

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



UNDERGRADUATE RESEARCH

**THE FOREIGN LANGUAGE DEPARTMENT SOCIAL IMPACT WITHIN THE
FRAMEWORK OF THE NEW NATION EDUCATIONAL SYSTEM PROPOSAL
“ESCUELA INCLUSIVA DE TIEMPO PLENO”**

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ABSTRACT

Making a social impact through community service from university students has demonstrated the importance of knowing how national programs can be the perfect scenario to involve such participation from students in society. This research tries to expose the importance of such relationships and the benefits that the University students, Government, and Society could have from that interaction. In order to accomplish this, data was collected through the revision of the national project "ESCUELA INCLUSIVA DE TIEMPO PLENO" and a close study to the mission and vision of the institutions involved in this relation; also, coordinators of the national project, as well as coordinators of the SUPS in the Foreign Language Department of the University of El Salvador, were contacted. The results demonstrate the possible benefits that both entities could obtain if a communication strategy for active participation and interaction is established to include the community service from students in the development of national programs such as the one mentioned. With these results, the FLD could create a profile of students to participate in this type of project to generate more experience for students, awareness of the importance of community service, and an important social impact on vulnerable areas of society at a national level.

University and Government partnership, University Social Service participation in national projects, benefit for vulnerable areas of society.

INTRODUCTION

The following document provides the work plan for bibliographical research that intends to describe social service projects applied to vital educational programs by national institutions and the possible benefits the university of El Salvador, its students, and the society could obtain if an active participation in such programs were established. It states the current situation and problems as well as the objectives, importance, methodology, and expected results that this research will aim to obtain.

The statement of the problem sets the background for further understanding of the urgency of involving the social projection unit of the Foreign Languages Department of the University of El Salvador with national projects such as "Escuela Inclusiva de Tiempo Pleno". Next, a general objective aims to establish the main purpose of this research to be achieved by developing three specific objectives: identifying potential involvement opportunities, raising awareness for the necessity of qualified professionals within the new nation educational model, and exposing the level and competences from the possible candidates to work inside projects through their social service. Then, the importance stage validates this research proposal by highlighting the need of promoting and raising awareness in the students of the Foreign Languages Department about the direct impact of their involvement through their required social service hours in the English component of the new public system afterschool activities called After-school program or "jornada extendida", this cooperation would approach a higher universe of beneficiaries. The following section, the methodology of the project, describes a qualitative research using an exploratory non-experimental design. The course taken by the research was determined by what was found and it did not have to follow a determined structure or way. The descriptive design completes the methodology of the investigation by focusing on describing and providing specific and pertinent data within the scope of this research.

STATEMENT OF THE PROBLEM

The University of El Salvador has been recognized by its high standards of both academic and social-oriented preparation by the Ranking Web of Universities. (Consejo Superior de Investigaciones Científicas (CSIC), 2020). In the CSIC website, the UES has been listed as the best university of El Salvador based on the criteria of presence, impact, openness, and excellence compared with the rest of universities in the country. Nowadays, there is a high relevance of relying on the social awareness of all the professionals since this is the fund of improvement and development of a country. The development of Community service is the best way to awaken this social awareness. Through social service, students provide a benefit to their society and obtain a glance of the real opportunity they have to help and to be part of the labor world of the country. Therefore, participation in projects that are mainly related to each academic area becomes vital. Many other institutions of America emphasize the importance of a well-structured plan of social projection and its relevance to the development of their societies (Ginés Mora and Vieira, 2019) In fact, the National Autonomous University of Mexico presents in its website the definition of Social Service as a temporary and compulsory activity that allows students to consolidate three aspects: Social Service in the training field, in the social sphere and in the remuneration field.

However, when searching further into the role that the current student population has in the social impact within the framework of the social services it was discovered, by checking the types of projects offered by the SUPS in their Facebook page, that those projects are either not community related or activities within the campus and its own students. That leads to say that unfortunately, there is a very low impact in the community since there are few projects impacting the members of society. The SUPS should be able to provide updated information about the projects so students can carry out their social service and achieve the objectives of it. The research team tried to get in touch with the former head of SUPS, with the former coordinator of SUPS and with the current

coordinator of SUPS to obtain more information about the projects. During the next 30 days after the request, the researchers did not receive any document or list showing the current projects in which students can get involved.

The following images were taken from the Facebook page of the Social Projection Subunit of the Department of Foreign Languages where they present projects in need of students to carry out their social service at their institutions.



Social Projection Subunit of the Department of Foreign Languages. (2019, September 18). Interested student to carry out social service teaching English to MINEDUCYT professionals [Facebook Post].



Sups Idiomas

9 de septiembre de 2019 · 🌐



¡URGENTE!

Interesados en realizar su **Servicio social**

Clases de inglés en proyecto CONACYT del Ministerio de Educación

De lunes a jueves de 3:40 a 5:20 p.m. en instalaciones del centro de Gobierno

**Interesados pasar a Subunidad de proyección Social
Departamento de Idiomas**

INICIO: 16 de septiembre de 2019



Social Projection Subunit of the Department of Foreign Languages. (2019, September 9). Interested student to carry out social service teaching English in CONACYT project [Facebook Post].



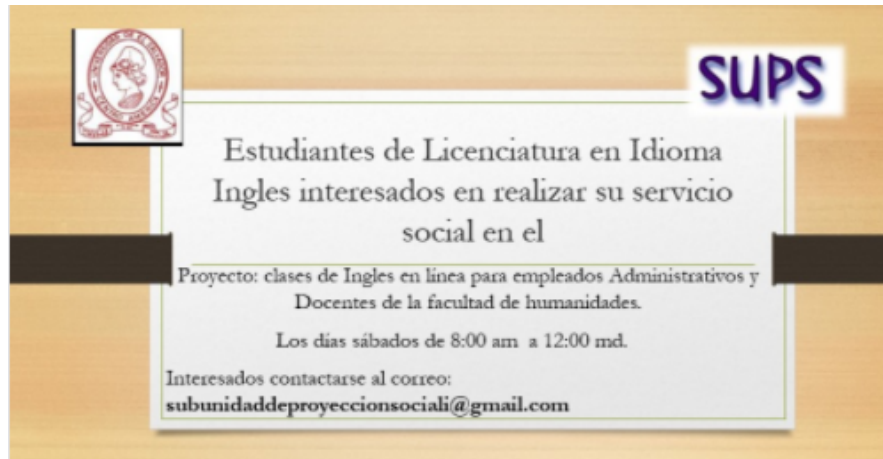
Sups Idiomas

28 de marzo de 2019 · 🌐



**Interesados en servicio social.
Clases de Inglés dentro de la
UES de 4:00 a 5:30 p.m.
Lunes a jueves
Interesados: SUPS.idiomas**

Social Projection Subunit of the Department of Foreign Languages. (2019a, March 28). Interested students to carry out social service teaching English inside the University campus. [Facebook Post].



Social Projection Subunit of the Department of Foreign Languages. (2020, July 16). Interested students to carry out social service teaching English to the FLD faculty. [Facebook Post].



SupS Idiomas

★ Favoritos · 23 de febrero a las 13:38 · 🌐

Para la hoja de inscripción sobre el proyecto con el MINED:
Nombre del proyecto: "Clases de ingles para adolescentes de instituciones públicas"
Institución: Dirección Nacional de Educación Superior-MINEDUCYT
Dirección: Ministerio de Educación
Responsable: Licda. Marta Flores
Correo: flores-mar@hotmail.com
Inicio : 3 de marzo de 2021
Finalización : 3 de julio de 2021.

Social Projection Subunit of the Department of Foreign Languages. (2021, February 23). Interested students to carry out social service teaching English to teens in public schools. [Facebook Post].

Some students are developing social projects that do not offer a great opportunity to demonstrate their abilities and above all that can have or offer a real change in the society. This leaves the social service as another requirement

that has to be fulfilled only with the objective to obtain a degree. The real intention and vision of the social service are lost not only from the students' perspective but also from the institutions since they seem not to search to motivate the social awareness or to find spaces and projects that can help not only students but also the society.

Based on the literature found that describes the importance of social projection, availability of active participation in national programs, and the role of students in the development of this requirement; this research work describes how the university, the students and the society can obtain the most benefits by being part of national programs and how they can integrate the skills of the student population.

IMPORTANCE

The existence of educational programs in national institutions such as the new Educational System proposed by the Ministry of Education (MINED): "Escuela Inclusiva de Tiempo Pleno" (Full-time Inclusive Model), presents the perfect opportunity to include social service by students from academic units such as The Foreign Language Department in the participation of activities that can include after-school programs supported by FOMILENIO II where school principals, teachers, parents, and of course, students willing to grow will receive benefit from this social service participation.

According to Secretaría de Proyección Social of the University of El Salvador, (n.d.), the university's social service area aims to contribute to the development and transformation of society with qualified academic training of undergraduate students of the University of El Salvador by enhancing formal instruction of future professionals through direct interaction with the society (para. 3). To promote a humanistic perspective and social needs awareness (Secretaría de Proyección Social, 2015).

In article 31, it is stated that the future professional community from the University of El Salvador needs to pay attention to the community situation and

necessities to develop opportunities for the most vulnerable segments of society by providing free professional assistance (Reglamento General de Proyección Social de la Universidad de El Salvador, 2010, p.11). However, does the Social Projection Subunit of the Foreign Language Department of the University of El Salvador promote and raise enough awareness to authorities in the University of El Salvador to emphasize the valuable contribution and need of participation in national projects?

The research team sought to introduce and explain the “Escuela Inclusiva a Tiempo Pleno” program in detail, to demonstrate how UES could get involved in national projects, aiming to raise social awareness and commitment within the community. The research team expects to promote a mindset of professional development for future educators as they establish a connection with the public education system through more hours of English teaching practice and keeping the philosophy of service towards the community. The research suggests a communication strategy between the university Social Projection Unit and the schools included in the piloting as an alternative for the bidirectional benefit not only for practitioners’ gains in teaching experience but also to increase public student learners’ outcomes in English language learning.

This is a relevant topic that must be addressed because there is potential to generate a connection between the University Social Projection Unit and the schools that are enrolled in the project “Escuela Inclusiva de Tiempo Pleno”; as a result, there could be a huge impact in the sustainability of projects such as the one presented since the funds come from the government (FOMILENIO II, 2018, p.11) but most importantly, in the youth of the country that will later be the future. This active participation can generate room for a greater impact in society from the University of El Salvador where the areas in charge of the social projection can fully develop their purpose.

There is a need to be aware of the social deficiencies and reality of each country so that all professionals can lead and join efforts to study and develop skills in order to help their own society to achieve progress. The University of El

Salvador reinforces and awakens that social consciousness in its academic population. There is a specific stage along with each career where a student has the opportunity to give a little benefit that serves to both cooperate and learn more about the way he or she can develop activities that will help construct a better country in the future. This stage is Community Service.

Nowadays, students seem to put more emphasis on completing the social service process rather than deciding what social project can be of most benefit to a certain part of society. Besides, it seems as if there is a lack of new and significant projects offered to the student population where they can feel identified and motivated to provide a benefit to society. Research such as this one is important and beneficial to the academic community since it could provide a new range of projects and a great benefit not only for the student population but also to the University itself.

Social Service

The National Autonomous University of Mexico (n.d.) on its website presents the definition of Social Service as a temporary and compulsory activity that allows students to consolidate three aspects: Social Service in the training field, in the social sphere, and in the remuneration field.

In **the training field** (understood as the process of building scientific, social, artistic, and humanistic knowledge that facilitates the development of the person's ethical/moral structure and gives meaning to the integration of the professional profile) a student can:

- Consolidate academic training.
- Put into practice the knowledge acquired in the classroom.
- Acquire new professional knowledge and skills.
- Learn to act in solidarity, reciprocity, and to work as a team.
- Know and have the possibility of joining the job market.

In **the social sphere** (participating in the different fields of human activity such as health, education, culture, gender equality, the environment, production of goods and services, human rights, science, and technology; encouraging the fruition of talents and capacities of creation, in the care/management of their conditions and problems, which will be assumed with self-responsibility) a student can:

- Become aware of the national problem, particularly that of the most unprotected sectors of the country.
- Extend to society the benefits of science, technology, and culture.
- To put at the service of the community the knowledge, abilities, and skills acquired.

In **the remuneration field** (contribute to the improvement of the quality of life, through participation in design, intervention, planning, consulting, training, etc., by giving the community the benefits of the acquired competences-knowledge, skills, and attitudes) a student can:

- Recognize the cost of the education received and reward society with responsible actions.
- Privilege is the commitment acquired with society, attending to the needs and problems of vulnerable groups.
- Give back to society the resources allocated to public education.
- Put into practice the skills acquired to carry out community work.

It is “an educational strategy in its broadest sense, it is an integral practice committed to a society that allows consolidating training and it is also a strategic factor in the task of promoting municipal, state, regional and national development; as well as to improve the mechanisms that lead to reducing social inequalities, promoting greater opportunities for individual and community development.” (The Anahuac Universities Network, n.d., para. 1) while the University of El Salvador states that: Social Service is one of the means by

which the University has to fulfill the Social Projection and will constitute the culmination of the institution's programs aimed at achieving this end. According to the Secretary of Social Projection (n.d.), Social Projection will be carried out systematically and constantly by all members of the university community seeking to guarantee the connection of student-society with the country's reality for its transformation and improvement (para. 2).

The Secretary of Social Projection (n.d.) states that the objectives of going through the social service are:

- To contribute to the development and transformation of society with the academic training of UES students.
- To enhance the academic training of future professionals through interaction with society.
- To strengthen the humanization and social awareness of the future UES professional.
- To support the development of society, preferably with the most vulnerable sectors.
- To provide free professional assistance to the Salvadoran community.

From the previous literature, there is evidence and unity to state that social service from students is considered as a fundamental key to creating awareness of the reality and role that as professionals have, there must be a change and an improvement in society with the skills, strategies, and techniques acquired during the course of a career.

Social service in the University of El Salvador

Social Service: Students' Duties

In November 2017, the University of El Salvador, as an autonomous entity, presented a review of the University of El Salvador Legislation. The document contains the laws and regulations for the administrative, academic,

and students' sections. The main objective is to be a source of information about how the university functions. The document is known as the Organic Law (2017). In chapter VI of the University's community, the first section, in its article 42 states the students' duties as the following (p.70):

- A. Respect all members of the university community and comply with the provisions governing the academic life of the University in accordance with the provisions of university legislation and other laws of the Republic;
- B. Regularly attend their classes and comply with the academic activities inherent in the plans and study programs of the University;
- C. Maintain and enhance the prestige of the UES inside and outside its facilities;
- D. Comply with the Social Service; and
- E. Contribute to the care and preservation of the university heritage.

Social Service is mentioned as a student duty; it is presented among the most important requirements in the University's Organic Law for a student; therefore, students must see social service with the same importance as the University of El Salvador sees it and not only as a requirement to obtain a degree.

Social Projection in the Organic Law

Article 58 of the University's Organic Law (2017) defines Social Projection as "The set of planned activities that pursue academic research and service objectives in order to put members of the university community in contact with reality, to gain awareness of the Salvadoran social problem, and to influence the transformation and improvement of society" (p. 91).

In article 59, the Organic Law (2017) states that the goals of Social Projection are to promote science, art, and culture-oriented to find the student's own identity, to contribute to the transformation and development of the human

being and the community, to create professionals involved in science and technology according to the country's reality and to give solution to national issues (p. 91).

The Social Projection looks out for the Social Service so that its objectives are met and compiled by the university community. The students should be knowledgeable and aware of the purpose of it. For some students, it can be seen just as a requirement for graduation but it is more than that.

In the University's Organic Law, chapter VI of Social Projection and Academic Support in article 60, Social Service is defined as "One of the means available to the University to fulfill the Social Projection, this will constitute a graduation requirement. Its realization by the students prior to obtaining the respective academic degree will be regulated in the respective Regulations." (p. 91).

However, by putting together the Social Projection definition and its objectives with the Social Service definition it is easier to see that Social Service is not only a requirement for a student to get a title, but it is also the whole idea of a student getting involved and getting an overview of the country's reality, to be exposed in a way that a student can contribute to the community where and when it is needed.

Secretary of Social Projection

The Secretary of Social Projection of the University of El Salvador presents the Social Projection objectives and the purpose of Social Service in a similar way as it is stated in the Organic Law. The website of the Secretary of Social Projection is a more accessible source where students can get information about what social service is.

According to the website of the Secretary of Social Projection (n.d.), Social Projection will be carried out systematically and constantly by all members of the university community seeking to guarantee the connection of

student-society with the country's reality for its transformation and improvement. This connection could be established through different activities in which the University of El Salvador interacts with society. Social Service can be done through teaching, research, social service, cultural extension, public opinion training, internships, volunteering, artistic and sports expressions, publications, dissemination, and any other activity to promote a community-oriented service aiming to contribute to the creation and implementation of strategies to face social problems (para. 2).

Social Projection Regulation

In order to comply with the purpose and objectives of the Social Projection and Social Service stipulated in the University's Organic Law in articles 58, 59, and 60, the university created the Social Projection General Regulations of the University of El Salvador (2009) which contains information about the objectives of Social Projection and Social Service, organization, administration and functions among others (p. 1).

According to the University's Organic Law (2017) chapter III, the first section: Organic Structure, in its article 10 states that "The University will conserve and establish the Faculties, Schools, Departments, Institutes and University Extension Centers that it deems appropriate, according to the educational needs and the resources available to it. All of these organisms will form a single cohesive and closely correlated entity." (p. 61).

In the Social Projection General Regulations of the University of El Salvador (2009) chapter II, one of the attributes of the Board of Directors of each Faculty in the university is:

D) "Appoint the Head of the Social Projection Unit and the Coordinator of the Social Projection Subunit on the proposal of the deanship." (p. 4).

This means that a Social Projection Subunit should exist in each Faculty. The Social Projection Unit of the University of El Salvador will support each

Subunit as contemplated in chapter II article 22 of the Social Projection Regulation (2009):

B) “Manage with the Social Projection Subunit the collaboration with teachers, researchers, and students of the Faculties, required by the Secretary of Social Projection to attend requests for support from the communities or entities;” (p. 8).

As mentioned above, the Social Projection Subunit and the Faculty should attend requests for support from the communities or entities by encouraging students to participate in the development of the country by providing students with current, accurate, available, and updated information so that students can serve the community and achieve this highly important part of their career.

Social Projection Subunit (SUPS)

The existence and need of a Social Projection Subunit are stated in article 23 of the Social Projection Regulation (2009) which reads as follows:

“In each Faculty there will be Subunits of Social Projection, according to the needs that arise, to guarantee efficient operation. It must have a coordinator and the human, financial, infrastructure, furniture, and equipment necessary to fulfill the academic function of social projection. They will respond to the Social Projection Unit.” (p. 9).

The School of Arts and Sciences has divided its academic units into Schools and Departments. This research proposal focuses on using teaching English to contribute to the community through Social Service.

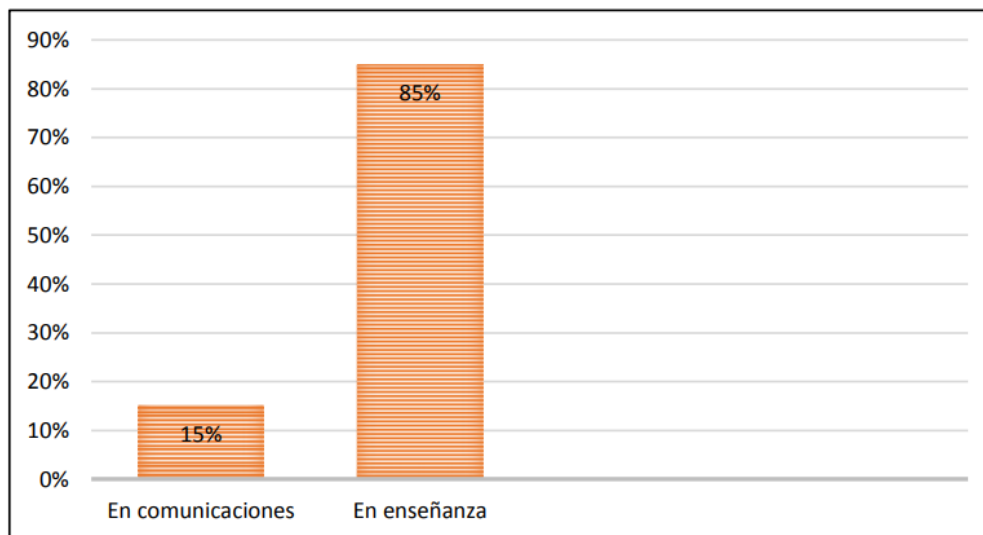
The Foreign Language Department belongs to the School of Arts and Sciences and it has a Social Projection Subunit with open doors for students who have reached 80% of their study plan as stated on the website of the Foreign Language Department (n.d., para. 1). Students can reach out to the Social Projection Subunit and get information on the different ways to carry out the Social Service.

Social service in the Foreign Language Department

The Foreign Language Department has two majors in which teaching English is the characteristic in common. For the English Language Teaching major, the areas to carry out the social service are pretty clear: any project in which the student can apply his or her knowledge in English teaching. On the other hand, the Modern Language specialty in French and English Major offers students to specialize in one of these two options: Teaching or Communications. These two options are not related to one another. For a student of Modern Language specialty in French and English Major: Communications Option who seeks to start the social service hours the areas are scarce. In an interview with the secretary of the Social Projection Subunit of the Foreign Language Department carried out by Flores, J. G., Flores, A. N., & Martinez, G. Y. (2018) she commented this: "The projects for communication students are few, but there are. There are projects in CORSATUR and Tourism institutions because they deal with social relations procedures ". (p. 29)

Students of the English Teaching Major and students of the Modern Languages: Specialty in French and English: Teaching Option Major the areas to work on the Social Service hours are more. Different authorities from the Foreign Language Department agreed that there are several options for students to do their social service such as teaching on campus, as a teacher assistant, teaching outside the campus, as a translator among other options. (Flores, J. G., Flores, A. N., & Martinez, G. Y., 2018, pp. 29, 30, 94).

Both majors from the Foreign Language Department have sufficient human resources to contribute to the community as English educators and they can start the experience with their social service hours. According to Flores, J. G., Flores, A. N., & Martinez, G. Y. (2018) in 2017 the 85% of the projects for the social service hours are suitable for a student of Modern Language: Specialty in French and English: Teaching Option and English Teaching Majors.



Flores, J. G., Flores, A. N., & Martínez, G. Y. (2018). Porcentaje de proyectos de servicio social realizados por los estudiantes de la Licenciatura en Lenguas Modernas: Especialidad en Francés e Inglés Opción Comunicaciones y Opción Enseñanza en el año 2017 [Graphic].

This means that there are opportunities for potential English teachers to have their first experience in the teaching area either within or outside the university.

The Social Projection Subunit of the Department of Foreign Languages uses its Facebook page to let students know about the ongoing projects and needs of the community. Some of these are recurrent projects, which means that the institution or community has established constant communication with the Social Projection Subunit to receive someone to perform their social service there.

There are different ways for the students to complete their social service process: They can go directly to Sub Unit of Social Projection (SUPS by its acronym in Spanish) and ask for existing or available projects such as English teaching at public schools or English teaching at government agencies such as national civil police (PNC), ministry of health, INPEP and some others. They are also able to accomplish their social service inside the University or even at CENIUES as a Teacher Assistant; however, they need to meet certain criteria to

be able to do so. There's also a third option, which is to propose a project they can develop by themselves within an organization or at a public school outside of the ones provided by SUPS; they can even create reinforcement groups to help other students.

All the previously mentioned information is found on the SUPS Facebook page, since the biggest part of students in the Foreign Language Department are being formed to be English teachers, there should be more programs where they can participate and do so and there should also be better communication with the community entities to update and offer even more programs where teaching is truly needed outside the campus like supporting national programs.

This research is specifically about the impact that the social service could have on national educational programs driven by the Ministry of Education Science and Technology (MINED) such as "Escuela Inclusiva a Tiempo Pleno", the after-school program English workshop, English classes to the staff at the Ministry of Education and future programs. The evidence obtained in the literature mentioned throughout this document leads to assuming that there are opportunities for potential English teachers to have their first experience in the teaching field. Both majors from the Foreign Language Department have sufficient human resources to contribute to the community as English educators and they can start the experience with their Community Service development.

Government, Universities, and Community Partnerships with Social Service

The University of El Salvador has contributed through its social service and volunteering to educational programs and community services such as Foreign Language Department Volunteer Interpreters, Literacy Program, Academic Leveling Program - Ministry of Health and Ministry of Education (MINSAL-MINED), Production of alcohol gel, and hands sanitizer, English Tourist Guidebook for the National Aviation Museum and the Elaboration of the Tourist Guide Profile in English, English Class Assistant at Dr. Doroteo Vasconcelos

School Center, Didactic-Administrative Program at the Migratory School of Justice and Public Security of El Salvador among others.

This bibliography research leads to finding more information and possibly a way to describe how the university could continue the contribution and spread, even more, the impact and development of our society. This research intended to explore the benefits of more active participation from the Foreign Language Department student population in Social Service projects that can contribute more significantly to society. This research described such benefits and proposed the idea of a communication strategy between the University social responsibility unit and public entities for the bidirectional benefit in order to get involved through students' social service with the educational model "Escuela Inclusiva a Tiempo Pleno" and the After-School program English workshop.

Educational Programs from the Ministry of Education Science and Technology in El Salvador.

"Plan Decenal de Reforma Educativa en Marcha"

The plan proposed for the period of 1995 - 2005, according to World Data on Education (2006) in its 6th edition, was created to overcome poverty, face globalization in the best way possible, strengthen democracy and consolidate peace. (para. 1, p. 3)

The objectives of this educational plan were:

- To improve the quality of education at different levels. Increase the efficiency, effectiveness, and equity of the educational system.
- To democratize education by expanding educational services.
- To create new modalities of provision of services.
- To strengthen the formation of human, ethical, and civic values.

This program intended to modify the educational system by driving reforms oriented to the education quality; therefore, the Ministry of Education showed support for this program in the pedagogical formation process and

professional development of teachers, strengthening of the technological resources used in education with the creation of a Learning Resources Center (CRA by its Spanish acronym) and the institutional reform of divisions and departments of the Ministry. (para. 2, p. 3).

This educational plan proposed an improvement in the education sector for students to have better opportunities in the future as globalization was something new; the world and the country had to adapt to new experiences. However, after revising different sources of information, this plan did not propose an improvement or change in the way English was taught. A second language is important, but it is more important to learn a mother tongue correctly. Plan Decenal focused on a literacy program which makes sense since speaking and reading are the most basic and the most important means of communication and it is as well a way that knowledge is transmitted.

“Plan 2021”

In 2004, Plan 2021 was created embracing a new perspective of students' learning needs as globalization was no longer a process that would take time to arrive and settle in the country. One of the areas to improve with this educational plan was the English language. COMPITE was the name given to the program that aimed to enrich the English teaching-learning process. The document “COMPITE” (2004) shows that the objective of this program was to develop English competencies in speaking, listening, reading, and writing in the students of 7th, 8th, and 9th grade and high school students by introducing technological resources that would facilitate teaching and would improve the students' learning experience (p. 8).

The Sustainability and Continuity of the National Educational Plan 2021 report was released in February 2008. The report presents the areas of opportunity and challenges that the plan faced and it indicates the following steps to take to continue with it. They present and divide the areas of opportunities, challenges, and observation into three sections: institutional dimension, technical

dimension, political dimension.

One of the institutional dimension observations in the Sustainability and Continuity of the National Educational Plan 2021 (2008) was to improve the motivations and the ability of the faculty members. Interviews showed concerns for the motivation, professionalism, and ability of the faculty members. They stated that this is not a type of problem that can be fixed with one solution. Financial matters, academic training, peer and community pressure, and work environment can affect the teaching staff. (para. 3, p. 24).

In the institutional dimension of the report, it is mentioned that the teachers should dedicate more time to effective teaching in the classroom. 40% of the school day is used in other activities: administrative matters, recreation time, lunch, cleaning, etc). Additionally, more time is lost when schools are closed, when teachers or students arrive late or miss classes, when the resources in the classroom are not available when needed. (para 1, p. 25).

The Ministry of Education can modify the curriculum, can create new plans better than the previous ones; however, no success can be achieved if the faculty staff is not well prepared academically or if there are no resources available to help create a good learning environment and make the most out of the school day.

The director of the Department of Social Studies of the Salvadoran Foundation for Economic and Social Development in El Salvador (FUSADES by its Spanish acronym), Helga Cuellar Marchelli, published the article National Educational Plan 2021: An Opportunity for Development (2005) which was published in the Quarterly Business Report corresponding to the second trimester of 2005. The article discusses the productive efficiency of the educational system and it highlights the importance of initial education and teacher training. Regarding teacher training, the role it takes in the production of high-quality education is key. It is essential to improve the quality of teaching human resources. The article states that the structure of the teaching majors should be

focused on calling good students' attention and keeping the faculty staff permanently willing to use their abilities to enrich the learning process in the classroom. A bigger social recognition of the teaching career would help revalue the profession. (para. 1, p. 6)

Low levels of academic achievement reveal the need to strengthen analytical skills, understanding, the development of abstract reasoning, and the ability to solve problems in students. Identifying the level of development of these competencies is important for Plan 2021 since it aimed to improve the use of technology and the learning of English in the classroom; if the aforementioned competencies are not developed at the basic and secondary education level, the progress in areas such as English and technology would be difficult to achieve (Marchelli, 2005, para. 1, p. 7).

“Vamos a la Escuela”

This educational plan launched for the period 2009 - 2014 pretended to make changes in the structure of the school for students, teaching staff, and community to get together to create a place where the number of hours spent in the classroom will increase in order to have more time for students to enjoy themselves while learning about sports, art, culture, science, and technology. (Ministerio de Educación de El Salvador MINED, 2009, para. 4, 5, pp. 10, 11).

The idea of redesigning the school was called Escuela Inclusiva de Tiempo Pleno (SI-EITP) or Full-time Inclusive Model (SI-EITP) in English. According to the report Transformación De La Educación Programa Social Educativo 2009 - 2014 “Vamos A La Escuela” (2009), one of the areas to reinforce was the research, science and technology integration in education, the objective of this is to reduce the knowledge gap by strengthening research and access to technology to contribute to the integral development of the country. (p. 54).

In the profile of the program “Closing the Knowledge Gap”, the Ministry of Education (MINED) and the Vice Ministry of Science and Technology gave laptop

computers to students and teaching staff of the public sector. The idea “one laptop per child” sought to facilitate access to information, to programs - known as activities of various kinds such as text editors, music editors, programming languages, language pronunciation, mathematics, etc. (Ministerio de Educación de El Salvador MINED, 2009, para. 2, 3, pp. 56, 57).

The new design for the educational system introduced the after-school program activities for all the student populations to have better opportunities in the future by engaging in science and technology, art and culture, and other activities that would be beneficial for them. The plan proposed training for teachers and students in a way that was never seen before in El Salvador.

“Escuela Inclusiva de Tiempo Pleno”(SI-EITP)

The Ministry of Education and FOMILENIO II worked on the implementation of the educational model “Escuela Inclusiva de Tiempo Pleno” which introduced the English as a Foreign Language (EFL) workshop, as part of the After-School Program (MINEDUCYT, 2019, p. 2). It was designed to provide three weekly hours of additional exposure to the English language through clubs and fun, non-academic activities during after-school hours.

According to FOMILENIO II (2020), more than 21,000 students have participated in life and work skills workshops. Between 2018 and 2019 school years, 21,732 young people enrolled in one or more of the 31 workshops taught, including soccer, chess, web environments, robotics, English, conflict resolution, basic plumbing, accounting for small businesses, drawing and painting, theater, prevention of gender violence and vocational guidance (para. 2).

The English workshop is an opportunity for the FLD to help the community by offering Social Service. The workshops will ideally be led by the schools’ English teachers; however, if for any reason they were unable to participate in the program, the schools’ administrative staff will hire an outside facilitator from

within the community. The facilitator's profile requires general and technical skills in the areas of leadership, teamwork, conflict resolution; time and resource management, English, and technology.

This current educational model started with 184 schools. As of 2020 it was planned to remain active in 349 educational centers in Ahuachapán, Sonsonate, La Libertad, San Salvador, La Paz, Usulután, San Miguel and La Unión affirmed William Pleitez, executive director of FOMILENIO II, in the virtual forum "Habilidades para la vida y el trabajo, un aporte a la calidad de la educación desde FOMILENIO II" held via Facebook live on June 25, 2020 where the results of the after-school program and its workshops were presented. Ricardo Cardona, the Education Vice-minister, managed the implementation of these workshops for 7th, 8th, and 9th grade. He emphasized the importance of the English language and sports workshops to continue since this model matches the Ministry of Education's vision of providing students with a different and high-quality education than before. William Pleitez also referred to the importance of the after-school program saying that it is a low-cost project with visible and extremely good results. Pleitez expressed that authorities related to education are welcome to continue implementing the model in schools that were not part of the pilot when it started 2 years ago when he answered a question made by a member of the Council of Mayors of the planning office of the metropolitan area of San Salvador in the framework of the Metropolitan policy of territorial economic development. (FUSALMO (Fundación Salvador del Mundo), 2020, 00:52:00–01:47:00).

Even though the pilot ended in September 2020, Alexander Granados, Management and Curriculum Development Manager of the Ministry of Education stated that the after-school program will continue in order to provide students with the amazing experience they had during the pilot led by FUSALMO, EDUCO, EAX, and Plan Internacional, but it will be now led by MINEDUCYT. He also mentioned that the English language component has been one of the most important workshops and now the staff of the schools has an English Syllabus

created by Escuela Americana Extension which will be standardized in the country. Granados ensured that MINED is fully committed to continuing implementing the model in all public schools gradually. ((FUSALMO) Fundación Salvador del Mundo, 2020, 01:20:00–01:37:00)

Back in September 2020, Alexander Granados had confirmed that adding English to the curricula for 7th, 8th, and 9th grade nationwide through the educational model SI-EITP was going to be a gradual process and, with the COVID19 pandemic, it seemed that it would take even longer.

On January 27, 2021, El Salvador woke up to the news that deputies of the Legislative Assembly had approved with 54 votes decree 99 that contained the reform to the general education law to include the English language as part of the curriculum from kindergarten which would come into effect from January 2022 in order to allow centers to properly train their staff, prepare and adjust their curricula since the most recent English syllabus was created for elementary school only. This gives a lot of opportunity for all potential English teachers across the country to help and fulfill the community's needs (elsalvador.com, 2021).

It is important to remark that due to the suspension of classes because of the pandemic COVID19, extracurricular activities have been paused and will resume until further notice from the government. The Ministry of Education has centered all its attention on a temporary educational plan "Aprendamos en Casa" to deliver online classes, once the Government declares that schools and learning centers can open their doors, the model "Escuela Inclusiva de Tiempo Pleno" and the after-school program will continue.

In an interview with Martin Ulises Aparicio Morataya, Manager of Teacher Training and Development of MINEDUCYT, who works in the implementation of the educational model "Escuela Inclusiva a Tiempo Pleno", the research team was reassured that the model will continue after the national emergency due to COVID19.

In another question about the possibility of connecting the UES FLD social service with MINEDUCYT to provide human resources for the English workshop in the after-school program, Mr. Aparicio indicated that it is absolutely possible as long as there is communication between these two entities since UES works with some national institutions. (M.U. Aparicio, personal communication, June 10th, 2020).

Therefore, to achieve one of the objectives of this research document which is to create a communication channel between the FLD SUPS and MINEDUCYT, the research team proposes that the SUPS contacts the Ministry of Education's Human Development Unit (unit in charge of the social service programs carried out within the public sector) in order to build a strategy in where the FLD facilitates the human resources through the social service for the national English programs like Escuela Inclusiva a Tiempo Pleno and the After-School. The entities will set up the context and complete proper arrangements for this collaboration to happen.

In the final report presented by FOMILENIO II on January 2021, the sustainability of the SI-EITP education model passes onto the government of El Salvador, the report highlights 4 perspectives that will help to ensure the educational model continuity: Financial sustainability, Administrative Sustainability, Community Knowledge about the SI-EITP Model and make it their own, and sustainability with the support of the regional / Mesoamerican community (FOMILENIO II, 2021).

Financial sustainability:

The SI-EITP may be sustained over time without depending exclusively on financial resources, technical and administrative of loan projects by:

- Achieving an absorption gradual in GOES budget to MINEDUCYT.
- Management of financial aid with solidarity groups abroad that wish to promote SI-EITP of their territories of origin.
- Management of international cooperation funds to finance sub-projects.

- Management with non-governmental organizations, benefactors of education, business sector.

Administrative sustainability:

Considering the integrationist nature of the SI-EITP, its actions will rest on the ability to make alliances between:

- NGOs, GOs, and Private Companies of the territories
- Strategic participation of natural leaders of the territories
- Incorporation of goals and activities in the annual municipal plans
- International support organizations
- Network of universities
- National bodies or national networks for educational evaluation and research, coordinating with the counterpart networks of the other countries, forming a network Mesoamerican evaluation and educational research.
- Create agile and timely regional communication mechanisms for the exchange of experiences between educational networks, holding national and international congresses, public and open debates with educational actors in the region.

The University of El Salvador with the Foreign Language Department could contribute with the administrative and financial sustainability of the model "Escuela Inclusiva a Tiempo Pleno" and the After-School English workshop since the continuation of the program will rely not only on the current MINEDUCYT teaching staff but also on the participation of institutions that can provide support to decrease the necessity of financial means. In this way, the University of El Salvador with the FLD SUPS could establish an alliance with education centers' principals and department authorities to provide schools with students from both the Modern Languages major and the English Teaching major to do their social service as English teachers. Once the English curriculum for the public schools is adjusted by 2022, the public education centers could take FLD students to deliver the English classes. This can be a valuable element that will add quality

to the education by having properly trained teachers and will ensure the progress of the national model. Active participation through a relationship from institutions such as UES is exactly the type of aid these programs need and the University of Salvador has all the potential to provide a tremendous service and help.

Current Education Reality in El Salvador

As it has been shown through all this document the social service purpose is to serve the community in a way that is significant and meaningful for its individuals. The projects involved in social service must respond to the needs of the community taking its current reality into consideration.

In December 2019, a virus started spreading out in different countries, it continued moving from Asia to Europe and reached America. Early March, the dreaded virus called COVID19 hit El Salvador and people started to get infected so the government took measures to lower the risk of infection and try to avoid the virus from affecting the country as it affected other European nations.

One of those measures taken by the government and the one that concerns the research team the most is the classroom classes suspension. One of the measures taken to prevent COVID19 from spreading faster and being deadly is the practice of social distancing. On March 11th, 2020 the President of El Salvador, Nayib Bukele, ordered a nationwide suspension of classes, meaning that public schools, private schools, universities, and extracurricular learning centers must close their doors.

It is important to bring up the current situation that the country is facing and how education is being affected by the suspension of classes. It is well-known that education in El Salvador suffers from poor content quality and the lack of qualified teachers in some specific subjects such as English. The Ministry of Education and FOMILENIO II (FOMILENIO II, 2018) had recently launched a pilot program aiming to improve the quality of education and considered English to be reinforced and promoted a whole different approach.

The country's education system is facing one of the most challenging periods in its history since all kinds of classes and courses have been forced to adopt the distance learning style. Nobody was prepared for that sudden change; from the youngest modern teacher to the oldest and wisest teacher nationwide had to get ready and try to learn a whole new methodology in order to keep the education going.

Helga Cuellar-Marchelli (2020), author of the article *El sistema educativo salvadoreño frente a la pandemia del COVID-19* (The Salvadoran educational system in the face of the COVID-19 pandemic) published on the website of the Salvadoran Foundation for Economic and Social Development in El Salvador (FUSADES) talks about the problems that the education system is facing after the classroom classes suspension:

“First, there is the limited national capacity to suddenly adapt to online education schemes. Not all students have computers or other devices with an Internet connection. Based on the 2018 Multi-Purpose Household Survey (EHPM), it is estimated that of the total number of people aged ten or over who are students (1.1 million), only 61% use it and 44.8% do so from a cell phone. Access to this service is greater in urban areas (72%) than rural areas (41.5%); and, the higher the income level, the greater the probability that a student can use it. Only a third of those who are in extreme poverty and study have this service, in contrast to 70% of those considered non-poor. Internet access is less for those who study for some basic degree (44.5%) than for those who are in high school (80%) or attend university (94%). In short, the probability of having computers, cell phones or tablets with an Internet connection and receiving online classes from home is higher for those who study higher grades, are not poor, and live in the urban area.” (Cuéllar-Marchelli, 2020, para. 3)

Despite the institutions' goodwill and efforts of training their staff to adapt themselves and continue with their students' development, there are more factors that hinder the learning process during this time.

The Merriam-Webster dictionary defines distance learning as a method of study where teachers and students do not meet in a classroom but use the Internet, e-mail, mail, etc., to have classes. In order to accomplish this, the most important resource to have is the Internet, but as Cuellar-Marchelli mentioned in the cited article above, not all students have access to the Internet which makes it impossible for them to catch up and take advantage of the school year. Cuellar-Marchelli emphasizes the importance of the Internet connection.

“Second, if not all students have equal access to online education, it is most likely that learning inequalities will deepen during the pandemic. The loss of instruction due to the closing of schools can be cushioned, if there is access to an online education that facilitates curricular content and the possibility of interacting with teachers capable of teaching using technological tools. The problem is that, according to EHPM 2018 data, 47% of students from public institutions cannot take advantage of online education due to a lack of Internet access. For this group, the impact on their learning will depend on how much they can rely on other learning tools, such as printed work guides or the availability of educational television or radio programs.” (Cuéllar-Marchelli, 2020, para. 4)

The pandemic is leaving nations with a variety of obstacles to overcome. The Ministry of Education of El Salvador has been making a lot of efforts to improve the quality of education in public schools; the Full-time Inclusive Model and the After-School program seem to be a promise for the students' future.

The SI-EITP educational model has been created to increase students' labor opportunities, decrease school dropout cases, invite the community to continue serving, and help the future generations of the country. The University can provide quality human resources and help MINEDUCYT decrease the expenses that the workshops represent. William Pleitez affirms that the workshops are a low-cost implementation with significant results; however, new economic problems have arisen with the pandemic. This current situation that the country is facing is the perfect moment for the University of El Salvador through

the FLD SUPS to take part in the development and continuity of the academic progress of our country by working together with the government into a relation that allows the student population to perform a terrific service to the community in general. Even though there are projects where students already participate with an active role as educators of a second language in national and private institutions, there are other programs that have equal impact and necessity where the qualified, skilled students from the UES could significantly provide support by doing their social service hours. This will bring retribution from the university to society which is the main purpose of the existence of the Social Projection Unit and at the same time, it will benefit students to obtain more variety of projects that not only help academically but professionally.

METHODOLOGY

Research Methodology

To carry out this research, the research team held qualitative research, as it focuses on questions such as why something happens and how and what consequences it has. This characteristic fitted the research team needs to understand the areas of opportunity from the educational model and the Social Service that is being carried out, how to create a collaboration in which both parties can obtain a benefit that would be the result of such collaboration. The research was conducted from an observational perspective to provide an insight into the educational model "Escuela Inclusiva de Tiempo Pleno" and the after-school program by MINED.

The qualitative method allowed the researchers to get a glance of the benefits that could be obtained from a collaboration between the Foreign Languages Department Social Projection Sub Unit with the educational model "Escuela Inclusiva de Tiempo Pleno". In this sense, the research provides a way to interpret:

- The educational model and the after-school program.
- The way that social service is being provided by the university.

- The real purpose of the University's Social Service.

Qualitative research is a set of observation-based research methods used to deeply understand a phenomenon without using numerical data for it. This type of research focuses on questions such as why something happens, how often, and what consequences it has. (Rodriguez Puerta, n.d.).

Qualitative research is the methodological procedure that uses words, texts, speeches, drawings, graphics, and images to build an understanding of social reality, from a holistic perspective. (Universidad Autónoma del Estado de Hidalgo, n.d.). As a way to interpret social reality and the way in which people, groups, and cultures give sense to their experiences and the world they live in.

Qualitative Research pretends to understand areas where there's little or no knowledge about it. It is oriented towards the attitude, behaviors, and people's perception, in general, it prioritizes human conduct. It seeks a concrete concept that can embrace a part of reality and focus more on understanding rather than measuring.

Research Design

The term design in the framework of qualitative research refers to the general approach used in the research process, it is more flexible and open, and the field governs the course of actions (the participants and the evolution of events), in this way, the design adjusts to the conditions of the stage or environment. (Salgado Lévano, 2007).

The design of the research is a descriptive non-experimental design since it relies on observation, documentation, and description of aspects in a situation as it naturally occurs. This design does not involve the manipulation of variables to be studied. In other words, these variables are studied as they exist in the real world. ("Research Methods and Design," n.d.) The research team sought to describe and to provide an explanation about the possible benefits of the FLDs Social Service Sub Unit participation with the new educational model by

gathering and analyzing information related to the way social service is being carried out, the projects offered to students by the SUPS, about how the educational model works, and the fields in which the FLD students can get involved with it, the research team was able to present recommendations on how the two main components of the investigation can come together to have as a result benefits for FLD students and the students' community under the "Escuela Inclusiva a Tiempo Pleno" model.

It is necessary to emphasize that this way of gathering and analyzing aspects of events may serve as a starting point to generate important conclusions and recommendations.

Data collection

Based on what Bibliographical or Documentary Research is "bibliographical or documentary research can be described as any research that requires collecting information from published materials. It basically consists of studying or analyzing existing information of social or historical interest for a determined subject study or phenomenon"

This research pretends, according to an internet article about documentary research, (Bhat, n.d.) to follow a four-step approach to control the quality of the content: Authenticity of the documents, which implies whether the document source is reliable or not. This is the primary criterion of documentary research.

- **Document credibility**, which implies that the data is free from distortion and error and can be trustworthy.
- **Representativeness of the documents**, which means that with the inclusion of new factors documents get distorted, so is required a check to ensure the documents are representative.
- **The Meaning is derived from the documents**, as the researchers must find out whether the document fits within the historical background or not.

Due to restrictions by the ongoing global pandemic caused by the CORONAVIRUS disease: COVID19 and the limitation of access to physical information, the internet has become a vital resource to carry out this bibliographical research. It helped to get access to online documents, articles, and research forums, books, magazines, essays, etc. The data collected was analyzed and organized from **Primary to Secondary resources**.

Primary resources:

All direct and personal communication through email or phone calls with people involved in the educational model “Escuela Inclusiva a Tiempo Pleno”, and SUPS staff that can provide information.

- Personal communication with Martin Ulises Aparicio, Manager of Teacher Training and Development of MINEDUCYT works in the implementation of the educational model “Escuela Inclusiva a Tiempo Pleno”.
- Personal communication with the former head of SUPS Lic. Jorge Aguilar.
- Personal communication with the former coordinator of SUPS Lic. Francisco Rodriguez.
- Personal communication with the current coordinator of SUPS Lic. Francisca Aguillon.

Due to the COVID 19 pandemic, face-to-face interviews were not possible to be carried out. Emails were sent requesting information and/or documentation to support this research, unfortunately, there were no answers provided from the SUPS points of contact. On the other hand, Martis Ulises Aparicio provided answers to a short interview sent via email.

Secondary resources:

Several reports, articles, websites, and online resources that can provide

quality information about the topic were used for this bibliographical research project. Due to the COVID 19 pandemic, secondary resources are online or PDF documents.

The list of secondary resources can be found in the annex (Annex 1. Secondary resources). The resources have been listed based on the importance of the information. It contains the location (link) and keywords to facilitate the use of each resource.

CONCLUSION AND RECOMMENDATIONS

To sum up, Social Service is not just a milestone in students' career towards a title, this is the first glance to what the real labor world is like, it is the first encounter they have to understand the needs of the surrounding society, it is the first time they can prove they are ready to be part of a growing country, students can demonstrate that they have what it takes to develop the profession they have chosen, it is the time for society to receive such valuable help. Social Service aims to connect future new workers with communities in need.

The University of El Salvador through the FLD has high qualified resources to give added value to the model "Escuela Inclusiva a Tiempo Pleno" with active cooperation. Students ready to begin their social service must meet established requirements such as having completed 80% of their degree, this, with the purpose of ensuring adequate preparation of the student, in such a way that the quality of the English teaching as a foreign language and a satisfactory development in the different areas of didactic performance are highly guaranteed.

The students of the FLD are mostly trained to become educators of English as a foreign language; in a country like El Salvador, skilled English educators are in high demand in the public sector and by 2022 this demand will increase even more. The Ministry of Education had been trying to include English as a second language and had failed to succeed. Now, with the model "Escuela Inclusiva a Tiempo Pleno", the After-School program and the new changes to the curricula planned for the year 2022 of adding English beginning from kindergarten the future of the country looks promising. If communication between the Ministry of Education and the SUPS is established, Social Service is surely the answer to the need of English educators for the country. The FLD and the SUPS are definitely one of the keys to succeed in the attempt of improving education in the country if the FLD gets involved and starts to truly encourage students to help the nation.

In order for this investigation to transcend, the research team has the following recommendations:

FLD SUPS

- To have an official document with the available social service projects. This document should be constantly updated with the current projects and it should be available on the SUPS online website and SUPS Facebook page.
- To keep a record book with the number of beneficiaries in a community through a social service project from a student of the FLD; such number can be taken from the students' Social Service final report in which this data is already required.
- To contact the Ministry of Education human development area and form an alliance to provide human resources for the upcoming English implementation plans.

FLD faculty

- To encourage students to be part of significant social service programs by having constant meetings about the purpose of social service and the available projects.
- Professors should use their classes not only to teach content but to urge students to care about their community and look for ways to help through their social service.
- Didactic teachers must constantly remind students of the Modern Languages Teaching Option and the English Teaching major the responsibilities their vocation involves.
- To not only have a final investigation or research project to graduate but also to have a person in charge of verifying the quality of educators that result from students who have culminated the Modern Languages Teaching Option or the English Teaching major so they are capable of fulfilling the role of a future teacher.

ANNEX

1. Secondary resources table.

Ref #	Content	Location	Key word
1	<p>General Regulations for Social Projection of the University of El Salvador</p> <p>Document. Regulation of social service within the University of El Salvador. It describes how the Social Projection Unit administers and organizes its functions. Rights and duties of each member involved in the process of social service.</p>	<p>http://www.jurisprudencia.ues.edu.sv/proyeccionesocial/documentos/Reglamento%20Proyeccion%20Social.pdf</p>	Social service
2	<p>Secretary of Social Projection of the University of El Salvador</p> <p>Website. It describes what Social Service is. It mentions its objectives, mission, and vision for the University of El Salvador regarding social service.</p>	<p>http://proyeccion-social.ues.edu.sv/index.php/proyeccion-social</p>	Social service
3	<p>Compilation of University Legislation</p>	<p>https://www.ues.edu.sv/legislacion_universitaria</p>	Social service

	<p>Document. Organic Law. It explains how the University of El Salvador operates. Laws, rights, and duties in all areas of the University including social service.</p>		
4	<p>Foreign Language Department Website. History of the Foreign Language Department majors. Mission and vision.</p>	<p>http://idiomas.ues.edu.sv/index.php/quienes-somos</p>	Foreign Language Department
5	<p>Full-Time Inclusive School Model Document. It describes the full-time inclusive model as an opportunity to improve the quality of education. Proposes the after-school program in which English is one of the workshops included.</p>	<p>https://www.fomilenioii.gob.sv/modelo-de-escuela-inclusiva-de-tiempo-pleno-en-el-salvador--2</p>	Full-time Inclusive School Model
6	<p>Promotion of the full-time Inclusive School model, a commitment to improving the quality of education. Online article. It mentions the number of students who have been impacted by this model, the</p>	<p>https://www.fomilenioii.gob.sv/impulso-del-modelo-de-escuela-inclusiva-de-tiempo-pleno-una-apuesta-para-mejorar-la-calidad-de-la-educacion</p>	Full-time Inclusive School Model

	<p>achievements, and challenges. English is one of the strongest areas to be implemented.</p>		
7	<p>MONITORING AND EVALUATION PLAN Fomilenio SI EITP</p>	<p>https://www.fomilenioii.gob.sv/los-inform-es-de-caracterizacion-de-los-si-eitp</p>	<p>Full-time Inclusive School Model</p>
8	<p>COMPITE 2021 Document. Educational proposal looking to adapt the study programs of the English subject in 2004.</p>	<p>https://www.oei.es/historico/quipu/salvador/index.html</p>	<p>History of Educational Programs</p>
9	<p>“The Importance Of Creating Links Between The University Of El Salvador And Government Institutions...” Research document. It compares the number of social service projects proposed for both communication and teaching in the Modern Languages Major.</p>	<p>http://ri.ues.edu.sv/id/eprint/16085/1/14103334.pdf</p>	<p>Social Service</p>
10	<p>“Pertinencia de las asignaturas...” Research document. It describes the subjects for the English</p>	<p>http://ri.ues.edu.sv/id/eprint/12146/1/14102893.pdf</p>	<p>Foreign Language Department</p>

	Teaching major. It mentions the CEFR level that students are supposed to achieve at the end of some specific subjects.		
13	<p>Collaboration of different faculties for the creation of alcohol gel</p> <p>Online article. The University of El Salvador joined different departments to create alcohol gel due to the need for it during COVID19.</p>	https://eluniversitario.ues.edu.sv/diferentes-facultades-de-la-ues-inician-produccion-de-alcohol-gel/	Social Service Projects
14	<p>Social Projection Magazine 4th edition 2015</p> <p>Online magazine. Students' community of the University of El Salvador come together to share their knowledge with the community through different projects. It presents the different activities in which social service can be done.</p>	http://proyeccionsocial.ues.edu.sv/index.php/component/content/category/45-revista-online	Social Service Projects
15	<p>Ministerial Circular 2 - After school program</p> <p>Document. Information about different after-school activities for students to learn through more</p>	http://www.mined.gob.sv/jdownloads/Circulares%20Institucionales/Circulares%202019/Circular%202.p	After school program

	ludic activities. It mentions the number of extra hours for parents to be informed.	df	
16	<p>What is documentary research? Examples, methodology, advantages, and disadvantages</p> <p>Website. Useful information about data collection.</p>	https://www.questionpro.com/blog/documentary-research/	Methodology
17	<p>Salvadoran education system against the pandemic COVID-19</p> <p>It talks about the different challenges that the Salvadoran education system faces due to the pandemic COVID19. It shows why online education in El Salvador is not as good as expected.</p>	http://fusades.org/lo-ultimo/blog/el-sistema-educativo-salvadore%C3%B1o-frente-l-a-pandemia-del-covid-19	COVID19
18	<p>Anahuac Universities Network</p> <p>Website. It defines social service, states its objectives, and clarifies what social service is not.</p>	https://redanahuac.mx/app/serviciosocial/portal/?pag=info	Social Service
19	<p>Social Projection Subunit of the Department of Foreign Languages</p> <p>Facebook post. Project to work on social service within the university campus.</p>	https://www.facebook.com/sups.idiomas/posts/2419778391579447	Social Service Projects

20	<p>Social Projection Subunit of the Department of Foreign Languages.</p> <p>Facebook post. Social service teaching English in CONACYT project.</p>	<p>https://www.facebook.com/sups.idiomas/posts/2535557753334843</p>	Social Service Projects
21	<p>Social Projection Subunit of the Department of Foreign Languages.</p> <p>Facebook post. Social service teaching English to MINEDUCYT professionals.</p>	<p>https://www.facebook.com/sups.idiomas/posts/2542491675974784</p>	Social Service Projects
22	<p>English Teaching Major Description.</p> <p>Website. It presents the mission and vision of the major. The objectives and labor-areas for students who obtain this degree.</p>	<p>http://secretariagenرال.ues.edu.sv/index.php?option=com_content&view=article&id=18&Itemid=84</p>	Foreign Language Department
23	<p>Modern Languages Major Description.</p> <p>Website. It presents the mission and vision of the major. The objectives and labor-areas for students who obtain this degree.</p>	<p>http://secretariagenرال.ues.edu.sv/index.php?option=com_content&view=article&id=24&Itemid=85</p>	Foreign Language Department
24	<p>The National Autonomous University of Mexico.</p>	<p>https://www.dgoserv.unam.mx/portaldgose/servicio-social/htmls/ss-universitario</p>	Social Service

	Website. It defines social service and categorizes it in three different spheres.	/ssu-definicion.html	
25	UNESCO-IBE. World Data on Education. “Plan Decenal de Reforma Educativa en Marcha” Document. Beginning of education system modifications by the Ministry of Education. This was proposed while globalization was starting. English was not taken into account in this proposal.	https://www.oei.es	Education in El Salvador
26	Plan nacional de educación 2021: una oportunidad para el desarrollo. Document. It presents the results, critics, and challenges of the education plan 2021. This proposal is important because COMPITE (English program) was part of it.	http://fusades.org/sites/default/files/investigaciones/boletin_economico_y_social_no_233_plan_nacional_de_educacion_2021_una_oportunidad_para_el_desarrollo.pdf	Education in El Salvador
27	The National Autonomous University of Hidalgo.	https://www.uaeh.edu.mx/scige/boletin/tlahuelilpan/n3/e2.html	Methodology

	<p>Website. It explains the differences between qualitative and quantitative research, the process to follow in research.</p>		
29	<p>Qualitative research: characteristics, types, techniques, examples</p> <p>Website. It describes the characteristics of qualitative research.</p>	<p>https://www.lifeder.com/investigacion-cualitativa/</p>	Methodology
30	<p>Quality investigation, designs, evaluation of the methodological strictness and challenges</p> <p>Website. It provides details about the research design.</p>	<p>http://www.scielo.org.pe/scielo.php?script=sci_arttext&pid=S1729-4827200700010009</p>	Methodology
32	<p>Vamos a la Escuela</p> <p>Document. Educational plan 2009. It describes the objectives of the proposal. Includes information about the English subject. One student, one laptop project.</p>	<p>http://cuscatlan.min.ed.gob.sv/download/Institucional/progr_ama-plan-social-educativo-vamos-a-la-escuela.pdf</p>	Education in El Salvador
33	<p>Foreign Language Department Volunteer Interpreters</p>	<p>https://www.facebook.com/groups/627562054043341</p>	Social Service

	<p>2015-2017.</p> <p>Facebook post. University of El Salvador students volunteered as interpreters to the community.</p>		Projects
34	<p>English Tourist Guidebook for the National Aviation Museum and the Elaboration of the Tourist Guide Profile in English</p>	PDF file	Social Service Projects
35	<p>English Class Assistant at Dr. Doroteo Vasconcelos School Center</p>	PDF file	Social Service Projects
36	<p>Didactic-Administrative Program at the Migratory School of Justice and Public Security of El Salvador</p>	PDF file	Social Service Projects
37	<p>Research Methods and Design</p> <p>Website. Definition and explanation of research methods and designs.</p>	<p>https://course.oeru.org/research-methods/modules-1-3/module-3-research-design/narrative-research-design/</p>	Methodology

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