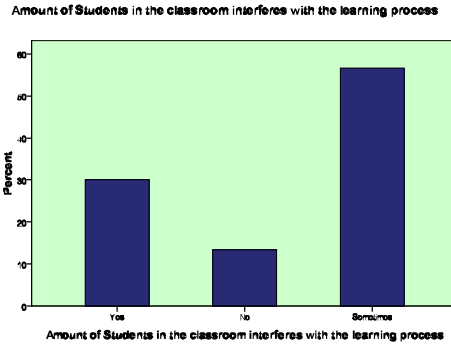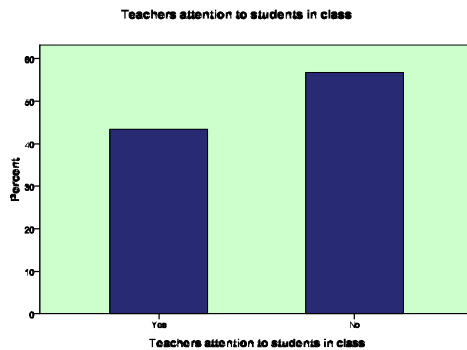*Source: Survey administered to the first year students on the year 2011 in FLD.*

The bar chart shows the amount of students that don not attend classes for the lack of desks in the classroom in the FLD. The people who does not attend classes is the 20,0% in contrast with the ones who attend that represents the 78,3%.

Graphic XV

Classes in another building

Source: Survey administered to the first year students on the year 2011 in FLD.

The bar chart shows that 56% of the surveyed students in the FLD of the Academic Year 2011 have classes in another building also it is visibly in the chart that 43.3% do not have any class in another building.

Graphic XVI

Enough time to move from one building to another

Source: Survey administered to the first year students on the year 2011 in FLD.

The bar chart shows that the 23.3% of the surveyed students in the FLD of the Academic Year 2011 consider that they have enough time to move from one building to another It is visibly also that the same percentage 23.3% consider that they do not have enough time to move.

Graphic XVII

Solution provided by teachers for lack of desks in the class

Source: Survey administered to the first year students on the year 2011 in FLD.

The bar chart shows that 63% of the surveyed students in the FLD of the Academic Year 2011 consider that teachers do not provide solutions for lack of desks in the class in the opposite of 35% that consider that teachers provide effective solutions to the problematic.

Graphic XVIII

Classrooms spacious enough

Source: Survey administered to the first year students on the year 2011 in FLD.

The bar chart shows that 60% of the surveyed students in the FLD of the Academic Year 2011 consider that classrooms are not spacious enough in contrast of 40% that consider that classrooms in the FLD have enough space to supply students needs .

Graphic XIX

Classrooms well - equiped and arranged

Source: Survey administered to the first year students on the year 2011 in FLD.

The bar chart shows that 88, 3% of the surveyed students in the FLD of the Academic Year 2011 consider that classrooms are not well-equipped and arranged also is visibly in the chart that 11.7% of surveyed students think that classrooms are well equipped and arranged
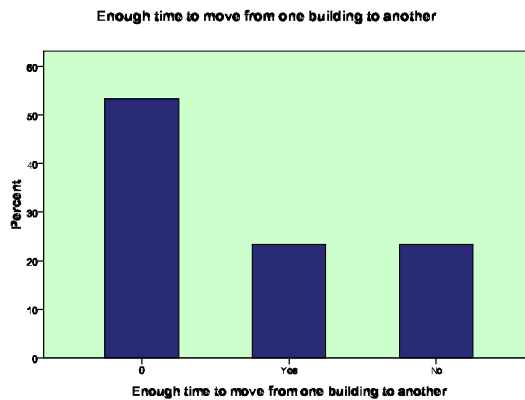
Graphic XX

Enough classrooms in the FLD

Source: Survey administered to the first year students on the year 2011 in FLD.

The bar chart shows that 85.0% of the surveyed students in the FLD of the Academic Year 2011 consider that there are not enough classrooms in the FLD to supply students needs also It is visibly in the chart that 15.0% of surveyed students consider that in the FLD there are enough classrooms available for the student population.

Graphic XXI

Enough computers to do research or homework

Enough computers to do research or homework

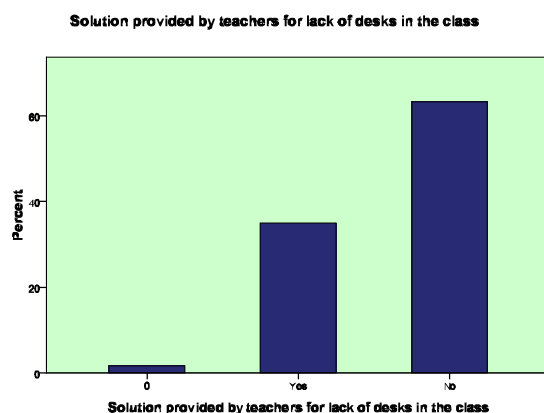*Source: Survey administered to the first year students on the year 2011 in FLD.*

The bar chart shows that 76.7% of the surveyed students in the FLD of the Academic Year 2011 think that there are not enough computers to research or homework, in the other hand, 21.7% of students consider that there are enough computers available to students to do research or homework.

Graphic XXII

Enough teachers in the FLD

Enough teachers in the FLD

Source: Survey administered to the first year students on the year 2011 in FLD.

The bar chart shows that 71.7% of the surveyed students in the FLD of the Academic Year 2011 recognize that there are not enough teachers in the FLD in contrast with 26.7% of student population that thinks that there are enough teachers to supply student ´s needs
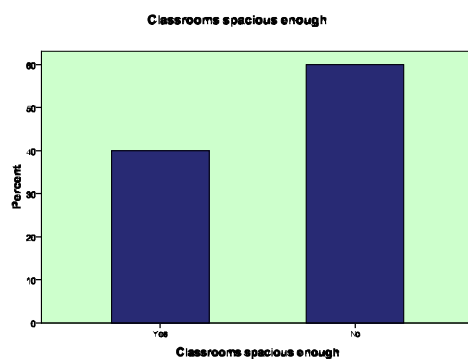
Graphic XXIII

Classes with the same teacher

Source: Survey administered to the first year students on the year 2011 in FLD.

The bar chart shows that 85% of the surveyed students in the FLD of the Academic Year 2011 have only one class with the same teacher It is visibly in the chart also that 15% have two different classes with the same teacher.
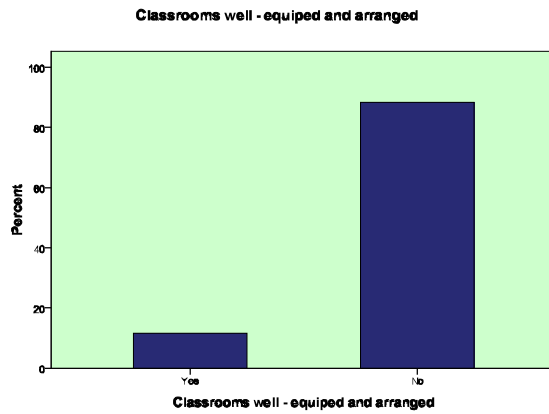
Graphic XXIV
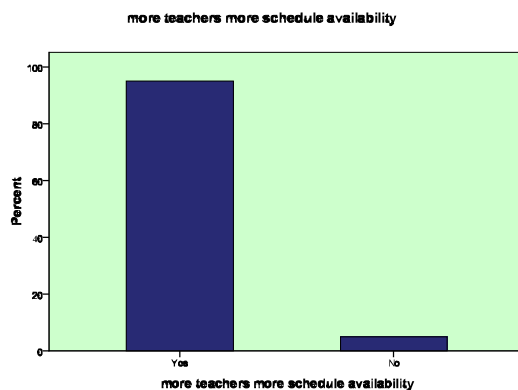
Source: Survey administered to the first year students on the year 2011 in FLD.

The bar chart shows that 95.0% of the surveyed students in the FLD of the Academic Year 2011 consider that having more teachers in the FLD more schedule availability It is visibly in the chart also that 5,0% of surveyed students think in an opposite way.

Graphic XXV
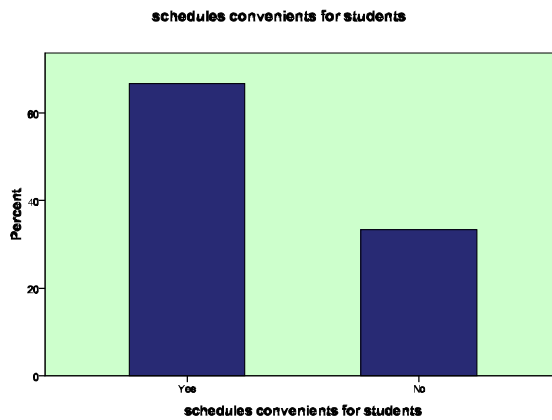
schedules convenients for students

Source: Survey administered to the first year students on the year 2011 in FLD.

The bar chart shows that 66,7% of the surveyed students in the FLD of the Academic Year 2011 consider that schedules are convenient for them also It is visibly in the chart that 33.3% have a different point of view about it.
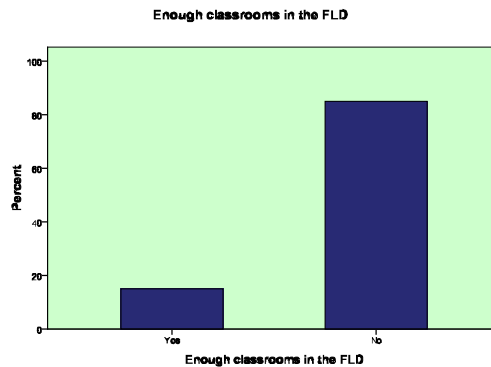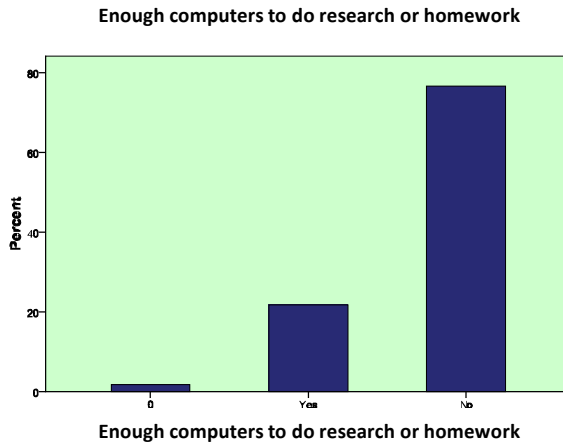
Graphic XXVI
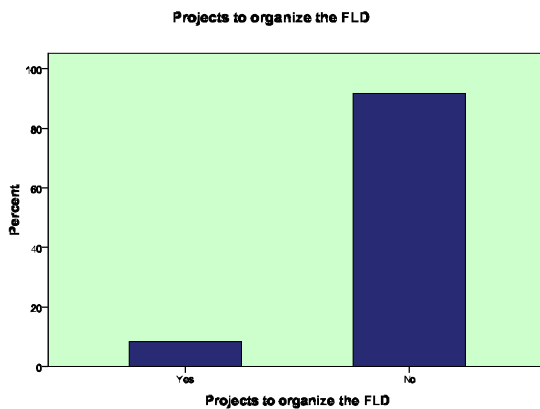
Projects to organize the FLD

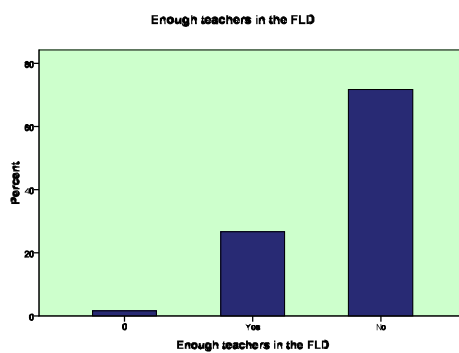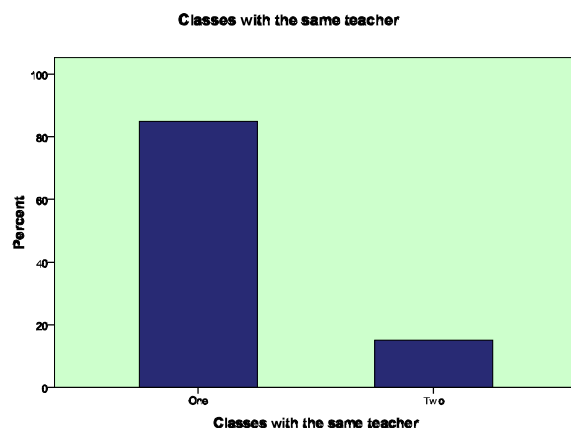*Source: Survey administered to the first year students on the year 2011 in FLD.*

The bar chart shows that 91.7% of the surveyed students in the FLD of the Academic Year 2011 do not know about any project developed by the authorities of the FLD to organize cited department also it is visibly in the chart that 8.3% of surveyed students already know about projects developed by the authorities of the FLD.

Universidad de El Salvador
Facultad de Ciencias y Humanidades
Departamento de Idiomas Extranjeros

OBJECTIVE: *To investigate the impact of the growing student population on the students of the FLD in the academic field, in the period 2010-2011.*

Gender   F____   M_____   Age_____

Academic year_____

Major

_____

Schedule: Morning_____   Afternoon_____
Evening_____

1. How many subjects are you studying?_____

2. How many students per class are in the subjects you are taken?
   More than 15____
   More than 25____
   More than 35____

3. Do the teachers for each of the subjects you are taken give consultancy?

   Yes_____ No_____

   - If your answer is "Yes" go to question 4.
   - If your answer is "No" go to question 5.

4. How many times a week do you receive consultancy?
   One_____ Two_____ Three_____ Other_____

5. Do you consider consultancies are important for the learning process as a backup for the topics studied in class?
   Yes_____ No_____

6. Does the high amount of students in a class interfere with your learning process?
   Yes____ No_____ Sometimes_____

7. Do the teachers provide the same attention in class to all students?

Yes_____ No_____

8. When you arrive to the classroom, are there enough desks for all the students?

Yes_____ No_____ Sometimes_____

9. Have you ever canceled classes for the lack of desks in the classroom?

Yes____ No_____

10. Have your even taken a class in a different School or Faculty of the University?

Yes _____ No_____

Where_____

- If your answer is yes go to question 11
- If your answer is no go to question 12

11. When a class has finished in one building, do you have enough time to move to the next class in another building?

Yes_____ No_____

12. Has the teacher found a solution when students do not have a desk where to sit and be in the class?

Yes_____ No_____

Explain:_____

_____

13. Are the classrooms enough spacious for the number of students in class?

Yes_____ No_____

14. Are the classrooms well-equipped and arranged?

Yes_____ No_____

15. Does the building of the FLD has enough classrooms for the amount of students it has?

Yes_____ No_____

16. Do you have any of your classes in other building of the University?

Yes_____ No_____

17. When you go to the language lab or computer center are there enough computers for you to do homework or research?

Yes_____ No_____

18. Are there enough teachers in the FLD for the high amount of students it has?

Yes_____ No_____

19. How many classes do you take with the same teacher?

One___ Two_____ More than Three_____

20. If there were more teachers in the FLD per subject, do you think there would be more schedule availability?

Yes_____ No___

21. Are the subject schedules convenient for you?

Yes_____   No___   Explain:

_____

22. Do you know about any project that the authorities of the FLD have developed in order to get a better organization in the Department?

Yes_____ No_____ Which

one:_____

Universidad de El Salvador
Facultad de Ciencias y Humanidades
Departamento de Idiomas Extranjeros

Entrevista a coordinadores de carreras y profesores del Departamento de Idiomas Extranjeros de la Facultad de Ciencias y Humanidades de la Universidad de El Salvador.

Objetivo: Investigar el impacto que tiene el crecimiento de la población estudiantil en el periodo 2010 al 2011 en el área académica en el Departamento de Idiomas Extranjeros.

Nombre de docente: _____

Carrera: _____

Lugar_____ Fecha _____

Hora _____ Lugar de Trabajo _____

Docente tiempo completo_____ Docente Hora Clase_____ Otro_____

1. ¿Considera que ha incrementado la población estudiantil del periodo 2010 al 2011 en gran escala en comparación con otros años?

2. Desde el punto de vista académico, ¿Cómo afecta este incremento el plan académico visualizado para este año?

3. ¿Qué materias imparte? ¿Cuál es la que mayor cantidad de estudiantes tiene? ¿y cuál es la que menor cantidad de estudiantes tiene?

4. Desde su apreciación como docente, ¿afecta en alguna medida la cantidad de estudiantes en la calidad académica?

5. ¿Considera que hay suficiente recurso humano (maestros) para sobrellevar incrementos masivos de estudiantes en el Departamento de idiomas?

6. ¿Es la infraestructura de los salones de clase es lo suficientemente grande para albergar grandes cantidades de estudiantes?

7. ¿La tecnología utilizada para el aprendizaje del estudiante es la adecuada?

8. Como docente, ¿posee los recursos didácticos necesarios para brindar una clase con la calidad académica requerida?

9. ¿Considera que hay suficientes salones de clase para los grupos de estudiantes asignados por materia?

10. ¿Están los horarios de clase organizados de manera que favorezcan a la comunidad estudiantil?

11. ¿Conoce alguna medida que las autoridades del Departamento de Idiomas han impulsado para sobrellevar esta situación?

12. Y qué opina de las mejoras que se han hecho en el departamento de idiomas como:

- La remodelación de los baños
- El equipamiento del centro de computo.
- La adquisición de mas cañones y laptos
- Conexión a internet para los maestros en sus cubículos y salones de clase.

13. A parte de estas mejoras ¿Qué otros aspectos o áreas considera que se pueden mejorar?

14. Considera que la medida de desalojar a los grupos estudiantiles de los salones que habían tomado es beneficiosa para el departamento de idiomas.

15. Ahora que se han recuperado algunos espacios, considera que sería viable recibir más estudiantes en el departamento o simplemente estos espacios servirán para la reacomodarían de los estudiantes que se tienen en el departamento.

16. ¿Qué recomendaciones ofrecería a las autoridades del Departamento de Idiomas para mejorar dicha situación?

APPENDIX C-3

Universidad de El Salvador
Facultad de Ciencias y Humanidades
Departamento de Idiomas Extranjeros

Entrevista con la Ing. Evelyn Carolina Magaña, Administradora Académica de la Facultad de Ciencias y Humanidades de la Universidad de El Salvador.

Objetivo: *Investigar el impacto que tiene el crecimiento de la población estudiantil, en el periodo 2010-2011 en el área de la administración académica en el Departamento de Idiomas Extranjeros.*

Lugar_____ Fecha _____

Hora_____ Lugar de Trabajo _____

1. ¿De acuerdo con las estadísticas de nuevo ingreso del año 2010 al 2011 ha habido un incremento en la población estudiantil del departamento de Idiomas Extranjeros?

2. ¿Cuál de las carreras que ofrece el Departamento de idiomas es más solicitada al momento del ingreso de los estudiantes?

3. ¿A partir de qué año empezó a incrementar la demanda?

4. Desde su perspectiva, ¿Está preparada la Facultad de Ciencias y Humanidades para albergar o recibir esta cantidad de alumnos cada año?

5. ¿Conoce alguna medida que las autoridades del Departamento de Idiomas haya impulsado para sobrellevar esta situación?

6. ¿Qué cantidad de salones de clase ha sido asignada al Depto. de Idiomas Extranjeros en el periodo 2010- 2011?

7. ¿Influye en alguna medida la cantidad de estudiantes al momento de la distribución de los salones de clase?

8. ¿Qué recomendaciones ofrecería a las autoridades del Departamento de Idiomas para mejorar dicha situación?

Universidad de El Salvador

Facultad de Ciencias y Humanidades

Departamento de Idiomas Extranjeros

Entrevista con el Lic. Romeo Alfredo Merino Velásquez, Administrador Financiero de la Facultad de Ciencias y Humanidades de la Universidad de El Salvador.

Objetivo: *Investigar el impacto que tiene el crecimiento de la población estudiantil en el área de la administración financiera, en el periodo 2010-2011 en el Departamento de Idiomas Extranjeros.*

Lugar_____ Fecha _____

Hora_____ Lugar de Trabajo _____

1. Desde el punto de vista financiero, ¿Considera que la Facultad de Ciencias y Humanidades está económicamente preparada para la alta demanda estudiantil?

2. ¿Qué tipo de medidas económicas han sido puestas en marcha por parte de la administración financiera para enfrentar dicho fenómeno?

3. ¿Han obtenido resultados positivos o negativos con la implementación de dichas medidas? ¿Cuáles? De ejemplos.

4. Como administrador financiero, ¿Qué área de trabajo se ve más afectada con el crecimiento de la población estudiantil?

5. Desde su perspectiva, ¿Está el Departamento de Idiomas preparado para albergar o recibir esta cantidad de alumnos cada año?

6. ¿Conoce alguna medida que las autoridades del Departamento de Idiomas haya impulsado para sobrellevar esta situación?

7. ¿Cómo es distribuido el presupuesto anual entre los departamentos y escuelas de la facultad de Ciencias y Humanidades?

8. ¿Influye la cantidad de estudiantes en la distribución de este presupuesto?

9. ¿Cuánto se gastó en la contratación de profesores tiempo completo y por servicios profesionales en el periodo 2010-2011?

10. ¿Qué recomendaciones ofrecería a las autoridades de la Facultad de Ciencias y Humanidades para mejorar dicha situación?

APPENDIX D-1

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

San Salvador, 01 de Junio de 2011.

Ingeniero Carolina Magaña
PRESENTE

Respetable ingeniero Magaña.

Los portadores de la presente son estudiantes egresados de la Licenciatura en Lenguas Modernas especialidad en Francés e Inglés que administra el Departamento de Idiomas, Facultad de Ciencias y Humanidades de la Universidad de El Salvador; quienes necesitan de su colaboración, concediéndoles una entrevista en la cual le solicitaremos información sobre las franjas de horarios, cantidad de aulas asignadas por asignatura, matricula de estudiantes por grupo y una comparación de cómo ha crecido la población en el departamento de Idiomas en el periodo 2010-2011.La información obtenida será de mucha importancia para el desarrollo de un proyecto de investigación enfocado en "El Impacto que causa el crecimiento de la población estudiantil en el plan académico de las carreras del Departamento de Idiomas Extranjeros en el periodo 2010-2011"; Este trabajo estará bajo el asesoramiento del Mtl. Edgar Nicolás Ayala.

Los alumnos participantes son:

Br. Marcia Méndez   (MG04037)
Br. Sulay Mejía   (MC04141)
Br. Manuel Contreras (MCO3021)

Atentamente,

"HACIA LA LIBERTAD PORLA CULTURA"

Appendix E

UNIVERSIDAD DE EL SALVADOR
FACULTAD DE CIENCIAS Y HUMANIDADES
HISTORIAL DE LAS INVERSIONES EN MOBILIARIO Y EQUIPO PARA LA
FACULTAD

	2007	2008	2009	2010
MONTO INVERTIDO EN ESCUELAS ACADEMICAS Y UNIDADES ADMINISTRATIVAS	$ 64,303.29	$ 93,201.67	$ 180,283.78	$ 209,102.94

13) HISTORIAL DE LAS INVERSIONES EN BIBLIOGRAFIA PARA LAS ESCUELAS/DEPARTAMENTOS ACADEMICOS Y BIBLIOTECA

A continuación se presenta un detalle de las inversiones que la Facultad ha realizado para el suministro de bibliografía especializada para fortalecer las actividades de docencia y la investigación docente y estudiantil.

UNIVERSIDAD DE EL SALVADOR
FACULTAD DE CIENCIAS Y HUMANIDADES
HISTORIAL DE LAS INVERSIONES EN BIBLIOGRAFIA

	2009	2011
MONTO INVERTIDO EN ESCUELAS ACADEMICAS Y BIBLIOTECA	$ 15,654.86	$ 17,262.98

2) FINANCIAMIENTO DEL GASTO PARA LA CONTRATACIÓN DE PERSONAL ACADÉMICO POR SERVICIOS PROFESIONALES NO PERSONALES, TIEMPOS ADICIONALES ENTRE OTROS, PARA ATENDER LA DEMANDA DE CADA CICLO ACADÉMICO I, DURANTE LOS EJERCICIOS 2009, 2010 Y 2011

Por medio de los recursos de la Facultad se ha logrado financiar la contratación de personal académico para atender la demanda estudiantil en cada inicio del ejercicio, durante el ciclo académico I, estos recursos son adicionales al gasto de las planillas de salarios mensuales.

Los recursos detallados a continuación, permitieron la contratación de servicios profesionales no personales, tiempos adicionales, contratos eventuales, entre otros para apoyar al personal académico de planta, en la labor docente.

CUADRO COMPARATIVO DEL GASTO EJECUTADO PARA LAS CONTRATACIONES DE PERSONAL ACADÉMICO POR SERVICIOS PROFESIONALES, TIEMPOS ADICIONALES PARA EL CICLO I, DE LOS AÑOS 2009, 2010 Y 2011

DEPARTAMENTO/ESCUELA ACADÉMICA	MONTO EJECUTADO CICLO I/2009	MONTO EJECUTADO CICLO I/2010	MONTO EJECUTADO CICLO I/2011
CIENCIAS DE LA EDUCACIÓN	$ 42,633.18	$ 43,703.65	$ 56,401.20
ARTES	$ 7,367.36	$ 15,441.88	$ 27,875.31
IDIOMAS EXTRANJEROS	$ 13,003.76	$ 13,832.08	$ 24,965.81
CIENCIAS SOCIALES	$ 5,827.36	$ 7,114.80	$ 10,416.56
FILOSOFIA	$ 1,694.00	$ 3,629.46	$ 3,123.12
PERIODISMO	$ 967.12	$ 2,217.60	$ 3,363.36
LETRAS			$ 5,981.68
PSICOLOGIA	—		$ 1,145.76
TOTAL GENERAL	$ 71,492.78	$ 85,939.47	$ 133,272.80

3) FINANCIAMIENTO DEL GASTO PARA EL PAGO DE PLANILLAS DE SALARIOS POR MEDIO DE LA CUENTA FONDO GENERAL

Al mes de Agosto 2011 se han ejecutado en concepto de salarios más aportaciones patronales del personal docente y administrativo un monto por $ 2,884,146.45 financiados por medio de la cuenta Fondo General, el cual se desglosa en el siguiente cuadro:

Appendix G

FACULTAD DE CIENCIAS Y HUMANIDADES
ADMINISTRACION ACADEMICA

INFORMACION DEL DEPARTAMENTO DE IDIOMAS

INGRESO

CODIGO	CARRERA	Ingreso 2011	Ingreso 2010
L10411	Licenciatura en Idioma Ingles opc. Enseñanza	72	101
L10412	Licenciatura en Lenguas Modernas	77	76
P10430	Profesorado en Idioma Ingles	16	18
SUBTOTAL		165	195

aulas asignadas al Departamento de Idiomas: 9 aulas de uso preferencial

FRANJA DE HORARIOS
7:00 A 6:00
7:00 A 7:00
8:00 A 12:00

Appendix H-1

FACULTAD DE CIENCIAS Y HUMANIDADES
ADMINISTRACION ACADEMICA

LISTADO DE CUPOS

Depto: IDIOMAS

CODIGO	ASIGNATURA	CARRERA	GRUPO	CUPO	INSCRITOS
	LICENCIATURA EN IDIOMA INGLES				
COI114	Composición Inglesa I	L10411	1	40	39
COI114	Composición Inglesa I	L10411	2	40	11
COI114	Composición Inglesa I	L10411	3	40	40
COI114	Composición Inglesa I	L10411	4	40	39
COI114	Composición Inglesa I	L10411	5	40	15
DIB114	Dibujo I	L10411	1	50	49
DII114	Didáctica del Idioma Ingles I	L10411	1	50	48
DII114	Didáctica del Idioma Ingles I	L10411	2	50	50
DII114	Didáctica del Idioma Ingles I	L10411	3	50	47
DII114	Didáctica del Idioma Ingles I	L10411	4	50	50
DII314	Didáctica del Idioma Ingles III	L10411	1	60	49
DII314	Didáctica del Idioma Ingles III	L10411	2	61	61
EAD114	Estadística Aplicada a la Educación	L10411	1	68	67
EAD114	Estadística Aplicada a la Educación	L10411	2	68	68
ETV114	Etica y Teoría de los Valores	L10411	1	42	42
FIG114	Filosofía General	L10411	1	40	8
FRA114	Frances I	L10411	1	55	50
FRA114	Frances I	L10411	2	55	52
FYM114	Fonología y Morfología Inglesa	L10411	1	60	52
FYM114	Fonología y Morfología Inglesa	L10411	2	60	59
FYM114	Fonología y Morfología Inglesa	L10411	3	60	59
GAV114	Gramática Avanzada	L10411	1	116	116
GAV114	Gramática Avanzada	L10411	2	100	98
GIN214	Gramática Inglesa II	L10411	1	50	44
GIN214	Gramática Inglesa II	L10411	2	51	51
GIN214	Gramática Inglesa II	L10411	3	50	50
GIN214	Gramática Inglesa II	L10411	4	50	48
GIN214	Gramática Inglesa II	L10411	5	50	20
GIN214	Gramática Inglesa II	L10411	6	50	44
HIS114	Historia de El Salvador y CentroAmérica	L10411	1	51	51
HIS114	Historia de El Salvador y CentroAmérica	L10411	2	52	52
HIS114	Historia de El Salvador y CentroAmérica	L10411	3	60	46
IAI114	Ingles Avanzado Intensivo I	L10411	1	40	40
IAI114	Ingles Avanzado Intensivo I	L10411	2	40	32
IAI114	Ingles Avanzado Intensivo I	L10411	3	40	40
IAI114	Ingles Avanzado Intensivo I	L10411	4	42	41
IAI114	Ingles Avanzado Intensivo I	L10411	5	40	29
IAI114	Ingles Avanzado Intensivo I	L10411	6	40	30
IAI114	Ingles Avanzado Intensivo I	L10411	7	40	39
III114	Ingles Intermedio Intensivo I	L10411	1	40	40
III114	Ingles Intermedio Intensivo I	L10411	2	40	40
III114	Ingles Intermedio Intensivo I	L10411	3	41	41
III114	Ingles Intermedio Intensivo I	L10411	4	41	40
III114	Ingles Intermedio Intensivo I	L10411	5	40	40

UNIVERSIDAD DE EL SALVADOR
ADMINISTRACIÓN ACADÉMICA
FAC. CC. Y HH.

FACULTAD DE CIENCIAS Y HUMANIDADES   LISTADO DE CUPOS   *Depto: IDIOMAS*
ADMINISTRACION ACADEMICA

CODIGO	ASIGNATURA	CARRERA	GRUPO	CUPO	INSCRITOS
FRI214	Francés Intensivo II	L10412	5	40	38
FRI214	Francés Intensivo II	L10412	6	40	34
FRI214	Francés Intensivo II	L10412	7	40	12
FYT114	El Francés y el Turismo	L10412	1	50	49
FYT114	El Francés y el Turismo	L10412	2	50	47
GFR114	Gramática Francesa I	L10412	1	40	13
GFR114	Gramática Francesa I	L10412	2	41	41
GFR114	Gramática Francesa I	L10412	3	41	41
GFR114	Gramática Francesa I	L10412	4	40	26
HDC114	Historia de El Salvador y CentroAmerica	L10412	4	50	26
LFR114	Literatura Francesa I	L10412	1	40	9
LFR114	Literatura Francesa I	L10412	2	40	36
LFR114	Literatura Francesa I	L10412	3	40	40
LTI114	Literatura en Ingles I	L10412	1	50	50
OEF114	Ortografía y Estilística Francesa	L10412	1	40	20
OEF114	Ortografía y Estilística Francesa	L10412	2	40	40
OEF114	Ortografía y Estilística Francesa	L10412	3	40	22
OPU114	Opinión Pública	L10412	3	40	36
RPB114	Relaciones Públicas	L10412	3	50	17
RPB114	Relaciones Públicas	L10412	4	50	17
SNO214	Seminario II	L10412	3	51	49
TCI214	Teoría de la Comunicación y de la Información II	L10412	4	42	42
TCI214	Teoría de la Comunicación y de la Información II	L10412	5	40	36
TCI214	Teoría de la Comunicación y de la Información II	L10412	6	40	38
TCI214	Teoría de la Comunicación y de la Información II	L10412	7	40	18
PROFESORADO EN IDIOMA INGLES					
DGL214	Didactica General II	P10430	6	40	8
DID214	Didáctica del Idioma Inglés II	P10430	1	40	21
GCI214	Gramática y Composición Inglesa II	P10430	1	40	28
GRC114	Gramática Comparada Inglés-Español	P10430	1	40	10
IED114	Informática Educativa	P10430	6	40	16
LVI114	Lecturas y Vocabulario en Inglés I	P10430	1	40	20
LVI214	Lecturas y Vocabulario en Inglés II	P10430	1	40	19
PCG214	Psicopedagogía II	P10430	6	40	7
PRD114	PRACTICA DOCENTE I: Observación Institucional	P10430	6	40	7
PRD314	PRACTICA DOCENTE III: Asistencia al Docente	P10430	6	40	19
PRD514	PRACTICA DOCENTE V: Aplicación de Curriculo	P10430	6	25	5

6. CAPACITACIÓN DOCENTE

a. Capacitación a personal docente

Nº	FECHAS	NOMBRE Y TIPO DE LA ACTIVIDAD	NÚMERO DE PERSONAS BENEFICIADAS	FACILITADORES/AS	TIPO DE FINANCIAMIENTO	VALORACIÓN DE LA ACTIVIDAD
1	29 de enero	La metodología comunicativa	1	Manuel Marín	- Embajada de Francia - Alianza Francesa - Asociación de Profesores de Francés	Implementado en la enseñanza de idioma francés.
2	1 de febrero al 23 de abril	Evaluación de los aprendizajes para la enseñanza del idioma inglés (capacitación el línea)	1	Universidad de Maryland	- Embajada de Estados Unidos	Mejore mis competencias de diseño y aplicación de instrumentos de evaluación.
3	26 de febrero	Creación de página Web en clase de idioma francés	1	Margarita Aquino	- Embajada de Francia - Alianza Francesa - Asociación de Profesores de Francés	Difícil de implementarlo.
4	26 de marzo	Métodos de animación de clases complementarias.	1	Christelle Mignot	- Embajada de Francia - Alianza Francesa - Asociación de Profesores de Francés	Implementado en ciclo I-2010 en Gramática Francesa.
5	23 de abril	Taller de escritura: porque y como.	1	Christine Perazzo	- Embajada de Francia - Alianza Francesa - Asociación de Profesores de Francés	Implementado en el Ciclo II-2010 en Literatura Francesa I.
6	28 de mayo	Creación de un libro interactivo en francés.	1	Margarita Aquino	- Embajada de Francia - Alianza Francesa - Asociación de Profesores de Francés	Difícil de implementarlo.
7	21 – 25 de junio	Las perspectivas actuales de la formación docente.		ENLACE 2010		
8	30 de julio	Formación a distancia	1	Julio Portillo	- Embajada de Francia - Alianza	Difícil de implementarlo.

					Francesa - Asociación de Profesores de Francés	
9	5 al 30 de julio	Capacitación pedagógica	1	Elodie Baptiste	- Embajada de Francia	Conocimiento de nuevas técnicas aplicadas a la enseñanza.
10	28 de agost o al 10 de septie mbre	Formador de formadores	1	Universidad de Kassel, Alemania	- DAAD Cooperació n Alemana	Diseño de proyectos de mejora continua en la calidad de la educación superior.
11	25 – 31 de octubr e	Conferencia anual de la asociación de traductores americanos.	2	Denver, Colorado	Fondos propios UES y Embajada de los Estados unidos.	
12	29 octubr e al 5 novie mbre	Taller: Derechos y Deberes Universitarios en el Escenario académico – administrativo del Departamento de Idiomas Extranjeros.	26	Claudia Melgar Sambrano y Marvin Alberto Carranza Corleto	Universidad de El Salvador.	Conocimos a profundidad7 en detalle nuestros derechos y obligaciones universiatarias.
13	2 – 4 de novie mbre	Conferencia internacional para profesores de inglés (IGA)	2	Instituto Guatemalteco Americano IGA	Fondos propios de la Facultad de Ciencias y Humanidades-UES	Tres cosas de provecho fueron conocer la situación actual del uso de la tecnología a educativa en la enseñanza de idiomas, la relevancia del enfoque humanista y la organización del evento.
14	3 – 8 de novie mbre	Convención anual TESOL, México "MEXTESOL".	4	TESOL México.	Fondos propios de la Facultad de Ciencias y Humanidades-UES	Buena oportunidad para establecer contactos con celebridades como Diane Larsen Freeman y Davud Nunan; a la vez, intercambiar opiniones profesionales sobre temas de interés.
15	3 – 5 y 8 – 12 de novie mbre	Programa de Evaluación por competencias.	25	Licda. Mae. Gloria Coreas de Canales	UES – INSAFORP	Se reforzaron nuestros conocimientos sobre evaluación de aprendizajes.
16	13 de novie mbre de	Coaching Educativo (capacitación en línea)	1	Universidad de Fresno, Estados Unidos	Embajada de Estados Unidos	Adquirí competencias para la asesorar proyectos de

	2010 al 13 de junio de 2011					mejora continua en educación superior.
17	2008 a 2010	Master en Tecnología Educativa	1	Universidad de Francia, Portugal y España	Unión Europea	Adquisición de conocimientos sobre tecnología aplicada a la educación.

CAPACITACIÓN PERSONAL ADMINISTRATIVO

No.	FECHAS	NOMBRE Y TIPO DE LA ACTIVIDAD	NÚMERO DE PERSONAS BENEFICIADAS	FACILITADORES/AS	TIPO DE FINANCIAMIENTO	VALORACIÓN DE LA ACTIVIDAD
1	19 al 29 de julio	Calidad en servicio y atención al usuario.	5	Licda. Ana Teresa Valenzuela de Blumenberg.	UES – INSAFORP	

6. BECAS

a. DOCENTES

- Rosa María Zepeda Ramírez finalizó su maestría **TECNOLOGÍA EDUCATIVA CON ESPECIALIZACIÓN EN LA TECNOLOGÍA DE RECURSOS Y SERVICIOS MULTIMEDIA, CONDUCCIÓN DE PROYECTOS E INVESTIGACIÓN SOBRE LOS USOS EDUCATIVOS DE LA TECNOLOGÍA** a través de beca patrocinada por consorcio de universidades europeas de Francia, Portugal y España y se reincorporó a sus funciones.

- Lilian Orbelina Olivares Aguirre se encuentra en Estados Unidos cursando estudios de maestría en **TESOL "TEACHING OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES"**, en la Universidad de Southern Illinois en Carbondale, a través de una beca Fulbright (del 26 de enero del 2009 al 15 de agosto del 2011).

- Manuel Alexander Landaverde Castillo finalizó sus estudios de maestría en **Educación con Especialidad en Liderazgo Educativo,** en la Universidad de Georgia, Atlanta y se reincorporó a sus funciones.

- Miguel Ángel Mata Chávez ha ganado beca Fulbright para

cursar estudios de maestría en Estados Unidos.

b. ESTUDIANTES

Especialidad en Inglés

- 4 estudiantes de nuestro Departamento ganaron becas para el PROGRAMA DE INTERCAMBIO GLOBAL UGRAD 2011, patrocinado por la Embajada de los Estados Unidos. En el proceso de inducción y preselección participaron Miguel Ángel Carranza y René Arturo Hernández Rivas. Los estudiantes becados estudiarán en distintas universidades.

1. Oscar Walberto Pérez Flores (1 año académico) University of Suthern Indiana.

2. Moises Antonio Zaldaña Lemus (1 semestre), Snow College.

3. Jennifer Renate Gonzales Tejada (1 semestre) Indiana University, Pennsylvania.

4. Marvin Gilberto Escobar Leiva (1 semestre) Saint Cloud State University.

5. Lilian Marcela Quant

6. Blanca Escoto

C. DONACIONES

En el transcurso del año 2010, El Departamento de Idiomas recibió las siguientes donaciones:

Institución Donante	Fecha	Donación
1. Embajada de Francia	**5/1/2010**	63 libros para la enseñanza del francés
2. Embajada de Alemania	1/2/ 2010	150 juegos de libros "Optimal" para la enseñanza del alemán.
3. Cooperación Japonesa JICA	Mayo	Seis computadoras portátiles, una videocámara, una radio-grabadora, dos proyectores digitales.
4. Embajada de Francia	10/9/2010	20 libros para la enseñanza del Francés
5. Embajada de Estados Unidos	16/9/2010	62 libros sobre lingüística y sus interrelaciones con otras disciplinas tales como la psicología, sociología, comunicaciones, filosofía, historia, literatura, antropología….
6. Fundación Japón		Donación de fondos ($ 940) para la compra 48 libros otorgados como premios de ganadores de octavo concurso de oratoria en japonés.

Especialidad en Francés

	Candidatos titulares	
	Candidatos titulares	
1	GRANADOS SORTO, Isaac Alcides	UES
2	RAMÍREZ MEJIA, Mauricio Enrique	UES
3	AYALA, Josimar Ernesto	UES
4	AZUCENA ZANABRIA Jenniffer.	UES
5	JACINTO MÉNDEZ, Roger Emanuel	UES
6	AZUCENA MOLINA, Lourdes María	UES
7	BELTRAN VELASQUEZ, Wilber Ovidio	UES
8	ORTIZ FLORES, Dina Elizabeth	UES
	Candidatos en espera	
1	PINEDA LÓPEZ, Glendy Raquel	UES
3	CASTILLO, Dennis	UES
7	SORTO GUTIÉRREZ, Verónica Esperanza	UES
8	MORENO SARA VÍA, Marvin Alexander	UES
9	MARTÍNEZ GARCÍA, Graciela Liliana	UES

Especialidad en Japonés

Nelson Escobar, estudiante de la Licenciatura en la Enseñanza del Idioma Inglés y Profesor del Idioma Japonés en el CENIUES, obtuve beca para curso de formación docente, en Japón. El curso se desarrollará en Japón de septiembre de 2010 a marzo de 2011, período durante el cual el bachiller Escobar recibirá capacitación lingüística, didáctica y cultural (ceremonia del té, arreglos

Appendix I-7

RECEIVED
2 9 AGO. 2011

U.S. Department of State

FEDERAL ASSISTANCE AWARD PAS C

1.	[X] Grant	[ ] Voluntary Contribution
	[ ] Cooperative Agreement	

2. Award Number	
S-ES600-11-GR-051	

3. Award Title / Purpose	4. U.S. Share of Cost
To support the study of English at the Department of Languages at the University of El Salvador.	$9,982.19
	5. Recipient's Share of Cost
	6. Total Cost
	$9,982.19

7. Accounting and Appropriation Data *$9,982.19*
19-1201130007 00 4120 4120/44151
1370 4121 PCS

Carl C. Scott Certifying Officer
Financial Management Office
2 9 AGO. 2011   U.S. Embassy San Salvador

8. Type of Recipient - Check one that applies

[X] Foreign Educational Institution	[ ] Foreign NGO/PVO
[ ] Public International Organization (*PIO*)	[ ] Foreign Government
[ ] Foreign Individual	[ ] U.S. Individual
[ ] U.S. Commercial Firm	[ ] U.S. Local Government
[ ] U.S. Educational Institution	[ ] U.S. State Government
[ ] U.S. Non-Profit Organization (*501(c) (3)*)	[ ] Foreign Commercial Firm

9. Issued By
Public Affairs Section, US Embassy San Salvador, El Salvador, C.A. August 25th, 2011

10. Project Period (*mm-dd-yyyy*)
From   09-15-2011   Through   12-15-2011

11. Recipient Name Address and Contact Information
Francisco Alberto Gutiérrez, Universidad de El Salvador. Final 25 Avenida Norte Edificio de Rectoría 4a.Planta San Salvador, Telephone: 503-2225-4208 (2225-1500) Ext. 4142, Cell: 7969-7223, e-mail: pancho_gutierrez@hotmail.com

12. Program CFDA Number

13. Recipient Federal Tax I.D./DUNS Number	14. Send Requests for Reimbursement to
DUNS: 851253310	AM Embassy San Salvador, PAS Section

16. Notice of Award - (*Check all that apply*)

a) [X] Award Specifics	
b) [ ] Bureau/Program Specifics	
[X] Post Specifics	
c) [ ] Standard Domestic Terms and Conditions	
[X] Standard Overseas Terms and Conditions	
d) [ ] PIO Specifics	
e) [ ] Property Specifics	

15. Statutory Authority

Authorization	Appropriation
[ ] MRA (Migration/Refugee Act)	
[ ] FAA (*Foreign Assistance Act*)	[ ] ECE (*Educ. and Cult. Exch.*)
[X] FH (*Fulbright-Hays*)	[ ] ESF (*Economic Support Funds*)
[ ] SM (*Smith-Mundt*)	[ ] FSA (*FREEDOM Support Act*)
[ ] State Department Basic Authorities Act	[ ] GHAI (*Global HIV/AIDS Initiative*)
	[ ] INCLE (*Int'l Narc. Contr. Law Enforcement*)
Appropriation	[ ] MRA/ERMA (*Migration and Refugee Assistance*)
[ ] CSH (*Child Survival and Health Programs*)	[ ] NADR (*Nonprolif, Anti-Terror., Demin., Related*)
[X] D&CP (*PD*)	[ ] SEED (*Support for E.Eur.Dem*)
[ ] DA (*Development Assistance*)	[ ] Other
[ ] DF (*Democracy Funds*)	

17. Agreement: The recipient agrees to execute the work in accordance with the Notice of Award, the approved application incorporated herein by reference or as attached, and the applicable rules checked below and any subsequent revisions.

[ ] OMB Circular A-133	[ ] 2 CFR 225 (*A-87*)	[ ] 2 CFR 230 (*A-122*)	[ ] Award is not subject to OMB Circulars
[ ] 2 CFR 220 (*A-21*)	[ ] 22 CFR 145 (*A-110*)	[ ] 22 CFR 135	[X] Approved Application Attached

18. Recipient Name Title and Signature	19. Grants Officer Name Title and Signature
Rufino Antonio Quezada Sánchez	Martha E. Estell
Name	Name
	martha E Estell
Signature	Signature
President of UES 08-25-2011	Public Affairs Officer 8/26/2011
Title Date (*mm-dd-yyyy*)	Title Date (*mm-dd-yyyy*)

20. Recipient
By signing this agreement, the recipient assures that it will comply with the terms and conditions of this award. Recipient is required to sign and return this document within 10 business days of the signature of the Grants Officer to the following address:

DS-1909
09-2009

UES – English Lab Equipment   S-ES600-11-GR-051

	U.S. Department of State
	Award Specifics

Below are the Award Specifics that accompany the Department of State (DOS) federal assistance awards. The data elements below are required for all awards.

A DOS Notice of Award consists of the following four components:

- DS-1909 Federal Assistance Award coversheet – mandatory for all DOS Awards
- Award Specifics (below)
- Post/Program Specifics, if applicable
- Standard Terms and Conditions (available either on-line or printed from the A/OPE/FA website http://fa.statebuy.state.gov)

Providing the Standard Terms and Conditions to a recipient is optional, but can be requested by the recipient.

DATA ELEMENTS:

1. Standardized Assistance Instrument Identification Number: S-ES600-11-GR-051

2. **Amount of Award:** $9,982.19

3. **Purpose/Scope of Award:**

   The purpose of the grant is to provide funds to the Department of Languages at the University of El Salvador to purchase computer and multimedia equipment for the English Lab. This equipment will benefit one thousand students enrolled in the BA English program. The funds are needed to strengthen and renew the English lab through the acquisition of computing and audio-visual equipment. The objective of the English Lab is to provide support for the English teaching -learning process, assuring students' access to cultural topics,

UES – English Lab Equipment   S-ES600-11-GR-051

and the familiarization with new technology that will benefit more students through an ample range of resources and services.

4. **Grants Officer Contact Information:** (phone/fax, email, address)

Martha E. Estell
Public Affairs Officer
American Embassy, San Salvador
Phone: +(503) 2501-2983
Fax: + (503) 2501-2931
E-mail: estellme@state.gov

5. **Payment Method:**

Payments under this agreement will be made through Electronic Funds Transfer (EFT). The disbursement will be made in two payments: an inicial 80 per cent, totaling $7,985.19 USD, will be deposited in the grantee's bank account after the signing of the grant documents. The remaining 20 per cent ($1,997.00 USD) will be made after the submission of a report of activities, to be submitted no later than March 15, 2012.

6. **Post-Award Compliance:**

Department of State Standard Terms and Conditions for Federal Assistance Awards are incorporated by reference and made part of this Notice of Award. Electronic copies containing the complete text are available at: http://fa.statebuy.state.gov, under Resources select Terms and Conditions to access the overseas terms and conditions applicable to the Recipient.

The Recipient and any sub-recipient, in addition to the assurances and certifications made part of the Notice of Award, must comply with all applicable terms and conditions during the project period.

2

UES – English Lab Equipment   S-ES600-11-GR-051

7. Authorized Budget Summary

Description	Amount	Unit cost	Total
HP Black Pavilion Elite h8-1017cb Desktop PC Bundle with Intel Core i7-2600S Processor, HP 27" LED Monitor, 1.5TB Hard Drive and Windows 7 Home Premium	1	$1,299.00	$1,299.00
Western Digital 2TB My Book Essential USB 3.0 Desktop External Hard Drive, WDBACW0020HBKSN	1	$99.00	$99.00
Printer	1	$60.00	$60.00
Laptops Toshiba - Satellite Laptop / Intel® Core™ i7 Processor / 17.3" Display / 6GB Memory / 750GB Hard Drive – Platinum	5	$899.99	$4,499.95
Epson VS200 Multimedia LCD Projector	6	$399.54	$2,397.24
Sony Handycam SX44 Blue 4GB Flash Memory Camcorder with 60x Optical Zoom	1	$197.00	$197.00
Canon PowerShot SX30-IS Black 14.1MP Digital Camera w/ 35x Optical Zoom, 2.7" Vari-Angle LCD Display	1	$398.00	$398.00
Sony ICDSX312D 2GB Digital Voice Recorder with Dragon Naturally Speaking Software	8	$101.00	$808.00
CD USB Player. Coby Portable MP3/CD Stereo with AM/FM Radio and USB Port	7	$32.00	$224.00
TOTAL			$9,982.19

IMPORTANT NOTE: Please note that any amendments to the budget and/or period of performance of this award should be requested in writing to the Grants Officer, at least 10 working days in advance of the date of the

UES – English Lab Equipment   S-ES600-11-GR-051

event sponsored through the grant or the end date of the award. After receiving the authorization from the Grants Officer, the grantee can make the approved changes or expenses. Any purchase made before receiving the amendment authorization will be considered an unauthorized expense, resulting in the grantee's devolution of the funds used for those expenses.

8. **Reporting and Monitoring**

The Recipient is required to submit a final certified financial report and program report to the Grants or Principal Officer within 90 days after the award period end date. The remaining 20% of the grant will be deposited once the report has been satisfactorily reviewed and approved by the Grants Officer.

4

REQUEST FOR ADVANCE OR REIMBURSEMENT		OMB APPROVAL NO. 0348-0004		PAGE 1	OF 2 PAGES

	a. *"X" one or both boxes*	2. BASIS OF REQUEST
1. TYPE OF PAYMENT REQUESTED *(See instructions on back)*	☒ ADVANCE ☐ REIMBURSE-MENT	☐ CASH
	b. *"X" the applicable box* ☐ FINAL ☒ PARTIAL	☐ ACCRUAL

3. FEDERAL SPONSORING AGENCY AND ORGANIZATIONAL ELEMENT TO WHICH THIS REPORT IS SUBMITTED	4. FEDERAL GRANT OR OTHER IDENTIFYING NUMBER ASSIGNED BY FEDERAL AGENCY	5. PARTIAL PAYMENT REQUEST NUMBER FOR THIS REQUEST
Dos Public Affairs Office, San Salvador - El Salvador August 25, 2011	S-ES600-11-GR051	

6. EMPLOYER IDENTIFICATION NUMBER	7. RECIPIENT'S ACCOUNT NUMBER OR IDENTIFYING NUMBER	8. PERIOD COVERED BY THIS REQUEST	
		FROM *(month, day, year)* 09/15/2011	TO *(month, day, year)* 12/15/2012

9. RECIPIENT ORGANIZATION	10. PAYEE *(Where check is to be sent if different than item 9)*
Name: Universidad de El Salvador	Name: Universidad de El Salvador
Number and Street: Final 25 Ave. Norte, Edificio de Rectoria, 4ta Planta	Number and Street: Citibank Savings Account
City, State and ZIP Code: San Salvador, El Salvador, C. A.	City, State and ZIP Code: Account Number: 023-401-00-023268-5

11. COMPUTATION OF AMOUNT OF REIMBURSEMENTS/ADVANCES REQUESTED				
PROGRAMS/FUNCTIONS/ACTIVITIES ▶	(a)	(b)	(c)	TOTAL
a. Total program outlays to date *(As of date)*	$	$	$	$
b. *Less:* Cumulative program income				
c. Net program outlays *(Line a minus line b)*				
d. Estimated net cash outlays for advance period				
e. Total *(Sum of lines c & d)*				
f. Non-Federal share of amount on line e				
g. Federal share of amount on line e				
h. Federal payments previously requested				
i. Federal share now requested *(Line g minus line h)*				
j. Advances required by month, when requested by Federal grantor agency for use in making prescheduled advances — 1st month				
2nd month				
3rd month				

12. ALTERNATE COMPUTATION FOR ADVANCES ONLY		
a. Estimated Federal cash outlays that will be made during period covered by the advance	$	9,982.19
b. *Less:* Estimated balance of Federal cash on hand as of beginning of advance period		1,997.00
c. Amount requested *(Line a minus line b)*	$	7,985.19

AUTHORIZED FOR LOCAL REPRODUCTION   *(Continued on Reverse)*   STANDARD FORM 270 (Rev. 7-97)
Prescribed by OMB Circulars A-102 and A-110

5

CERTIFICATION

13.		DATE REQUEST SUBMITTED
	SIGNATURE OR AUTHORIZED CERTIFYING OFFICIAL	

I certify that to the best of my knowledge and belief the data on the reverse are correct and that all outlays were made in accordance with the grant conditions or other agreement and that payment is due and has not been previously requested.

TYPED OR PRINTED NAME AND TITLE

TELEPHONE (AREA CODE, NUMBER, EXTENSION)

Rufino Antonio Quezada Sanchez, President UES

(503)2225-4208

This space for agency use

Martha E. Estell

Martha E. Estell, PAO

This payment should be made in US dollars by Electronic Funds Transfer (EFT)

Carl C. Scott, FMO

INSTRUCTIONS

Please type or print legibly. Items 1, 3, 5, 9, 10, 11e, 11f, 11g, 11i, 12 and 13 are self-explanatory; specific instructions for other items are as follows:

Item	Entry

2 Indicate whether request is prepared on cash or accrued expenditure basis. All requests for advances shall be prepared on a cash basis.

4 Enter the Federal grant number, or other identifying number assigned by the Federal sponsoring agency. If the advance or reimbursement is for more than one grant or other agreement, insert N/A; then, show the aggregate amounts. On a separate sheet, list each grant or agreement number and the Federal share of outlays made against the grant or agreement.

6 Enter the employer identification number assigned by the U.S. Internal Revenue Service, or the FICE (institution) code if requested by the Federal agency.

7 This space is reserved for an account number or other identifying number that may be assigned by the recipient.

8 Enter the month, day, and year for the beginning and ending of the period covered in this request. If the request is for an advance or for both an advance and reimbursement, show the period that the advance will cover. If the request is for reimbursement, show the period for which the reimbursement is requested.

Note: The Federal sponsoring agencies have the option of requiring recipients to complete items 11 or 12, but not both. Item 12 should be used when only a minimum amount of information is needed to make an advance and outlay information contained in item 11 can be obtained in a timely manner from other reports.

11 The purpose of the vertical columns (a), (b), and (c) is to provide space for separate cost breakdowns when a project has been planned and budgeted by program, function, or activity. If additional columns are needed, use

Item	Entry

as many additional forms as needed and indicate page number in space provided in upper right; however, the summary totals of all programs, functions, or activities should be shown in the "total" column on the first page.

11a Enter in "as of date," the month, day, and year of the ending of the accounting period to which this amount applies. Enter program outlays to date (net of refunds, rebates, and discounts), in the appropriate columns. For requests prepared on a cash basis, outlays are the sum of actual cash disbursements for goods and services, the amount of indirect expenses charged, the value of in-kind contributions applied, and the amount of cash advances and payments made to subcontractors and subrecipients. For requests prepared on an accrued expenditure basis, outlays are the sum of the actual cash disbursements, the amount of indirect expenses incurred, and the net increase (or decrease) in the amounts owed by the recipient for goods and other property received and for services performed by employees, contracts, subgrantees and other payees.

11b Enter the cumulative cash income received to date, if requests are prepared on a cash basis. For requests prepared on an accrued expenditure basis, enter the cumulative income earned to date. Under either basis, enter only the amount applicable to program income that was required to be used for the project or program by the terms of the grant or other agreement.

11d Only when making requests for advance payments, enter the total estimated amount of cash outlays that will be made during the period covered by the advance.

13 Complete the certification before submitting this request.

STANDARD FORM 270 (Rev. 7-97) Back

6

Estadísticas de Ingreso

1/1

Facultad de Ciencias y Humanidades

Aspirantes, Seleccionados en primera opción, segunda opción y por cupo en Facultad, año 2011
Fecha 10/12/2010

CARRERA	ASPIRANTES			PRIMERA FASE			SEGUNDA FASE			POR CUPO			TOTAL SELECCIONADOS		
	M	H	T	M	H	T	M	H	T	M	H	T	M	H	T
Licenciatura en Antropología Sociocultural	9	21	30	2	2	4	56	35	91	0	0	0	58	37	95
Licenciatura en Artes Plásticas, Opción Cerámica	2	2	4	0	0	0	8	7	15	0	0	0	8	7	15
Licenciatura en Artes Plásticas, Opción Diseño Gráfico	185	203	388	15	9	24	5	9	14	0	0	0	20	18	38
Licenciatura en Artes Plásticas, Opción Escultura	4	3	7	0	0	0	6	4	10	0	0	0	6	4	10
Licenciatura en Artes Plásticas, Opción Pintura	24	34	58	2	3	5	10	5	15	0	0	0	12	8	20
Licenciatura en Ciencias de la Educación	365	92	457	6	3	9	30	12	42	0	0	0	36	15	51
Licenciatura en Ciencias de la Educación: Especialidad en Educación Física, Deportes y Recreación	51	167	218	0	2	2	11	29	40	0	0	0	11	31	42
Licenciatura en Filosofía	12	8	20	0	1	1	34	37	71	0	0	0	34	38	72
Licenciatura en Historia	11	9	20	2	1	3	51	42	93	0	0	0	53	43	96
Licenciatura en Idioma Inglés opción Enseñanza	526	361	887	16	19	35	18	15	33	0	0	0	34	34	68
Licenciatura en Lenguas Modernas Especialidad en Francés e Inglés	693	403	1096	36	26	62	6	3	9	0	0	0	42	29	71
Licenciatura en Letras	123	46	169	6	3	9	32	14	46	0	0	0	38	17	55
Licenciatura en Periodismo	342	214	556	17	10	27	40	19	59	0	0	0	57	29	86
Licenciatura en Psicología	500	197	697	21	13	34	41	15	56	0	0	0	62	28	90
Licenciatura en Sociología	36	38	74	3	7	10	59	38	97	0	0	0	62	45	107
Licenciatura en Trabajo Social	206	37	243	6	0	6	83	25	108	0	0	0	89	25	114
Profesorado en Educación Básica para Primero y Segundo Ciclos	51	10	61	1	0	1	16	5	21	0	0	0	17	5	22
Profesorado en Idioma Inglés para Tercer Ciclo de Educación Básica y Educación Media	6	17	23	0	1	1	4	10	14	0	0	0	4	11	15
Profesorado en Lenguaje y Literatura para Tercer Ciclo de Educación Básica y Educación Media	20	11	31	1	0	1	6	7	13	0	0	0	7	7	14
Técnico en Bibliotecología	12	9	21	1	0	1	27	10	37	0	0	0	28	10	38

Estadística por Puntajes 1a prueba

2/3

Facultad de Ciencias y Humanidades
Ingreso 2012

Código	Carrera	Sin puntaje	puntaje < 30	puntaje entre 30 y 49	puntaje >= 50	Total
L10405	Licenciatura en Filosofía	3	9	44	3	59
L10406	Licenciatura en Sociología	6	13	69	6	94
L10407	Licenciatura en Psicología	33	82	347	19	481
L10408	Licenciatura en Letras	4	21	62	5	92
L10409	Licenciatura en Periodismo	36	70	256	18	380
L10411	Licenciatura en Idioma Inglés opción Enseñanza	47	91	359	5	502
L10412	Licenciatura en Lenguas Modernas Especialidad en Francés e Inglés	74	146	724	32	976
L10427	Licenciatura en Ciencias de la Educación	28	69	168	2	267
L10428	Licenciatura en Ciencias de la Educación: Especialidad en Educación Física, Deportes y Recreación	21	39	116	2	178
L10433	Licenciatura en Artes Plásticas, Opción Cerámica	1	0	3	1	5
L10434	Licenciatura en Artes Plásticas, Opción Diseño Gráfico	26	56	233	13	328
L10435	Licenciatura en Artes Plásticas, Opción Escultura	1	1	4	0	6
L10436	Licenciatura en Artes Plásticas, Opción Pintura	4	5	20	3	32
L10438	Licenciatura en Historia	9	4	25	2	40
L10439	Licenciatura en Trabajo Social	12	34	123	2	171
L10440	Licenciatura en Antropología Sociocultural	11	8	20	2	41
P10402	Profesorado en Educación Básica para Primero y Segundo Ciclos	0	1	11	0	12
P10429	Profesorado en Lenguaje y Literatura para Tercer Ciclo de Educación Básica y Educación Media	1	0	4	0	5
P10430	Profesorado en Idioma Inglés para Tercer Ciclo de Educación Básica y Educación Media	0	1	7	0	8
T10454	Técnico en Bibliotecología	2	7	30	0	39
	Total	319	657	2625	115	3716

Clave	Total examinados
1	1232
2	14
3	1155
4	5
5	517
6	474
Total general	3397 (Fecha 1: 2406 + Fecha 2: 991)

APPENDIX 62

CARRERA	ASPIRANTES			PRIMERA FASE			SEGUNDA FASE			POR CUPO			TOTAL SELECCIONADOS		
	M	H	T	M	H	T	M	H	T	M	H	T	M	H	T
TOTAL	3178	1882	5060	135	100	235	543	341	884	0	0	0	678	441	1119

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

Ciudad Universitaria, 6 de marzo de 2012.-

Maestro
Edgar Nicolás Ayala
PRESENTE

Estimado maestro Ayala:

A solicitud de un grupo de estudiantes de SEMINARIO I, ciclo I-2012, hago de su conocimiento el número de académicos que conforman la planta docente del Departamento de Idiomas.-

- *Número de docentes contratados a tiempo completo:*
  - ✓ *37, incluyendo a jefe del Departamento*

- *Número de docentes contratados a medio tiempo:*
  - ✓ *5*

- *Número de docentes contratados por un año:*
  - ✓ *3*

- *Número de docentes contratados por hora clase (durante el ciclo I-2012)*
  - ✓ *25*

Sin otro particular, le saludo.-

"HACIA LA LIBERTAD POR LA CULTURA"

M.T. José Ricardo Gamero Ortiz
Jefe del Departamento de Idiomas

ANNEXE L- 1

COMPUTER LAB EQUIPMENT

COMPUTER LAB EQUIPMENT

STUDENTS DOING HOMEWORK ASSIGMENTS AT THE COMPUTER LAB

BOOKS DONATED BY THE DIFFERENT EMBASSIES IN EL SALVADOR

STUDENTS CHANGING CLASSROOMS AT THE FOREIGN LANGUAGE DEPARTMENT