UNIVERSIDAD PEDAGÓGICA DE EL SALVADOR
FACULTY OF EDUCATION



TOPIC OF THE THESIS:

"Comparative analysis of the curricula from different universities, which offer the Bachelor of Arts in English language around the metropolitan area of San Salvador, 2009 -2010."

BACHELOR OF ARTS, ENGLISH MAJOR

PRESENTED BY

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TABLE OF CONTENTS **PAGE**

Introduction i

Objectives iii

CHAPTER I: CONCEPTUAL FRAMEWORK

1.1 Background 1

1.2 Justification 7

1.3 Statement of the Problem 8

1.4 Findings and Limitations 10

1.5 Concepts and Categories 12

CHAPTER II: THEORETICAL FRAMEWORK

2.1 Theoretical and Methodological Foundation 14

2.2 Empirical framework 27

2.3 Theoretical and Methodological Formulation of the Research 54

2.4 Development and Theoretical Definition 56

CHAPTER III: OPERATIVE FRAMEWORK

3.1 Description of the Research Subject 59

3.2 Data Gathering Procedure 67

3.3 Specification of the technique to analyze the information 70

3.4 Suggestions and considerations 72

3.5 Chronogram 74

3.6 Resources 77

3.7 Preliminary table of contexts on final report 78

3.8 Bibliography 83

Attachments 86

INTRODUCTION

Nowadays, the learning of English Language is important, because the changes related with to society, economics, politics, and education fields are occurring day by day. The curriculum has to be elaborated in a methodological and didactical way, to offer the best options to the students, and try to comprehend the complexity and the importance of the learning of the English Language. For these reasons, the students have to be encouraged in order to improve their abilities, and their knowledge; in this way, they will be able to face the challenges according to their major, and society´s needs.

This thesis is presented in three chapters. Chapter I, the “Conceptual Framework,” provides the Justification that is why, this research has been elaborated. This chapter is divided into five sections. The Background describes the learning of English into the superior education, and the legal requirements established by the Ministry of Education. In addition, it has been established the essential components to design the curriculum such as; Sources of the Curriculum and the Essential Components for Teaching English. The Justification, establishes the importance and benefits of learning English, for Salvadoran students, and the elemental parts for improving the English curriculum. The Statement of the Problem it establishes the questions that have been guiding this research. These are close related with the education changes, and the challenges to face according to globalization. The Finding and Limitation section includes how the universities have faced different difficulties , and took the advantages about the opportunities,

to offer the best option into the English careers. The final section, introduces a review of Concepts and Categories that will be used in further chapters.

In the second part of this research, it is presented Chapter II, it includes the Theoretical Framework, which is organized in the following sections: Methodological and Theoretical Foundation, in which has been compared different theories from authors. These have contributed with information about the importance of the curriculum in the superior education, the different types of syllabus, and how to choose the best educational program according to each situation. At the same time, these authors refer to a professional major, and the professional profile, as well as the structure and the evaluation of the curriculum. The Empirical Framework includes the procedure followed to develop the field work, as the method used to collect data, a brief summary of the population, and the techniques to collect data. Also, in this research it was necessary to include the history about four universities that have chosen to develop this project.

Also, it was mandatory to design the instruments such as: **questionnaires** given to the freshmen and graduated students. These were designed to get information related with the needs and expectations that those students have. In the same way, it was designed a written interview, given to the professors to know their professional point of view, based on their experience about didactic, and specific parts of the curriculum. In addition, the researchers consider this project provides information about the comparison of the curriculum into the Superior Education to reinforce the curriculum definition, and provide this information at Universidad Pedagógica de El Salvador, to offer and support in the best way the English Language major. Therefore, in this part it has been added a comparison table that

establishes the different components to design a curriculum in the English Language. Furthermore, the Theoretical Methodological Formulation presents the contraposition of the authors that have contributed to the study, taking into account the findings and limitations into the curriculum context.

The development and Theoretical Definition describes how the Superior Education has been improved in El Salvador. Taking into account, the changes done by the Ministry of Education, and the legal requirements established by the universities, in order to change, innovate, and offer new options to students.

The last part is Chapter III, it has been elaborated focused on the Operative Framework. It contains elemental details that are the results of the investigation, and at the same time, the information included in this part is the results according to the objectives that were established at the beginning of this project. So, this part includes: Describing the Subjects of the Research, it describes the development of the curriculum, and the importance of this into the learning process. In this sense, the researchers have identified the limitations that the universities faced when they started to offer the English career, and also, the important changes that have happened into the Education System in El Salvador (1995). It is mentioned, the improvement of the English Language career because the institutions of superior education have identified the elemental parts of the curriculum such as the cultural, social aspects, as well as the expectations of the students. A very important comparison about different Educational Programs in English from four universities around the Metropolitan area of San Salvador, that offers the same specialties in English. In the same way, the Analysis of the Data shows interesting information

gotten from the freshmen, and the graduated students, as well as the professors and coordinators of those universities. These people have contributed to elaborate this useful project about Curriculum and its improvement. In addition, the Specification of the Technique to Analyze the Information and the Chronogram. The first one includes a detailed explanation to comprehend the results, according to the work done during the fieldwork, and the second establishes in a detailed way using a timeline about activities done during the research. Finally, the Resources used during this work, including human, logistic, and economics, as well as the Preliminary Table of Contents of the Final Report, which is a very brief summary of the three important parts of this project such as: Conceptual Framework, which refers to the findings and limitations about curriculum, Theoretical Framework focused on the field work vs. different theories related with English educational programs, and the Operative Framework includes, description of the subjects of the project and own conclusion from the researchers. The last ones are the bibliography and the attachments, which are the theoretical real findings as reinforcement to support this research project.

GENERAL OBJECTIVE

To evaluate the Bachelor of Arts in English Language, curriculums from different universities around the Metropolitan Area of San Salvador.

SPECIFIC OBJECTIVE

To use information from the comparative analysis of other universities in the metropolitan area, to provide the Universidad Pedagógica with curriculum options, and to reinforce philosophical definitions of curriculum in the Bachelor of Arts in English Career.

CHAPTER I

CONCEPTUAL FRAMEWORK

1.1 Background

All the information gotten in this research shows many important points into the English learning field. Therefore, when the researchers compared from different experts who have given plenty information about the English curriculum, in order to improve the options to offer in the institutions of superior education, according to society´s needs. There, was a result that different universities offered the Bachelor of Arts in English in1980, so, the English Language has been taught and included into the curriculum recently.

Therefore, this document describes a detailed framework, gotten from the different universities around the Metropolitan area of San Salvador. Natalia Mercado who is in charge of the Superior Education Department of the Ministry of Education, says that the Universidad de El Salvador offered the Bachelor of Arts in English for the first time, but did not exist a legal document from the MINED, because in that time, they did not create a law to give the official permission to offer this career.

Nowadays, the MINED has created the Evaluation Requirements and Updated Syllabuses[1], which according to article 57, part “B” of Superior Education Law of El Salvador, establishes the legal requirements to add and modify the syllabus every five years at lea

[1] MINED “Evaluation Requirements and Updated Syllabuses”, pp. 2 and 6

In addition, the Ministry of Education has supported the English teachers to improve their abilities for teaching with the “COMPITE” program. However, this Ministry of Education does not support in the pedagogical field to the universities because, these institutions choose the best way to change or modify the syllabuses, according to the Superior Education Law, article 48. At the Universidad de El Salvador, BA. Nicolás Ayala, who is in charge of the English Language department, said this university offered the B A. in English in 1972. Then the B.A Jesús Orlando Castro (R.I.P.) and the B.A. Sara Méndez Gómez, proposed to the MINED to modify the English Language syllabus, based on the different programs from some universities of the United States of America, in order to support the English Language students; giving them an opportunity to get a job in the airports, Call Centers, and into the Teaching field.

When the BA. Fabio Castillo was working in the Universidad Nacional, he proposed a new option to offer the English career in 1994 and the career was named: “Bachelor of Arts in English Teaching” and at the same time, offered the Bachelor of Arts in Modern Languages with specialty in English and French. On the other hand, the B A. Wilfredo Marroquín, who is in charge of the English Language department of the Universidad Tecnológica, said the B.A. in English was offered in 1981, and this specialty was created according to the society´s needs based on: Business Administration, and Engineering field. This university has oriented the students into the different areas such as: Tourism, Translation, Interpretation, Teaching fields and for the Call Centers, related with the political and economic needs as a result of the TLC. This university compared the B.A. in English from the Universidad de El Salvador syllabus. At Universidad Francisco

Gavidia, we got an interview with the B A. Rafaél Ahuath, coordinator of the Faculty of Humanities. He said that the B.A in English was offered in 1985, according to the society´s needs because "professionals face the challenges of the globalization in modern times". Also, the syllabus has a technical, methodological, and didactic special part, and that means the students could get better opportunities in order to improve their abilities for communicating with people from other countries, and at the same time the syllabus has the TOEFL preparation as subject, and at end of the career students get the exam with many possibilities to pass it, but the TOEFL is not a requirement to graduate he said.

Finally, when the Universidad Don Bosco, was visited the researchers got an interview to Milton Asencio, who is in charge of the English department. There, he said "This institution offered the B.A. in English with the specialty in Tourism, and the B.A in English Teaching in 2008. Before to offer this career, the experts compared different syllabuses from some universities such as: Universidad Pedagógica (UNPES), Universidad de El Salvador (UES), Universidad Tecnológica (UTEC) and, Universidad Francisco Gavidia (UFG). Mr. Asencio said in 1998, the university offered the English Teaching career

(3 years) and that syllabus had an 80% in pedagogical area, and only the 20% in English, but the English career that they are offering today has a lot of information about English field.

1.1.1 S*ources of the Curriculum*

According to the different opinions from the people who have been studying into the analysis, comparison, and the planning of the syllabuses in El Salvador, there are other theories established by different authors, and these help us to comprehend more about the curriculums.

- The socio- cultural aspect

Some authors refer to this source of the curriculum as a society. “This is a crucial source, since it provides essential social, and cultural elements that should be incorporated into the curriculum, to ensure that the educational process responses the needs, demands and expectations. In planning the curriculum, the socio-cultural aspect, provides regarding the expectations and social demands that a country has in the type of man and society that aspires. In this sense, it provides more relevant customs and traditions in present society. This means, this source provides the essential socio-cultural background that characterizes the social group they belong to the students who were planning the curriculum[2].”

- The student

This source is essential for planning the curriculum, as it provides information related to the expectations that have been in the type of man who would like to be, in terms of values, skills, abilities, knowledge and so on. In the Practice of English Language Teaching, Jeremy Harmer considers in their individual social role.

It also provides information related to the idiosyncrasy of the particular characteristics of the individuals who make up a given society.

- The areas of knowledge

[2] Guillermo Bolaños y Zaida Molina Bogantes, “Introduction of the Curriculum”, pp. 69,70, and 71.

This source curriculum provides the elements of culture that are systematically incorporated into the curriculum in various forms and levels of the education system. These are the sciences, arts and technical knowledge that the summary of an era in a given society, among them are: the natural and social sciences, arts, religion, computer science, textbooks, and so on.

It is important to note that the curriculum sources should be used from a holistic perspective. This is that the contributions from the socio-cultural context, students and areas of knowledge, should not be taken in isolation but in an inclusive way. For example, expectations as the type of student will be intimately related to social demands, while the elements from the areas of knowledge must be relevant to the full individual and social expectations evident in the contribution of other sources curriculum.

1.1.2 E*ssential components for teaching English language*

To design a curriculum includes the selection of materials to be offered, and should be done in logical sequence, experts must apply the followings aspects: Learning skills, logic order of the subjects, topics to develop and vocabulary according to each area.

- Syllabus design criteria.

When designers put syllabuses together they have to consider each item for inclusion on the basis of a number of criteria.[3] This will not only help them to decide if they want to include the item in question, but also where to put it in the sequence. However, these different design criteria point in many cases, to different

[3] Jeremy Harmer, "The practice of English Language Teaching" pp. 295, and 296.

conclusions. The syllabus designer has to balance such competing claims when making decisions about selection and grading.

- Learn ability: Some structural or lexical items are easier for students to learn than others. Thus, we teach easier things first and then increase the level of difficulty as the student's language level rises.
- Frequency: It would make sense, especially at beginning levels, to include items which are more frequent in the language, than those that are only used occasionally by native speakers.
- Coverage: Some words and structures have greater coverage (scope for use) than others. Thus, we might decide on the bases on coverage, to introduce the going to future before the present continuous with future reference, if we could how that going to could be used in more situations than the present continuous.
- Usefulness: The reason that words like book and pen figure so highly in classrooms, (even though they might not be that frequent in real language use), is because they are useful words in that situation. In the same way, words for family members occur early on student's learning life because, they are useful in context of what students are linguistically able to talk about.

1.2 Justification

In modern times the students of English Language must be prepared in order to face both difficulties, and opportunities in their lives. Therefore, students have to improve their knowledge and skills related with their major. For these reasons, there are different ways to offer the English Language career in El Salvador such as: Bachelor of Arts in English with the specialties in Teaching, Business, Tourism, Translation and Interpretation, Public Affairs, Airports, as well as Telecommunication Companies, Hotel Management and others. Therefore, this research is based on the "Comparative analysis of the curriculums from different universities, which offer the Bachelor of Arts in English Language around the metropolitan area of San Salvador, to provide the Universidad Pedagógica with curriculum options, and to reinforce philosophical definitions of Educational Plan in the Bachelor of Arts in English Career.

Finally, this work gives a general view about the curriculum, because it is necessary to comprehend the importance of the elemental parts of the curriculum, focused on an adequate methodology and didactic according to designers´ experience. Therefore, this research includes the different aspects that experts must take into account to design a curriculum such as: Social Planning for people, Institutions´ policies based on the MINED´s legal requirements, Freshmen´s cultural background and values, Planning, related with the future, focused on society and students' needs and at the same time related with science and technology, because Salvadoran professionals must face the social and economic changes day by day.

1.3 Statement of the Problem

in order to lead this research, it has been asked the followings questions: Firstly, have people identified the importance of the elemental parts that the curriculum includes? Do they offer different options related with the expectations of the students and from the society´s needs even though, all the education changes that have happened?[4]

Actually, as it has been said before, there happened plenty of changes into the educational context before and after 1995. However, there were some institutions of superior education in El Salvador, which did not change the way to offer the educational programs in specific fields.

Others did not work into the legal requirements of the Ministry of Education. Nowadays, there are some universities, which have been improving their educational programs, according to the changes that have happened according to social and cultural needs of the society. But, not all universities have improved the curriculum today because; those have got problems related with material, economical, and human resources as MINED´s legal requirements.

Secondly, is the curriculum based on the knowledge, values, and technological needs, in order to improve the English Language level, to face the challenges into the labor, as a fundamental part of the education according to the global development? In fact, at the beginning, the universities offered the English careers based on teaching context, and hotel management and those institutions did not identify the importance to change and improve the options to offer the careers according to the real needs from the students and the society. Because, in that

[4] Fryda Díaz Barriga Metodología de Diseño Curricular para la Educación Superior, Planeación Educativa p.45

time Salvadoran people were living the social changes and at the same time the civil war. There were many reasons to get away from El Salvador the companies and the opportunities for professionals. But, at the end of the civil war in 1992, most of the universities started to include different aspects based on social, economic, and cultural context such as: Tourism, Conventions, Hotel Administration, International Business, and Education. Another field is the Technology that has been increased, into the Telecommunications companies, and Technical learning related with the flights attendance at airports.

Therefore some universities have supported to students by giving them, the opportunity to choose the best options, in order to face the economical changes, cultural challenges, and technological needs into the labor field.

Consequently, in modern times all the institutions of superior education must include into the curriculum, an innovating way to find out the solutions related with the problems into the education and in the labor, and try to give possible solutions to face in this way the real cultural needs and real problems, that El Salvador is facing.

1.4 Findings and Limitations

At the beginning of the decade of the 70´s the English Language major has faced both, opportunities and difficulties. First of all, Orlando Castro (R.I.P) and Sara Mendez proposed, to the Ministry of Education a model of a curriculum based on different curriculums from universities of the United States because, there was not any information about of B.A in English Language in El Salvador[5].Therefore, there were professionals in this area that suggested changes in planning as Fabio Castillo, who was the Dean of the Universidad de El Salvador in 1972[6]. There, he identified the society´s needs into the labor field, and in 1994 he changed the name of the B.A English Language and the new career was named: "B A. in English Language with the specialty in Teaching". Castillo´s work, is related with the Guillermo Bolaños y Zaida Molina Bogantes´ theory because, in their book: "Introduction of the Curriculum", they consider that the Sources of the Curriculum such as: socio-cultural aspect, the student, and the areas of knowledge, should be incorporated into the curriculum to ensure that the educational process responses the needs, demands, and expectations from the society. In the same way, Jeremy Harmer establishes in his book: "The Practice of English Language Teaching". "When designers put syllabuses together, they have to consider each item for inclusion on the basis of a number of criteria. The syllabus designer has to balance such competing claims when making decisions about selection and grading[7]. Therefore, the Francisco Gavidia University, included into its syllabus the TOEFL preparation as a subject, as a result of the

[5] B.A. Natalia Mercado, Department of Superior Education, Ministry of Education, MINED

[6] B A. Sara Méndez, English Department , Universidad Nacional de El Salvador

[7] Jeremy Harmer, "The practice of English Language Teaching" pp. 295, and 296.

real needs from the students, and in this way they will be able to pass the TOEFL at the end of their career. On the other hand, the Don Bosco University, offered the B A. in English Language since 2008. However, in 1998 offered a degree in English for three years, and the curriculum had an 80% of the information in Spanish and only a 20% in English Language . Nowadays, this University offers the B A. in English with the specialty in "Tourism" and "Teaching", as innovation for learning English, offering different options related to the economic and social moments that we living in our country as a result of the globalization. This is related with David Graddol, because he points out, that "The growing language community in the USA is Hispanic, and is springing up both, the North and South American continents, it is highly possible that in the future, the entire American continent will be an English-Spanish bilingual zone", because the globalization is increasing day by day.[8] In addition, the Ministerio de Educación M.I.N.E.D, has designed a document named: "Updating Evaluation and Criteria for Curriculum," which according to the Superior Education Law, article 57, part "B, " establishes the requirements for the universities to change the syllabus every five years at least, but at the same time, this Ministry does not support in didactic and pedagogical ways to the Universities, because according to the General Education Law, these institutions have their own autonomy to decide themselves the planning of the curriculum[9].

1.5 Concepts and Categories

[8] David Graddol 1997 "The Future of English" pp. 5,and 6
[9] MINED "Evaluation Requirements and Updated Syllabuses", pp. 2 and 6

The research to be studied comprises different definitions. COMPARATIVE ANALYSIS. It is a detailed study which analyzes the variables of a whole. A comparative analysis can be a research, which takes in account different aspects from the environment, identifying special information in order to design the best options for students. CURRICULUM: Has numerous definitions, which can be slightly confusing. In its broadest sense a curriculum may refer to all courses offered at a school. This is particularly true of schools at the university level, where the diversity of a curriculum might be an attractive point to a potential student[10].GLOBALIZATION. Is a set of theoretical proposals that emphasize two major trends: (a) global communication systems, and (b) economic conditions, especially those involving the movement of financial resources and trading can communicate[11]. METHODOLOGY: Methodology consists, of "The methods and principles used for doing a particular kind of word, especially scientific or academic research."[12] In other words, the methodology is the easier way to teach, in order to give the best ideas to comprehend something. SYLLABUS DESIGN CRITERIA. To design a curriculum, include the selection of materials to be offered and should be done in logical sequence, experts must apply the followings aspects: Learning skills, logic order of the subjects, topics to develop and vocabulary according to each area. The syllabus designer has to balance such competing claims when making decisions about selection and grading,[13] and at the same time, they have

[10] http://www.wisegeek.com/what-is-curriculum.htm, Wikipedia, the free encyclopedia.

[11] David Graddol 1997 "The Future of English" pp. 5,and 6

[12] MacMillan Dictionay, MacMillan Publishers Limited 2002, pp.882

[13] Jeremy Harmer, "The practice of English Language Teaching" pp. 295, and 296.

to include these important parts into the planning: learnability, frequency, coverage, and usefulness.

Finally, the acronyms used in this part of the research are the followings: “MINED”, means Ministerio de Educaciòn de El Salvador, “UES”, Universidad de El Salvador;

“UFG”, Universidad Francisco Gavidia, “UTEC”, Universidad Tecnològica de El Salvador, and “UDB”, Universidad Don Bosco.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Methodological and Theoretical Foundation

The difference between curriculum and syllabus: Curriculum is a very general concept, which involves consideration of the whole complex of philosophical, social

and administrative factors, which contribute to the planning of an educational program. Syllabus, on the other hand, refers the subpart of curriculum, which is concerned with a specification of what units will be taught. Allen distinguishes at least six aspects of levels of curriculum: Concept Formation, Administrative Decision, Syllabus Planning, Materials Design, Classroom Activities, and Evaluation[14].

2.1.1 *The place of the syllabus*

A language teaching syllabus involves the integration of subject matter (what to talk about) and linguistic matter (how to talk about it); that is, the actual matter that makes up teaching, where the content also plays an important part in determining the kind of syllabus used. The choice of a syllabus is a major decision in language teaching, and it should be made as consciously and with as much information as possible. There has been much confusion over the years as to what different types of content are possible in language teaching syllabi and as to whether the differences are in syllabus or method. Several distinct types of language teaching syllabi exist, and these different types may be implemented in various teaching situations.

2.1.2 S*ix types of syllabi.*

Although six different types of language teaching syllabi are treated here as though each occurred "purely," in practice, these types rarely occur independently of each other. Almost all actual language teaching syllabi are combinations of two or more

[14] Dubin, F., & Olshtain, E. (1986). "Course design: Developing programs and materials for language learning." Cambridge University Press.

of the types defined here. For a given course, one type of syllabus usually dominates, while other types of content may be combined with it. Furthermore, the six types of syllabi are not entirely distinct from each other. For example, the distinction between skill-based and task-based syllabi may be minimal. In such cases, the distinguishing factor is often the way in which the instructional content is used in the actual teaching procedure. The characteristics, differences, strengths, and weaknesses of individual syllabi are defined as follows:

1. "A structural (formal) syllabus." The content of language teaching is a collection of the forms and structures, usually grammatical, of the language being taught. Examples include nouns, verbs, adjectives, statements, questions, subordinate clauses, and so on.

2. "A notional/functional syllabus." The content of the language teaching is a collection of the functions that are performed when language is used, or of the notions that language is used to express. Examples of functions include: informing, agreeing, apologizing, requesting; examples of notions include size, age, color, comparison, time, and so on.

3. "A situational syllabus." The content of language teaching is a collection of real or imaginary situations in which language occurs or is used. A situation usually involves several participants who are engaged in some activity in a specific setting. The language occurring in the situation involves a number of functions, combined into a plausible segment of discourse. The primary purpose of a situational language teaching syllabus is to teach the language that occurs in the situations. Examples of situations include: seeing the dentist, complaining to the landlord, buying a book at the book store, meeting a new student, and so on.

4. "A skill-based syllabus." The content of the language teaching is a collection of specific abilities that may play a part in using language. Skills are things that people must be able to do to be competent in a language, relatively independently of the situation or setting in which the language use can occur.

While situational syllabi group functions together into specific settings of language use, skill-based syllabi group linguistic competencies (pronunciation, vocabulary, grammar, and discourse) together into generalized types of behavior, such as listening to spoken language for the main idea, writing well-formed paragraphs, giving effective oral presentations, and so on. The primary purpose of skill-based instruction is to learn the specific language skill. A possible secondary purpose is to develop more general competence in the language, learning only incidentally any information that may be available while applying the language skills.

5. "A task-based syllabus." The content of the teaching is a series of complex and purposeful tasks that the students want or need to perform with the language they are learning. The tasks are defined as activities with a purpose other than language learning, but, as in a content-based syllabus, the performance of the tasks is approached in a way that is intended to develop second language ability. Language learning is subordinated to task performance, and language teaching occurs only as the need arises during the performance of a given task. Tasks integrate language (and other) skills in specific settings of language use. Task-based teaching differs from situation-based teaching in that while situational teaching has the goal of teaching the specific language content that occurs in the

situation (a predefined product), task-based teaching has the goal of teaching students to draw on resources to complete some pieces of work (a process).

The students draw on a variety of language forms, functions, and skills, often in an individual and unpredictable way, in completing the tasks. Tasks that can be used for language learning are, generally, tasks that the learners actually have to perform in any case. Examples include: applying for a job, talking with a social worker, getting housing information over the telephone, and so on.

6. "A content-based-syllabus." The primary purpose of instruction is to teach some content or information using the language that the students are also learning. The students are simultaneously language students and students of whatever content is being taught. The subject matter is primary, and language learning occurs incidentally to the content learning. The content teaching is not organized around the language teaching, but vice-versa. Content-based language teaching is concerned with information, while task-based language teaching is concerned with communicative and cognitive processes. An example of content-based language teaching is a science class taught in the language the students need or want to learn, possibly with linguistic adjustment to make the science more comprehensible.

In general, the six types of syllabi or instructional content are presented beginning with the one based most on structure, and ending with the one based most on language use. Language is a relationship between form and meaning, and most instruction emphasizes one or the other side of this relationship.

2.1.3 *Practical guidelines to choose and design a syllabus*

The process of designing and implementing an actual syllabus warrants a separate volume. Several books are available that address the process of syllabus design and implementation both practically and theoretically. These books can help language course designers make decisions for their own programs. However, a set of guidelines for the process is provided below. Ten steps in preparing a practical language teaching syllabus are displayed in the following lines:

1. Determine, to the extent possible, what outcomes are desired for the students in the instructional program. That is, as exactly and realistically as possible, defines what the students should be able to do as a result of the instruction.

2. Rank the syllabus types presented here to their likelihood of leading to the outcomes desired. Several rankings may be necessary if outcomes are complex.

3. Evaluate available resources in expertise (for teaching, needs analysis, materials choice and production, etc.), in materials, and in training for teachers.

4. Rank the syllabi relative to available resources. That is, determine what syllabus types would be the easiest to implement given available resources.

5.. Making as few adjustments to the equipment that students and teacher are going to use in class , produce a new ranking based on the resources' constraints.

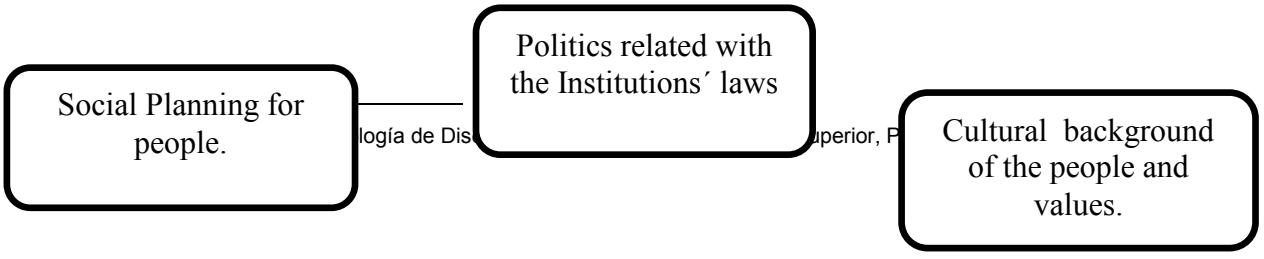
6. Repeat the process, taking into account the constraints contributed by teacher and student factors described earlier.

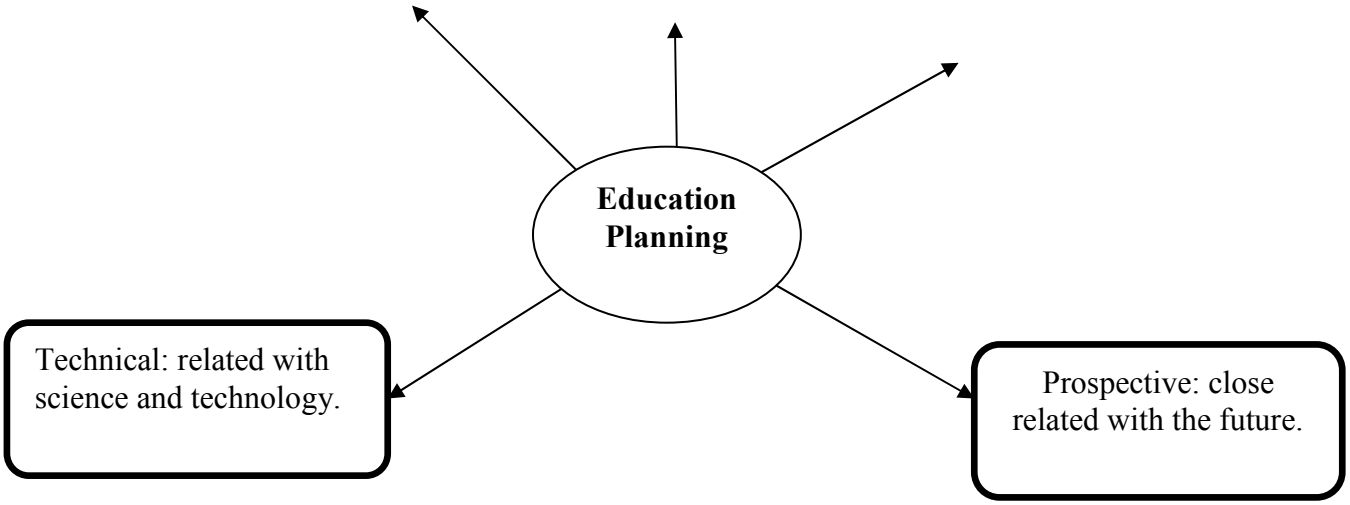
7. Determine a final ranking, taking into account all the information produced by the earlier steps.

8. Designate one or two syllabus types as dominant and one or two as secondary.

9. Review the question of combination or integration of syllabus types and determine how combinations will be achieved and in what proportion.

10. Translate decisions into actual teaching units. In making practical decisions about syllabus design, one must take into consideration all the possible factors that might affect the teaching ability of a particular syllabus. By starting with an examination of each syllabus type, tailoring the choice and integration of the different types according to local needs, one may find a principled and practical solution to the problem of appropriateness and effectiveness in syllabus design. Also, one of the most important parts into the social development of the countries is the education.[15] Planning is a very important part of the curricula, and should be done as the following:





2.1.4 *Bases for designing a professional career*

First of all, to investigate the student´s needs at the end of their career. Then identify the sources in order to give solutions according to the needs. After that, designers have to investigate of the specific major of the student.

At the same time, to compare different ways to offer from institutions which offer the career, and to analyze the legal context of the university, this is going to offer the career. Finally identify the characteristics of the new students.[16]

2.1.5 *Professional Profile*

[16] Fryda Díaz Barriga Metodología de Diseño Curricular para la Educación Superior, Planeación Educativa p.45

In this part designers have to establish the knowledge and the abilities of the students at the end of their career. Also to elaborate the professional profile the experts have to consider:

The special knowledge and techniques to face the problems related with each area.

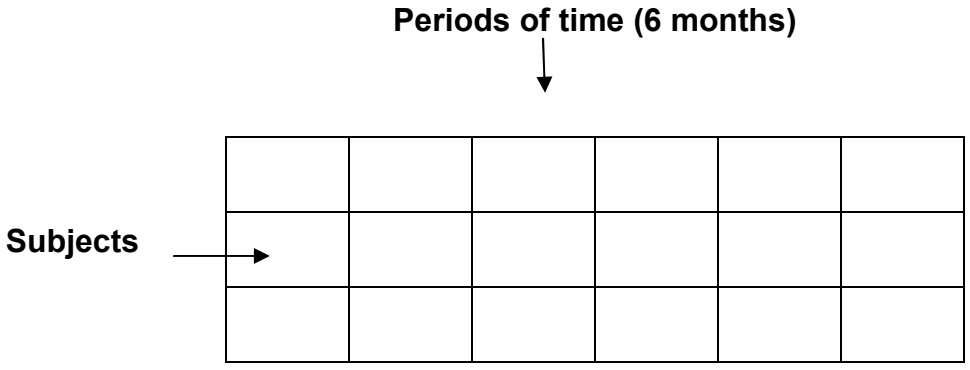
To identify the areas which the professionals are going to work. To take into account the challenges which the professionals are going to face.

To elaborate a general view, in order to evaluate the professional profile Structure and Organization of the Curriculum.

In addition, the experts must organize the different areas, contents, and topics in three different ways:

2.1.6 *The Lineal syllabus.*

In this kind of syllabus, the students have to take the subjects every six months (Francisco Gavidia and Tecnológica University). **See attachment "A", pp. 87, 88, and 89.**



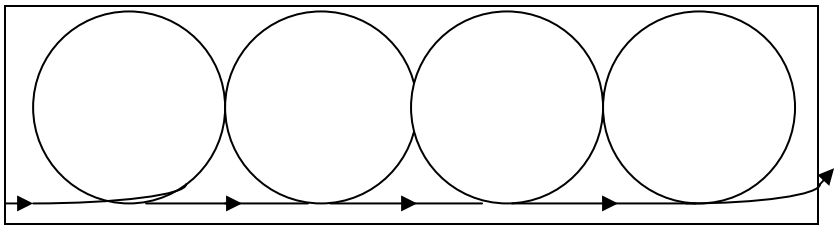
2.1.7 *The Modular syllabus.*

Clates, (1976, page 16) considers that modular syllabus, has been created in order to improve the traditional way of the superior education. Because, in this program the students take the subjects in short periods, and this way the students could improve their skills and abilities. (Universidad de El Salvador´s syllabus).

See attachment "B", pp. 90 and 91.

Short Periods of time (1 topic/month)

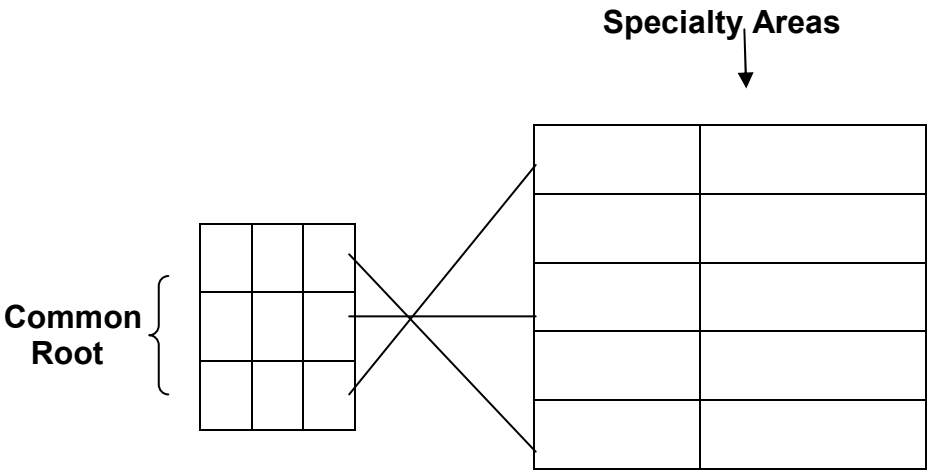
Modules →



2.1.8 Mixed syllabus.

And the mixed syllabus has a root of general subjects, but after six months or one year they have to choose a specialty. (Don Bosco University). **See attachment "C", page 92.**

Period of time (six months)



2.1.9 *Evaluation of the curriculum*

Evaluation of the curriculum is very important because, social changes are occurring day by day. So, the evaluation may identify new scientific findings, for this reason authorities from the universities, have to take into account the frequency of the subjects in order to improve the syllabus.

Also when the experts decide to evaluate the curriculum, they do not this with an adequate methodology or scientific method and the universities have to face the same problems related with the syllabus that they offer.

There is something wrong into the syllabus because, after a long period of time (five years), the universities offer the same information without innovation and

without changes; therefore, it is necessary to apply a scientific process of evaluation.[17]

The evaluation of the curriculum is continuous, and this process is call: "Control of Quality Program". In addition, the curriculum works in adequate way, only if after a period of time the syllabus is changed or evaluated.

In the same way, the curriculum is not considered a static one because, it is based on the students needs. For this reason, there are two ways to evaluate the curriculum, and these are: Internal and External evaluation.

2.1.10 *Internal Evaluation*

Internal Evaluation refers the academic success according to the goals established in the professional profile. But both internal and external evaluations are close related.

The curriculum has to be evaluated internally, this evaluation contains pedagogical principles. The criteria of the internal evaluation could be the following:

- Coherence among goals, subjects and contents established before.
- Updating objectives related with the information, gotten from students and social changes.
- Viability of the curriculum based on the universities sources.
- Logic order and adequating of the contents.

[17] Fryda Díaz Barriga Metodología de Diseño Curricular para la Educación Superior, Planeación Educativa p.137

- ❖ Analysis of the contents and activities of the curriculum, related with the information gotten from the students, and the other sources of the curriculum.
- ❖ Updating subjects, contents, and bibliography.
- ❖ Analysis of the teaching activities of the professors and the academic results of the students.
- ❖ Analysis about fails, droppings, academic results, learning strategies, and motivation of the students.

2.1.11 *External Evaluation of the curriculum*

The external evaluation of the curriculum refers especially to social impact that the professionals could face at the end of their career[18]. For an effectiveness or efficiency of the curriculum the aspects to evaluate could be the following:

Analysis of the students´ professional activities into the labor. This means that professionals have to get jobs close related with their major field.

Also the new activities which belong from the social changes have to be included.

[18] Fryda Díaz Barriga Metodología de Diseño Curricular para la Educación Superior, Planeación Educativa pp. 144,145,147 and 153.

Analysis of the professionals and the labor. In this part, to investigate the employment labor is very important and at the same time to compare the students from other universities which have gotten jobs related with their major.

Analysis of the professionals´ activities in the society. This identifies the problem and needs into the community, related with the special knowledge of the student, and tries to identify the possible solutions in this context.

2.2 Empirical Framework

This Project shows very important information for students who are taking a professional career in the Superior Education, and for people who are looking for information related with the curriculum. The field work of this research is related according to the specific objective establishes. So, the researchers are going to use this information from the comparative analysis of other universities in the metropolitan area, to provide the Universidad Pedagógica with curriculum options; and to reinforce philosophical definitions of curriculum in the Bachelor of Arts in English Language.

Researchers decided to add a very important part in this project, which is related with the history of each institution of superior education which has been studied. This part shows the different periods of time where the universities have been working hand in hand with plenty of limitations, and at the same time, how the authorities from those institutions have been improved the specialties that they offer today. The universities which have been chosen are the following:

2.2.1 *Universidad de El Salvador*

The Universidad de El Salvador, was created on February 16th, 1841. However they started to work two years later. On October 13th, 1948 the School of Humanities was created by the Dean Dr. Carlos A. Llerena. At the beginning the first syllabus had six areas as the following: Spanish, Philosophy, History, Pedagogical support, Latin, and English or French as optional language.

There were thirty nine women and forty men. Also next to the School of Humanities worked a Language Academy, that Academy offered a support in order to improve the level of English or French at the beginning of the career. In 1972 the English Language Syllabus was changed, based on the different programs from universities of the United States. At that time the opportunities into the labor field in El Salvador were increasing. But in 1994 the University of El Salvador changed the name of the syllabus and offered the Bachelor of Arts in Modern Languages (including English and French)[19]. This option was necessary, because the authorities gave the students a survey based on their expectations, because according to the new

[19] Oscar Picardo Joao, Historia y Reforma de la Educación Superior en El Salvador, Ministerio de Educación pp. From 25 to 34.

opportunities into the labor field such as: airports, telecommunication companies, hotel management and the tourism-tour operators, just a thirty percent of the students surveyed wanted to work into the teaching field. The syllabus had thirty seven subjects (ten terms, five years) and one hundred four evaluative units. After that in 1998 the Universidad de El Salvador offered a Master Degree in English-Spanish and Spanish- English Translation and Interpretation, the program had sixteen subjects (two years)[20].

Nowadays, the English Bachelor of Arts in Modern Languages has been offered after its creation without changes, and in the same way the Teaching specialty has been offered in this university even the changes of the superior Education (1995) by the Ministerio de Educación. Today this university is located on 25th street, Ciudad Universitaria San Salvador.[21] **See attachment "D", p. 93**

2.2.2 *Universidad Tecnológica*

On August 10th, 1979 the Universidad Tecnológica started to work, around the Parque Centenario in San Salvador. This institution was named "Instituto Tecnológico de Comercio y Administración de Empresas (ITCAE)" and was created by Juan José Olivo Peñate, Edgardo Emilio Zepeda, José Mauricio Loucel, Rufino Garay, and José Adolfo Araujo Romagoza. In addition in January 1981 the Bachelor degree in English was created for the first time, and there were important reasons to offer the English learning as a new opportunity to work into

[20] Universidad de El Salvador English Language Department, Translation and Interpretation syllabus.
[21] Universidad de El Salvador web site: http://www.ues.edu.sv

the labor field. Furthermore, the professional profile was based on the high school education, technical superior education, business activities, and the industry, even though the civil war was rising up in that time. However the authorities' started to work hand in hand with the students, professors, and with the society of course. In 1981, the curriculum had as general information the following: thirty five subjects, and ten terms, one hundred evaluative units. Nowadays, the curriculum has updating information, according to the important changes that has been occurring after the education changes in 1995. For instance there are forty four (44) subjects, and one hundred eighty eight (188) evaluative units. Also, the career as a whole takes five years or ten terms. As it has been said, before the private universities after the MINED´s changes in 1995, have been improving their curriculum in order to offer the best support for students, and face the most difficult modern challenges of the social, and economical changes. Finally the location is: Calle Arce San Salvador.[22] **See attachment "E", p. 93.**

2.2.3 Universidad Francisco Gavidia

This university started to work on March 7th, 1981. This history has been building as the course of events marked points or patterns of significance in the life of the UFG. The periods of time were the same as well as today, but there were different needs.

At that time, this university offered a degree in English according to the society´s needs but, there was a different situation social as well as economic. Also, there have been other needs, and social changes through the history, and these

[22] Universidad Tecnológica de El Salvador website : http://www.utec.edu.sv

changes were the important reasons to innovate, and improve the curriculum and offer different options into the English teaching context.

Nowadays, the Francisco Gavidia University, has improved the syllabus in different ways for instance: the curriculum has technical, methodological, and didactic special part. That means, the students could get better opportunities in order to improve their abilities for communicating with people from other countries, and at the same time the syllabus has the TOEFL preparation as a subject, and at end of the career the students take advantages to pass the exam.

In modern times, this university as part of improving the education, the authorities has established the slogan as the following: “Technology, Humanism and Quality” and. For this reason, the curriculum policy is based on constructivism, and new approaches to global education trends.

The Universidad Francisco Gavidia, has designed a curriculum for a degree in English Language according to the modern socio- economic needs of the country. Finally, Francisco Gavidia University has been changing the curriculum according to the social situations because; in 1984 the curriculum was structured in three areas a) basic area b) humanistic and pedagogic c) linguistic area. The numbers of subjects were forty-one and evaluative units were one hundred sixty-two, in May 2003 the syllabus consisted on four areas: 1) general area 2) basic area 3) specialty and practice area 4) Technical area, 5) Executive and now it has one hundred ninety-seven evaluative units. The numbers of subjects to take are forty-four.

This institution is located on Alameda Roosevelt, near Salvador del Mundo Park, San Salvador.[23] **See attachment "F", p. 94.**

2.2.4 *Universidad Don Bosco*

The first legal system of Superior Education in El Salvador, it was established In 1965, this was named: "Private Universities Law". It had included thirteen articles, which were not enough to improve the Superior Education. But thirty years later (1995) it was established the first Superior Education Law. In addition, that Superior Education Law was very important because, it was applied to supervise all private universities which were created in the eighty´s, and this law promoted the academic excellence by the authorization from Ministerio de Educación. On November 19th, 2004 it was created the Superior Education Law which is applied today.

The first private university in El Salvador was an important change into the society and for the superior education. Those changes were necessary because there were many social needs and political problems that happened. So, one of the most recent superior institution founded, has been the Don Bosco University, because it was created in 1998. Also was created the English Language Department, and they offered the Bachelor of Arts in English, with the specialty in Teaching. But according to social, economic, and political changes, it was created the Bachelor of Arts in English with the specialty in Tourism, in 2008.

[23] Universidad Francisco Gavidia web site: www.ufg.edu.sv/

The specialty in tourism has as a general requirement, five years (ten terms), and they offer thirty four subjects, including 166 evaluative units.

The Don Bosco university English syllabus establishes four fundamentals areas as the following:

- Basic

To support necessary knowledge, in order to improve the academic issues, and be able to analyze the real society needs.

- Social and Humanistic

To improve critical analysis based on the values and religious society´s needs.

- Specific sciences
- To support with the specific knowledge an advanced level of English and French, and be able to face the social and cultural foreign changes, as well as the grammatical and linguistic extra knowledge.

- Professional

The students have identified the tourism legal context, and support it with the tourism resources in El Salvador and from Central America. At the same time, they have to know how to create a tourism project. [24]

[24] General Information of the Bachelor of Arts in English, specialty in Tourism Don Bosco University´s syllabus, Ministerio de Educación. Pp. 3, 8, and 9

Finally, this university is located, on Calle Plan del Pino, Cantón Venecia Soyapango, in San Salvador department.[25] **See attachment "G", p. 94.**

In addition, to collect the data, the researchers went out to the universities in order to get the permission from the authorities in each institution. **See attachment "H", p. 95.** After that the instruments were designed and applied during the visits. Firstly, the information was gotten from the English Language authorities, because the interviews were based on the structure of the curriculum and many important aspects such as: Learning skills, logic order of the subjects, topics to develop and vocabulary according to the special area. In the same way, in this part of this research was designed a questionnaire for professor´s opinion, and in the same way the students were surveyed as the most important part of this research.

In this sense, they gave information focused on their own expectations, and their needs. Moreover, the information gotten in the field work is going to be useful because, it will help to compare the differences and similarities from the curriculums. And in this way the research is going to show information about the updating educational programs into the Superior Education in El Salvador.

Therefore, the visits were planned in order to get information from four universities such as: Universidad Tecnológica, Francisco Gavidia, Don Bosco and Universidad de El Salvador. The information was based on the structure, components, creation and the innovation of the Bachelor degree in English curriculum around the different institutions mentioned above. At the same time, the researches went out

[25] Universidad Don Bosco web site: http://www.udb.edu.sv

to the Superior Education Department of the Ministerio de Educación, in order to obtain information related with the curriculums of the four universities which have been studied. **See attachment "I" p. 96.**

In the MINED´s office, there was useful data to compare the different changes before 1995, and after the education changes; taking into account the opportunities and the challenges that have been occurring through the history of the education in El Salvador.

2.2.5 Instruments designed

The following checklist was given to the beginners students, and it was designed to get information related with the needs and expectations they have, and the opportunities that they are looking for in the labor field.

UNIVERSIDAD PEDAGÓGICA DE EL SALVADOR

SCHOOL OF HUMANITIES

Topic: "Comparative Analysis of the Curricula from Different Universities, Which Offer the Bachelor of Arts in English Language around the Metropolitan Area of San Salvador, 2009-2010.

Objective: To get information related with the structure of the Bachelor of Arts in English Language syllabus, and the **freshmen`s** point of view.

QUESTIONS	AGREE	DESAGREE	NOT SURE
Is the Bachelor of Arts in English syllabus related with your expectations?			
Is the Bachelor of Arts in English syllabus based on the social challenges?			
Did you take a placement test at the beginning of the Bachelor of Arts in English career?			
Does this university offer opportunities and innovations, to face the challenges and social changes?			
Does the Bachelor of Arts in English syllabus establish an adequate, order according to the students´ needs through the career?			

Objective: To get information related with the structure of the Bachelor of Arts in English Language syllabus, and the **graduated** students' point of view.

GRADUATED STUDENTS` SURVEY

1- Does the Bachelor of Arts in English syllabus establish an adequate order according to the students´ needs through the career?

Agree	Disagree	Neutral

2- Have the students gotten enough supporting, from this university to become a professional in the English field.

Agree	Disagree	Neutral

3- Is the Bachelor of Arts in English syllabus, related with the opportunities, and the society`s challenges?

Agree	Disagree	Neutral

4- Do you think the Tourism, and the Public Affairs specialties, would be a good support to get a job at the end of your career?

Agree	Disagree	Neutral

5- Are you ready to work into the English labour, and face the new challenges according to globalization?

Agree	Disagree	Neutral

In addition, the instrument showed above should be answered by the graduating students of the Bachelor of Arts in English, from the different universities around the metropolitan area of San Salvador, in order to know the students´ academic interest, expectations, and opportunities. Because, their opinion is related with the

innovation, opportunities, and the way that the university has supported them to face the challenges.

Also, the researchers considered important to design an interview given to the professors and coordinators, in order to know their professional point of view, according to their experience based on didactic and pedagogical parts of the English curriculum. It is also important taking into account the needs and expectations from the students during the learning process.

OBJECTIVE: To get information related with the structure of the Bachelor of Arts in English Language syllabus and the professor´s point of view.

PROFESSOR´S INTERVIEW

Is the Bachelor of Arts in English curriculum based on the students´ needs?

Yes _____ No _____

WHY_____

Is the English Bachelor of Arts curriculum information related with the society´s needs?

Yes _____ No _____

WHY_____

Does this University have didactics resources such as: labs, libraries, adequate teaching equipment, and others to reinforce the student´s learning process?

Yes _____ No _____

WHY_____

Have the professors gotten any updating feedback into the English Language specialty from this University?

Yes _____ No _____

WHY_____

Has this University supported students, who have already finished the English Language career?

Yes _____ No _____ WHY_____

TOPIC: “COMPARATIVE ANALYSIS OF THE CURRICULA FROM DIFFERENT UNIVERSITIES, WHICH OFFER THE BACHELOR OF ARTS IN ENGLISH LANGUAGE AROUND THE METROPOLITAN AREA OF SAN SALVADOR, 2009”.

OBJECTIVE: to get information related with the historical background of the “Bachelor of Arts in English Language”.

ENGLISH COORDINATORS´ INTERVIEW

1- In what year this university started to offer the Bachelor of Arts in English Language? _____

2- Which were the legal requirements from MINED, to implement the Bachelor of Arts in English Language?_____

3- What were the needs that influenced to take the decision to offer the Bachelor of Arts in English Language ?_____

4- How the MINED has supported didactics and pedagogical way to this university, to implement the Bachelor of Arts in English Language?_____

5- In which way this university has supported to the English Language to face the real challenges into the society?_____

6- Did compare this university the different syllabuses from other universities which offer the Bachelor of Arts in English Language? _____

7- How Don Bosco university will influence into the learning process to face the social, economic and cultural challenges such as the TLC?_____

8- Does the MINED establish a diagnostic test at the beginning and at the end of the English Language career? _____

9- Are the Authorities going to change the English Language syllabus to improve, and support in the best way the students?_____

10- Who proposed the idea to implement the Bachelor of Arts in English Language in this university? _____

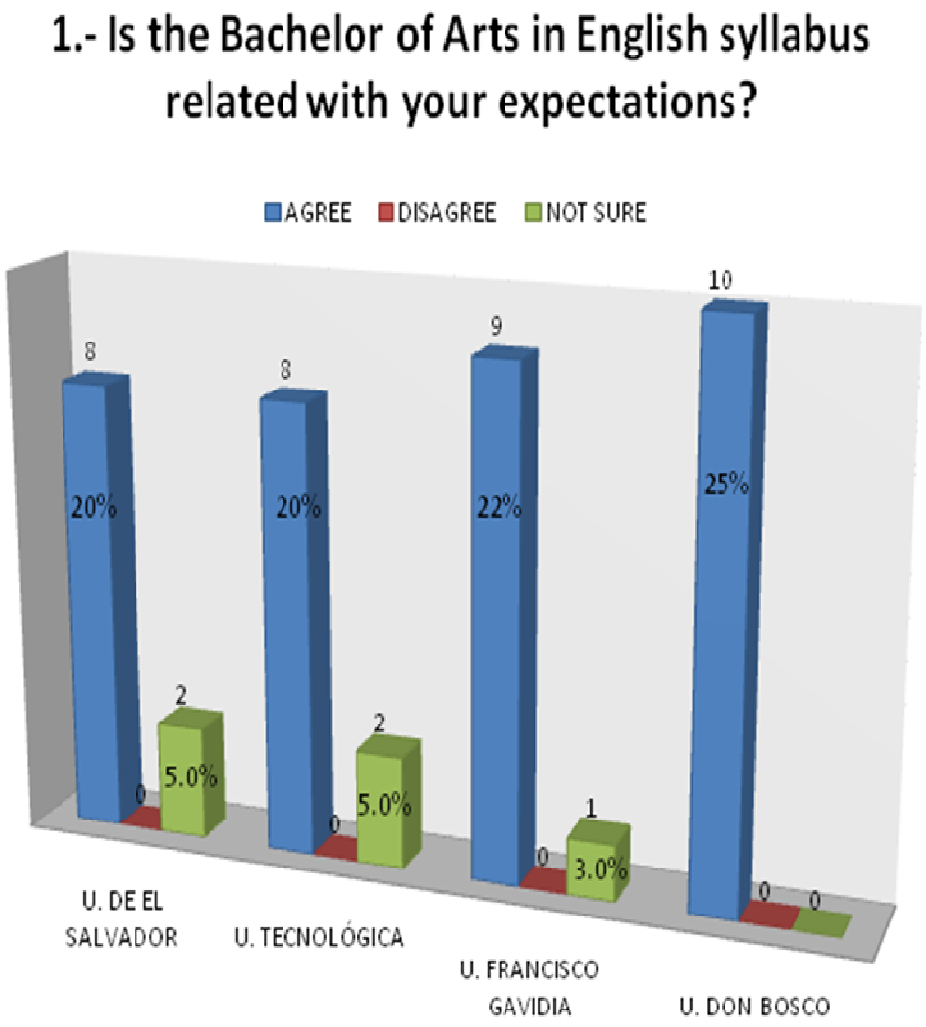
In addition, the researchers consider that this project is going to be useful to provide information about the comparison of the curriculum into the Superior

Education in El Salvador. Therefore, the following table is a comparison of different components to design a curriculum in English Language.

2.2.6 *Analysis of the Data (Graphics)*

UNIVERSITIES COMPONENTS	UNIVERSIDAD DE EL SALVADOR	TECNOLÓGICA	FRANCISCO GAVIDIA	DON BOSCO
EVALUATIVE UNITS				
SUBJECTS / CAREER				
SUBJECTS SEMESTER I				
SUBJECTS SEMESTER II				
SUBJECTS SEMESTER III				
SUBJECTS SEMESTER IV				
SUBJECTS SEMESTER V				
SUBJECTS SEMESTER VI				
SUBJECTS SEMESTER VII				
SUBJECTS SEMESTER VIII VIII				
SUBJECTS SEMESTER IX				
SUBJECTS SEMESTER X				
UNIVERSITY ´S PHILOSOPHY				
PROFESSIONAL PROFILE				
FRESHMEN´S REQUIREMENTS				
GRADUATING ´S REQUIREMENTS				
CURRICULUM UPDATING				
LEGAL ESTABLISHMENT AND OPTIONAL SUBJECTS				
VISION AND MISION				
TIME OF THE CAREER AND EQUIVALENCES				
USAGE PERIOD AND TRANSVERSAL AXES				

This part of the project shows the information that has gotten from the work field. This survey was administered to **ten freshmen** (10 students) in each University; this result is related about needs, expectations and the opportunities that the students are looking for in the labor, at the beginning of their careers. In addition, the students answered the questionnaires with three options as the following: Agree (Yes), Disagree (No), and Not sure/Neutral (Do not know the answer).

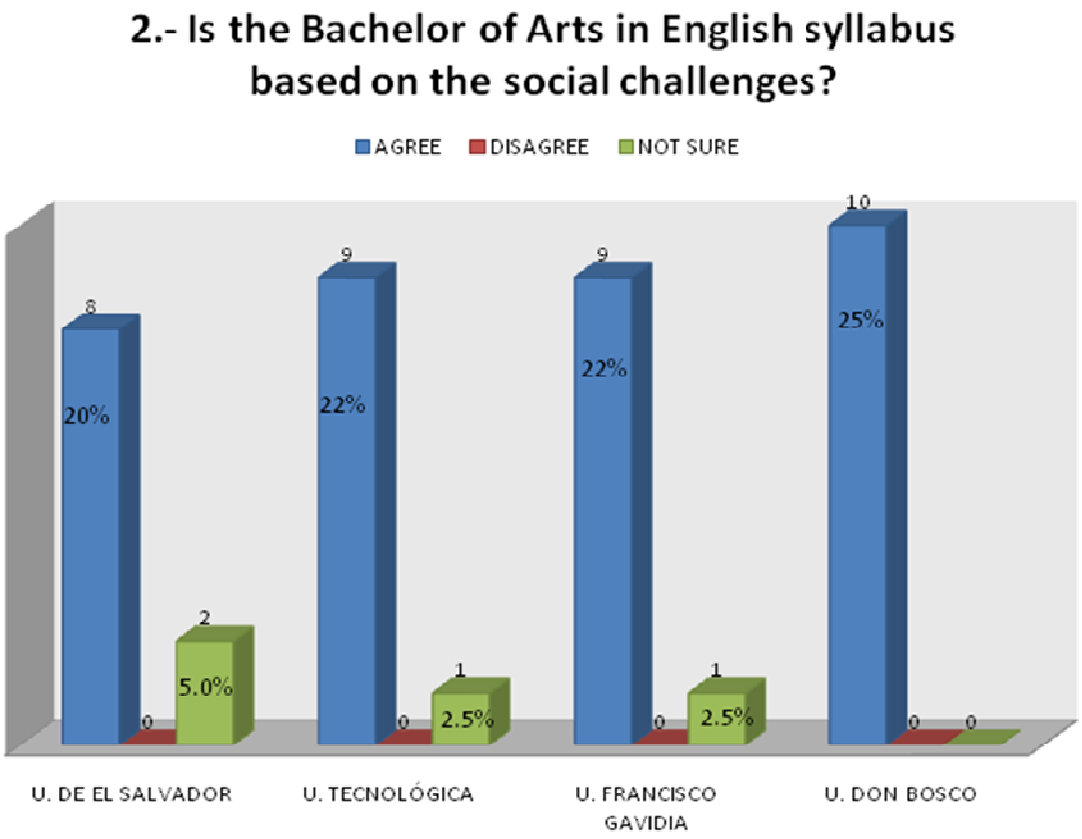


OPTIONS	U. DE EL SALVADOR **UES**	U. TECNOLÓGICA **UTEC**	FRANCISCO GAVIDIA **UFG**	U DON BOSCO **UDB**
AGREE	8	8	9	10
DISAGREE	0	0	0	0
NOT SURE	2	2	1	0

Interpretation:

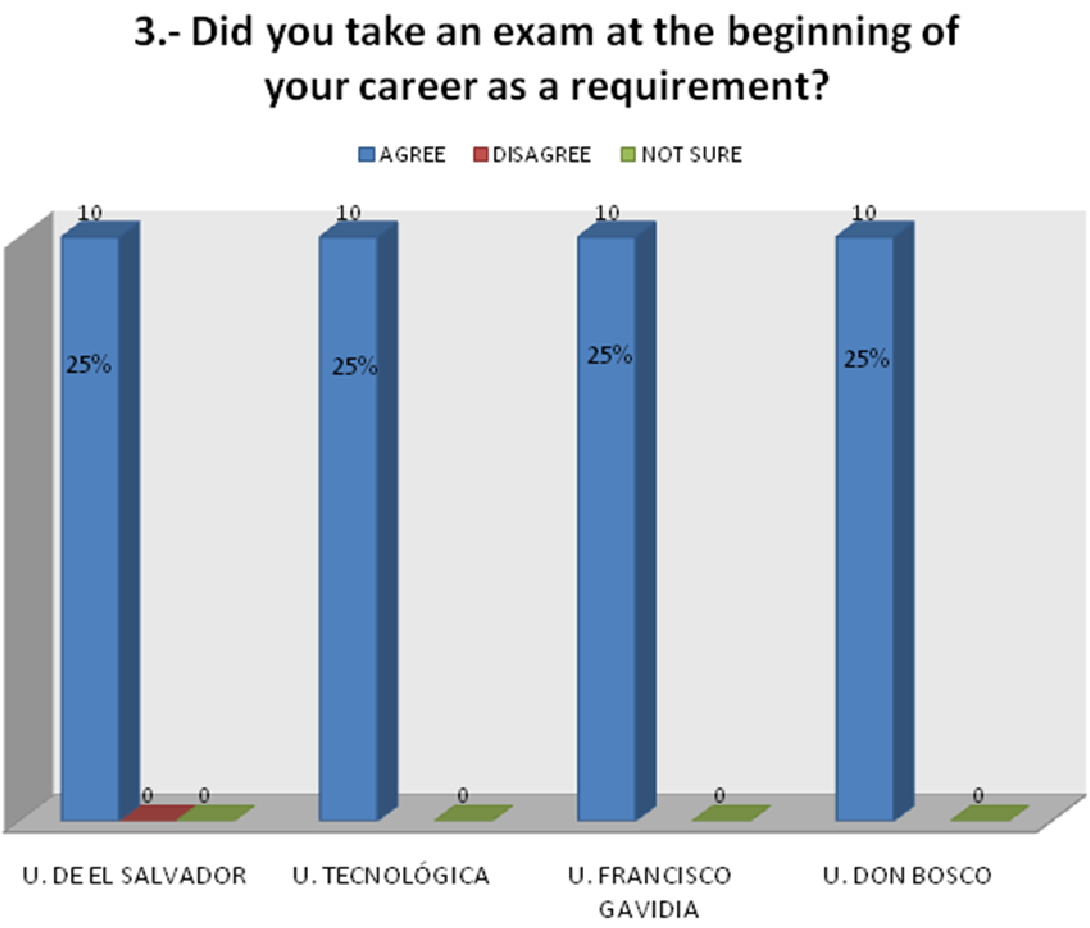
It is possible to affirm that 25% (10 students) at UDB, consider that English syllabus is

related with their expectations. While a 22 % (9 students) at UFG, are interested the B.A in English syllabus, according to their needs. However, a 20% (8 students) at UTEC and UES identify important parts of the English syllabus according to their needs. And the 5.0% (2 students 9) at UTEC, and UES, did not know, in the same way at UFG (3.0% 1 student).



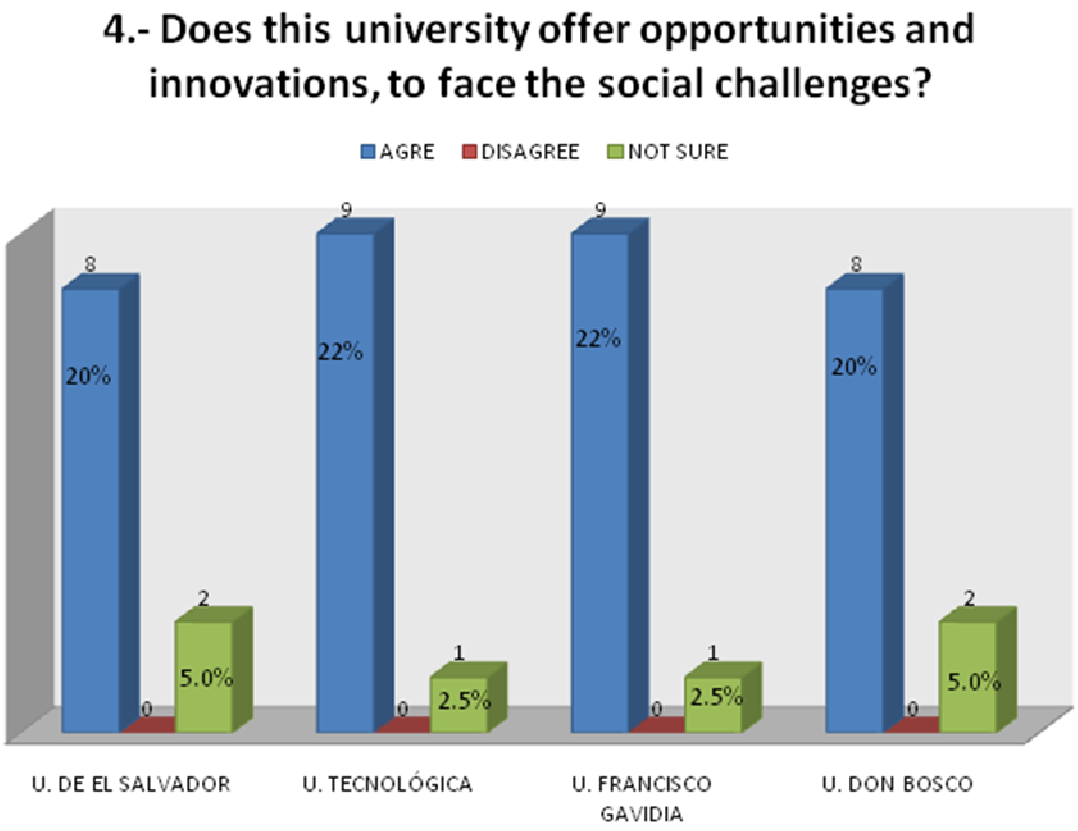
OPTIONS	U. DE EL SALVADOR	UNIVERSIDAD. TECNOLÓGICA	UNIVERSIDAD FRANCISCO GAVIDIA	UNIVERSIDAD DON BOSCO
AGREE	8	9	9	10
DISAGREE	0	0	0	0
NOT SURE	2	1	1	0

When it expresses the intention to ask about the challenges, a 25% (10 students) at UDB know about the opportunities, a 22% (9 students) at UFG and UTEC have identified the social challenges, and a 20% (8 students) at UES, consider that syllabus helps them to face the challenges; however a 2.5% (1student UFG-UTEC), and a 5.0% (2students UES) do not realize about real situations about society´s needs.



OPTIONS	U. DE EL SALVADOR **UES**	UNIVERSIDAD. TECNOLÓGICA **UTEC**	UNIVERSIDAD FRANCISCO GAVIDIA **UFG**	UNIVERSIDAD DON BOSCO **UDB**
AGREE	10	10	10	10
DISAGREE	0	0	0	0
NOT SURE	0	0	0	0

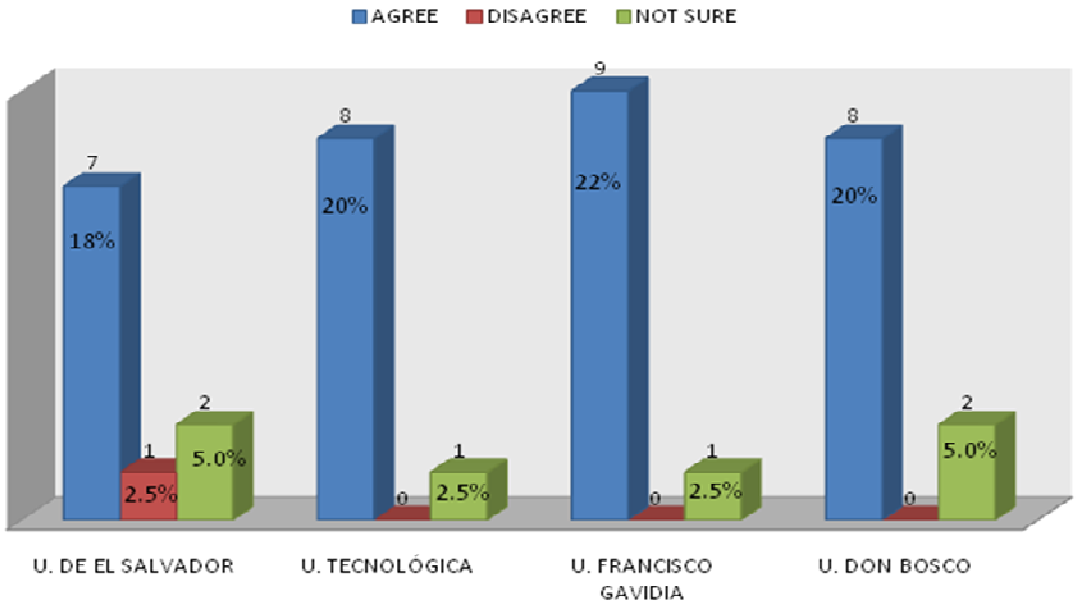
It is clear that a 100% (10 students) said that they took an exam at the beginning of their careers, as a requirement at the different universities that have been involved to develop this project, these institutions offer the B.A. in English around the Metropolitan Area of San Salvador.



OPTIONS	U. DE EL SALVADOR **UES**	UNIVERSIDAD. TECNOLÓGICA **UTEC**	UNIVERSIDAD FRANCISCO GAVIDIA **UFG**	UNIVERSIDAD DON BOSCO **UDB**
AGRE	8	9	9	8
DISAGREE	0	0	0	0
NOT SURE	2	1	1	2

In this graphic the 22% (9 students) at UFG and UTEC have identified the improvement of the English curriculum and opportunities, and a 20% (8 students) at UES and UDB consider that the innovation and new options have been improving according to the social challenges. While a 5.0% (2 students) at UES and UDB, and the 2.5% (1 student) at UTEC-UFG, said that they do not realize about the syllabus´s improvement.

5.- Does the Bachelor of Arts in English syllabus establish an adequate order, according to the students´ needs through the career?

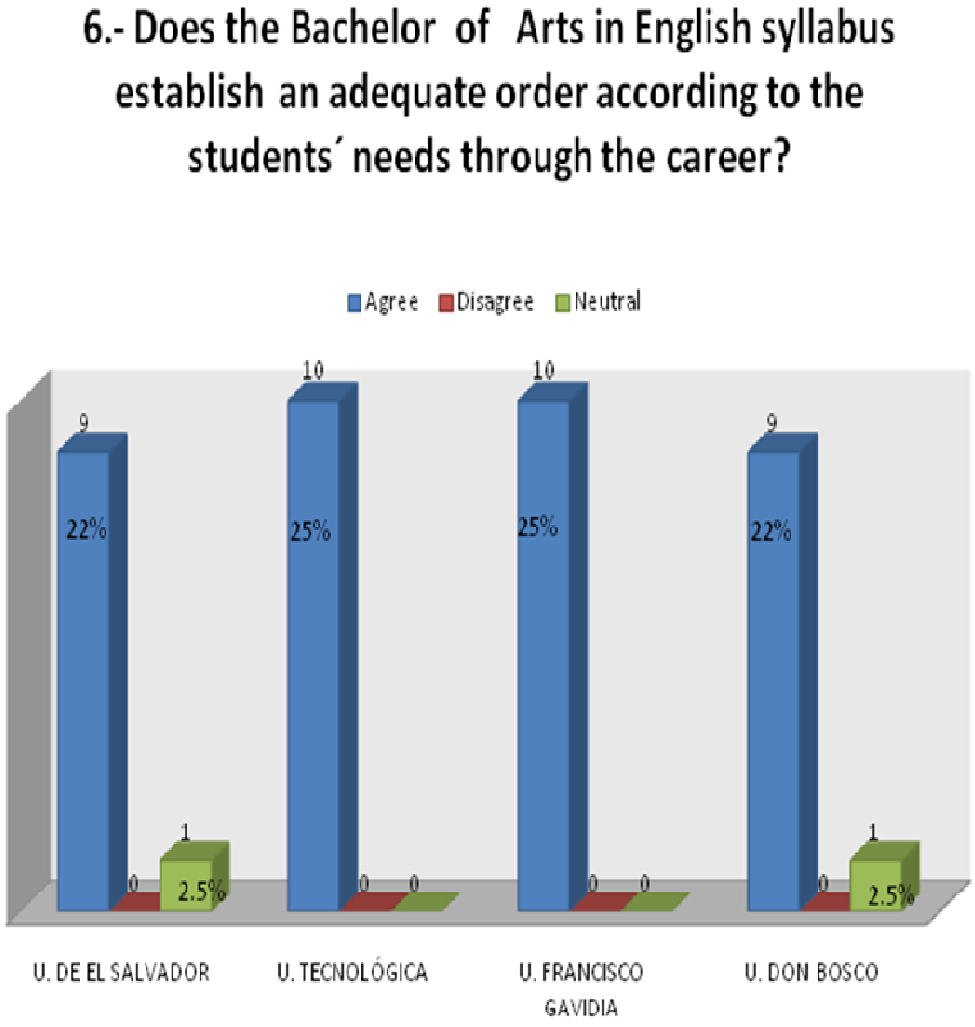


OPTIONS	U. DE EL SALVADOR **UES**	UNIVERSIDAD. TECNOLÓGICA **UTEC**	UNIVERSIDAD FRANCISCO GAVIDIA **UFG**	UNIVERSIDAD DON BOSCO **UDB**
AGREE	7	8	9	8
DISAGREE	1	0	0	0
NOT SURE	2	2	1	2

According to this result the 22 % (9 students) at the UFG, a 20% (8 students) at UTEC and UDB, and the 18% (7 students) at UES, consider that the English syllabus establishes an adequate order of the subjects and contents, related to their needs. However, a 5.0% (2 students) at UDB, and UES are not sure; about the logic order of the B.A. in English syllabus. And a 2.5%(1 student) at UES, answered disagree.

This part of the information gotten from **ten graduated students** is related with the innovation of the curriculum, opportunities, and the supporting that universities have given, to face the new challenges in the Salvadoran society.

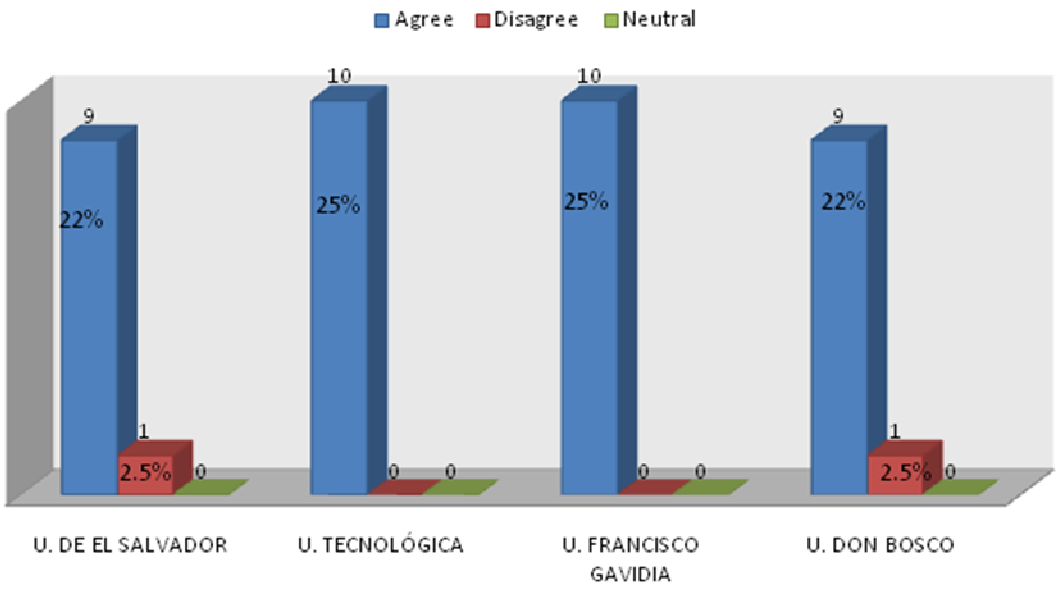
In addition, the students answered the questionnaires with three options as the following: Agree (Yes), Disagree (No), and Not sure/Neutral (Do not know the answer).



OPTIONS	U. DE EL SALVADOR **UES**	UNIVERSIDAD. TECNOLÓGICA **UTEC**	UNIVERSIDAD FRANCISCO GAVIDIA **UFG**	UNIVERSIDAD DON BOSCO **UDB**
Agree	9	10	10	9
Disagree	0	0	0	0
Neutral	1	0	0	1

When it expresses the intention to identify the adequate order of the English syllabus, it is possible to affirm that 25% (10 students) at UTEC and UFG consider that English syllabus includes the contents and information according to their needs. In the same way the 22% (9 students) at UES and UDB. But the 2.5%(1 students) at UES and UDB, did not know about the question.

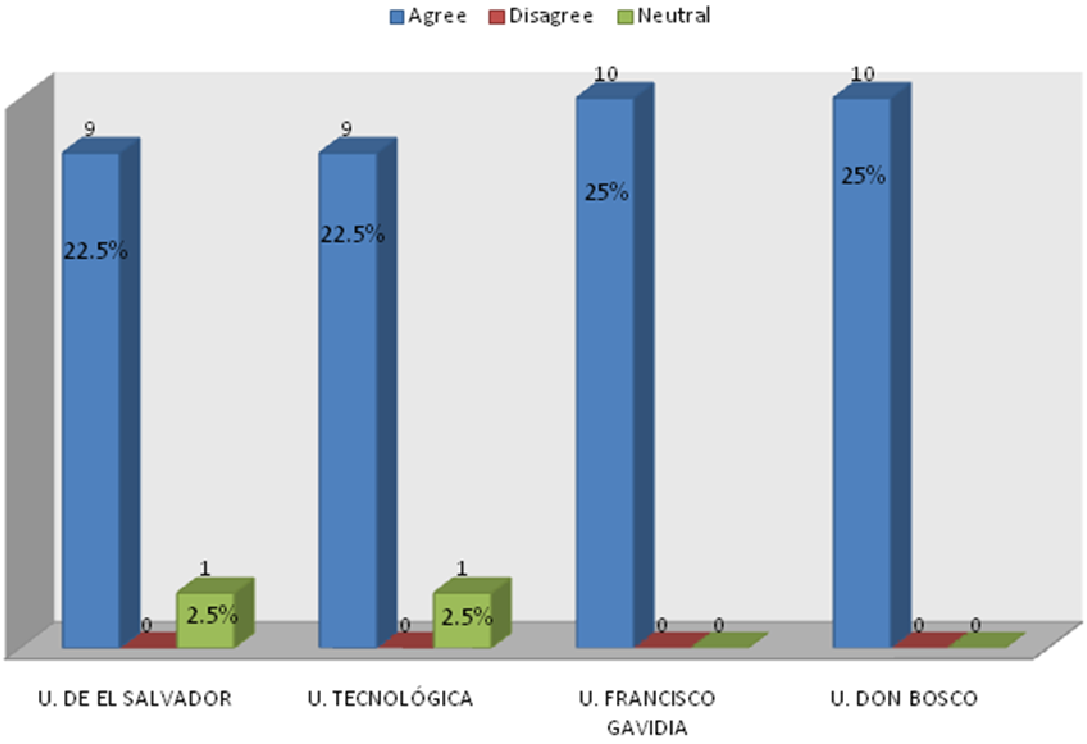
7.- Have the students gotten enough support from this university, to become a profesional in the English field?



OPTIONS	U. DE EL SALVADOR **UES**	UNIVERSIDAD. TECNOLÓGICA **UTEC**	UNIVERSIDAD FRANCISCO GAVIDIA **UFG**	UNIVERSIDAD DON BOSCO **UDB**
Agree	9	10	10	9
Disagree	1	0	0	1
Neutral	0	0	0	0

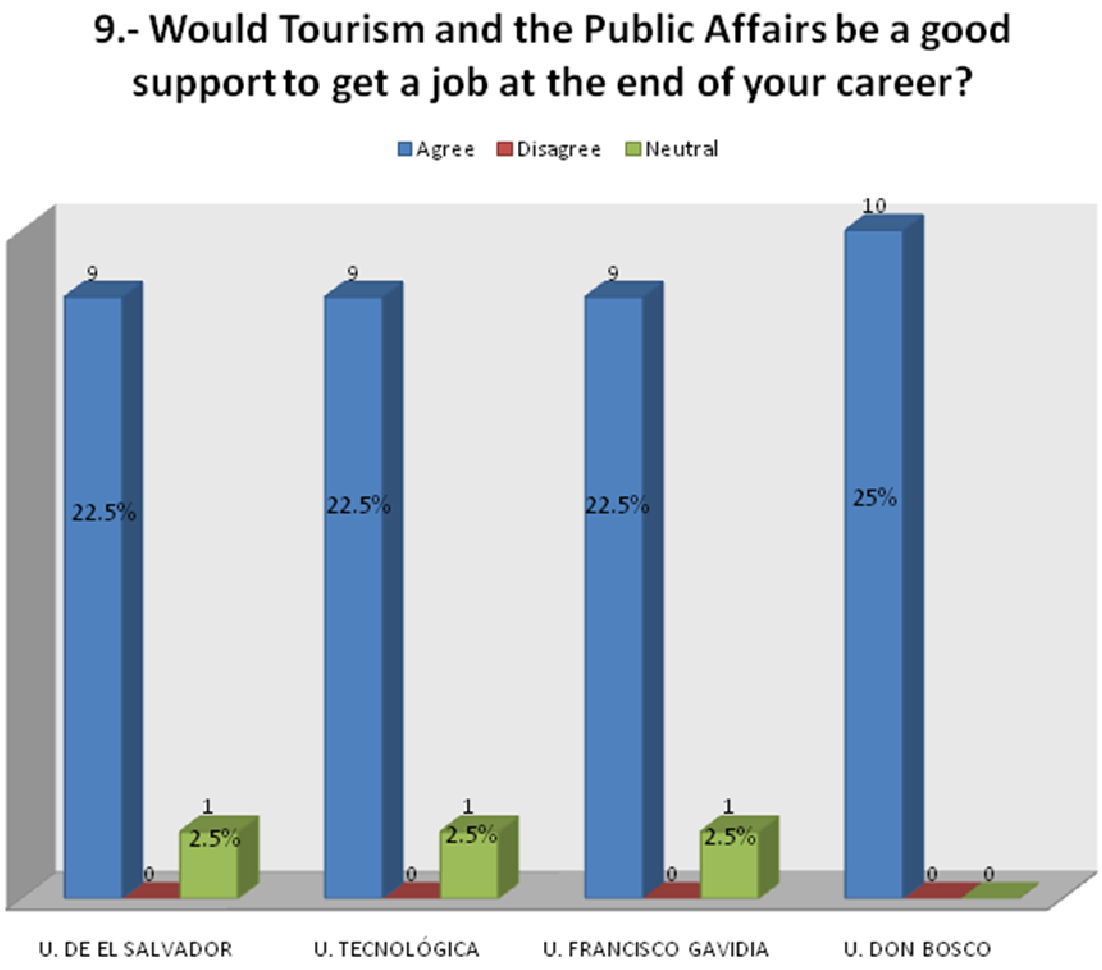
According to this result, the 25% (10 students) at UTEC and UFG, and 22% (9 students) at UDB and UES, recognize that the universities have been supported them to work into the National and Private Institutions, in order to accomplish the society´s needs. But, a 2.5% (1 student) at UES and UDB did not answer, even though, the improvement gotten during the career.

8.- Is the Bachelor of Arts in English syllabus related with the opportunities, and the society´s challenges?



OPTIONS	U. DE EL SALVADOR **UES**	UNIVERSIDAD. TECNOLÓGICA **UTEC**	UNIVERSIDAD FRANCISCO GAVIDIA **UFG**	UNIVERSIDAD DON BOSCO **UDB**
Agree	9	9	10	10
Neutral	1	1	0	0
Disagree	0	0	0	0

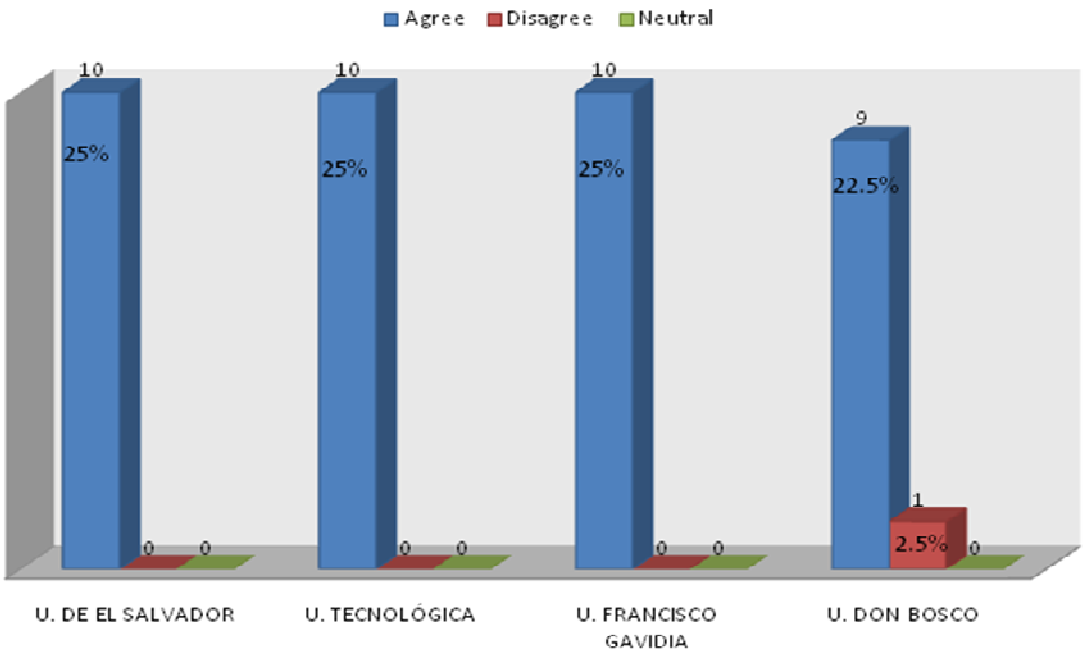
The 25% (10 students) at UDB and UFG universities consider that the opportunities and society´s challenges are increasing day by day. A 22.5% (9 students) at UTEC and UES, answered in the same way. However, the 2.5% (1 student) at UTEC and UES did not know about this context and the globalization.



OPTIONS	U. DE EL SALVADOR	TECNOLÓGICA	FRANCISCO GAVIDIA	DON BOSCO
Agree	9	9	9	10
Neutral	1	1	1	0
Disagree	0	0	0	0

This graphic represents a 25% (10 students) at UDB, and a 22.5% (9 students) at UFG, UTEC, and UES, who consider that Tourism and Public Affairs, would be a very opportunity to get job. On the other hand, there was a 2.5% (1student) at UFG, UTEC, and UES who did not give an opinion.

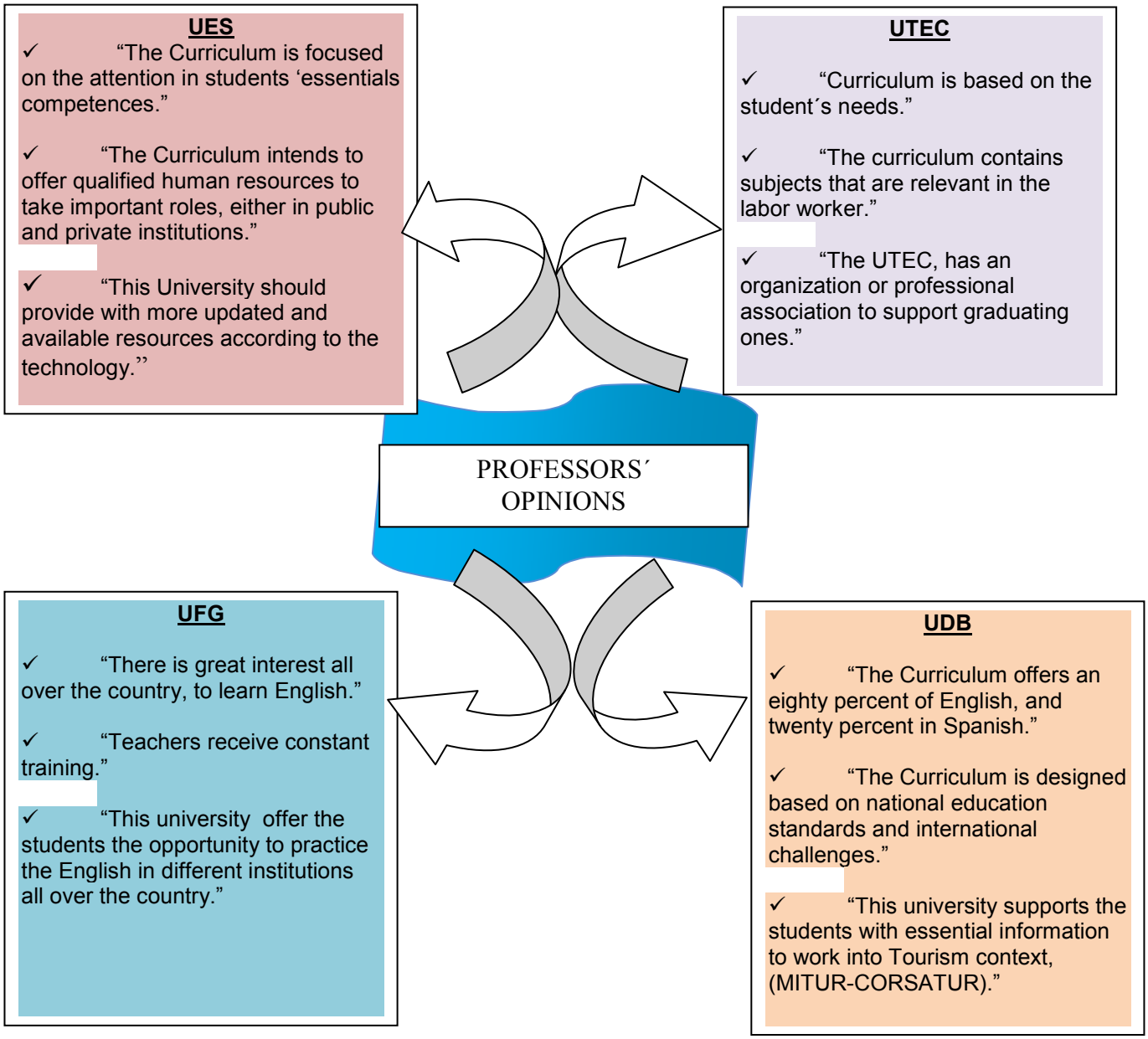
10.- Are you ready to work into the English labour, and face the new challenges according to globalization?



OPTIONS	U. DE EL SALVADOR **UES**	UNIVERSIDAD. TECNOLÓGICA **UTEC**	UNIVERSIDAD FRANCISCO GAVIDIA **UFG**	UNIVERSIDAD DON BOSCO **UDB**
Agree	10	10	10	9
Disagree	0	0	0	1
Neutral	0	0	0	0

It is clearly that the 25% (10 students) at UFG, UTEC, and UES, are ready to take a job into the English field, facing the challenges and globalization. In the same way, there is a 22.5% (9 students) at UDB. And the 2.5% (1 student) at UDB, did not answer, even though, has already finished the career.

This survey was administered to the **Professors** in each University. The following chart shows the information summarized about the curriculum, and the B. A. in English students` needs. This interview was gotten according to every single teacher`s schedule.



2.3 Theoretical and Methodological Formulation of the Research

Considering Jeremy Harmer, and other authors' contribution done to the study of the curriculum, and the information about the methods and techniques used to elaborate, and create a new option to learn English at different institutions of superior education in El Salvador; the research project was registered and analyzed using checklists and interviews. Also during the research project, it was found useful information from the Ministry of Education specifically in a document named: "Evaluation Requirements and Updated Syllabuses", which establishes the legal requirements to design and offer a new option that belongs from a specific career. And at the same time Fryda Díaz Barriga in her book "Metodología de Diseño Curricular para la Educación Superior", considers that the superior education must be planned and designed with special methodology because, to design a curriculum, the authorities must take into account the society's needs, students' expectations, and the opportunities into the labor field.[26] Furthermore, during the field work the researches, found out that most of the times the syllabus design was focused on to innovate and help the university its own, and to offer and give a real and professional supporting to the students as the legal requirements have been established. However, there are some educational programs that authorities did not take into account, according to Fryda Díaz Barriga´s theory, establishes that the curriculum must be evaluated internally and externally ways. This means that the Ministerio the Educación establishes the internal evaluation or change the curriculum every five years at least. But the

[26] Fryda Díaz Barriga Metodología de Diseño Curricular para Educación Superior, Planeación Educativa p. 12

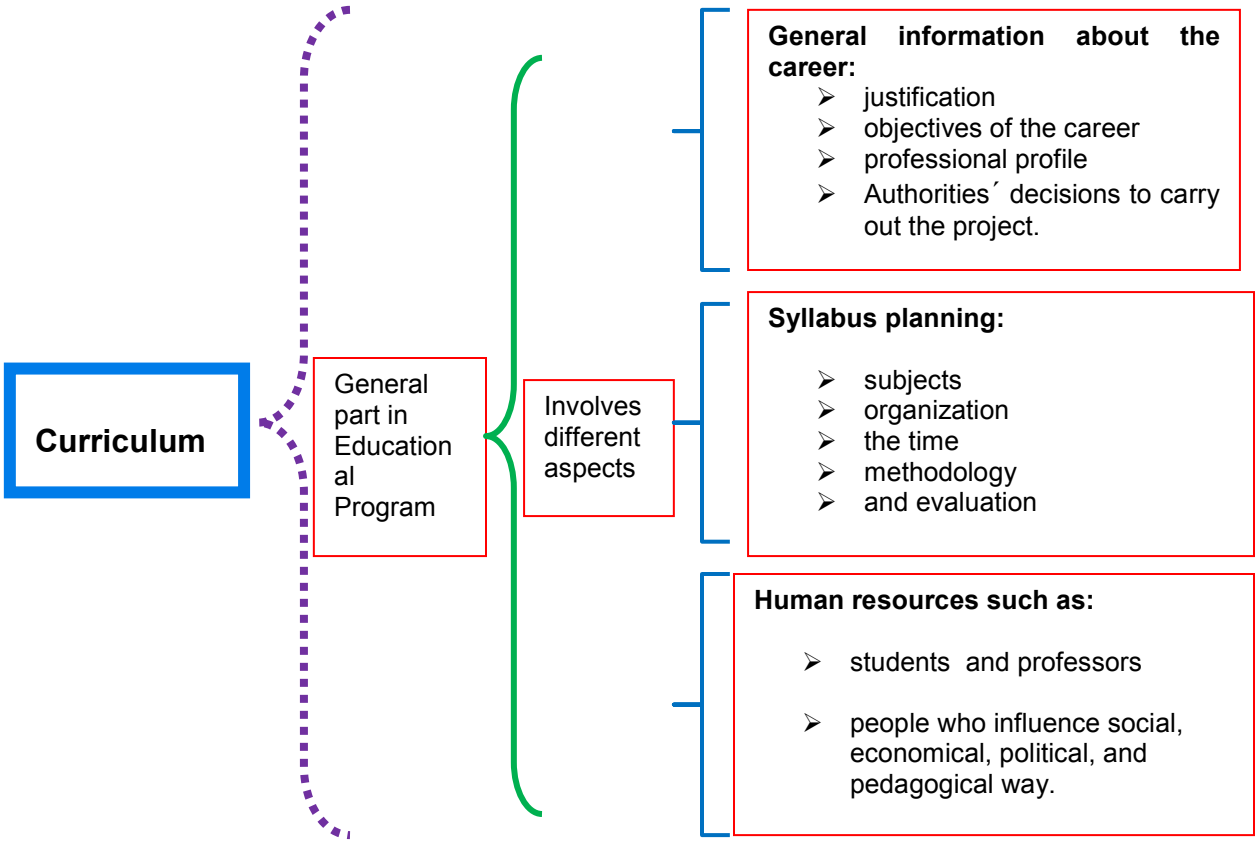
Universidad de El Salvador, has not evaluated the curriculum, because according to the information gotten from the Superior Education Department at the Ministerio de Educación; the curriculum was designed and offered four years after the educational change, consequently, the option in Modern Languages includes, English and French, and it has not been updated. At the Universidad El Salvador the curriculum was designed especially to attend and look for jobs related with the tourism context, translation and interpretation, and international conventions. On the other hand, there are three private universities UFG, UTEC, and UDB that have taken into account the different theories and legal requirements about the curriculum, they have changed it, evaluated (internally and externally), redesigned, innovated, and offered the options into the learning English context. As it has been said before, the author´s point of view has been applied in designing the educational programs, and sometimes is different because, the academic program is related with the philosophy of the university, economical sources, and the adequate planning. In this sense, Díaz Barriga establishes in her book: "Metodología de Diseño Curricular para la Educación Superior, Estructura y Organización del Curriculum". "The experts, must organize the different areas, contents, and topics in three different ways", as the following: Lineal, Modular and mixed syllabus. In the field work, the researches, found out that Universidad de El Salvador has designed the syllabus using the Modular syllabus, but the Tecnológica and Francisco Gavidia universities have adopted the Lineal, and the Don Bosco has used the mixed syllabus.

Finally, according to the researches' point of view, the authorities of superior education of El Salvador, they must design and offer professional careers related with the real student`s needs, and the opportunities into the labor field.

2.4 Development and Theoretical Definition

Given the needs to understand a concept about the curriculum into the superior education context, which has been changed through the time and which has became an interesting part for the education, and especially into the Superior Education context in El Salvador. Actually, the curriculum has different meanings, according to the books, dictionaries, and authors.

But according to the researchers´ point of view, curriculum is summarized in the following chart:



Also, according to the researchers field work the limitations about curriculum designing, has been improved because, authorities from Ministry of Education, and the Universities have taken into account many important aspects as the following: knowledge based on values, technological sources, English cultural background of native speakers (tutors) who are studying in El Salvador, and at the same time the challenges focused on the globalization in order to improve the English Language level, and became a competitive professional.

Also, the authorities from the four universities which offer the Bachelor of arts in English around the metropolitan area of San Salvador, have identified the importance of the elemental parts that the curriculum includes, to offer the options related with the expectations of the students and from the society´s needs even though, all the education changes that have happened.

On the other hand, there are many aspects that have improved because there have been changes through the time. For instance, one limitation was the Superior Education Law created by Ministerio de Cultura before 1995. Nowadays, Ministerio de Education is applying the same law but this one has included some important articles for superior education, to establish the legal requirements for universities to design or create, innovate, the curriculum, and offer new English career options. Moreover, these universities have started to include in their educational programs according to the social, economical, political, and cultural needs. In the same way, the curriculum must be evaluated both internal and external ways.[27] And this is a very important part into the curriculum design context. Finally, at the beginning of the English careers in El Salvador (1970), there was not information related with

[27] Fryda Díaz Barriga Metodología de Diseño Curricular para la Educación Superior, Planeación Educativa p. 12

syllabus, and that was the reason the authorities of the University of El Salvador, got something about curriculum from The United States. But, today most of the times the Salvadoran designers, can get information making a comparison, and analyzing the different English career options from the local universities.

Also, the curriculum in each university around metropolitan area, of San Salvador, has been improved taking in account the changes and needs from the society, for example: at the Universidad de El Salvador has added into the Modern Languages syllabus, subjects that are closely related with “El Salvador and the Central America History”, and “Public Affairs.” In addition, the Universidad Francisco Gavidia´s syllabus has an innovate program about “elective subjects” which give extra support to the students in this way, these subjects are the following: TOEFL preparation course, English-Spanish Translation and Interpretation, English Speech Methods, including French Language as subject. In the same way, the Universidad Tecnológica has changed the curriculum, in order to give a better support to the students. For instance, the syllabus offers these following subjects: “International Affairs”, and “Tourism.” Likewise, the Universidad Don Bosco has improved the curriculum adding information to the Tourism area, offering the subject named: “Tourism and Geography of Central America”, and at the same time, giving a special support into the “English Education for Children, Teenagers, and Adults”. This university encourages them to make their teaching professional practices in these special areas at different schools around there.

In conclusion, the researches´ opinion is that all the institutions of superior education in El Salvador, must innovate and improve the information about the

curriculum, and relate this information with the real needs, labor field and taking into account the changes that are occurring day by day. But, if the institutions do not try to make a better way to support the students, the universities will not exist into the education and the economical context.

CHAPTER III

OPERATIONAL FRAMEWORK

3.1 Describing the Subjects of the Research

This research intends to study the "Comparative analysis of the curriculums from different universities, which offer the Bachelor of Arts in English Language around the metropolitan area of San Salvador, 2009-2010." In the first part, of this work was mentioned that the curriculum has been adapted in different ways, according to the social, political, and economical situation that Salvadoran society has lived.

The subjects in the development of this research are Educational Programs of Superior Education that the following universities have: Francisco Gavidia, Tecnológica, Don Bosco, and El Salvador University. As we have mentioned before, in the first part of this work the researchers found out information related with the elaboration of the curriculum in English, according to many sources[28] that were visited. Designing an English curriculum was not easy for the universities created in the 1980s, because when those institutions needed to elaborate an option in English to offer as a career, they did not find enough "sources" at that

[28] B.A. Natalia Mercado, Department of Superior Education, Ministry of Education, MINED
B A. Sara Méndez, English Department , Universidad de El Salvador

time. Therefore, the careers in different options have been changing according to the real needs into the Salvadoran society. In addition, during the visits done in the work field, the researchers went out to four Institutions of Superior Education including Ministry of Education, the researchers found out useful information about the curriculum and the Educational Programs that MINED has required from them, as well as all changes and innovations done by these institutions. In this part, different instruments were carried out, and given to the students and professors. The information gotten was important in different ways. Firstly, the researchers realized about the real needs and expectations that students have. Secondly, the professional opinion and different point of views about the curriculum from the professors and the coordinators of different English Department of those universities. The information gotten from these sources was useful to know more about the designing of the curriculum taking into account, the experience, results, and success after each change of an Educational Program close related with the needs of the students, and the labour field. Finally, in the last part of this project the researchers have established one important thing about curriculum designing: “nowadays, people have identified the importance of the elemental parts that the curriculum includes in order to offer different options related with the expectations of the students and the society´s needs. Also, the curriculum is based on the knowledge, values, and technological needs, in order to improve the English Language level, to face the challenges into the labor, as a fundamental part of the education according to the global development. Therefore, all the institutions of superior education in El Salvador, must innovate and improve the information about the curriculum, and relate this information with the real needs, and the labor

field and taking into account the changes that are happening. But, if the institutions do not try to find a better way to support, and offer the information to the students, these ones will be down and out among the others universities that are changing and improving into the education context, and at the same time into the economical context".

As it has been mentioned above, in the last part of this project, the researchers have been considered that is mandatory to summarize the information gotten from different universities, which offer the Bachelor of Arts in English language around the metropolitan area of San Salvador; to provide the Universidad Pedagógica with curriculum options, and to reinforce philosophical definitions of curriculum in the Bachelor of Arts in English Career.

Therefore, the following charts show useful information related with **different components** to design a curriculum in English Language, in order to accomplish the objectives established in this project.

3.1.1 Comparative Analysis about **essential components of the curricula from different universities**, that offer the Bachelor of Arts in English language around the metropolitan area of San Salvador, 2009 -2010.

UNIVERSITIES	U .DE EL SALVADOR UES	TECNOLÓGICA UTEC	FRANCISCO GAVIDIA UFG	DON BOSCO UDB

COMPONENTS				
EVALUATIVE UNITS	164	188	197	166
SUBJECTS / CAREER	37	44	45	31
SUBJECTS SEMESTER I	4	4	5	3
SUBJECTS SEMESTER II	4	4	5	3
SUBJECTS SEMESTER III	4	5	5	3
SUBJECTS SEMESTER IV	6	5	5	4
SUBJECTS SEMESTER V	6	5	5	4
SUBJECTS SEMESTER VI	6	5	4	4
SUBJECTS SEMESTER VII	6	4	4	4
SUBJECTS SEMESTER VIII	6	4	4	3
SUBJECTS SEMESTER IX	6	4	5	3
SUBJECTS SEMESTER X	6	4	3	3

GO ON TO THE NEXT PAGE

UNIVERSITY ´S PHILOSOPHY	To preserve and promote the science, art and culture. Training morally and intellectually qualified professionals to play their role into the society. To contribute to the national identity and develop their own culture, in the service of peace and freedom.	Training professionals with full scientific, technical and methodological contribution to the process of teaching and learning of English in different levels. To support with language skills in English, understanding the national situation as a positive contribution to the national progress.	To offer a learning and teaching process quality, supporting with the didactic and pedagogical updating information. The professional must be able to analyze the educational system, methods and resources about English as a foreign language, related with the national curriculum.	To promote the comprehensive development of the human beings. To support the B.A. in English with specialty in Tourism, according to the international standards education. To get the necessary skills to work in this special labor.
MISION	Leader in Superior Education, supporting the professionals with ethical values, science, art, culture criticism of reality, able to propose solutions for needs of the society, scientific and technology.	To be a university with educational program services to different sectors of the population, and promote fundamental changes that society needs.	To support the competent professionals, innovators, and ethical issues, by implementing a process of quality academic related the globalized world. "	Development of the human person promoting the high quality of education from science and technology, building a better society based on solidarity.
VISION	Being a leadership university in Educational innovation and academic excellence.	To be recognized for its quality education, the capacity for innovation and the cultural significance.	"Being one of the best universities around the country, to be recognized for its high quality of education with continuous improvement.	Being recognized as an international university with innovation in careers and services, continuous improvement of quality and technological infrastructure.

GO ON TO THE NEXT PAGE

EQUIVALENCES	Original and photocopy of High school certificate Original and copy of results of the PAES high school graduates from 1997 Certificate of grades authenticated by the authorities of the university of origin. Student´s from foreign university must be submitted legally authenticated. Programs of periods taken, legalized.	Original and photocopy of High school certificate Original and copy of results of the PAES high school graduates from 1997 Certificate of grades authenticated by the authorities of the university of origin. Student´s from foreign university must be submitted legally authenticated. Programs of periods taken, legalized.	Original and photocopy of High school certificate Original and copy of results of the PAES high school graduates from 1997 Original and copy of birth certificate Student´s from foreign university must be submitted legally authenticated. Programs of periods taken, legalized.	Original and photocopy of High school certificate Original and copy of results of the PAES high school graduates from 1997 Certificate of grades authenticated by the authorities of the university of origin. Programs of periods taken legalized.
TRANSVERSAL AXES	Solidarity, social justice training for peace, high quality for professionals	Justice, faith hope temperance and prudence.	Innovation initiative Ethics and competition.	Solidarity, social justice and equality.

GO ON TO THE NEXT PAGE

OPTIONAL SUBJECTS	10	0	7	0
TIME OF THE CAREER	5 years	5 years	5 years	5 years
USAGE PERIOD	6 months	6 months	6 months	6 months
CURRICULUM UPDATING	2002	2008	2008	2008
LEGAL ESTABLISHMENT OF THE CAREER	1841	1979	1984	2008
PROFESSIONAL PROFILE	The grammar is essential for communication in English and French. The methods and techniques for teaching for both English and French To communicate orally and writing in English and French fluently and linguistically correct.	Ability to make decisions (individually and collectively), making criticisms and proposals that enable to promote fundamental changes that society needs. Being an agent of change promoting culture and environmental conservation.	The professional must be able to identify cultural knowledge and English language . The professional are able to analyze the educational system, methods and resources of its own foreign language learning, the national curriculum	The B.A. in English with Specialization in Tourism, must be fluent in English and French, according to the international standard into tourism context.
FRESHMEN´S REQUIREMENTS	Students must have a high school degree. To pass a diagnostic test of abilities for English and French.	Students must dominate the four skills from beginner to pre-intermediate level. Also, the ability to communicate in their mother tongue.	Ability to communicate in English . To consider the social aspects as a challenge and give possible solutions at the end of their careers.	English is not necessary for students who are going to start the B.A. in English. But, they have to consider the social aspects as challenges and give possible solutions.

GO ON TO THE NEXT PAGE

GRADUATING ´S REQUIREMENTS	Pass all the subjects of the program established. Realization of social service (500 hours) To pass a proficiency test in French and English. To accomplish with a research work. Students must be able to face the different social and economic aspects to identity an opportunity related with their careers.	The professional must be able to: Dominate the four skills from upper intermediate to advanced level. Identify different aspects such as: cultural, social, political, and economical; to face different opportunities into their major as the following: advisor into the business English industry, designing educational programs, teaching, translator, hotel management and the tourism context.	To take and pass all subjects included in the curriculum. Students have to work in thesis or they can choose an specialization into their major. Perform 500 hours of community service. Students must be free of payment in Registration and library .	Demonstrate knowledge of English through IBT (Internet Based TOEFL) administered by Educational Testing Service (www.ets.org). Realization of social service (500 hours)

3.2 Data Gathering Procedure

3.2.1 Method used to collect data

The method used to collect data was descriptive, because through this one it was possible to describe the data between the characteristics and differences about the topic of this research. This consisted, on registering the ways in which the authorities and the experts designed in the best way the curriculum. And at the same time, the importance of applying the information from the curriculum by the professors into the practice, and the pedagogical way that students are working into the academic programs in each university. In addition, there were some important aspects identified that were taking into account to design the curriculum such as: learning skills, logic order of the subjects, topics to develop and vocabulary according to each area.

The methodology was based on identifying the similarities and the differences about the curriculums from the four universities around the metropolitan area of San Salvador. The data collected is going to be useful to do a technical analysis and easier posterior procedure of figuring out and graphically representing findings of it. Also the correct way to collect the data was decided from the experts of the Investigation Department of the Pedagógica University, and they suggested, that researchers must collect the information from ten students of each group such as : freshmen and graduating as well as the professors, because the population was too big from each university. Once, the planning of instruments began the process of data was carried out.

3.2.2 Population sample

In the field work, it was necessary to get the population about the English Language students, because the data is going to be useful in order to compare the quality, innovation, and the opinion from the students from the four universities that have been studied in this project. In addition, each university has beginners and graduated students and the finding was the following: Universidad de El Salvador has seventy five (75) freshmen, and one hundred sixty (160) who have signed up the Modern Languages career because, they have dropped another career in Spanish. Also, there are forty (40) students who almost finish their careers in English. In the same way, Universidad Tecnológica there were two thousand two hundred ninety eight (2,298) students, then, Francisco Gavidia has 400, and Don Bosco University there are 478 students.

3.2.3 Techniques used to collect data

To carry out this research three techniques were put into practice, documentary as well as the work field.

The first one refers to the researches that researched, read, and analyzed information referring to the topic.

The second technique was a questionnaire given to the beginners and graduating students, because the instrument was designed to get information related with the needs and expectations they have, and the opportunities that they are looking for in the labor field. There was another questionnaire given to the professors in order to know their own point of view between didactic and specific part of the

curriculum, even the information gotten from the coordinators in the English Language Department of the universities. In addition, when beginners students were surveyed at Universidad Don Bosco, the coordinator suggested that the instrument should be written in Spanish, because the students still have a weak lel of English level. The third technique was a written interview that helped to the research project to gather important information that was close related with the history of each university which has been visited.

3.2.4 Procedure followed to develop the research project

First of all, the planning of activities to be done, including going to the four universities which offer the Bachelor of Arts in English around the metropolitan area of San Salvador and as well as their libraries, and at the same time to the Ministry of Education.

These selected universities were visited to talk to the Dean of the specific School of Humanities. After that they gave the permission to develop the research project; and they knew the purpose of the project.

Simultaneously the researchers got information from different libraries that were visited. It was necessary to consult different bibliography sources, such as: internet links, information about curriculum, magazines, before and after of the Education change in El Salvador in 1995.

Once the planning of the instruments began, the process of field work and the collection of data were carried out.

3.3 *Specification of the technique to analyze the information*

With the purpose to obtain information related to the effectiveness of the comparison analysis of the curriculum from four universities which offer the Bachelor of Arts in English which offer the Bachelor of Arts in English, around the metropolitan area of San Salvador; it was necessary to design some instruments counting with all elements that facilitates to the researchers to collect the information. According to this, the researchers used techniques such as three different questionnaires and one written interview, the questionnaires were administered in twenty students at each university mentioned above. Some of them were freshmen and others graduated, and in the same way, to the professors. These instruments were designed with five opened questions with the purpose to know the students and professor´s opinion. **See attachment "J, K, and L" pp. 96, 97, and 98.** On the other hand, a written interview was administered to the coordinators of the English Department of those institutions of the superior education; it was designed with ten opened questions in order to survey about the history in every single university and the designing of the curriculum. **See attachment "M" p.99**

. In each question the students and professors could respond according to their own interest or conception. But, previously the implementation of the instruments, the researchers must talk with the people included into the project to inform, guide and motivate them to answer the question without fear. It was necessary to explain the kind of questions that the researchers used, and what was the main purpose to get the information.

The collected information in this research is called: Primary Information, this consisted in the gathering of the information through an immediate contact with the object of studio and the analysis of the main characters of the research.

Done this, the researchers analyzed the collected information and discovered which were the students´ expectations and motivations and at the same time, the innovations and options related to the English Language career and the designing of the curriculum from the National University, Francisco Gavidia, Tecnológica, and Don Bosco. After this analysis, the researchers can easily determine what are the needs and expectations from the students, and the changes that have been done to the English curriculum through the education´s history, and according to the legal requirements that the Ministry of Education has established in El Salvador.

In conclusion, it has been analyzed the professional opinions from the professors from the four universities which have been described along this project.

3.4 Suggestions and considerations

At the end of this work, the researchers feel glad to understand a general and specific view about the CURRICULUM, and the complexity of the elemental parts of the English education programs. Now, the researchers have a greater appreciation about this project because it contains important parts to analyze, design, and evaluate the English Curriculum, as well as the improvement of this to offer as a career. In addition, this document describes in detailed way the history of the education changes, and the updating of the educational programs related with the English teaching. The intent of this project, has not been to criticize the sources (universities, and others) which have shared information to elaborate it, but the intention is try to identify a better way to improve an English Educational Program.

Finally, according to the researchers the objectives established before, have been accomplished because this document includes, very important parts such as: comparison and organization of the subjects, periods of time and the evaluation of the curriculum; and at the same time, the importance of the professional profile, of the **students**. In this sense, the "**Comparative Analysis**" of the Bachelor of Arts in English Language Curriculum from different Universities around the Metropolitan Area of San Salvador, has been detailed in this work, as well as the information gotten to **reinforce and provide** philosophical definitions of curriculum to the Universidad Pedagógica de El Salvador, according to the general and specific objectives which have guided this research to finish it.

To design an English curriculum, the researchers have been identified essential components that must be considered when the authorities of the institutions of Superior Education want to change or offer a new option into the English context.

- The selection of materials to be offered should be done in logical sequence and the elemental parts of the curriculum must include aspects such as: learning skills, logic order of the subjects, topics to develop and vocabulary according to each area.
- To improve the English curriculum the authorities must include the surveying about students´ needs and expectations
- During the legal period of time(5 years), before to change or update the English Curriculum, designers have to analyze about fails, droppings, academic results, learning strategies, and motivation of the students.
- To keep a high quality of service and national recognizing, the supporting must be based on: values, technological sources, English cultural background of Salvadoran students and foreigners who are taking a career as native speakers in El Salvador,
- Designing of the objectives and educational programs, must be focused on the globalization and opportunities into the English labor.
- Making agreements with other institutions to facilitate students´ professional practices, and make internal and external evaluation of the English curriculum, and update the information that is going to be offer in English careers.

TOPIC: "COMPARATIVE ANALYSIS OF THE CURRICULA FROM DIFFERENT UNIVERSITIES, WHICH OFFER THE BACHELOR OF ARTS IN ENGLISH LANGUAGE AROUND THE MATROPOLITAN AREA OF SAN SALVADOR, 2009 -2010"

Advisor : Licda. Irma Isabel Martínez Martínez / Students: Nancy Edelmira Portillo Morán y Jaime Arturo Guzmán

	Activities: **Documental Research /Field research**	February 2009				March				April				May				June				July				August			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1.0	DOCUMENTAL RESEARCH																												
1.1	Selection to the bibliography to be used																												
1.2	Selection from reading and literature																												
1.3	Bibliography and summary sheets																												
1.4	Concept sheets / categories																												
2.0	CONCEPTUAL FRAMEWORK																												
2.1	Introduction																												
2.2	Antecedents of the problem																												
2.3	Justification																												
2.4	Statement of The Problem																												
2.5	Findings and Limitations																												
2.6	Concepts and Categories																												

	Activities	Sept.				October				Nov.				Dicemb.				January **2010**				Feb.				March			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
2.7	Edition first draft																												
2.8	Correction 1rst draft																												
2.9	Presentation of the first draft																												
3.0	Meeting with the advisor																												
3.1	THEORETICAL FRAMEWORK																												
3.2	Theoretical Methodological Foundation																												
3.3	Empirical framework																												
3.4	Instruments design																												
3.5	Fields attendance: instruments applications, and organization of the information.																												
3.6	Theoretical methodological formulation of the research																												
3.7	Development and theoretical definition																												
3.8	Edition 2nd draft																												

	Activities	April				May				June				July				Aug.				Sept.				October			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
3.9	Presentation 2nd draft																												
4.0	2nd draft correction and Meeting with the advisor																												
4.1	**OPERATIONAL FRAMEWORK**																												
4.2	Description of the subjects of the research																												
4.3	Meeting with advisor																												
4.4	Data gathering procedure																												
4.5	Specification of the technique for the data analysis																												
4.6.	Chronogram																												
4.7	Meeting with the advisor																												
4.8	Resources																												
4.9	Preliminary table of contents on a final report																												
5.0	Meeting with advisor																												
5.1	Edition 3rd draft																												
5.3	Presentation 3rd draft and correction 3rd draft																												
5.4	3rd draft correction and Meeting with the advisor																												

3.6 Resources

To achieve this research was necessary to use some resources, as the following:

Human:

Researchers

Advisor:

B.A. Irma Isabel Martínez Martínez

B.A. Natalia Mercado (Superior Education Department, of the MINED)

English Department Coordinators:

B.A. Nicolás Ayala (U.E.S)

B.A. Sara Méndez (U.E.S)

B.A. Wilfredo Marroquín (U.T.E.C)

B.A. Rafael Ahuath (U.F.G)

Professors

Students (freshmen and graduating)

Jury:

B.A. Stanley Oviedo,

B.A. Nestor Clavel

B.A. Emilio Pacheco

B.A. Amilcar Bernabé

3.7 Preliminary Table of Contents of the Final Report

3.7.1 *Conceptual framework*

In 1994, the B.A In English curriculum was offered for the first time, and the first university which offered this career was, Universidad de El Salvador. In this sense, they compared different curriculum from some Universities in the United States, focused on many authors´ point of view. Also, they took into account, the needs and expectations of the students according to the globalization or the social changes that have happened. After this analysis, they changed the name of the career and this was: B.A. in Modern Languages, with the specialty in English and French. Then, some private universities have been improving the curriculum because; when the English departments were created those universities got problems related with material, economical, and human resources as well as MINED´s legal requirements. Nowadays, most of the universities have included different aspects in the curriculum of B.A. in English, based on social, economic, and cultural context such as: Tourism, Conventions, Hotel Administration, International Business, and Education. Finally, just some institutions of superior education in El Salvador have improved the curriculum in different ways, adding extra information related with the real needs of the students such as the toefl as a subject, and as well as the society. So this summarized part of this project is very important for the researchers because, they have checked the main ideas from the three parts of it.

3.7.2 Theoretical Framework

In this part of the project the researchers consider that, this is the most important part because, this would be the answer according to the specific objective has established. So, this information is going to be useful, to provide curriculum options, and to reinforce philosophical definitions for the Pedagógica University of curriculum in the Bachelor of Arts in English Language.

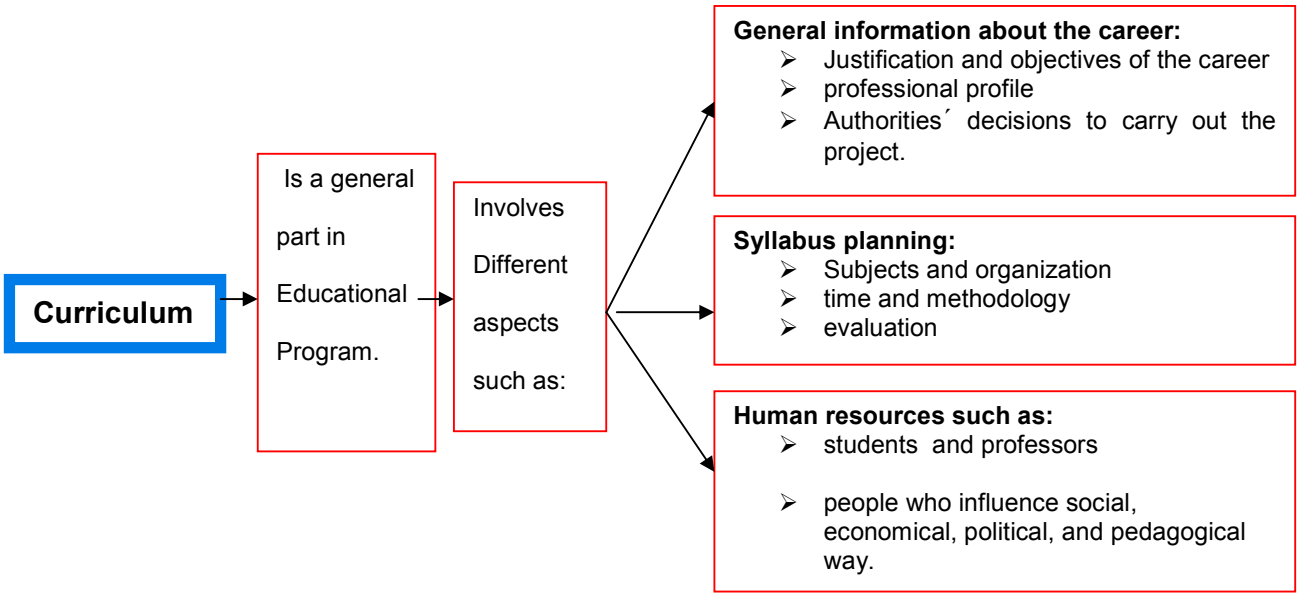
Therefore, it is necessary to "highlight" the brief history about the Superior Education offered by some universities around the metropolitan area of San Salvador. There has been established different periods of time where the universities have been working hand in hand with plenty of limitations, and at the same time, how the authorities from those institutions have been improved the specialties that they offer today. The universities which have been chosen are the following: Francisco Gavidia, Tecnológica, Don Bosco, and Nacional de El Salvador. On the other hand, the method used to collect data consisted on registering the ways in which the authorities and the experts designed in the best way the curriculum. And at the same time, the importance of different aspects identified, to design the curriculum such as: learning skills, logic order of the subjects, topics to develop and vocabulary according to each area. In addition, the methodology was based on identifying the similarities and the differences about the curriculums from the universities mentioned above. Also the correct way to collect the data was decided from the experts of the Investigation Department of the Pedagógica University DICTT. (In Spanish). Dr. Pedro Ticas, suggested that researchers must collect the information from ten students of each group (10% in each university) such as: freshmen and

graduating as well as the professors. Once, the planning of instruments began the process of data was carried out.

In this context, to carry out this research three techniques were put into practice, documentary as well as the work field.

The first one refers to the researches that researched, read, and analyzed information referring to the topic. The second technique was a questionnaire given to the beginners and graduating students, in order to survey the expectations they have, and the opportunities that they are looking for in the labor field. And there was another questionnaire given to the professors in order to know their own point of view between didactic and specific part of the curriculum, even the information gotten from the coordinators in the English Language Department of the universities. And, the third technique was an interview that helped to the research project to gather important information that was closed related with the history of each university which have been visited.

In the same way, to understand a concept about the curriculum into the Superior Education context, which has been changed through the time, and which has became an interesting part for the education, the curriculum has different meanings, according to the books, dictionaries, and different authors. But according to the researchers´ point of view, curriculum is summarized in the following chart:



3.7.3 Operative Framework

In this part, the project shows a summary about comparison from different educational programs that the four universities offer around the metropolitan area of San Salvador. These ones have been adopted in different ways, according to the social, political, and economical situation that Salvadoran society has been lived.

As it has been mentioned before, in the development of this research, the researchers found out information related with the elaboration of the curriculum in English, according to the people who are in charge in the institutions mentioned above, including the Ministry of Education. Based on those sources, the researchers got useful information to develop this project and at the same time, to accomplish the objectives established before.

In addition, during the visits done at the universities, the researchers took into account the experience, results, and the success after each change of an Educational Program and these were close related with the needs of the students, and the labour field.

Finally, the curriculum designers have identified the importance of the elemental parts of the curriculum, to offer different options related with the changes, innovations, opportunities, and challenges that the society has been faced. In this sense, there are some universities which establish information focused on cultural knowledge, values, specialties (according to the major), and technological needs.

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  Publicado en el Diario Oficial Nº 157, Tomo 332

  Fecha: 26 de agosto de 1996.

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  Decreto Legislativo, Nº: 917 Fecha:12/12/96

  D. Oficial: 242 Tomo: 333 Publicación DO: 21/12/1996

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  Departamento de Educación Superior, El Salvador C.A. 2008

- TEFL In Secondary Education

  Neil McLaren

  Daniel Madrid and

  Antonio Bueno

- Universidad de El Salvador: web site: http://www.ues.edu.sv

- Universidad Francisco Gavidia: web site: www.ufg.edu.sv/
- Universidad Don Bosco: web site: http://www.udb.edu.sv

ATTACHMENTS

FRANCISCO GAVIDIA UNIVERSITY

ATTACHMENT "A"

Ciclo	Código	Asignatura	UV	Requisito
1	ETI0	ETICA	4	--

1	ING1	INGLES I	4	--
1	INP0	INTRODUCCION A LA PSICOLOGIA	4	--
1	PGE0	PEDAGOGIA GENERAL	4	--
1	SON0	SOCIEDAD DE LA INFORMACION	4	--
2	DGE1	DIDACTICA GENERAL I	4	PGE0
2	ING2	INGLES II	4	ING1
2	LPR0	LOGICA PROPOSICIONAL	4	--
2	PON0	PSICOLOGIA DE LA EDUCACION	4	INP0
2	TIC1	TECNOLOGIA DE LA INFORMACION Y LAS COMUNICACIONES I	4	--
3	EST1	ESTADISTICA I	4	LPR0
3	MEI0	METODOS Y TECNICAS DE INVESTIGACION	4	DGE1
3	REO0	REDACCION Y ORTOGRAFIA	4	--
3	TER1	INGLES INTERMEDIO INTENSIVO I	6	ING2
3	TIC2	TECNOLOGIA DE LA INFORMACION Y LAS COMUNICACIONES II	4	TIC1
4	CGE0	CULTURA GENERAL	4	--
4	EOI0	EXPRESION ORAL EN INGLES	4	TER1
4	FCA0	FILOSOFIA DE LA CALIDAD	4	--
4	FFA0	FONOLOGIA Y FONETICA INGLESA	4	TER1
4	TER2	INGLES INTERMEDIO INTENSIVO II	6	TER1
5	GRI1	GRAMATICA INGLESA I	4	TER2
5	IAI0	INGLES AVANZADO INTENSIVO	6	TER2
5	INL0	INTRODUCCION A LA LINGUISTICA INGLESA	4	FFA0
5	LCI1	LECTURA Y CONVERSACION EN INGLES I	4	TER2
6	CIN1	COMPOSICION INGLESA I	4	GRI1
6	ESI0	ESTRUCTURAS SINTACTICAS DEL IDIOMA INGLES	4	GRI1
6	LCI2	LECTURA Y CONVERSACION EN INGLES II	4	LCI1
6	LNA0	LITERATURA NORTEAMERICANA	4	IAI0--LCI1
7	AIE1	ANALISIS DE CONTRASTES INGLES/ESPAÑOL I	4	ESI0
7	CIN2	COMPOSICION INGLESA II	4	CIN1

7	DII1	DIDACTICA DEL IDIOMA INGLES I	4	LNA0
7	LIG0	LITERATURA INGLESA	4	LNA0
8	AIE2	ANALISIS DE CONTRASTES INGLES/ESPAÑOL II	4	AIE1
8	DII2	DIDACTICA DEL IDIOMA INGLES II	4	DII1
8	FIN1	FRANCES INTENSIVO I	6	CIN2
8	PPI1	PRACTICA PROFESIONAL DEL IDIOMA INGLES I	4	DII1
9	ASE1	ASIGNATURA ELECTIVA I	4	--
9	ASE2	ASIGNATURA ELECTIVA II	4	--
9	FIN2	FRANCES INTENSIVO II	6	FIN1
9	PPI2	PRACTICA PROFESIONAL DEL IDIOMA INGLES II	4	PPI1
10	ASE3	ASIGNATURA ELECTIVA III	4	--
10	ASE4	ASIGNATURA ELECTIVA IV	4	--
10	EEI0	EVALUACION DE LA ENSEÑANZA DEL IDIOMA INGLES	4	PPI2
10	SIL0	SEMINARIO DE INVESTIGACION LINGUISTICA APLICADA AL IDIOMA INGLES	4	AIE2
Técnicas Electivas				
11	CPT0	CURSO DE PREPARACION PARA EL TOEFL	4	AIE2
11	DGE2	DIDACTICA GENERAL II	4	DGE1
11	IIE1	INTERPRETACION INGLES-ESPAÑOL I	4	LIG0
11	IIE2	INTERPRETACION INGLES-ESPAÑOL II	4	PPI2
11	ORA0	ORATORIA Y PROTOCOLO EN INGLES	4	PPI1
11	TRA0	TECNICAS DE TRADUCCION INGLES-ESPAÑOL	4	ESI0
TOTAL DE UNIDADES VALORATIVAS : 186				

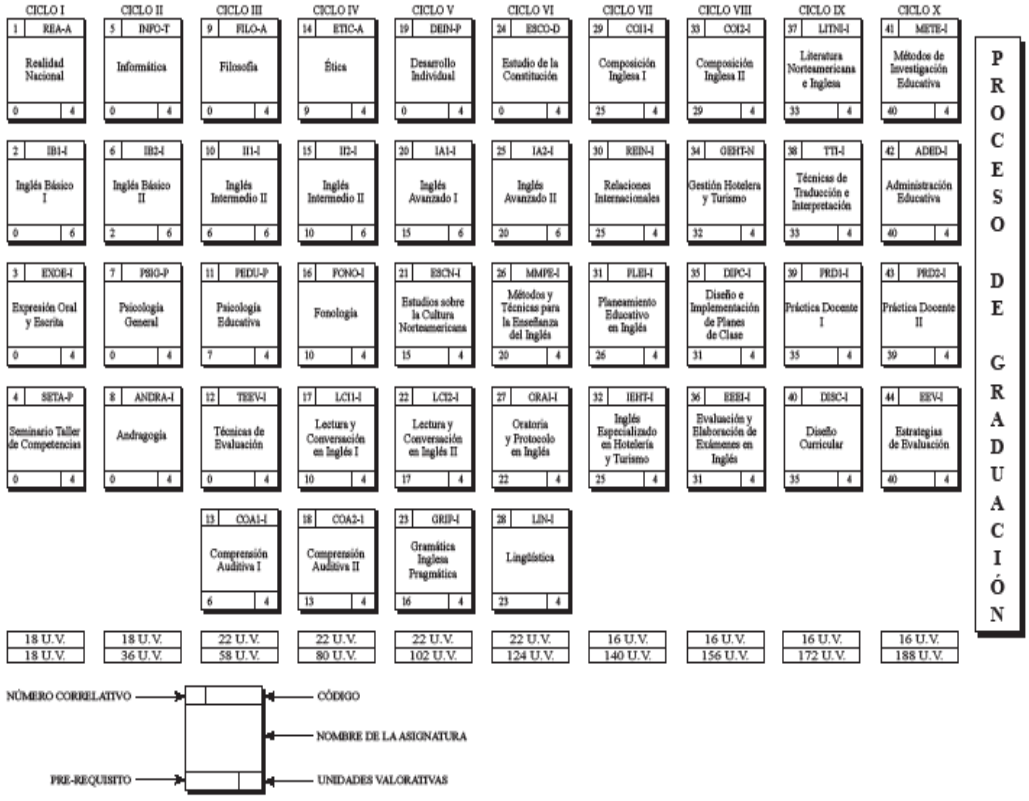
TECNOLÒGICA UNIVERSITY

ATTACHMENT "A"

Universidad Tecnológica de El Salvador
Facultad de Ciencias Sociales
Organización del Pensum

PLAN 2008

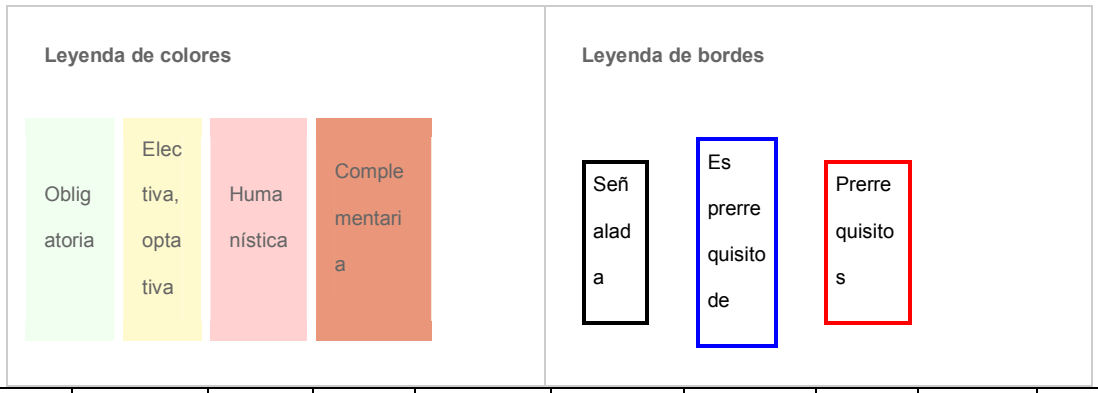
LICENCIATURA EN IDIOMA INGLÉS



UNIVERSITY OF EL SALVADOR

“MODERN LANGUAGES”

ATTACHMENT “B”

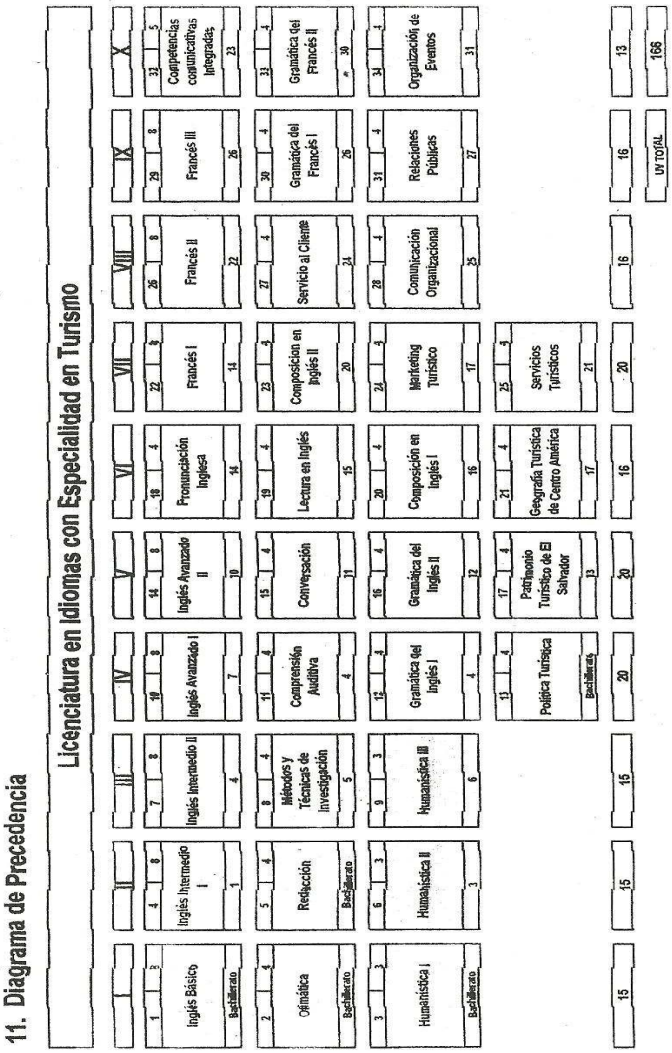


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FRI114 8 UVs Francés Intensivo I	**FRI214** 8 UVs Francés Intensivo II	**FRI314** 8 UVs Francés Intensivo III	**FAV114** 4 UVs Francés Avanzado	**EOF114** 4 UVs Expresión Oral en Francés	**FFR114** 4 UVs Fonética Francesa	**COI114** 4 UVs Composición Inglesa I	**FYT114** 4 UVs El Francés y el Turismo	**FTR114** 4 UVs El Francés y la Traducción	**FYM114** 4 UVs Fonología y Morfología Inglesa
IBI114 8 UVs Ingles Básico Intensivo	**III114** 8 UVs Ingles Intermedio Intensivo I	**GIN114** 4 UVs Gramática Inglesa I	**GFR114** 4 UVs Gramática Francesa I	**GFR214** 4 UVs Gramática Francesa II	**LCI114** 4 UVs Lectura y Conversación en Ingles I	**FYC114** 4 UVs El Francés y el Comercio	**GAV114** 4 UVs Gramática Avanzada	**IAL114** 4 UVs Introducción a la Lingüística	**LTI114** 4 UVs Literatura en Ingles I
		III214 8 UVs Ingles Intermedio Intensivo II	**GIN214** 4 UVs Gramática Inglesa II	**IAI214** 8 UVs Ingles Avanzado Intensivo II	**OEF114** 4 UVs Ortografía y Estilística Francesa	**ICF114** 4 UVs Introducción a la Civilización Francesa	**LFR114** 4 UVs Literatura Francesa I	**LFR214** 4 UVs Literatura Francesa II	**SNO214** 6 UVs Seminario II
			IAI114 8 UVs Ingles Avanzado Intensivo I	**PRG114** 4 UVs Pronunciación en Ingles		**LCI214** 4 UVs Lectura y Conversación en Ingles II		**SNO114** 6 UVs Seminario I	**TRG114** 10 UVs PROCESO DE GRADO
PCG114 4 UVs Psicopedagogía I	**DGL114** 4 UVs Didáctica General I				**DIF114** 4 UVs Didáctica del Idioma Francés		**DII114** 4 UVs Didáctica del Idioma		**DII214** 4 UVs Didáctica del Idioma Ingles II

TCI114 4 UVs Teoría de la Comunicación y de la Información I	**TCI214** 4 UVs Teoría de la Comunicación y de la Información II				**RPB114** 4 UVs Relaciones Públicas		Ingles I **OPU114** 4 UVs Opinión Pública		**HDC114** 4 UVs Historia de El Salvador y CentroAmerica

DON BOSCO UNIVERSITY

ATTACHMENT "C"



UNIVERSITY OF EL SALVADOR

ATTACHMENT "D"



TECNOLÒGICA UNIVERSITY

ATTACHMENT "E"



FRANCISCO GAVIDIA UNIVERSITY

ATTACHMENT "F"



DON BOSCO UNIVERSITY

ATTACHMENT "G"



UNIVERSITIES WRITTEN PERMISION

ATTACHMENT "H"

UNIVERSIDAD PEDAGOGICA DE EL SALVADOR

RMR-dem-2009

UNIVERSIDAD PEDAGOGICA EL SALVADOR ILUMINA Y LIBERA

FAC. DE CIENCIAS Y HUM. UES
DEPTO. DE IDIOMAS
RECIBIDO: Martes
HORA: 2:15 p.m.
FECHA: 12/3/09

La Suscrita Directora de Administración Académica de la Universidad Pedagógica de El Salvador, HACE CONSTAR QUE: **NANCY EDELMIRA PORTILLO MORÁN, JAIME ARTURO GUZMÁN** es alumno de esta Universidad de la Licenciatura en Ciencias de la Educación especialidad en Idioma Inglés.

Que se encuentran desarrollando su Trabajo de Tesis denominado: "COMPARATIVE ANALYSIS OF THE CURRICULUMS FROM DIFFERENT UNIVERSITIES, WHICH OFFER THE BACHELOR OF ARTS IN ENGLISH LANGUAGE AROUND THE METROPOLITAN AREA OF SAN SALVADOR. 2009.", en el cual para dar solidez científica a la investigación solicitan autorización para permanecer en las instalaciones de la institución para observar el desarrollo de las actividades acordes al tema , recolectar información bibliográfica , realizar entrevistas y fotografías logrando con ello determinar algunos factores asociados a la investigación.

Y para ser presentada al Licenciado Nicolás Ayala, Jefe de Departamento de Idiomas Extranjeros de la Universidad de El Salvador, se extiende, firma y sella la presente constancia, a los diez días del mes de marzo de dos mi nueve.

Edgar Nicolás Ayala

UNIVERSIDAD DE EL SALVADOR DEPARTAMENTO IDIOMAS FACULTAD DE CIENCIAS Y HUMANIDADES

UNIVERSIDAD PEDAGOGICA DE EL SALVADOR DIRECCION DE ADMINISTRACION ACADEMICA SAN SALVADOR, EL SALVADOR, C.A.

LIC. ROXANA MARGARITA RUANO
Directora de Administración Académica

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info@pedagogica.edu.sv

MINED`s WRITTEN PERMISION

ATTACHMENT "I"

San Salvador 29 de Enero del 2010

Ing. José Francisco Marroquín

Director Nacional de Educación Superior

MINED

Presente:

Nosotros Jaime Arturo Guzmán Y Nancy Edelmira Portillo, nos dirigimos a usted para solicitarle de no existir inconveniente alguno se nos facilite información relacionada con los antiguos **Planes de Estudio de la Licenciatura en Idioma Inglés**, de las Universidades Francisco Gavidia, Tecnológica, Universidad de El Salvador, y Universidad Don Bosco ; dicha información debe ser antes de la Reforma Educativa de 1995 ya que nos será de mucha utilidad para concluir con nuestro trabajo de campo de nuestra tesis en la cual se investiga el tema: "Análisis comparativo de los Planes de Estudio de la diferentes Universidades de la zona Metropolitana de San Salvador 2009-2010.

F_____ f _____

Solicitante Solicitante