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**ELABORACION DE UN LIBRO TEXTO PARA LA MATERIA
DISEÑO CURRICULAR PARA LA CARRERA LICENCIATURA EN
IDIOMA INGLÉS EN LA UNIVERSIDAD TECNOLÓGICA DE EL
SALVADOR**

TRABAJO DE GRADUACION PRESENTADO POR:

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INDEX

CONTENT	PAGE
Introduction	i
CHAPTER I	1
1. Problematic Situation	1
1.1 Statement of the Problem	1
1.2 Delimitation of the Problem	5
1.3 Justification	6
2. System of Objectives	9
2.1 Variables and Indicators	10
3. Theoretical Framework of the elaboration of a textbook for the subject	
Curriculum Design	14
3.1 Teaching Learning Process	14
3.1.1 The Teaching Learning Process	14
3.1.2 Learning System	18
3.1.3 Learning Style	18
3.1.4 Teaching Style matching with Learning Style	19
3.2 Educational Changes	22
3.2.1 Definition	22
3.2.2 Educational System in El Salvador	22
3.3 English Learning Process	30
3.3.1 English Background	30
3.3.2 The History of English	31
3.3.3 Old English	31
3.3.4 Middle English	32
3.3.5 Modern English	32
3.3.6 English around the world	33
3.3.7 English Language as a Subject	34
3.3.8 English as a Foreign Language	36
3.3.9 English and the Culture	37
3.3.10 English at Universidad Tecnológica de El Salvador	37
3.4 Curriculum Design	40
3.4.1 Importance of Designing a Curriculum	40
3.4.2 Definition	40
3.4.3 Parts of the Curriculum Design Process	42

3.4.4 Environment	43
3.4.5 Needs in a Curriculum Design	44
3.4.6 Principles of Teaching in the Curriculum Design	45
3.4.7 Goals of the Curriculum Design	46
3.4.8 Language Theories of Learning	48
3.4.9 Characteristics of the subject Curriculum Design	51
3.5 Textbook	52
3.5.1 Definition and Characteristics of Textbooks.....	52
3.5.2 Importance of Textbooks	53
3.5.3 History of Textbooks	55
3.5.4 Guideline for a Text Selection	58
3.5.5 Elaboration of a Textbook	58
CHAPTER II	59
1. Methodology of the research	59
1.1 Type of Investigation	60
1.2 The Method	60
1.3 The Population and Sample	60
1.4 Techniques and Instruments	60
1.4.1 Authorities of the English Department's Interview	61
1.4.2 Teachers' Questionnaire.....	61
1.4.3 Students' Questionnaire.....	61
1.4.4 Librarians' Questionnaire.....	62
1.5 Data Gathering	62
1.5.1 Coordinators' Interview Answers	62
1.5.2 Teachers' Questionnaire Answers	69
1.5.3 Students' Questionnaire.....	87
1.5.4 Librarians' Questionnaire.....	101
2. Timetable	107
Glossary	108
Bibliography	112
CHAPTER III	116
Proposal	116
Conclusion	238
Recommendations	240
Annexes	242

INTRODUCTION

The current graduation project concerns with the ELABORATION OF A TEXTBOOK FOR THE SUBJECT CURRICULUM DESIGN. The researchers developed it with the goal of providing the teachers and students a tool to facilitate and promote the learning process of the mentioned subject at Universidad Tecnológica de El Salvador.

The researchers present this graduation project in three chapters. It will clarify the purpose, theoretical background and the procedure which achieves the elaboration of a professional textbook for students of the English Major created at Universidad Tecnológica de El Salvador.

The first chapter establishes the problematic situation, which explains that this is the first time that an English textbook will be made in this area. Because of the lack of materials for the subject Curriculum Design, the investigators justify the research by explaining the benefits for students in the new plan 2002. In addition, the delimitation is taken into account for its solution.

Then, the system of objectives are divided into general as well as specific. Researchers specify the variables and indicators that support the current investigation of this project. Besides, the theoretical framework reinforces the knowledge. It starts with the analysis of the learning process. Then it continues with the educational changes of the educational system in El Salvador. Finally, the investigators emphasize English as a subject at Universidad Tecnológica de El Salvador.

Because of the purpose of this investigation, the Curriculum Design was analyzed in details in this part, such as parts, goals, language theories that reinforce it, and its

characteristics.

Finally, textbooks are considered in a special item to specify the features, importance, history and guidelines in the elaboration of a professional textbook for students at UTEC.

The second chapter shows the methodology of the research. The type of methodology is stated as descriptive. It was developed through an interview to the English Department Coordinators, a questionnaire for English teachers and a questionnaire for students in Advanced English level, and a questionnaire for university librarians.

The investigators also determined the techniques to collect, organize, and interpret the results of this project.

As a result, the third chapter contains the proposal. This part is the most important because it is the result of the investigation and lists the main topics for the graduation work. Also this investigation is supported by different studies found in web sites.

Internet has become an excellent tool to get information at any topic. So, it was used to reinforce the depth of the information proposed, as well as books and magazines which are listed for reference.

After all mentioned above, people that are not acquainted with educational terms will understand easily because a glossary is provided to expand the insight of the research.

Furthermore, there are the annexes as follow:

The coordinators' interview, the teachers' questionnaire, the students' questionnaire, the congruence matrix, the new curricula for the English Major and the program for the subject Curriculum Design.

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First of all, I want to thank almighty God for giving me all the strength and wisdom that I needed to overcome all the difficulties found throughout my whole career and achieving my goal as well. Secondly, I thank my family for all the support that they provided me with during my years of studies; although, in particular I am really thankful with my parents Julia Velásquez and José Romero for supporting, encouraging, and affording my studies.

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In general, I thank all my relatives for encouraging me to continue studying even when I thought that the completion of my formation was already done in the middle of my career.

And finally, I dedicate my thesis work to the center of my whole life and the light that guides me through my ways, God. To my sisters Ana Beatris and Susana Nohemy, to my niece Johana Merary, to my stepfather Catalino Sánchez, to my stepmother Marina Alfaro, to my grandaparents Santos Alvarado and Rosa Velásquez, to my uncles Ropil, Julio, and Rusbel; to my aunts Margarita, Elisa, Gloria and all of my relatives. Nonetheless, I distinctly dedicate this triumph to my beautiful mother Ana Julia Velásquez for raising and educating me with all the ethic and moral values that a person need to socialize with others. Yet even more, I dedicate my triumph to the most beautiful Angel I have had the fortune to meet my dear advisor Mercedes Carolina Pinto, whom was and continue to be the second most important and beautiful person that God has sent to this world.

May God bless us all.

Herberth Romero.

SPECIAL THANKS

Dear readers, the undeniable knowledge I received through knowing , preparing, and designing a textbook in relation with the learners needs, is invaluable.

I feel very proud to get the end of this project because I always wanted to be the author of a book. I could give my contribution in teaching a foreign language, too. I dedicate it to God and my family because all the support in each stage of my life.

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TO MY WIFE- Griselda, who became moral support, partner, friend, and sometimes secretary (sorry). I want to give you all my love and special thanks because the time we shared every day by day. I know we had to postpone vacations, anniversaries, and some other special days but not anymore.

TO MY BELOVED SON- César, Now 4-years old. I know you need all my attention and I had to change it for a while. I hope one day you will be in university too, I will feel very proud to see you working hard. I’m sure you will.

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I dedicate this job to God, my family, and my friends to whom I have made the next poem. I was inspired in your friendship, love, and companion.
Thanks all of you!

THANKYOU

Thanks to my Lord, the whole world God
The all universe life creator
my faith to you made work with glad
I finish this, thanks to you my Savior.

Thanks to the woman who always prayed
she understood me and encouraged me with glamour
she brought me to this wonderful world
Thanks Mom! this job is yours.

I have special brothers and sisters
they are inside of my heart
In my life, they cure my blisters
This triumph is yours, because you are never from me apart.

I had a special team indeed
We were pleased to work together
Thanks Walter and Herbert! Finally, we did!
I will remember you forever.

I also thanks all my special friends
my relatives and my job partners all
I know your companion has no end
and your friendship is living in a happy world.

Carolina, I also thank you in this poem
Because you gently showed us your wisdom
In the process you were light in the sudden
and you made us work with freedom.
You are a unique professional proffesor
and you always had for us time,
we remember your advices with pleasure
thanks to you, you made us not to be blind.

Oswaldo Stalin Campos

CHAPTER I

1. PROBLEMATIC SITUATION

1.1 Statement of the Problem

The development of a society depends a lot on the educational system that supports the way of helping out students in order to get a proficiency level concerning to their majors and the spaces provided for those new professionals. Education becomes the key of a series of opportunities to go beyond where past generations were not able to arrive.

Many ideas have been expressed to define a second language learning process by different experts from different times. However, the definition seems incomplete or not very explained. Within the education process, English as a second language could be seen from different points of view (an English teacher, an English Foreign Language EFL student, and international company manager, etc.). On the other hand, this process responds to the individual human nature of learning in a permanent and changeable improvement to get a perfect integration to the world productive system. At this stage, English is a tool for globalization that means how companies prepare their employees to fulfill with local and international standard quality.

According to the American Government Office Phyllis Schaftly Report, English is now the second most widely spoken language in the world with only Chinese dialects spoken by

more people. English is the overwhelming second language of choice of non-English-speaking countries. English is the official language of the European Central Bank, that is why English is the lingua franca of this century.

Nowadays, globalization has taken an important role in an interactive economy that rules different fields around the world. For example some countries with a well developed economical system such as: Germany, England, The United States, Japan, Korea, Singapore among others, have been forced to produce more in order to trade goods and services. El Salvador has been involved in this process even though, it has faced social, economic and political problems. The effects of the post-war, and also natural disasters like Hurricane Mitch and the two recent earthquakes have affected the Salvadorian Economy. Thus, it has forced people to migrate to some English speaking countries especially to the north part of America.

Communication in those English speaking countries has been an obstacle for immigrants to get adapted to a new culture. Nevertheless, it has been the real success for all these countries that need to interact frequently. As a result, English has been the communication tool that has diminished the language barrier among countries. This is one of the reasons, why the number of people interested in learning English as a foreign language is increasing and they demand a solution in order to respond properly to the society needs.

It is valuable to mention that the big human changes in mind happen or do not happen within the educational system. English teacher's performance is related to multiple factors

that are part of their context such as schooling years, updating seminars, incentives, hiring system, job conditions and evaluation. Besides, these factors are linked to the teaching psychological characteristics such as interests, motivation, personal characteristics, among others.

The new millenium professionals recognize that English language has become useful for developing the knowledge in different fields of research. Some years ago, the English learning process was a privilege for private educational institutions. Now, it is very common to study it in some academies and universities. The information above enhances and enriches the academic professional profile of new professionals.

During the last five years, a number of private English learning academies have increased in number to fulfill with people expectancies about learning the language to get involved in the globalization process.

Because of the information above mentioned Universidad Tecnológica de El Salvador is one of the universities concerned with the progress through higher educational level. Its authorities have been looking for the way to coordinate the curriculum with the kind of professionals that Salvadorian society requires. The technological advances has forced the English Department to create a suitable study plan that best responds to the socio-historic period and the economic policies of the country. Because of this, the English Language has been increased to four levels in every single major at Universidad Tecnológica de El Salvador. One of its projects has been focused on preparing students for teaching English

by using methodologies which will help them to perform an efficient job in the different areas that they are involved in. Also, the university has improved the use of materials. It has created new laboratories, such as the Computer Lab, among others, where students can do research.

The traditional way for teaching English used to be teacher centered; that is, that teachers were the main character in the teaching learning process. This way of teaching has changed. Nowadays, teachers who play an important role as advisers and helpers of the subject are working very close to the students. They are leaders of the student activities to make the class more dynamic, and also, they guide the students' performance. It has proved that students learn a foreign language better through activities such as games, speeches, debates, dramatizations.

Universidad Tecnológica de El Salvador has created a logical chronogram of subjects to transmit the English Language to the students in a gradual manner. This chronogram is designed to upgrade the levels of English and is called Pensun. It is revised and updated in combination with the Ministry of Education (MINED) to offer the best quality to the students.

In the first semester of the year two thousand, Universidad Tecnológica de El Salvador implemented a new plan. As a result they added different subjects to the study plan as a response to the needs mentioned before. Some important subjects like **Visual Aids** and

Curriculum Design will start in the near future. So that, it is important to create a textbook for students and teachers.

Because of the subject **Curriculum Design** is a new object of study taken into account in the major of Licenciatura en Idioma Inglés, there is a lack of written material compiled in a textbook full of exercises on this area, which supports the planning and elaboration of a syllabus. There is not even a handbook that supports the process. So, the purpose of this research is to create a handbook suitable to keep the expectancies of the students and teachers of the English Department. This subject will be a complement of the new subject **Visual Aids** and the traditional subject **Teaching Practice**.

A textbook can lead the teacher and students to a better academic process. The students make good progress having a textbook, because they feel more comfortable reading and doing the different activities supported from a textbook. The teacher can also be helped by the use of a written guide. The different techniques and activities suggested in the textbook will provide an order, leading the students and teachers to standardize the objectives in the different levels of learning following a sequential written guide as a map of knowledge

After analyzing this problem for the future of new professionals of English language, a question is established. What should be the most suitable textbook to support teachers and students in **Curriculum Design** for the new plan, that best responds to their real needs as professional of English teachers in the new millenium?

1.2 Delimitation of the Problem

The researchers of the current research will focus their investigation on how to create a student textbook containing materials and different activities to be developed within and out the classroom to support and reinforce the study of the subject **Curriculum Design**.

The researchers will also create a teacher's guide which will contain the answers of the student textbook activities, as well as different readings and complementary exercises to be applied in the classroom. To do this, the researchers will take as an object of study all the teachers of the English Major who are at Universidad Tecnológica de El Salvador. In addition, students who will take the subject English Advanced course which belongs to the new plan in the English Major at the same university.

This graduation work will be developed from February of the year two thousand two to February of the year two thousand three. It will take place at the Language Department at Universidad Tecnológica de El Salvador, located in San Salvador, El Salvador. It will benefit students in their eighth semester, as well as the teacher who will be in charge of teaching **Curriculum Design** as a subject in the English Department.

1.3 Justification

The purpose of the current investigation is to provide the students of the English Major with a series of readings and exercises given by a textbook to lead them through the subject **Curriculum Design**. It also proposes the teacher's guide who will develop this subject, by providing him with a group of techniques and activities.

To place the importance of the mentioned above, it is necessary to take into account the following aspects: the reason, the importance and the benefits.

This project is justified by the non-existence of a textbook for the subject Curriculum Design at Universidad Tecnológica de El Salvador. Moreover, this investigation will provide some insights for university teachers of the English Department to make this subject an excellent tool for students to make a curriculum in the field they are involved in.

Sometimes, in their work field, professionals face with a series of tasks that were not part of their formation as students. For instance, if a professional in education field is asked to design a program or course to be applied in the classroom, the professional fails. Most of the time it is due to the lack of knowledge concerning with a course or syllabus design. So, the purpose of designing a textbook is to make students become able in designing curricula and syllabi. The handbook will also contain a variety of strategies that will help the teacher in charge of this subject to get a clear comprehension about the student's way of learning. At the same time, the textbook will prepare the teacher to use the strategies in order to design an efficient experience of students learning.

El Salvador has got into the globalization system little by little and it is necessary for the country to have competitive people who can communicate with other people from different countries that El Salvador is in contact with. Therefore, one of the main reasons for choosing this subject is because of the English Department growing. In addition the quantity of students who are trying to get an English major has taken a great demand

because of the society needs mentioned before. Universidad Tecnológica de El Salvador also requires good English teachers because English for Specific Purpose has been added to all the majors existing in this institution. In a near future, the quantity of English teachers will increase.

It is important to motivate students and teachers to make them aware of the importance of the subject **Curriculum Design**. It will let them to create a curriculum that best responds to the society needs.

As it is known, today's technology demands a work forced to be at least bilingual. This is due to the affluence of foreign investors that need to communicate with local authorities as well as national suppliers to establish their different kinds of business in which the foreign investors want to participate.

The researchers agree that a course on **Curriculum Design** needs a written guide so that the course will be smoother. They also believe that the text shows and supports a state of knowledge in a specific field. The written handbook will be designed to allow students active interaction with the learning process of the subject.

This graduation work makes the investigators recommend that the textbook should be written taking into account that **Curriculum Design** is a complement of the subjects **Visual Aids** and **Teaching Practice**. So, The textbook should also be written in an understandable and joyable manner. The researchers based on their own academical experience agree that

an English student feels more comfortable having a handbook where the different activities and methodologies are advised. Therefore, there is a necessity for the educational institutions to provide their students written materials.

Some of the features that the textbook will provide are:

- 1) Reading supporting material which will enhance the theory and the practice.
- 2) Complementary feedback exercises which will reinforce the student's achievement.
- 3) Answer Charts that will let the students to compare their work with the expectations of the subject.
- 4) Practical strategies that will help the students to discriminate among the variety of curricula to design the appropriate syllabus to be implemented in the teaching learning process.

Another importance of this subject is that in reward, the English students will have the benefits of creating by their own a curriculum if they are asked to do it in any institution they are applying as teacher positions; they will develop their abilities and perform any assigned job concerning to the subject. This opportunity may result in a good chance to be well paid plus some other benefits like traveling to a foreign country for training, or pay raises.

Also, other benefits are that the textbook will allow students to demonstrate that concepts are understood and they can apply those concepts in the teaching environment, and the textbook should contain step by step the instructions of processes to guide students on how to accomplish the tasks. Finally, the textbook will contain topics and course objectives that must be covered during the development of the subject.

Although some universities in El Salvador offer the subject **Diseño Curricular** in Spanish, there are not reading materials for English language learners. Despite a considerable research made on Curriculum Design and Syllabus Design, written information is not easy to get from libraries or bookstores. Internet offers some websites that support this investigation.

2. SYSTEM OF OBJECTIVES

With the purpose of having a better development of the investigation project, the researchers of the current investigation establish the objectives, which will come to form part of the tools to achieve the research goal.

General Objective

- a) To design a textbook for the subject **Curriculum Design** for the new plan of the English major at Universidad Tecnológica de El Salvador.

Specific Objectives

- a) To enrich the knowledge in the different areas of the subject **Curriculum Design** by preparing different readings.

b) To improve the knowledge acquired through the readings by creating different complementary exercises.

c) To encourage students' attitude towards the learning process by proposing a variety of techniques for the teacher in charge of the subject **Curriculum Design**.

2.1 Variables and Indicators

To design a textbook for the subject **Curriculum Design** for the new plan of the English major at Universidad Tecnológica de El Salvador.

To enrich the knowledge in the different areas of the subject **Curriculum Design** by preparing different readings.

To improve the knowledge acquired through the readings by creating different complementary exercises.

To encourage students' attitude towards the learning process by proposing a variety of techniques for the teacher in charge of the subject **Curriculum Design**.

3. THEORETICAL FRAMEWORK OF THE ELABORATION OF A TEXTBOOK FOR THE SUBJECT CURRICULUM DESIGN.

3.1 Teaching learning Process

At the present time, English has constituted one of the main languages all over the world. Therefore, many people are interested in learning, at a proficiency level, the basic skills that involve a communicative approach. As a result, a series of theories have been developed in order to provide the teachers with the necessary tools to improve the learning process a proficiency level. Consequently it will be explained the Teaching Learning Process at a very detailed manner as well as its derived facts.

3.1.1 The Teaching Learning Process (TLP)

There are a variety of issues that are important in today's world, such as cognitive development and character, that are not presently discussed when it is referred to student learning. Nevertheless, it is really important to take into account that some students in some classrooms might learn more than students in the same or another classroom. Therefore, it would be extraordinary if teachers identify the causes that do not allow them to have the same rate of students having success in the process.

The most common issues in the teaching learning process are: **output, context, input, and classroom processes** they help teachers and learners to understand the teaching/learning

process in order to be aware of, as well as to delete, those drawbacks that do not allow them to achieve their objectives.

Output is considered the most important category by Bill Huitt because, once that has been defined, it impacts the importance of the variables in the other categories of the Teaching Learning Process. Yet, there is a second most important category, at least from the perspective of the educational institution and educational psychology, he finishes.

According to Bill Huitt, the **Classroom Processes** category includes all the variables that would occur in the classroom because it is split in three subcategories: teacher behavior, student behavior, and others. He says that the category of teacher behavior consists of all the activities the teacher would make in the classroom, which includes three additional subcategories: Planning, Management, and Instruction. **Planning**, he continues, refers to all of those activities a teacher might do to interact with students in the classroom. **Management**, he argues, refers to the control of the student's behavior, while **instruction** refers to how the teacher will guide students to learning, he finishes.

Bill Huitt also praises that there are a variety of specific items that are related to the student learning process such as providing corrective feedback and increasing the student/teacher interaction. Moreover, he points out that the category of Student Behavior includes all of the actions a student would make in the classroom and includes one very important issue and that is **Academic Learning Time**, which is defined as “the amount of time students are successfully covering content that will be tested.”¹

¹ Huitt William. The Teaching Learning Process: A discussion of models.
<http://www.teachinglearningprocess//huitt'stories.com>

Huitt also mentions that there are several classroom factors, which are related to the student achievement such as the classroom climate and the opportunity that they have to be committed in leadership roles. He also mentions that the classroom processes are really important because constitute issues that are relevant to the students' achievement. That is to say, the teacher's classroom behavior has a direct influence on students' behavior.

According to Huitt the third major category of variables, **Input**, refers to the background knowledge of teachers and students prior to their coming into the classroom. In here, he argues, there are two important subcategories, too: Teacher Characteristics and Student Characteristics.

Bill Huitt says that some important subcategories of **Teacher Characteristics** include the teacher's values and beliefs, knowledge, thinking and communication skills, performance skills, personality, and so many more possible subcategories. According to him these seem to be the most important ones.

Bill Huitt praises that the most important of the **Teacher Characteristics** seem to be the teacher's values and belief in which the teacher believes that students can learn and that he/she can teach.

On the other hand, Huitt says that there are a wide variety of **Student Characteristics** that are related to classroom behavior and student's achievement. He argues that it is important to follow a process in which both the teacher and the student realize it is time to learn in order to develop the student's prior knowledge. When the time for learning has come, the student's intelligence or academic ability is the most important. Moreover, Huitt emphasizes that it is indispensable that teachers realize that everyone can learn and that it is

important to learn. In that way, he concludes, a greater effort will be done in order to provide the appropriate time to learn. However, he also states that if teachers believe either **ability** is more important than the other categories or only the most capable students can learn, then the process will continue producing nowadays results. In this process, some students learn better than others. Both are immersed to the same learning experiences.

The category of **context**, according to Bill Huitt, includes all of those items outside of the classroom that have an impact on teacher and student characteristics, classroom processes, and output.

He also points out that there are a wide variety of contexts such as home, peer groups, community, religious institutions, society, culture, and international conditions that influence the teaching/learning process. He argues that the home environment plays an important role because it includes such variables as the educational levels of parents, and family income/socioeconomic status. Besides, there are other parental characteristics, which include the amount of technology and written material at home, and so forth. Huitt also states that one of the issues that best predicts students' learning seems to be the level of mother's education because the mother is his first educator. The level of language proficiency that she uses with the child is an important predictor of the child's language usage and school learning. Huitt continues, because of the role of technology in today's society how acquainted the child is with technology, the more likely the child will feel comfortable in the modern classroom. Regarding community or peer groups, Huitt says that it is very important to take it into account because of the aspects, which are influencing on all other skills of the student.

3.1.2 Learning System

Since the teaching of English has become one of the most important issues in different academies; institutions; and universities in many countries of the world, it is important to mention that teachers have gathered important information. In addition, they have got enrolled in different seminars in order to be updated with the most relevant methods and techniques to transmit their knowledge to their pupils in a better suitable manner. As a matter of facts, teachers are always looking for the best teaching methods and strategies to find out about learning styles that can provide them with the necessary tools. One of the teacher's goals is to develop the students' potentials concerning the learning of a foreign language. In the subtopics described bellow, some of the most relevant issues are explained in relation with the different learning styles in the **Teaching Learning Process**. Besides, there will be described teaching styles matching with learning styles.

3.1.3 Learning Style

There are many and different ways to learn something. In fact, people have internal characteristics that help them to understand and interpret any kind of information. Whoever learns something new has to do with their individual attributes that allow them to acquire data whether by helping themselves through visual aids, speeches, or even theory-practical activities. According to Shumin Kang, "it is evident that people learn differently and at different paces because of their biological and psychological differences."²

² Forum Magazine. Learning Styles: Implications for ESL/EFL instruction Volume 37, Oct-Dec 1999. Page 6

As a matter of fact, these differences in learning are obvious in any English learner as a Foreign Language setting where students come from different cultural and educational backgrounds. A learning style is multidimensional. Its elements can be classified into five stimulus categories: environmental elements, emotional elements, physical elements, sociological elements, and psychological elements. Clearly learning styles include not only the cognitive field, but also the affective and physiological fields.

In agreement with the five stimulus categories, physiologists assure that learning styles are based on the sensitive features and learners prefer to learn using different skills; that is to say, sometimes learners need to feel, hear, see, touch, or do in order to know how to make something functional. According to Shumin Kang, “Research on learning styles is based on the assumption that learners receive information through their senses and prefer some senses to others in specific situations.”³⁴ Usually, students learn more effectively if they learn through their own initiatives. When their learning styles are matched with appropriate techniques in teaching, then their motivation, performances, and achievements will increase and be enhanced. Thus, researchers and educators try to establish optimal environmental and psychological climates that encourage learning by allowing students to learn in accordance with their own preferred learning styles.

³Ibid 2.

⁴ Ibid 2.

3.1.4 Teaching Style matching with Learning Style

Although teaching styles are open to question, it is important that a person feels comfortable and confident, especially when this person is trying to acquire any kind of knowledge. It would happen the same if the same person wanted to transmit the acquired knowledge to an individual or a group of people.

As a result, educators would like that the ones interested in learning the knowledge would also feel confident and comfortable as well as him/herself. In fact, the process for learning something new has to do also with the previous experiences, in learning knowledge, that the teachers had as students, because in that is the way they learn how to treat and interact with their students. Consequently, the teachers have to learn and design a way, based on their experiences, on how to teach according to the needs of their students. Shumin Kang supports this when he mentions that “A knowledge of one’s own learning style is essential in “learning to learn”.⁴The professionals of the teaching process have to know how to encourage their students in order to motivate them to explore their skills and in order to achieve the learning objectives. Teachers need to be acquainted with the needs of their students. To find the appropriate way that helps them as educators to cooperate and lead their pupils to the best of learning by becoming themselves observers, analytic, investigative, and feasible professionals. Shumin Kang states that “Teachers should help students discover their own learning preferences and provide constructive feedback about the advantages and disadvantages of various styles”⁵ On the other hand, it would be extraordinary if teachers took into account the way their students feel more comfortable for

⁵ Ibid 2.

learning something. But at the same time, not to forget that there are also a variety of strategies that they have to imply in their class in order to involve their students to acquire knowledge. In addition, students are aware that there are also other ways of learning.

Namely when teachers learn to identify learning problems as well as learning styles, they get involved into the task of designing material. This helps them to ease their teaching job as to encourage students to keep on performing their activities by helping themselves on their endowments to broad their knowledge. Shumin Kang praises that “Instructors may use instruments and activities specially designed for L2 learners such as Willing’s Activity Work Sheets (1989) and Kinsella’s Classroom Work Style Survey (1996) to identify students’ learning styles”⁶ Kang establishes the stated above because he argues that the result of having any kind of system that supports learning styles identification can help students. Therefore, this system styles reinforce their weakest areas, so that they can be capable of designing a system that can provide them with the appropriate tools to enrich their intellectual acquisition.

In conclusion, teachers should learn, through experience, to develop systems to identify students learning preferences; so that students can infer how to learn based on their own strengths. As a result, this learning style system could also help teachers as well in order to match their teaching styles

3.2 Educational Changes

3.2.1 Definition

The Webster Dictionary states that Education is the field of study that deals mainly with methods of teaching and learning. It is also the knowledge and development resulting from an educational process.

Mr. Christopher G. Dugdale assures in his book Language Learning that “Education is the process by which society transmit new members, the values, beliefs, knowledge, and symbolic expressions to make communication possible within society”⁷

The education has two stages; unsystematic and systematic education. First, unsystematic education begins since the person is born, because he/she starts learning at home. Systematic education is when the person is immersed in the school process.

“Schooling generally begins somewhere between four and six when children are gathered together for the purpose of specific guidance related to skills and competence that society deems important”⁸

3.2.2 Educational System in El Salvador

El Salvador has been a country where the education was not a priority some years ago. Even though, there have been some changes since the time of General Gerardo Barrios and Francisco Menéndez were in the government.

First the education system got a renewal given by Francisco Gavidia. Second, it was followed by the modernization impelled by the minister Galindo Pohl in times of the ex-

⁶ Ibid 2. Page 8

⁷ Dugdale, Christopher G. Language Learning. 1st Edition 1995. Page 7

⁸ Ibid 7

president Osorio. Finally, the achievement of the ambitious and big reform of the Minister Beneke in 1968, when the government was led by the President Fidel Sánchez Hernández.

Mr. Hernández created a curriculum commission which defined education as: “La adquisición de una consciencia clara y crítica capaz de estimar en su justo valor el propio status en el cual se vive, para transformarlo si no es bueno o para confirmarlo si lo es”⁹

This reform failed because the education system was taken into account as a second necessity. Another damage for education was the authoritarianism which was the power of the society and it found in the ignorance of the population one of the priorities. So, the well-educated people could be dangerous for those who held power.

Later the civil war exploded in the decade of the seventies. As a result thousands of Salvadorians had to emigrate for their own security, mainly to other countries like North America. To summarize, in this decade neither the education was a priority for people nor for the government. Many people did not send their children to study because of the war's problems.

In the decade of the eighties, the war continued but it began to lose power in the last years. There were many international commissions and the United Nations Organization UNO who began to help in order to finish the war.

Later, in 1991 a group of people from the different important institutions in the Salvadorian society and some people of the two fighter fields formed a group. The president of that period Alfredo Cristiani, and ecclesiastical authorities were in this committee. The objective was to create a commission to make the war to stop. The education was at that

⁹ Reforma Educativa “68. Pedagogia General Universidad de El Salvador 1990. Page 11.

time a little exclusive for people who had the advantages to do it, even though the new reform began to be done by the Ministerio de Educación at that time.

The war finished in January 16, 1992 when the peace agreements were signed. As a result, in 1995 three years after the peace agreements, Education took an important role. Dr. Armando Calderón Sol (President for that period) said in his first speech as president that the government was going to work and make a deep educational reform such as giving more educative resources, improving the educational programs and training the teachers with appropriate seminars.

Just as he said: “Vamos a promover una profunda reforma educacional, asignando mayores recursos, mejorando los programas educativos y capacitando a los maestros, a quienes expresamos nuestro respeto y admiración...”¹⁰

The president formed a commission of a group of professionals to investigate about the educational environment as soon as possible. The commission was called **Comisión de Educación, Ciencia y Desarrollo**. Which impelled a new reform for the national educational system.

When the commission began to work in the investigation they took into account the economical, cultural, and technical globalization process which represented a goal in the development and strength for the cultural identity.

¹⁰ Transformación de la Educación de la paz y desarrollo de el Salvador. Universidad de El Salvador.

Thus, this historical period of El Salvador demanded a deep education plan, because of the modern and scientific reasons, which required intellectual and moral advances. Furthermore, the necessity of re-determine the national consciousness of new tasks from the present and the perspectives for the future. Once that the peace was possible in El Salvador, in function of this big historical phenomenon was important to think about the education as a real priority and real necessity shared by everybody.

According to the commission's document, there are some important values that must be gotten through the educational process, they are; Freedom, justice, beauty, solidarity, competitiveness and security. So that, the learning action will be transmitted for the philosophical, scientific, and artistic knowledge, and for the elementary values that construct the knowledge. Some articles were published by the commission in a newspaper of San Salvador. It says: "Los valores no deben ser concebidos y explicados en abstracto, sino derramados en todo el organismo de la educación, de manera que en el acto de aprender se transmite, además del conocimiento filosófico, científico o artístico, la esencia de los valores que humanizan el conocimiento"¹¹

An second article was published in 1995 by the commission Ciencia, Cultura y Desarrollo. It states that the peace, the democracy and the education are functional concepts; the peace is the balance, the democracy the method, and the education the instrument. The contents of all these concepts are the values that lead the three fields together. One important point from the article says " La educación debe ser reveladora y formativa. Tiene que estar

¹¹ La Prensa Gráfica. 7 de julio de 1995. Editorial.

enraizada profundamente en la realidad y así sus contenidos deben permanecer cerca de las necesidades de la vida, individuales y colectivas.”¹²

It is known that education, science, and the technology are requirements for the human development, so education should develop the human resource in order to establish an adequate insertion and relation with its natural, political, economical, and social environment.

Therefore, it is considered that the transformation of the educational system is a must because that might change the unproductive thoughts, the unknown culture and corruption for the productiveness, the identity and solidarity.

Nowadays, the results are clear so, some of the basic differences between the competitive countries and the ones that are not competitive are the technological advances and the educational level of their human potential.

Some other aspects to be considered are how the economical increasing and the social security requires an education that responds to the reality, perspectives, and development needs of the country. To summarize, transforming the educational system means to know the environment for responding to the values and challenges of the society.

In addition the new generation should be educated to get into the reality, to know it, analyze it, criticize it, and transform it in favor of the human and social development. The education should permit people to know themselves as persons that know the country's advantages and obstacles.

¹² Ibid 11

The new educational reform began in 1996 with the vision that in a couple of years the whole country had adapted the new educational system.

One of its important field was aimed to increase education in rural areas with the cooperation of some private organizations in charge of supporting it. One of the institutions was EDUCO. (An entity that works specially in rural areas).

Another program arose from the reform was Escuela Saludable. This program had the purpose of supplying the school with medicine and food for poor students in areas where they were not fed properly before going to school. For this reason, doctors and psychologists sustain that if a child is not supplied with the necessary vitamins, the learning will be deficient, so that this program will help the future generations.

Another fact that was added to the reform was the teachers training. Today the education is a priority, so that it is important to count on the good professionals who offer quality to the learning process.

Of course there are some other elements that were added such as: improvement of damaged schools, construction of new schools, creation of a parents' students association, a creation of a new program for handicap students, improvement teachers' salary, new curriculum for the different subjects, among others.

It's extremely important, however, to specify that the new reform was mainly focused in the basic and middle education. It means the first 9 years of school and the next three years known as Bachillerato respectively. Unlike, the superior education was investigated but not so deep as elementary education because it had its own separate rule called **Ley de**

Educación Superior, which was the first law established in 1965. This law was not so good because of all factors mentioned before during the civil war.

After the commission Educación, Ciencia y Desarrollo finished the educational reform, the Asamblea Legislativa began to study the superior education reform, requested by the President Mr. Calderón Sol. So, in 1995 the new superior education law was stated in Asamblea Legislativa of El Salvador, signed by the minister of Education and some other representatives from the Asamblea Legislativa.

According to the Art. 61 of Decreto 522 in the Constitution of the Republic of El Salvador, the superior education has to be managed by a special rule., It should contain the general principles of the organization and function of the superior education institutions. The article says: "La educación Superior se regirá por una ley especial, que deberá contener los principios generales para la organización y funcionamiento de la Universidad de El Salvador y demás universidades estatales; la creación y funcionamiento de universidades privadas, y la creación y funcionamiento de institutos tecnológicos oficiales y privados."¹³

The article also mentions that the education rule needs another new law because the existing one is not appropriate. The new rule for superior education has to offer social services, the institutions have to build investigations centers that encourage and diffuse the culture.

¹³ Decreto No 522, Ley de Educación Superior. Asamblea Legislativa de El Salvador
<http://www.asamblea.gov.sv/leyes/19950522.htm>

The purpose of the new law, which is stated in the article 1 of the chapter 1 of the new education law, is to regulate the assurance and good function of the superior education.

It stands: “La presente Ley tiene por objeto regular de manera especial la educación superior, así como la creación y funcionamiento de las instituciones estatales y privadas que la impartan”¹⁴

In addition, the article number 2 establishes that the superior education has three functions; the teaching, the scientific investigation and the projection of social service.

The teaching process has as one of its goals to transmit and discover knowledgments and investigation abilities in the professionals.

The investigation is the systematic seeking of new knowledgements that enriches the social and scientific reality. The social service is the source where the academic fields interact with the social reality.

The Ministerio de Educación gives to the superior education institutions freedom to work by themselves in relation with the programs in the different majors. These programs however, have to be approved by the Ministerio. When the institutions have their programs they have to present them to the Ministerio for its evaluation. If the Ministerio de Educación approves the programs the institutions can begin working with them.

¹⁴ Ibid 13

Coherently, the article number 34 assures that the superior education institutions have to count on appropriate and approved study plans for the different majors. Also, the requirement of the adequate programs for practices and seminars. In the same article 34 the literal b and e stand: “b) Disponer de los planes de estudios adecuados y aprobados para los grados que ofrezcan, así como de los programas correspondientes a los cursos, seminarios y prácticas requeridos. e) Disponer de la adecuada infraestructura física, biblioteca, laboratorios, campos de experimentación, centros de práctica apropiados, y demás recursos de apoyo necesarios para el desarrollo de las actividades docentes, de investigación y administrativas que garanticen el pleno cumplimiento de sus finalidades.”¹⁵

As a result this recent law has been applied by all the universities existing in El Salvador. One of the private universities with a big number of students is Universidad Tecnológica de El Salvador.

This university took into account the superior education law and the present society needs. Also, it provides students with excellent academic programs, labs, libraries etc. One of its projection is the investigation, as law requires. The students make different investigations focused on the different society needs and needs of the same university as improve the programs, students’ acquisition in different fields, etc. Many investigations have been done by students who finish the programs and they do the researches as a graduation job.

¹⁵ Ibid 13

3.3 English Learning Process

3.3.1 English Background

In the last decades of the 16th century, English took an important place as a lingua franca. It is estimated that by that time English was spoken for nearly five to seven millions of people around the world; including those living in British Isles. Around the last period of the reign of Queen Elizabeth I and the beginning of the rule period by Queen Elizabeth II -1588, 1952- the English-speakers in the world increased to a number of two hundred and fifty millions approximately. Most of these newborn English-speakers are now North Americans. As a result, nowadays English has become one of the most important language spoken all over the world, whether for academical, trade, or specific purposes. In the following subtopics it is described the progress that English as a language has had in the history of the whole world.

3.3.2 The History of English

In order to understand the history of English, specialists have divided it into three phases that are known as **Old English** or **Anglo-Saxon**, **Middle English**, and **Modern English**.

Then, the researchers of this project investigation will write more about these three great divisions that have come to form part of the history of the English Language in order to have a greater scope of what English was, and continue to be in present times for diversity of generations all over the world.

3.3.3 Old English

The earliest period or **Old English** begins with the migration of certain Germanic tribes from the continent to Britain in the fifth century; in the year of our Lord (A.D.). Nevertheless, there are not any kind of traces of their language that could survive from before the seventh century. By that time Latin Old Norse, the language of the Viking invaders, had begun to have an eminent impact on the lexicon of English. Therefore, the well-developed inflectional system that was reflected on the grammar of Old English begun to break down as well. Yet, the changes that have taken place throughout the years have not transformed English that much. Perhaps the most distinctive difference between Old and Modern English is the system of inflections as nouns, adjectives, and even the definite article, which were inflected for gender, case, and number. The system of inflections for verbs was also better than nowadays'. In addition, there were two imperative forms, four subjunctive forms; two for the present tense and two for the preterit or past tense, and several others which present English does not longer have. Even where Modern English retains a particular category of inflection, the form has often changed.

3.3.4 Middle English

The period of **Middle English** extends roughly from the twelfth century through the fifteenth. The influence of French and Latin upon the lexicon over English continued

throughout this period, the loss of some inflections and the reduction of others was obvious, and many changes took place within the phonological and grammatical systems of the language. A few words and phrases that have meanings no longer common are the result of the effect of the dominant language of French. It is evident, though, that there exist a variety of familiar words coming from the French language. On the other hand, the word order of sentences by that time is now very close to that of present times.

3.3.5 Modern English

The period of **Modern English** extends from the sixteenth century to current times. The early part of this period faced the complexity of a revolution in the phonology of English that took place in the late phase of **Middle English**. Other important early developments include the stabilizing effect on spelling and the beginning of the direct influence of Latin and Greek on the lexicon of English. After that, English began to keep into contact with other cultures around the world, consequently, diversity of dialects of English were developed in all the areas in which Britain had colonized. The historical aspect of English demonstrates, supporting itself on prehistory, that the language did not simply bud into existence, but it was brought from the Asian continent by Germanic tribes who had no form of writing and thus did not leave any kind of written evidences. Noah Webster states that “they must have spoken a dialect of a language that can be called West Germanic and that other dialects of this unknown language must have included the ancestors of such languages as German, Dutch, Low German, and Frisian”.¹⁶ He comes up with this conclusion because of the systematic similarities which these languages share with each other but do not share

¹⁶ Webster, Noah. A Brief History of the English Language.<http://www.m-v.com/about/look/htm>

with Danish. However, he establishes that philologists have worked hard with the purpose of, in somehow, reconstructing what that language was like in its lexicon, phonology, grammar, and semantics as best as they can through sophisticated techniques of comparison developed basically during the last ended century. Ancient and modern languages like Old Norse, Gothic or Icelandic, and Norwegian have points in common with **Old English** as well as those that share Old High German, Dutch, and English that have nothing to do with French or Russian.

It is clear, in fact, that there was an earlier untraced language that can be called simply **Germanic** and that must be reconstructed. However, Germanic was just a dialect as those of Greek, Latin, and Sanskrit that were three other dialects of a language designated Indo-European, and thus English is just one relatively young member of an ancient family of languages whose descendants cover a fair portion of the globe.

3.3.6 English around the world

As it has been already written above, the movement of English around the world began with the first journeys to the American and Asiatic continents during the 19th century. The progress of English began to take importance when it was adopted by many countries and states around the world as an official language. In fact, the English language has taken an important status all over the world because of the expansion of the British colonial power and the increasing economical power of the united States that has an important impact over the majority of countries in the world; as Jack C. Richards Mentions that “English is the

major language of international communication and is not limited to any one country, region, or culture”¹⁷

English has constituted as a language that can be used as a tool of communication between countries that speak different languages to English. Several reasons have taken people and governments to adopt English even as second language in order to accomplish with different communication roles that come to ease a lot of tasks related to commercial trades, business, and technology among others. The main reasons which have taken many societies to learn or adopt English as a tool for international communication build their bases on internal political, external economy, intellectual, entertainment, and practical factors. In a whole they come to play a role in which the language provides the speakers with a dimension of opportunities that enhance their personal and interpersonal development as human beings. The stated above is also supported by Jack C. Richards when he assures that “The primary goal of the course is to teach the ability to communicate according to the situation, purpose, and roles of the participants”¹⁸ That is to say teachers are merged in the task of designing programs according to the needs of the learners in order to motivate them to learn a foreign language, as English in this case.

3.3.7 English Language as a Subject

By the decades of the sixties, in the year 1968, the Educational Reform changed its curriculum in order to implement the teaching of the English Language instead of French. As a result, a variety of specialties such as Hostelry and Tourism, Translations and

¹⁷ Richard, Jack. C.Intro New Interchange. Page 1

¹⁸ Ibid 17

Interpretations, and International Relations among others, came up to become part of high school programs as well as university programs.

For this reason, the programs included new methods and strategies to provide English teachers with a diversity of techniques to develop speaking, fluency, pronunciation, writing, reading, and listening. In fact, the Educational System incorporated strategies to allow teachers and students interact one another while being in the classroom. Nonetheless, these requirements were not fulfilled because many of teachers did not put them into practice.

It is well known that educators develop their classes without having neither supporting materials nor didactic resources, to supply their students' needs. So, these students hardly learn to communicate effectively due to the series of gaps that they have faced with at the time of learning the target language. The Salvadorian economical situation that is one of the causes that lead teachers to face a series of obstacles that do not enable them to accomplish their classes with the techniques and methodologies that the study programs suggest them to apply.

As a result, students tend to feel reluctant to English learning due to the lack of motivation as to learn to manage communication in a foreign language. Thus, learners feel that most programs do not supply their expectations in order to interact with other English speakers from different countries as to apply to job positions with the purpose of obtaining better life conditions. Even though, all these aspects affect educators to perform their role in an effective way. It would be even better if they were trained in order to design the programs on their own with the purpose of making all the syllabi fit within the respective areas.

Fraida Dubin states that:

“The very complexity of human language together with the wide variety of circumstances in which it is taught may partly explain why the field of language pedagogy has paid comparatively slight attention to the basics of course designing and materials writing”¹⁹

In that way she also supports the theory that it is important that new professionals in education should worry about learning process. In addition they must be updated to design programs, courses, or syllabi based on their students needs and environment.

3.3.8 English as a Foreign Language

Teaching a foreign language is a difficult task, especially in poor countries that hardly count on appropriate resources to provide the teachers with the most suitable tools to develop their teaching process.

In El Salvador, teachers face with a series of obstacles in order to develop their classes so that they can supply the students needs and expectations. This, basically, is due to the lack of interests that has existed to improve the education system in the last decades. However, teachers have to use their creativity, throughout experience, in order to find the best way to create an environment in which the students can learn in comfortable and appropriate conditions. Being an excellent professional of the English teaching process, committee educators with the learning progress of their students. So that, English teachers are involved

¹⁹ Dubin, Fraida. Course Design. 1994. Page 1

in the need of getting updated with a variety of new methods, techniques, strategies, sources, and procedures that come to complement and ease their job as trained professionals to transmit their English knowledge to their students.

With the purpose of designing a suitable system in which students feel motivated and not reluctant to learn the language, it is important that teachers take into account that the interaction and the relationship teachers-students and vice-versa depends on the experience and the way the teachers learn to treat their pupils.

3.3.9 English and the Culture

Language is involved in the culture of a people and reflects the feelings and the way the community speaks or develops orally within that environment. Every single language differs in vocabulary features, concepts, and meanings, which in fact, are not similar at all in other languages. Therefore, a specific word can have different kinds of interpretations depending on the environment in which it is used. According to the psychologist Osgood “the full meaning of a word for an individual is the result of the experience that he has with that word in the cultural environment in which he has grown up”²⁰

For this reason, it is very hard for specialists to set up a standard equivalent that could come to help teachers provide or clarify doubts to their students concerning the interpretation of two or more different languages or environments. Thus, teachers should be more careful

²⁰ Forum Magazine. Language and Culture.vol 26. April 1998.page 44

when they teach English and should take into account that there are variations in cultures that influence meaning at the time of teaching a foreign language; in this case English.

3.3.10 English at Universidad Tecnológica de El Salvador

One of the departments of the Universidad Tecnológica de El Salvador that is growing very fast is the English Department in the faculty of Humanities and Natural Sciences. Because of the demand to learn this lingua franca, English as a subject has been added to four levels in all the majors existing in this university. Moreover, English as a major offered by this university is increasing. The English Department controls the administration of the English subject in all the careers and the administration of the English major.

The English Department was born in 1982, the career was called **Licenciatura en Idiomas**, now named **Licenciatura en Idioma Inglés**.

The university initial objective was to form professionals in the teaching, translations, and interpretation fields. However, the most relevant objective field was the teaching because many subjects of the major were related with it.

The university has been thinking in teaching field, so that, the best programs in the English Language has been investigated through years the English major. For a couple of years the English Department authorities added some subjects they considered a need for the profile of the new professionals as: Oral and written English, Philosophy, and some others.

In 1995, Mr. Gerber Polío made a research in order to study the English programs at Universidad Tecnológica de El Salvador, with the objective of establishing the professional profile of English Language for the future.

Mr. Polío recommended in his research that the university might change its curricula, because the society advances required some changes in the English language programs taught as a major. Mr. Polío concludes that besides the teaching field, there are other laboral sources where the professionals of English are involved in.

As a result, taking into account this investigation and some others, the university began to study a new plan for the major of English Languages as well as the other majors. As a result the university began to work with a new program in the year 2000.

This new program responds to the actual society needs. The quantity of subjects in the English major was considerable increased. The new plan contains 46 subjects instead of 35 that the old one had.

Because professionals must know their own reality in El Salvador's environment, it has been added to the new plan the list of subjects below: Ecosistema, Cultura y sociedad, Estudio de la Constitución, and Historia de El Salvador y Realidad Nacional. Another factor very important nowadays is the electronical advances. Now computers play an important role in education and laboral field. So that, the plan will teach Informatica I and II, in order to empower the students with the ability of using computers and feel familiar with them when they begin working at any job.

An other recommendation made by Mr. Polío through its research was to include in the new programs different subjects that will help students to get involved in different areas besides teaching, so that, the new plan contains the following subjects: Relaciones Internacionales I and II, Gerencia, Hostelería y Turismo I and II, Técnicas de Traducción e Interpretación, Oratoria y Protocolo en Inglés, Expresión Oral y Escrita.

Also, to increase the quality in the teaching environment, some new subjects as Visual Aids, Evaluation Techniques, Curriculum Design, beside others, will help the students to get a better proficiency in the English Major.

3.4 Curriculum Design

3.4.1 Importance of Designing a Curriculum

As globalization and new educational programs becomes tools to enrich the background of the society, most educators from English Department at Universidad Tecnológica get ready to respond properly to the Salvadorian High Education System. In the education field, changes and improvements of a language teaching process have often been a topic for analysis among professional educators in charge of the system, language teaching academies, language schools of universities, teachers and scholars.

The Salvadorian high education system is under considerable pressure to provide programs that respond effectively to the increasing demand of English as a tool of communication in different fields. Universidad Tecnológica de El Salvador has been concerned with the special needs of this area that has been analyzed by the Language Department. As a result, the new Plan for the major Licenciatura en Idioma Inglés focuses one of its goals on enabling English language educators to create a systematic reform that benefit all the new professionals through the Design of a curriculum program that is coherent with the needs of the students. In addition, activities should be improved in agreement with the programs and materials used until now.

3.4.2 Definition

This investigation has as one of its purposes to clarify the term Curriculum Design, so it can be understood basically for reader not well acquainted with the field of education process. Also, It will be discussed widely for interested educators in different fields of teaching in elaborating a curriculum. As consequently, educators, teachers, instructors or managers will be able to illustrate its basic steps and elements.

“Este término se usó por primera vez en el siglo XVII en Escocia como “grupo de disciplinas”. 1820. También fue usado en Estados Unidos para referirse a planes y programas. A partir de 1930, el término ha sido usado para explicar el grupo de experiencias de aprendizaje guiadas por el maestro (Caswell Cambel). Además, en 1950, Ralf Tyler lo describió

como un programa de aprendizaje con una serie de oportunidades para lograr objetivos educativos”²¹

Primarily, People in general are not aware of their role in the learning process and their contribution to the elaboration of a curriculum. Second professionals required by factories, good and services companies, and government offices among others in every society are the result of a determined curriculum. Those professionals are taken into account to prepare new curriculum programs based on their needs, lacks and necessities.

A few numbers of authors establish that curriculum and Syllabus are similar. However, many others recognize the syllabus as a subdivision of the curriculum. “The Curriculum analyzes the needs of the learners and educators, the environment of the education process and the language teaching principles”²² On the other hand, Syllabus, the active result of the curriculum, is the academic program prepared to respond to the society needs in which the units and topics are arranged in order of importance or level of difficulty. In summary, both are complement to generate changes that will benefit the quality of life through a learning program.

David Nunan, a Teacher of English, wrote about Syllabus “ It is a description of the contents of a course of instruction and the order that they should be taught to respond the needs of the language purposes.”²³ In addition, Jack Richard defines curriculum as “an

²¹ Rodriguez Gomez.El perfil del profesional de licenciatura en Informatica ante el proceso de globalización UTEC 2000. Pag.27

²² Nation, Pablo. Forum Magazine vol 38, October 2000.

²³ Nunan, David. <http://www.bscs.org/index/nunan.html>

educational program which states the educational purpose, contents, teaching, procedures and learning experiences.”²⁴

In fact, English major appeared in El Salvador from the necessity and lack of professional English educators. This process has had improvements in their academic goals and teaching principles as has been said in previous chapter. (See 2.Educational Changes). Universidad Tecnológica de El Salvador has enlarged its infrastructure for the current year, the numbers of teachers, the technologic resources, the modernization of the English Library and the programmed revisions to the curriculum for students majoring in Licenciatura en Idioma Inglés.

3.4.3 Parts of the Curriculum Design Process

However, here are a variety of definitions about curriculum that share the same elements but express in different words the same objectives. For instance, this process has a number of phases that will be analyzed carefully. The elements of the curriculum are the syllabus, principles of teaching, environment, and the needs of learners. The last three elements are the basis to create the syllabus. Besides, there are some issues that should be taken into account when designing a course program. These include the skills of teacher, student knowledge, strengths and limitations of the process in each phase.

Those most student majoring Licenciatura en Idioma Inglés at Universidad Tecnológica should be aware of these elements from the beginning of the major. It will develop a

²⁴ Richard Jack. Dictionary of language Teaching and Applied Linguistics. Page 94

consciousness of the role and clearer vision of their goals. Also, they will feel suited to the situation need and may be more effective and efficient in their jobs. In English language teaching, the educational purposes vary according to the learner needs such as visiting an English speaking country, translating documents to improve the job position, business relations with different countries, chat with friends by internet, immigrants in a new city, or getting a job.

The learning experiences should be determined in order to fulfill learner expectancies mentioned before.

3.4.4 Environmet

Environment is considered as “ the situations that the course will be used and how to apply it to a context”²⁵ English Language Department at Universidad Tecnologica analyzes the kinds of students that are receiving every year, the experience of their teachers in all the areas, and the variety of conditions that help or affect the development of programs. An illustration of some of these conditions is in the following list.

→ The age of students

→ The purposes for learning English

- The motivation in learning
- The Psycholinguistic abilities to learn a second language
- The Amount of time for the classes is different in the English major than the English classes for specific purposes
- Number of students in Engineering, Public Relations and some other majors are too big.
- The written resources play an important role in the learning process.
- The learners use of Spanish in the classroom.
- The contents should be significant

The selection and the presentation of the material used by students in the English major should be based on a careful analysis of the group and needs, teacher resources.

The schedules for each level. Finally, the main purpose of the whole investigation is providing a textbook that responds to the Salvadorian society needs.

3.4.5 Needs in a Curriculum Design

In El Salvador English language learning has opened the doors for a numbers of academies which offer different plans to learn the language. René Cardona, the current coordinator of Centro de Idiomas in Instituto Tecnológico Centroamericano, explains the needs that people express when they register in the English programs at this institution. “People come to us for two big reasons. First, kids program develops English in early stages and they get a

reinforcement of their school performance. Second, most of the adults are impatient to learn and be more competitive in their job performance.”²⁶

Needs will be discovered by testing, making questions, consulting students, and collecting book information to analyze it. Equally important is the function of the university in investigating the situations in which the new professionals of Licenciatura en Idioma Inglés will use the language. For this reason, the English Language Department has expanded the new curriculum with translation and Interpretation Techniques, Hostelry and tourism management, speech and protocol in English, International Relation and others.

New English teachers should be prepared to analyze a list of students’ needs and compare them with a list of academic strategies to respond to the learner requests. Thus, Universidad Tecnológica de El Salvador has increased the approach for the teaching area within the new plans with subjects such as Visual Aids elaboration, Statistics applied to the teaching Process, and the same Curriculum Design. In conclusion, a “proper Curriculum is the one that is built with the students and in agreement of common objectives using their lacks as base of the elaboration of a syllabus.”²⁷ If a professional in the new millenium fulfills the demand of the society requirement in his job or school performance, the curriculum works because of the list proposed by the educator.

3.4.6 Principles of Teaching in the Curriculum Design

In all levels of English Language instruction, methodologies and basic truths of teaching are taking into account to elaborate a program course or designing a curriculum. There is a

²⁶ Cardona, Rene. English Coordinator at Institutuo Tecnológico Centroamericano. 2002

considerable research on nature of language and language acquisition that gives us a guide on what to teach and how to sequence from the most general to the very specific thing. This process is ruled by the teaching principles generated by the same designer. Some of the valuable teaching principles included here are:

- The importance of taking into account the individual differences, learning styles, and strategies.
- Learner's attitudes
- Motivation at every level
- Trends and Linguistics and psychology
- Theories on Language Learning
- Different methods of approach

It is important for curricular Design to make the connection between the research and the theory of English Language learning; also with psychological theories on learning.

The educational principles should be related to the elements of the curriculum in all its phases. Graduated professionals from Universidad Tecnológica in the Licenciatura en Idioma Inglés or some other professionals in Management will elaborate their own suitable rules. Bigge Defines: "Principles are close related with the objectives of the course, contents, systematic manner, format and presentation, and the evaluation of the process."²⁸

²⁷ Michael, Ian. [Http://www.scre.ac.uk/scot-research/osir3sectioni.html](http://www.scre.ac.uk/scot-research/osir3sectioni.html)

²⁸ Bigges, Morris. Learning theories for Teachings 1999. Page 12

3.4.7 Goals in the Curriculum Design

As it is observed, the Curriculum Design has its objectives and goals. It is fundamental to decide why a course will be taught, the benefits for the learners. It clarifies what the students in the subject curriculum Design will achieve. It will determine the textbook and its contents. At the same time, students majoring in this subject will decide on the focus in presentation of the activities.

According to Paul Nation, a teacher in the school of Linguistics and Applied language studies At Victoria University, New Zealand, goals can be summarized in content and sequencing, format and presentation, monitoring and assessing, and evaluation of a course.

First, Content consists in the language items, ideas, skills and strategies that lead me to the goals. The task of student in the subject Curriculum Design will be selected with resemblance of teacher's reality. It will help teachers to perform efficiently outside of the course.

Contents base their achievements on units of progression such as words, grammatical constructions, functions, topics, situations, surviving English structures and others.

Second, Monitoring and assessing, the aims of Universidad Tecnológica de El Salvador for its future professionals in the English area are not thinking of their students as students forever. An important part of this process is to assess to what extent goals are achieved. Assessment generally involves the use of tests to measure the level of proficiency of people about a language. They are the proficiency test and Achievement tests. The first one

measures the learner's level of language knowledge. Achievement tests are close related with a course and its material. Some textbooks after each lesson present few question as a lesson review.

Third, format and presentation are related with the suitable teaching procedures and techniques put in a lesson together. Also some classes should have a lot of activities and some others keep a format. Using as example the textbook used by students learning English at Universidad Tecnológica. The presentation of the lesson in a textbook is usually in this order:

- A brief introduction about the topic
- Listening activity
- Oral structure practice in pairs
- Writing exercises to respond
- Presentation by students of their task

Finally, evaluating the course objectives is important. Information received in the assessment process is fundamental to determine proficiency and achievements. So, evaluations answer the final question, is it a good course. "The elements to evaluate a course programs are the mentioned below:

- Attracts a lot of people
- Makes a lot of money
- Satisfies the learners
- Satisfies the teachers

- Satisfies the sponsors
- High scores in an external test or real life
- Apply skills in the teaching learning process
- It is supported legally and academically
- If it has clear goals and are inside the Curriculum Design”²⁹

3.4.8 Languages Theories of Learning

One of the basis to elaborate a textbook for the students in taking Curriculum Design for the new plan 2000 will be centered in Learning theories that emphasizes teaching for changes in understanding within the behavior of learners.

The purpose of this investigation is not to bore readers with the explanation of existing current theories of learning but to get acquainted with their importance and influence in language learners. Also, designers should recognize that human beings have some distinguishing characteristics that give a unique quality to a study of them. To summarize, learners share a group of similar skills that develop their individual personality through all the situations in the classroom relevant to the cognitive, motivational, perceptual, memory, and psycholinguistic aspects.

Webster defines a learning theory as “a systematic integrated outlook in regard to the nature of the process where people respond to their environment.”³⁰ Everyone who teaches - teachers, business administrators, Industry Engineering, coordinators of social programs and professional in general- need to manage the skill of designing a program. This will be a

²⁹ Ibid 21. Page 6

³⁰ Webster, Noah. New Collegiate Dictionary. Page 1209

tool to organize their academic performance in spite of their lack of knowledge of educational terms.

Finally, the authors of the book **Learning Theories for teachers** have made some analysis about the term **theory**. In conclusion, the following principles will clarify this term.

1. The term Theory has evolved to **fact**.
2. Systematic learning Theories are supported by experimentation but they are not indefinite or endless.
3. Learning theory is a distinct area within theoretical psychology.
4. New theories eventually comes to affect educational policy and procedures.
5. A new learning theory does not replace its predecessors, it just compete and combines with them.
6. Any activity related with teaching is related with the application of a theory in order to avoid purposeless goals.
7. A theory provides a general explanation for observation made over time
8. A theory explains and predicts behavior.
9. A theory can never be established beyond all doubt.
10. A theory may be modified.

Language theories of learning can be classified in three big families. First, it is the mental discipline theories of mind substance. Then, Stimulus-Response, it is the Conditioning theories of Behaviorists. Finally, It is the interactive theory of cognitive.

In the last years, the two families who led the twentieth-century learning theories are based on Behaviorist and cognitive approach.

Behaviorism: based on observable changes in behavior. Behaviorism focuses on a new behavioral pattern being repeated until it becomes automatic.

Cognitivism: based on the thought process behind the behavior. Changes in behavior are observed, and used as indicators as to what is happening inside the learner's mind.

Inside the cognitive instruction theories, Constructivism has helped to support the idea of creating a new curriculum Design based in a Bruner's work (1986-1990). It states the aspects of this theory. "Learning is an active process in which learners construct new ideas or concepts based upon their current/past knowledge." ³¹ (Jerome Bruner, 1996)

Constructivism: Based on the premise that we all construct our own perspective of the world, through individual schema. Constructivism focuses on preparing the learners to problem solve in ambiguous situations. (Schuman, 1996)

To summarize the differences between the two families very briefly, behaviorists interpret learning in term of changes in strengths of stimulus and response, and cognitivists define learning in term of reorganization or perceptual in cognitive fields.

As far as classes are concerned, teacher of the subject Curriculum Design should try to encourage the new professional in the education area to discover the appropriate principles by themselves. Curriculum should be organized in a spiral manner. The knowledge travels

in cycles that increase in scope and sequence to develop the four-basic skills in language learners.”³²

3.4.9 Characteristics of the Subject Curriculum Design

Professional development in English language at Universidad Tecnológica will be reinforced with the implementation of the subject Curriculum Design. This subject will be taught to students majoring in English at eighth semester. It will be the number 37 in the order of the pensum. One of its functions is to complement the Subject Teaching Practice, which is a requisite to take it. It will be taught during 18 weeks with 5 sessions for each one. The students will have 3 theoretical classes and 2 practicing classes.

Curricular Design has as an object of study the pedagogical planning and the elaboration of syllabus. The Syllabi Design will take into account the analysis, argumentation, elaboration of course programs, and methods and materials for administrative and teaching activity within the learning process. Also, new professional in education in English will be able to learn new bases and techniques to respond efficiently in his responsibilities according to the reality and needs of the learners. Finally, this process will be possible with the implementation of the principles of teaching based on the learning theories proposed above.

The reading material for this subject will be provided as a result of the current investigation. The student will have a guide textbook to follow the same process that the teacher. It will contain readings and exercises to support the theory and the practice in the area of curriculum.

³¹ Bruner, Jerome/ Acts of Meaning. Possible worlds. Ambridge Ma: Harvard University Press, 1990.

3.5 Textbook

3.5.1 Definition and Characteristics of Textbooks

The first thing established in this research is the difference between schoolbooks and textbooks. However, schoolbooks are the predecessors of textbooks they have different approach. Schoolbooks are used as reference to know what to teach and textbook, a map to guide the school process, teach how to teach. For these reasons, features of the teaching process could be seen in the textbook that in a way suggests a method. Grafton and Jardine, for instance, suggest that a “generalized humanist curriculum emerge in the 16th century based on an ideology of routine, order and, above all **method**.”³³

Oxford University Dictionary defines it as “A book that teaches a particular subject and that is used specially in schools.”³⁴ Organization of academical elements could be a little different in presentation. However, it is a slight change that does not affect the content.

There are some other aspects that should be considered like legal aspects such as name of the author(s), copyright, Editorial logo and its name, the register number, year and edition, the level of reading, and the collaborator’s names. Also, the contents are presented in units, lessons, chapters, and list of terms, grammatical structures and some other details that change in variation with the content.

3.5.2 Importance of Textbooks

³² Hamilton , David Curriculum History.Deaking University,1990.

³³ Grafton and Jardine.What is a textbook? 1990

<http://www.edu/uc.edu/faculty/westburg/paradigm/hanilton.html>

³⁴ Oxford University Press. 1998 page 221

For that instance, meeting the diversity of needs of the learners in a group is a good indicator to provide them with the appropriate textbook to fit with the range of learning experiences. A textbook is a useful instrument for humankind to develop individually and in-groups.

That number of pages written and binded with the purpose to explain a specific subject has joined and given advice for many years even before Christ. It is an instrument that guides learners of different fields. In language learning, it has been a tool to standardize spelling rules, grammar structures, pronunciation techniques and general aspect that solidify the teaching learning process in far away countries or too different in its roots as Spanish is.

Textbooks, maps of knowledge, made the difference between oral teachings and supporting material to develop a class. They support the learner knowledge and take them to superior levels in a culture process that never stops. Hamilton's work in 1990 concludes that "Knowledge could be mapped and ordered according with **nature**."³⁵

In El Salvador, textbooks become a tool for technological advances that cover the lack of reading materials in the process of training in schools, institutes or universities. In addition, professionals in English education in El Salvador as all the countries around the world need to be updated with the modern quality and presentation that current publishers of textbooks offer.

Despite the culture of a few numbers of readers that visit a bookstore, there is a small raising in the opening of some bookstores and publishing houses that sell and distribute reading material of well known editorials from England and United States. For example

³⁵ Ibid 32

McGraw Hill, Glencoe Editions, Pearson, Oxford University Press, ETC editions, Longman, Hardcore, Silver Burdett, Scott Foresman are some of the publishing houses in El Salvador.

Universidad Tecnológica de El Salvador supports the learning system in each major with updated editions of material that will support the investigation of map of knowledge in every field of its students. David Hamilton supports ‘the idea that logical maps could aid the teaching of any field of inquiry as a new and powerful idea in the 16th century’³⁶

The Language Department has implemented the 4-level series textbook called **Interchange** that has a communicative approach for the students majoring in English. In addition, the same program has been used for the new plan 2000 in the English for Specific Purposes (ESP) in the 3-initial levels.

Some of the subjects in the English major need a specific textbook. Curriculum Design textbook will be elaborated as a result of the current investigation taking into account student characteristics in the new plan 2000.

3.5.3 History of Textbooks

The physical parts of a textbook have its story very peculiar. First of all, cow leather and stones were the first objects used to write on. Nowadays, the outer cover is made of a thicker layer of carton, plastic, and special paper to protect the sheets inside. In some cases, the covers are protected with special materials. In addition, textbooks can be ringed, binded,

³⁶ Ibid 32

stuck or stitched. The big publishing houses have special machines to produce textbooks in series.

There are many important fields in the research of elaboration of a textbook such as writing, drawing and printing development. According to the specialists in investigation, writing appeared in the second millenium before Christ with the purpose of keeping traditions and represent reality through writing.

The essential material in the elaboration of the first schoolbooks and current books, newspaper, or magazines was paper and ink. Greeks and Romans used specials tables covered with wax. Also, Egyptians knew something better, called **papyrus**. A papyrus came from the bark of trees. Besides, the **Pergamin** that is an expanded skin of a lamb and took its name after an Asian city. Because the pergamin and papyrus were too expensive, they were recycled. Muslims introduced the paper in Europe in the eighth and ninth century. However, there are evidences that Japanese and Chinese elaborated paper 1000 years before Christ.

The term book comes from the Latin **liber** that means **tree skin**. It was used indistinctively with papyrus. Although, early civilizations used stones or papyrus to write, they were not called books until the appearance of Greek, Roman and Egyptian rolled papyruses. The rolls were protected and identified with a label with the name of book and author. This label was called **titulus**, old term for **title**. Long papyruses were divided in sections that were called **volumes**. The word came from the Greek that means **to cut**.

In the medial ages, volumes were replaced by codes. They were a series of folded sheets and protected by wood covers. It was called the predecessors of books. Romans called

codes to some small books made of thin wood sheets covered with wax and written with gold. They were exclusive for kings and rich people. In the thirteenth century, the functions of books changed from religious referential books to scientific handbooks in different fields of learning. Not only the numbers of students increased but also the demand of textbooks in schools. In addition, materials in the elaboration of schoolbooks were cheaper than pergamins or papyruses. Although, printing had begun to expand in big quantities, schoolbooks became common a century later. Technological advances at that epoch made possible the improvement in presentation of books.

The 13th century is important for this investigation to emphasize how books became a tool in the development of societies through the culturization sharing. Professionals and educators need a handbook to guide the teaching process giving techniques, procedures and exercises to common activities. As an example, Encarta an online Encyclopedia says, “There is evidence that summerians had a farmer textbook of techniques to improve plantations and harvest.”³⁷

Also in Rome, the first publication of textbooks with commands of the empire were paid for wealthy men with literary taste. They afforded slaves that worked as writers. With the removal of Constantinople (current Istanbul), the trading of books increased. Books were aimed to kings but people need to establish rules and taxes to generate obedience through written instructions to all the cities.

³⁷ Whiting R.M Encyclopedia Encarta 96. Trade of Books

Later in Middle Ages, textbook production and elaboration was stimulated by the rising of universities and the introduction of printing in different countries. The universities supervised the preparation of textbooks and literary works. They prescribed the characteristics, contents and sequence for their students. Later, it expanded to all scholars around them as an answer to the demand of textbooks.

Modern publishing and bookselling of textbooks began after 1440. At the very beginning, first publishers prepared, produced, elaborated, and distributed the textbooks.

The social elements mentioned above in the previous years helped to establish that 17th century was the golden era for the development of **textbooks**.

David Hamilton, An English educator in University of Liverpool, made a research based on origins of textbooks and begins saying “textbooks had their origins in the 16th and 17th centuries.”

One of the most important names in the transformation of schoolbooks to textbooks was Peter Ramus (1515-1572) who elaborated systems of common places and provided schoolteachers in 16th century with models easy to follow in their own styles. Many of his contributions are in encyclopedias of education. For example, David Hamilton says “the earliest use of the term **curriculum** and the proposal of isomorphic topics are part of his work.”³⁸

3.5.4 Guidelines for a Text Selection

Textbooks respond to the needs of students in order to present the language. It does not respond alone as a magic book. Making agreement with technology in current days, publishing houses prepare visual aids, videos and tapes to give emphasis to the content. At

³⁸ Ibid 33

the same time, full and significant contents give an answer to act more effectively. In the Language Departments of **immersion schools** or universities, in some cases the selection of a text it's not easy. Mrs. Marielos Samalis, the person in charge of the English Area in an immersion school, is clear when she says “ The first thing that I check when I am deciding for new textbooks is if the book is joined by additional components such as tapes, videos, flashcards or CD's.”³⁹ In addition, textbooks should be in agreement with the learners needs and levels of learning. The presentation should be colorful enough if it is for children. Also, When selecting a textbook takes into account the quality of paper, color, and price.

3.5.5 Elaboration of a Textbook

The information above on guidelines in the selection is the base to think in the elements for the elaboration of a textbook. A group of suggestions are given by professional writers that reinforce the idea of appreciating the meaning of that conceptual map of knowledge. They vary according with the function, the benefited group, the resources and limitations for its creation, and also the main purpose of the designers of the textbook. The following list will give an orientation of the required aspects for the elaboration of textbooks.

- Colorful presentation
- Long lasting materials
- Affordable price for language learners
- Full of exercises
- Supported by audiovisual aids
- Flexible in application

³⁹ Samalis, Marielos. English Head Department at Colegio salvadoreño Inglés.

- Joyable
- Related with learners' needs
- Aimed with pedagogical intent
- Self-instructional to enhance schoolwork and homework
- Learning goals well-established
- A tool for teacher's classes
- Standardization of knowledge in the group
- Innovation of Learning process
- Based on traditional patterns but with new approach and methodologies

As the researchers of this investigation have mentioned before, the purpose of this research is to elaborate a textbook for the subject Curriculum Design for teachers and students of the English major at Universidad Tecnológica de El Salvador. As a result it is important to apply the most appropriate methodology and techniques to accomplish the objective of the research.

Taking into consideration the need of elaborating a textbook for the subject Curriculum Design, a descriptive investigation will take place. There is a need to use this type of investigation because the researchers will interview the two authorities of the English Department as well as to elaborate questionnaires for teachers and students.

The researchers will find out about the needs to create a textbook to support the teacher and student's performance in the subject Curriculum Design. The researchers will elaborate a set of questionnaires and interview sheets to gather the necessary information in order to analyze it for establishing the aspects, which will come to form part of the product of the investigation.

The population that will be taken into account for the development of the research will be the English Department. The sample will be the students in the semester 02/2002, who will be taking the Advanced English Course II of the English major at Universidad Tecnológica de El Salvador, the teachers, as well as the main authorities of the English Department.

Because the research is classified as a descriptive investigation, the researchers are merged in the need of formulating and administering interview sheets and questionnaires to gather and analyze the necessary information.

The researchers have designed an interview sheet and two questionnaires to be distributed to students majoring in English as well as teachers in charge of different levels at the English Department.

The interview and the questionnaires have been designed to gather all kind of information about supporting materials and teachers' resources that help develop classes. On the other hand, researchers have also focused their questionnaires on students' and teachers' needs concerning the different subjects.

The head and the assistant coordinator of the English Department will be interviewed by the researchers with ten open questions in order to get the information regarding the necessities of textbooks in the English Department and their point of view about a textbook and teacher's guide to be applied in the Curriculum Design course. (See annex A)

A selected group of teachers of the English Department will be surveyed through a questionnaire, which will consist of 10 semi open questions focused on gathering the most important features that should be included within a textbook to facilitate its teaching procedures of the subject Curriculum Design. (See annex B)

With the students' questionnaire the researchers pretend to obtain important information about students' expectancies concerning learning acquisition through textbooks. The questionnaire will be designed with 13 items containing multiple choice and closed questions in order to make them fill the questionnaire easily and fast. (See annex C)

The researchers will survey 4 librarians of the main library and the librarian of the English Department of Universidad Tecnológica de El Salvador by filling out a questionnaire, with

the objective of finding out what kind of written material the University has related to Curriculum, Course, and Syllabus Design. (See annex D)

In order to gather all the information concerning the investigation, the researchers will make contacts to arrange an appointment with the Head of the English Department Lic. Rafael Ahuath and his Assistant Coordinator Lic. Carolina Pinto. On the other hand, the researchers will also request for permission to the Head of the English Department in order to administer a questionnaire to the teachers with the purpose of finding out the importance a textbook has to support a subject and what advantages could teachers and students obtain by using it.

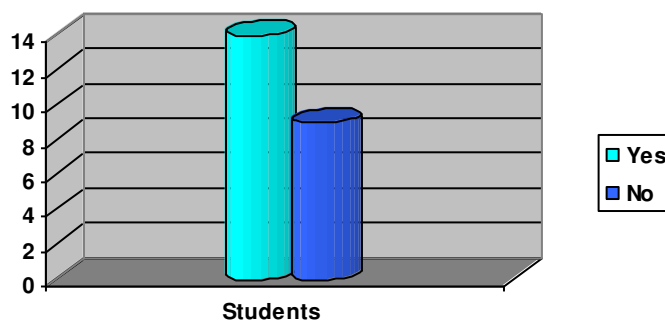
To visualize in a better way the information obtained through the instruments, the researchers will analyze, tabulate, classify, and interpret the results of the coordinators, teachers, and students' surveys. With the results the researchers will get a wider scope to enrich their investigation project. First of all, the investigators will present the question with its objective, consequently, a tabulation chart will be also presented containing the variables, the population surveyed and the percentage. Next, the results will be shown in a bar graph, and finally, the researchers will interpret the results.

For example:

Do you like the way the teacher develops the textbook in the classroom?

Objective: To find out if students like the way the teacher uses a textbook in class

VARIABLES STUDENTS PERCENTAGE %YES 1455% NO 945%



TOTAL23100%

According to the results, the researchers will establish that the above average agrees with the way the teacher develops a textbook in the classroom. This means that students feel comfortable the way the teacher uses the textbook. However, teachers should count on more strategies and techniques to be applied.

CHAPTER I

The theoretical framework states the characteristics that a textbook might contain for the subject Curriculum Design.

1. Teaching Learning Process

1.1 The Teaching Learning Process

1.2 Learning System

1.3 Learning Style

1.4 Teaching Style matching with Learning Style

2. Educational Changes

2.1 Definition

2.2 Educational System in El Salvador

3. English Learning Process

- 3.1 English Background
- 3.2 The History of English
- 3.3 English around the World
- 3.4 English language as a Subject
- 3.5 English as a Foreign Language
- 3.6 English and the Culture
- 3.7 English ar UTEC
- 4. Curriculum Design
 - 4.1 Importance of Designing a Curriculum
 - 4.2 Definition
 - 4.3 Parts of the Curriculum Design Process
 - 4.4 Environment
 - 4.5 Needs in a Curriculum Design
 - 4.6 Principles of Teaching in the Curriculum Design
 - 4.7 Goals of the Curriculum Design
 - 4.8 Language Theories of Learning
 - 4.9 Characteristics of the Subject Curriculum Design
- 5. Textbook
 - 5.1 Definition
 - 5.2 Importance of textbooks
 - 5.3 History of textbooks
 - 5.4 Guidelines for a text selection
 - 5.5 Elaboration of a textbook

CHAPTER II

This chapter contains the field research of the project regarding the characteristics of a textbook of the subject Curriculum Design.

2.1 Type of Investigation

2.2 The method

2.3 Population and Sample

2.4 Data Gathering

2.5 Techniques and Instruments

2.5.1 Interview guide for the coordinators of the English Department

2.5.2 Questionnaire for teachers of the English Department

2.5.3 Questionnaire for students of Advanced English II at UTEC

2.6 Results of Analysis

2.7 Presentation of the results

2.8 Conclusions and Recommendations

2.8.1 Conclusions

2.8.2 Recommendations

CHAPTER III

The elaboration of textbook and teacher's guide for the subject Curriculum Design to be used by students of the English Department as well as the teacher who will teach the subject.

3.1 Objectives

3.2 Advantages and Benefits of the textbook

3.3 Development of the textbook

3.3.1 Objective

3.3.2 Introduction of the methods

3.3.3 Introduction of Curriculum Design

3.3.4 How to design a Curriculum

3.3.5 Topics and Readings

3.3.6 Exercises

3.3.7 Investigations

3.4 Teacher's guide

3.4.1 Objective

3.4.2 Approaches

3.4.3 Strategies

3.4.4 Teaching Techniques

3.4.5 Answer Charts

3.5 Conclusions and Recommendations

3.5.1 Conclusions

3.5.2 Recommendations

Bibliography

Annexes

GLOSSARY

ACHIEVEMENT TEST: The evaluation that responds to the objectives and resources in a specific area.

APPROACH: The way of leading the teaching of a language.

ASSESSING an important part in the process that uses tests to measure the level of proficiency.

AUTHORITARIANISM: Relating to, or favoring concentration of power in a leader or an elite not constitutionally responsible for the people.

BEHAVIORISM: A psychological family that includes 4 learning theories. It focuses on a new behavioral pattern being repeated until it becomes automatic.

CAREER: A profession, an individual's work history. The job itself for which professionals are trained in order to perform a proficiency task.

CLASS PROCESSES: It refers to the varieties of methods, techniques, and procedures that the teacher uses to develop his/her classes.

COGNITIVISM: A psychological family that includes three learning theories. It focuses on changes in behavior and use as indicators what is happening inside the learner's mind.

CONSTRUCTIVISM: A learning theory based on the premise that we all construct our own perspective of the world, through individual schema.

CONTEXT: All the variables outside of the classroom that have an impact on teacher and students' behavior, classroom procedures, and results.

CURRICULUM: Educational program that states the purposes, contents, teachings, procedures and, learning experiences.

CURRICULUM DESIGN: A group of elements such as learner needs, the environment, and the principles of teaching that convey to the goals of the education process.

EFL: Acronym that stands for the concept of English as a Foreign Language.

ENVIRONMENT: One of the elements of the curriculum. It is part of a variety of conditions that help or affect the development of an educational program within the context.

(ESP): Acronyms for English for Specific Area.

DEMOCRACY: A government in which the supreme power is vested in the people and exercised by them directly or indirectly through a system of representation involving periodically held free elections.

GLOBALIZATION: To make worldwide in scope or application

IMMERSION SCHOOL: Schools that practice a second language as a first language.

INPUT It refers to the descriptions of teachers and students prior to their coming into the classroom.

ISOMORPHIC TOPICS: It is a topic related to the real world of learners. This term was proposed by Peter Ramus in the 16th century.

LEARNING THEORIES: A systematic integrated outlook in regard to the nature.

MAJOR: It refers to specialized education, superior studies, or an university degree.

NEEDS OF LEARNERS: An important element in the elaboration of the curriculum Design. It is based on the variety of needs that are part of necessities that motivates to create a proper syllabus.

OUTPUT: Student's achievement. The good disposition that the individual had as to learn and accomplish his/her objectives.

PLANNING: All of those activities a teacher might do to get ready to interact with students in the classroom.

PRINCIPLES OF TEACHING: An element in the elaboration of a Curriculum Design that establishes the basic truth for academical rules.

PSYCOLINGUISTICS: It is the science that studies the interaction between psychological factors and linguistic behavior.

PROFICIENCY TEST: It is an evaluation to measure the level of knowledge for language learners.

REFORM: To put or change into an important form or condition.

SKILL: The individual's capacities to perform listening, speaking, reading, and writing tasks.

STUDENT BEHAVIOR: It refers to all of the actions a student would make in the classroom like relationships to predict his/her achievement on standardized tests.

SYLLABUS: A written plan on how subjects within a specific subject should be taught.

SYLLABUS DESIGN: The elaboration of an academic program with the appropriate sequence based on the outer elements of a curriculum

TEACHER BEHAVIOR: It consists of all the actions a teacher would make in the classroom like planning the classes, controlling and leading the group.

UNITS OF PROGRESSION: Contents of language used to measure the achievement based on words, grammatical constructions, topics, situations, functions and some structures.

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CHAPTER II

1. METHODOLOGY OF THE RESEARCH

As the researchers of this investigation have mentioned before, the purpose of this research is to elaborate a textbook for the subject Curriculum Design for teachers and students of the English major at Universidad Tecnológica de El Salvador. As a result it is important to apply the most appropriate methodology and techniques to accomplish the objective of the research.

1.1 Type of Investigation

Taking into consideration the need of elaborating a textbook for the subject Curriculum Design, a descriptive and bibliographic investigation took place. There was a need to use this type of investigation because the researchers interviewed the two authorities of the English Department, they elaborated questionnaires for teachers and students, and they looked for some information related to this subject from some ESL/EFL authors.

1.2 The Method

The researchers found out about the needs to create a textbook to support the teacher and student's performance in the subject Curriculum Design. The researchers elaborated a set of questionnaires and interview sheets to gather the necessary information in order to analyze it for establishing the aspects, which came to form part of the product of the investigation.

1.3 The Population and Sample

The population that was taken into account for the development of the research was the English Department. The sample were 23 students in the semester 02/2002, who were

taking the Advanced English Course II of the English major at Universidad Tecnológica de El Salvador; 14 English teachers, the 2 main authorities of the English Department, and 4 librarians were part of the sample too.

1.4 Techniques and Instruments

Because the research is classified as a descriptive and bibliographic investigation, the researchers were merged in the need of formulating and administering interview sheets and questionnaires to gather and analyze the necessary information.

The researchers designed an interview sheet and three questionnaires that were distributed to students majoring in English as well as teachers in charge of different levels at the English Department and the Librarians of the university.

The interview and the questionnaires were designed to gather all kind of information about supporting materials and teachers' resources used to develop classes. On the other hand, the researchers also focused their questionnaires on students' and teachers' needs concerning the different subjects.

1.4.1 Authorities of the English Department's Interview

The head and the assistant coordinator of the English Department were interviewed by the researchers with ten open questions in order to get the information regarding the necessities of textbooks in the English Department and their point of view about a textbook and teacher's guide to be applied in the Curriculum Design course. (See annex A)

1.4.2 Teachers' Questionnaire

Fourteen teachers of the English Department were surveyed through a questionnaire, which consisted of 10 semi-open questions focused on gathering the most important features that should be included within a textbook to facilitate its teaching procedures of the subject Curriculum Design. (See annex B)

1.4.3 Students' Questionnaire

With the students' questionnaire the researchers pretended to obtain important information about students' expectancies concerning learning acquisition through textbooks. The questionnaire was designed with 13 items containing multiple choice and closed questions in order to make them fill the questionnaire easily and fast. (See annex C)

1.4.4 Librarians' Questionnaire

The researchers surveyed 3 librarians of the main library and the librarian of the English Department at Universidad Tecnológica de El Salvador by having them fill out a questionnaire, with the objective of finding out what kind of written material the University has related to Curriculum, Course, and Syllabus Design. (See annex D)

1.5 Data Gathering

In order to gather all the information concerned with the investigation, the researchers made contacts to arrange an appointment with the Head of the English Department Lic. Rafael Ahuath and his Assistant Coordinator Lic. Carolina Pinto. On the other hand, the researchers also requested for permission to the Head of the English Department in order to administer a questionnaire to the teachers with the purpose of finding out the importance a textbook has to support a subject and what advantages could teachers and students obtain by using it. A permission was requested in order to survey the students of the English Advanced Course II.

1.5.1 Coordinators' Interview Answers

QUESTION 1

How do you define a textbook?

OBJECTIVE: To know the coordinators' definition about a textbook.

ANSWER:

A textbook is a book designed to follow a subject. It contains the elements for a program.

It's a guideline that it could be compared with a map.

Besides, it is a written material which has as a main objective to be a coherent guide for teachers and students. Finally, it is the combination between a handbook and a reference book because it combines exercises and information.

INTERPRETATION

English coordinators expressed that it is a guideline that puts contents in order. It also provides the right time to fulfill the goals by steps; Students have the opportunity to learn coherently.

QUESTION 2

What is your point of view of having or not having a textbook for the development of a subject?

OBJECTIVE: To know the coordinators' opinion about having or not having a textbook.

ANSWER:

Most of the time is a help. Although, it could become an enemy. A help because it tells you contents to cover. On the other hand, an enemy if the textbook it is not motivating enough or it is not updated.

The coordinators think that it has to be flexible in application. This is very important because the teacher can adapt topics to the student's needs. With the textbook, students reinforce the teachers explanations whenever they want, and teachers and students knowledge are enhanced to create a single process of learning. The coordinators finished the explanation saying that a textbook could limit teachers and students' knowledge in the information about the subject and one important fact is that the teacher should take into consideration some other bibliographical sources.

INTERPRETATION

It is clearly stated that coordinators support the implementation of the textbook if the teachers do not limit the investigation area to it. Besides, extra material should be provided to update learner's knowledge.

QUESTION 3

Which elements should a textbook contain in order to benefit the students' learning process?

OBJECTIVE: To find out about the most appropriate elements that a textbook might contain toward the benefit of students.

ANSWER:

The coordinators answered that the elements in a textbook depend on the level. It could be structures, vocabulary, contents and the complexity of the topics.

the textbook should be neither too easy nor too difficult to avoid bored and frustrated students.

INTERPRETATION

There is not an established pattern to create a textbook. The summary could be understood as theory should be shown very visualized through a smooth distribution using means of

informations such as diagrams and charts. Finally, give importance to the exercise complexity according to the students' proficiency level.

QUESTION

What positive changes have you noticed with the implementation of textbooks in the different subjects in the English major.

OBJECTIVE: To find out if the coordinators have perceived positive changes through the use of textbooks.

ANSWER:

The use of a textbook makes work easier for teachers because it's a basement of what you want to fulfill: Objectives and academic goals.

One of the important facts is that slow-learners could study at home, and it is less likely that they will get lost. The coordinators think that with the use of a textbook the concentration in the classroom is devoted to practice and discussion.

INTERPRETATION

The learning process is emphasized in practice and it offers advantages to all kinds of students. The learning process goes beyond the classwork and produces better results because of the variety of activities. It also could be divided in 3 stages: 1. Before the class. 2. During the class 3. After the class.

QUESTION 5

According to the new plan, the subject Curriculum Design has been implemented. What benefits can you visualize for the students' learning process in this subject by using a textbook?

OBJECTIVE: To know the coordinators' expectations about using a textbook for the subject Curriculum Design.

ANSWER:

Students will be prepared to face professional situations related with educational matters and students will go beyond writing lesson plans.

They could work in some other areas such as administration, development of projects and programs.

INTERPRETATION

Professionals for the old plan were prepared to respond to a different society. New professionals will be the agents of the globalization process and all the programs that it implies, for example the TLC.

QUESTION 6

How do you visualize the profile of the new professional with the implementation of this subject?

OBJECTIVE: To find out how the coordinators' perceive the profile of new professionals.

ANSWER:

Well, many doors will be open and, as it is reflected in the question above, not only in the teaching field. Some other opportunities could be as an advisor or a program designer for NGO's, public ministries, or private businesses.

Another important fact is that the profile for the teacher in charge of this subject should have graduated in the English language, university Composition teaching experience, Knowledge about education in general, Curriculum knowledge and a degree in Education if possible.

INTERPRETATION

In the near future more people will be involved in English learning because of its advances as an international language to trade and communicate. In El Salvador, many academies to learn the English Language are emerging. Students in the new plan will be the motor of this system.

QUESTION 7

What skills do you expect will be developed in the students by applying this subject?

OBJECTIVE: To find out the skills that the coordinators expect at the end of the course of Curriculum Design.

ANSWER:

At this level, the coordinators stated that the skills expected are to learn to be organized and organizers, and to project their mind. They will also open their minds to the social and academic reality of the country, and the ability to plan a program for short and long term goals.

INTERPRETATION

The coordinators agreed that at the end of the course the students will learn to be organized and organizers. They also will project their minds and they will act according to the social and academic reality of the country.

QUESTION 8

What could be the range of limitation of the textbook for the subject Curriculum Design, taking into consideration the updating changes?

OBJECTIVE: To discover the coordinators' point of view about the different difficulties in the elaboration of a textbook, according to the updating changes.

ANSWER:

One of the limitations is that there are few specialists in the elaboration of curriculum in the country, and some of the situations are not real for the Salvadoran reality.

INTERPRETATION

The coordinators coincided that some of the situations are not real for Salvadoran reality, and the lack of specialists in the elaboration of Curriculum in the country.

QUESTION 9

What differences can you perceive about Syllabus Design and Curriculum Design?

OBJECTIVE: To know the coordinators' perception about the differences between Syllabus and Curriculum.

ANSWER:

The main difference is that a Syllabus is done for a subject and Curriculum is for many subjects and the interrelation among them to get a general goal.

Syllabus and curriculum differences are local interpretations.

INTERPRETATION

Curriculum is more general and syllabus is more specific. Syllabus is a part of the Curriculum. This definition could change from place to place and the way they use the term. Academically, curriculum takes into account students needs, the environment and the contents.

QUESTION 10

What is the relationship of the subject Curriculum Design with the subject Teaching Practice and Visual Aids?

OBJECTIVE: To find out the coordinators' point of view about the relationship of the subjects *Curriculum Design*, *Teaching Practice* and *Visual Aids*.

ANSWER:

Curriculum is the big scope, and teachers go from specific steps to the general program.

Visual aids and *Teaching Practice* are some of the steps before getting to a course to elaborate a curriculum.

The English Department can not include all the information in only one subject because it is too much, and you need the background of those subjects to have a good performance in the coming subject of *Curriculum Design*.

INTERPRETATION

The coordinators agreed that *Visual Aids* and *Teaching Practice* are some of the steps before elaborating a Curriculum, so, they are in relationship because it is necessary to know a little bit about one subject to work on the other one.

1.5.2 Teachers' Questionnaire Answers

Out of the 14 teachers surveyed, 13 returned the instrument.

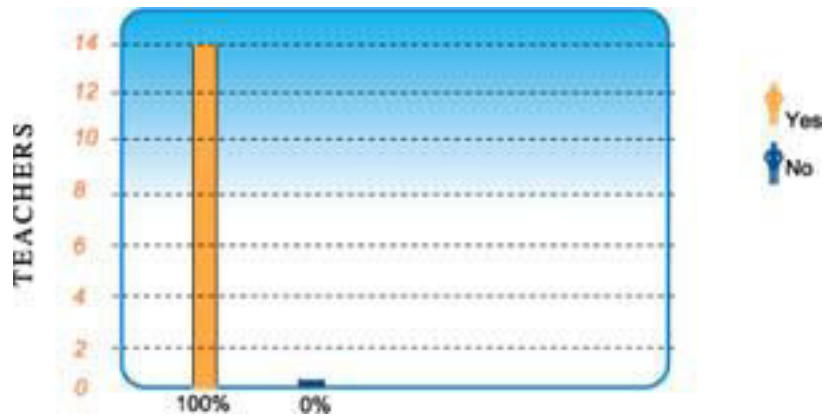
QUESTION 1

Do you consider that a teacher's guide and a textbook could be a great help for a better academic performance?

OBJECTIVE: To find out if the textbook is a special support for teachers in the English Learning Process.

VARIABLES	NUMBER OF TEACHERS	PERCENTAGE
Yes	14	100%

No	0	0 %
Total	14	100%



Why:

The teachers explained that they consider a textbook is a great help through the following:

- Because it's easier and more understandable.
- It helps students to develop some abilities when practicing through exercises.
- Provide ideas for a better teaching performance.
- Students have the opportunity to study in advance.
- Students follow contents more systematic.
- It is a path to reach a specific level.
- It helps as a source of information.
- It leads teachers and students toward methodology.
- It helps to organize time lesson plan.
- Objectives and activities get standardized to reach academic results among the students of the same group, and a textbook is a special tool for visual learners.

INTERPRETATION

All of the teachers agreed that a teacher's guide and a textbook might be used for a better academic performance in the English process.

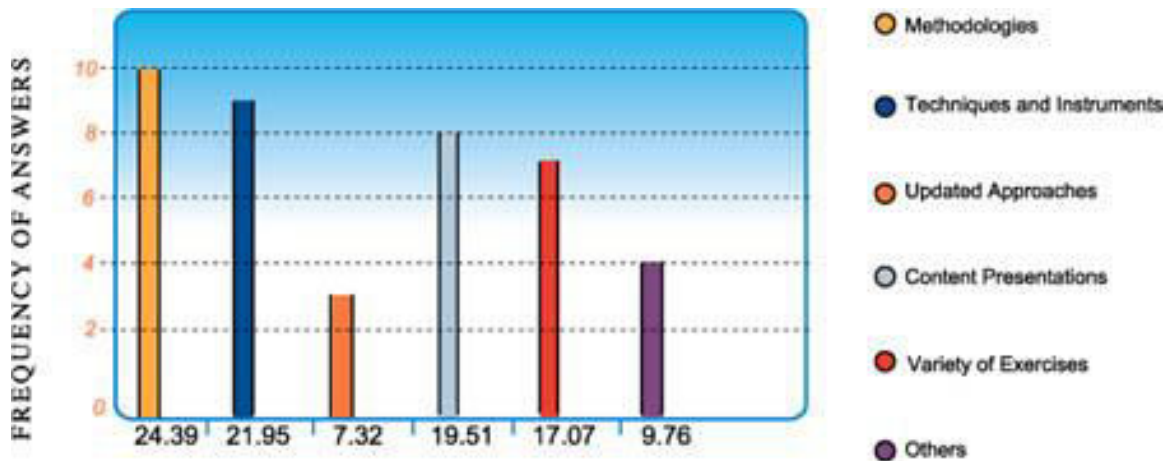
In their explanation it is clear that a textbook is a special tool for the teachers, and the objectives expected will be covered in a comfortable environment.

QUESTION 2

What elements do you consider essential to be included in the elaboration of a teacher's guide?

OBJECTIVE: To know what the elements the teachers suggest to be included in a teacher's guide.

VARIABLES	FREQUENCY OF ANSWERS	
PERCENTAGE		
a. Methodologies	10	24.39%
b. Techniques and Instruments	9	21.95%
c. Updated Approaches	3	7.32%
d. Content Presentations	8	19.51%
e. Variety of Exercises	7	17.07%
f. Others	4	9.76%
Total	41	100%



INTERPRETATION

The methodology takes an important role in the elaboration of a textbook. The teachers believe that a textbook must contain a methodological process. The *techniques and instruments* are other elements that got a high percentage followed by *content presentation* and a *variety of exercises*.

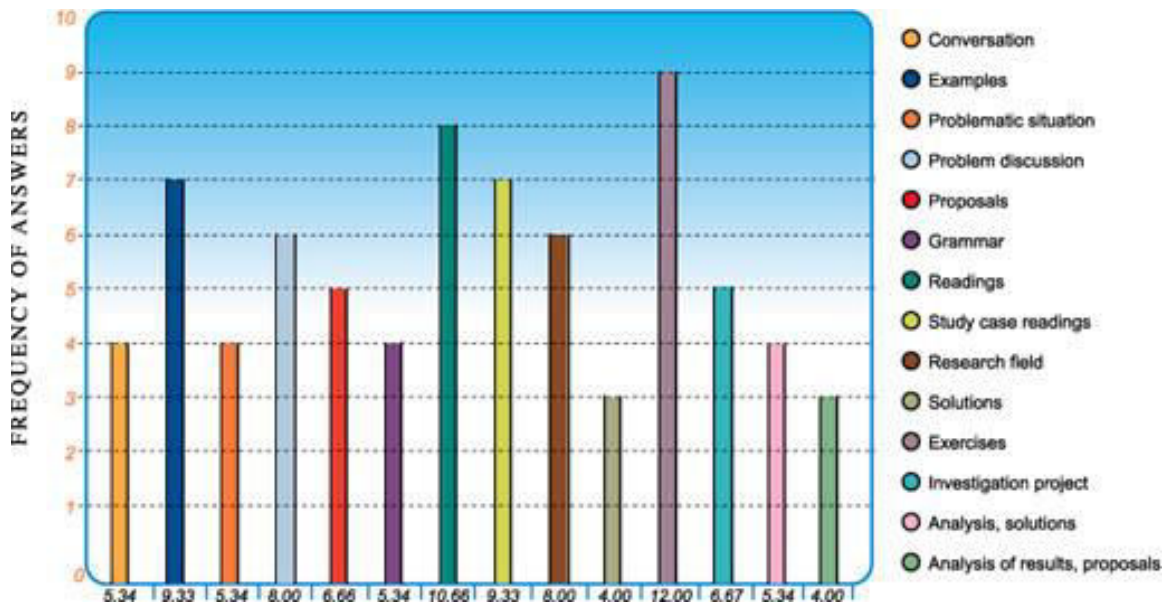
A few of the teachers surveyed agree that *updated approaches* can be included in a textbook. They also suggested other elements like *charts, schemes, pictures and interesting topics*.

QUESTION 3

What do you think should be the appropriate structure in a textbook designing?

OBJECTIVE: To know teachers' opinion about the structure of a textbook.

VARIABLES	FREQUENCY OF ANSWERS	
PERCENTAGE		
a. Conversation	4	5.34%
b. Examples	7	9.33%
c. Problematic situation	4	5.34%
d. Problem discussion	6	8.00%
e. Proposals	5	6.66%
f. Grammar	4	5.34%
g. Readings	8	10.66%
h. Study case readings	7	9.33%
i. Research field	6	8.00%
j. Solutions	3	4.00%
k. Exercises	9	12.00%
l. Investigation project	5	6.67%
m. Analysis, solutions	4	5.34%
n. Analysis of results, proposals	3	4.00%
o. Others	0	0%
Total	75	100%



INTERPRETATION

Most of the teachers state that a textbook might be structured by applying in it *exercises*, *readings*, *examples*, *study case readings* and *problem discussion*.

Some of the teachers advised to include *investigation projects*, *conversation*, *problematic situation* and *analysis and solutions*. For some of them, *solutions* and *analysis of results* are not very important.

QUESTION 4

What notions do you have about elaborating a Course Program?

OBJECTIVE: To detect the notions the teachers have about doing a Course Program.

ANSWERS:

To elaborate a course program some of the important aspects are: Time , contents, programming, designing and audience. It also has to be taken into account the educational environment, the type of students, the resources, and location of the school.

In addition, people should study a mastering in education to increase the experience acquired through elaborating programs for some subjects when teaching in previous years.

In the course program the teachers have to think about the policies, purposes of the institution and the objectives of the course, including some generalities like credits, time, contents, and bibliography.

- Supporting media is very important such as tapes, videos or any others.

INTERPRETATION

All of the teachers have notions about elaborating a course program. They mentioned the important elements about it, such as environment, location and type of students. Besides, some other generalities like bibliography, time, content, and the objective of the course.

QUESTION 5

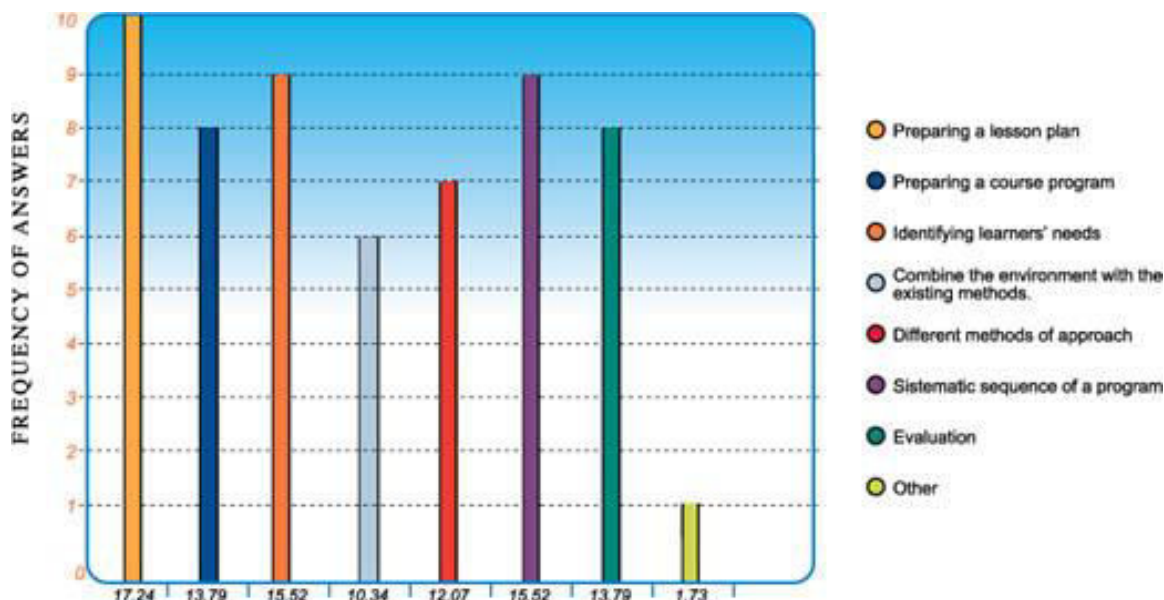
Which of the following elements for teachers' preparation support teaching procedures?

What others do you suggest?

OBJECTIVE: To realize if the proposed elements will help the teacher's preparation and what else could they suggest.

VARIABLES	FREQUENCY	OF
ANSWERS PERCENTAGE		
a. Preparing a lesson plan	10	17.24%
b. Preparing a course program	8	13.79%
c. Identifying learners' needs	9	15.52%
d. Combine the environment		
with the existing methods	6	10.34%
e. Different methods of approach	7	12.07%
f. Sistematic sequence of a program	9	15.52%
g. Evaluation	8	13.79%

h. Other	1	1.73%
Total	58	100%



INTERPRETATION

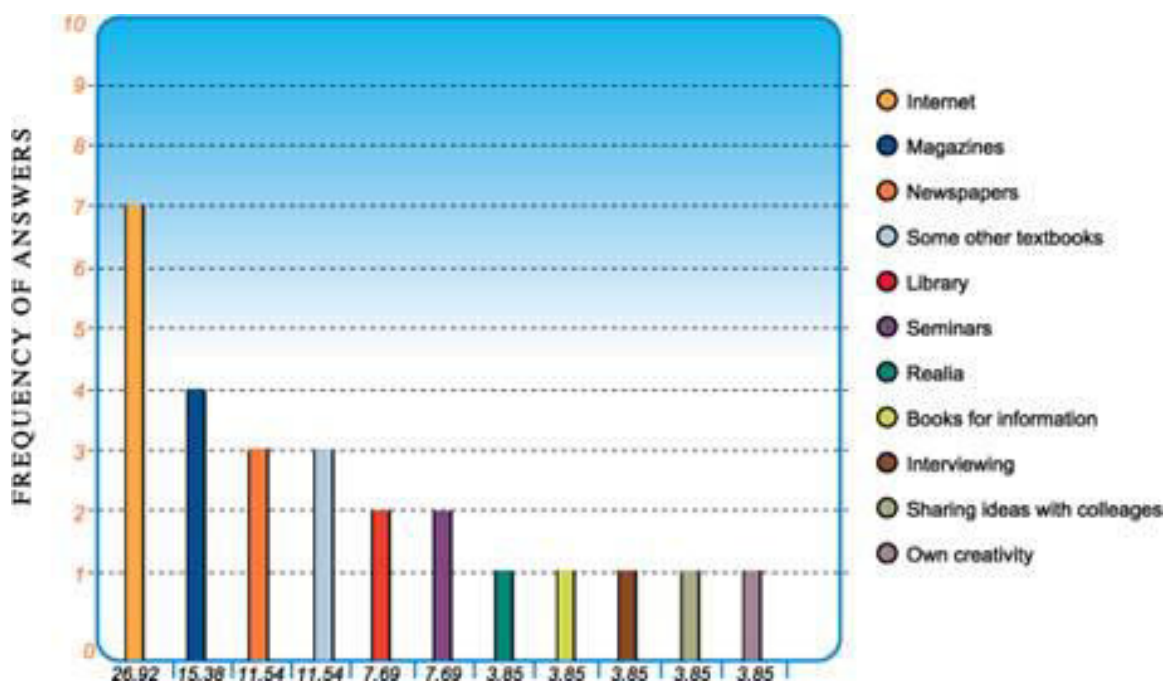
To prepare a lesson plan is a must to count on appropriate elements that support the teacher's procedure, the teachers think that identifying learners' needs is very important as well as to follow a systematic sequence of a program. The option *preparing a course program* got a high level from the teachers that is necessary in the process. Less than half of the teachers think that *combining the environment with the existing methods* can be a supporting tool in the teacher's procedure.

QUESTION 6

Where do you get extra material to support the activities contained in a textbook to be developed?

OBJECTIVE: To know where the teachers get extra material for the students.

VARIABLES	FREQUENCY OF ANSWERS	
PERCENTAGE		
Internet	7	26.92%
Magazines	4	15.38%
Newspapers	3	11.54%
Some other textbooks	3	11.54%
Library	2	7.69%
Seminars	2	7.69%
Realia	1	3.85%
Books for information	1	3.85%
Interviewing	1	3.85%
Sharing ideas with colleagues	1	3.85%
Own creativity	1	3.85%
Total	26	100%



INTERPRETATION

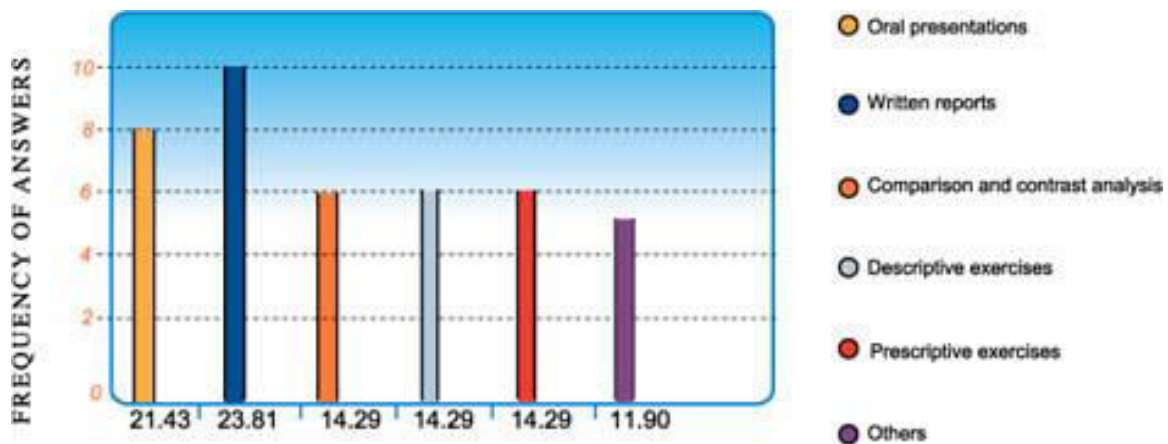
Nowadays that technological advances are increasing day by day, one of the most used resources where teachers can find easily extra material to support the activities is the Internet. There are other sources like *libraries, magazines, seminars and newspapers* from which they considered help. Also, other sources used in a low percentage for some teachers are the use of *realia, interviews, books for information, and applying their own creativity*.

QUESTION 7

What kind of exercises do you consider appropriate to provide an excellent training towards the designing of curriculum?

OBJECTIVE: To find out what kind of exercises should be included in the textbook for the subject Curriculum Design.

VARIABLES	FREQUENCY	OF
ANSWERS PERCENTAGE		
a. Oral presentations	9	21.43%
b. Written reports	10	23.81%
c. Comparison and contrast analysis	6	14.29%
d. Descriptive exercises	6	14.29%
e. Prescriptive exercises	6	14.29%
f. Others	5	11.90%
Total	42	100%



INTERPRETATION

Written report is an appropriate kind of exercise that can help the students taking the subject Curriculum Design. *The oral presentation* is another element that teachers checked as important element, too.

Less than the half of the teachers think that other important elements are *comparison and contrast analysis*, and *descriptive and prescriptive exercises*.

Others suggested by them are the *real practice* of the elaboration of programs and syllabi based on English subjects of the English major.

QUESTION 8

What kind of supporting material do you consider of great advantage in the development or teaching Curriculum Design?

OBJECTIVE: To know what kind of supporting material teachers consider a great help.

ANSWERS:

Most of the teachers answered that they use the teacher's guide and separate handouts. They also use other material like: Photocopies, realia, cassettes, and transparencies.

Some teachers wrote that only the textbook is a great help.

A few teachers wrote that they do not usually read the teachers' guide. On the other hand, with just the textbook, the teacher in charge of the subject can apply any method or technique and is more open to any approach.

INTERPRETATION

According to the teachers' thoughts, the textbook is a special tool for them where they support and where they can take the different techniques applied in classes.

A textbook has to be designed with a variety of techniques, exercises and any other complementary material that makes easier for the teacher to prepare classes, because the textbook will contain any necessary topic for the course of Curriculum Design; therefore, the textbook has to be elaborated carefully and objectively.

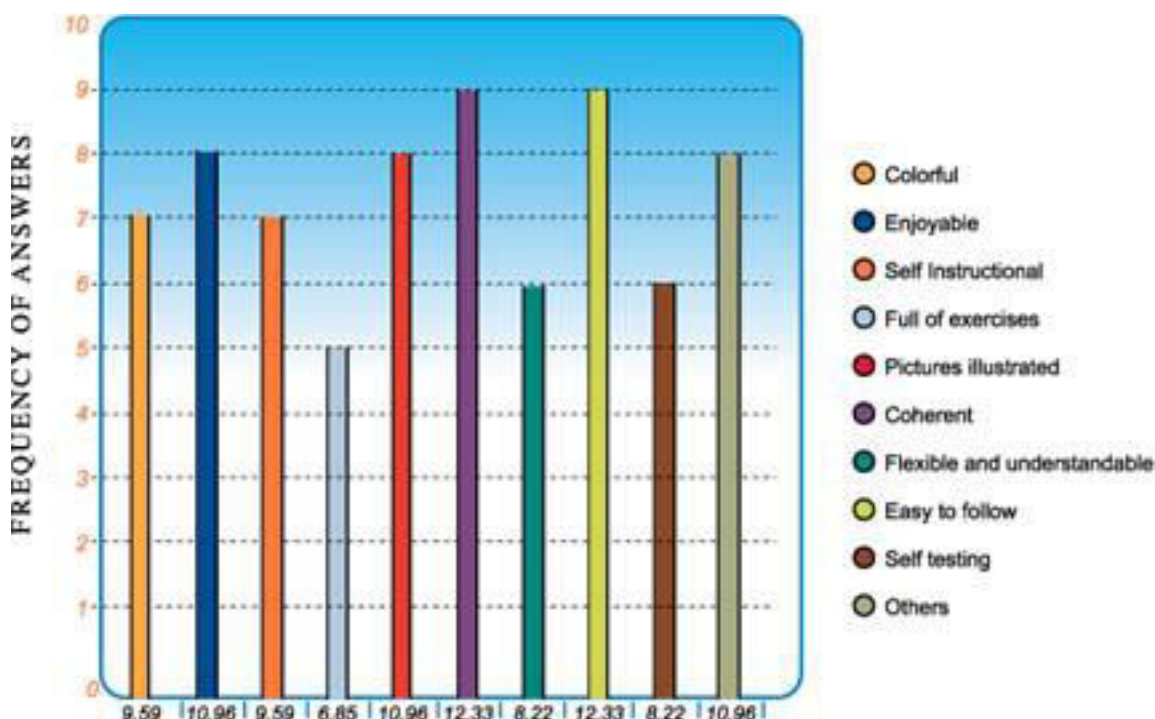
QUESTION 9

What kind of characteristics do you consider the most appropriate to be considered in the presentation of a textbook?

OBJECTIVE: To provide the suitable characteristics when designing a textbook for the subject Curriculum Design.

VARIABLES	FREQUENCY	OF
ANSWERS PERCENTAGE		
a. Colorful	7	9.59%
b. Enjoyable	8	10.96%
c. Self Instructional	7	9.59%
d. Full of exercises	5	6.85%
e. Pictures illustrated	8	10.96%
f. Coherent	9	12.33%
g. Flexible and understandable	6	8.22%
h. Easy to follow	9	12.33%

i. Self testing	6	8.22%
j. Others	8	10.96%
Total	73	100%



INTERPRETATION

The students get interested or uninterested in a textbook depending on its presentation.

The teachers agreed that the textbook has to be *coherent*, *enjoyable*, and *fully picture illustrated*. They also suggested to include *songs*, *games*, *drawings*, *charts*, *schemes*, and *it should be written with a variety of fonts in the whole presentation*.

Full of exercises and *self-testing* got a low level of percentage according to the teachers' opinions; however, less than the half of them recommended to make it self-instructional and testing.

QUESTION 10

What would you suggest for the elaboration of a textbook and a teacher's guide for the subject Curriculum Design?

OBJECTIVE: To find out other suggestions the teachers make for the elaboration of the textbook for the subject Curriculum Design.

ANSWERS:

First of all to get acquainted with the subject and to read a lot about it.

When elaborating a textbook it is important to propose exercises according to the students' needs. Do not use drill that are traditional for books who look to develop the four basic skills.

During its elaboration, it is necessary to check the program and write coherent and systematically. In the first pages, define what Curriculum is and narrow what you want to teach, this is a vast area that must be narrowed to make it easier to follow.

The textbook has to be practical, not boring. Easy instructions for each exercise, they should be highlighted and divided in single commands.

Look for many sources and take into account constructivism as a theory of learning to base the book on.

INTERPRETATION

The teachers suggested that the textbook and the teacher's guide for the subject Curriculum Design has to be elaborated with proposed exercises according to the students' needs, realistic and actual drills, it has to be coherent and systematically designed, self instructional and testing, practical, and enjoyable.

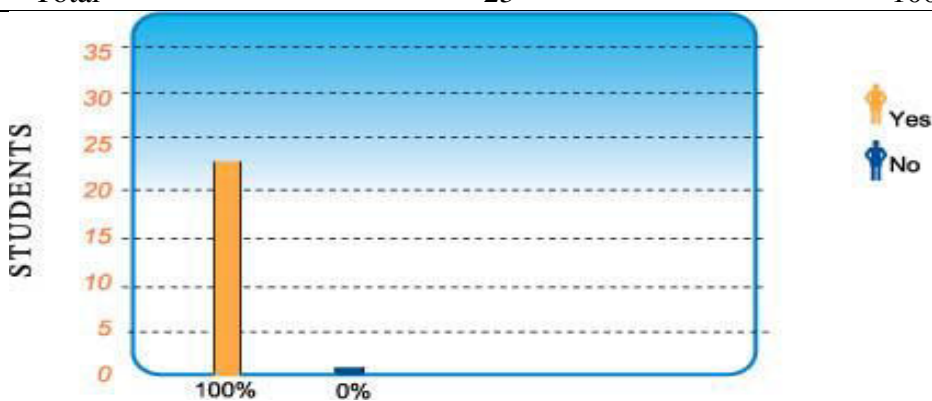
1.5.3 Students' Questionnaire Answers

QUESTION 1

Do you use a textbook for the English Course you are taking now?

OBJECTIVE: To know if students are using textbooks in nowadays classes.

VARIABLES	NUMBER OF STUDENTS	PERCENTAGE
Yes	23	100%
No	0	0%
Total	23	100%



INTERPRETATION

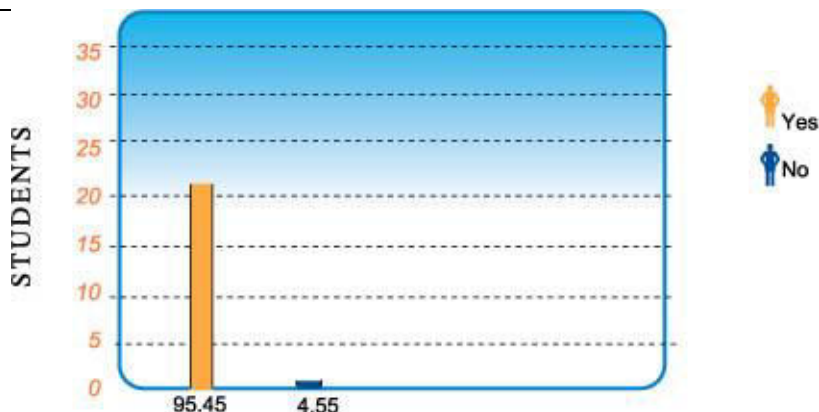
According to the results gathered, a one hundred percent (100%) of students use a textbook in their English classes.

QUESTION 2

If the above answer is affirmative; do you like the structure, design, and presentation of the textbook?

OBJECTIVE: To know if students feel the textbook they are using gathers all the features to make their learning enjoyable.

VARIABLES	NUMBER OF STUDENTS	PERCENTAGE
Yes	21	95.45%
No	1	4.55%
Total	22	100%



INTERPRETATION

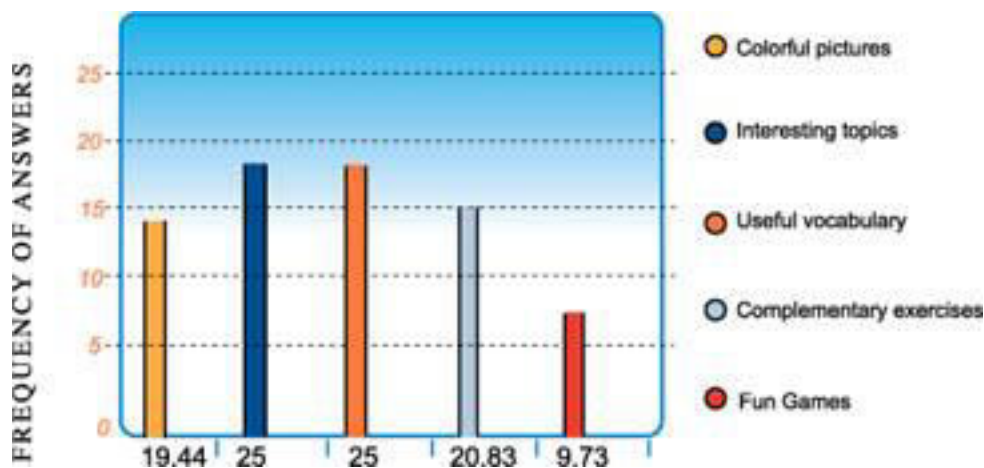
Most of the students surveyed agreed with the features in the textbook they are using at the moment.

QUESTION 3

Mark the characteristics you like the most in the textbook you are using now.

OBJECTIVE: To find out students' interests to be included in the textbook.

VARIABLES	FREQUENCY OF ANSWERS	PERCENTAGE
Colorful Pictures	14	19.44%
Interesting Topics	18	25%
Useful Vocabulary	18	25 %
Complementary Exercises	15	20.83%
Fun Games	7	9.73%
Total	72	100%



INTERPRETATION

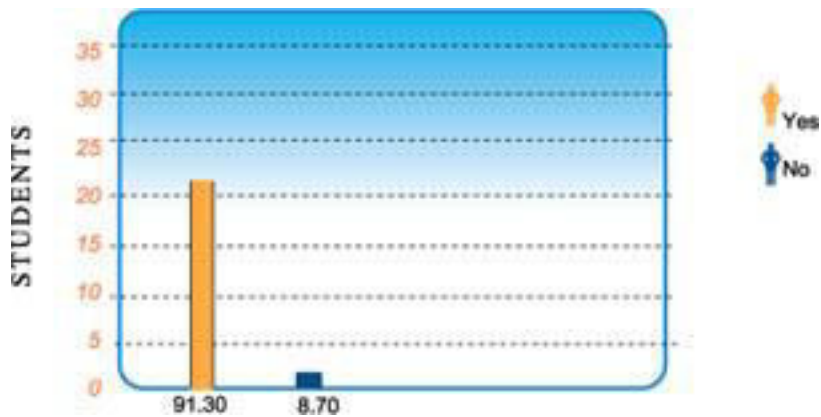
Students tend to be more interested on *relevant topics*, and *useful vocabulary*. On the other hand, *complementary exercises*, and *colorful pictures* come to complement most of the percentage of interests.

QUESTION 4

Do you think that a textbook supports the learning process outside the classroom?

OBJECTIVE: To find out if the textbook can help students, with a series of extra exercises, to complement the lessons out of the classroom.

VARIABLES	NUMBER OF STUDENTS	PERCENTAGE
Yes	16	72.73%
No	6	27.27%
Total	22	100%



INTERPRETATION

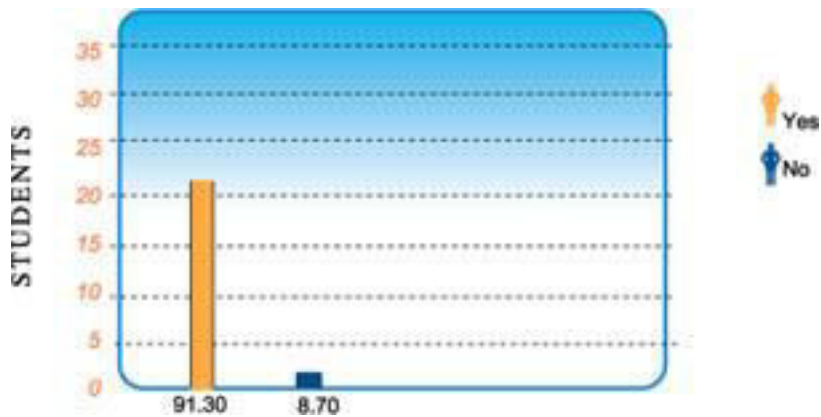
A seventy-two point seventy-three percent (72.73%) agreed that the textbook provides them with the necessary help to support the learning process out of the classroom.

QUESTION 5

Do you find enjoyable the different topics included in the textbook you are using now?

OBJECTIVE: To know if students feel comfortable when they are analyzing different situations through a variety of topics in the textbooks.

VARIABLES	MUMBER OF STUDENTS	PERCENTAGE
Yes	21	91.30%
No	2	8.70%
Total	23	100%



INTERPRETATION

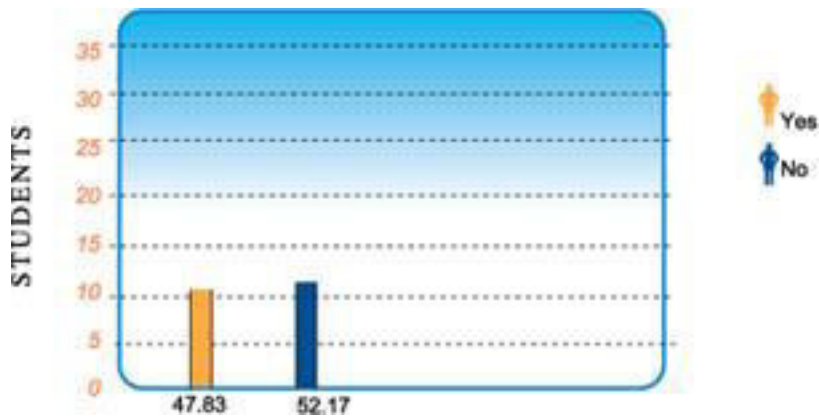
According to the results, most of the students feel comfortable towards the learning process because of the variety of topics included in the textbook.

QUESTION 6

Does the textbook include different exercises that require extra investigation?

OBJECTIVE To know if the lessons are reinforced through investigation works.

VARIABLES	NUMBER OF STUDENTS	PERCENTAGE
Yes	11	47.83%
No	12	52.17%
Total	23	100%



INTERPRETATION

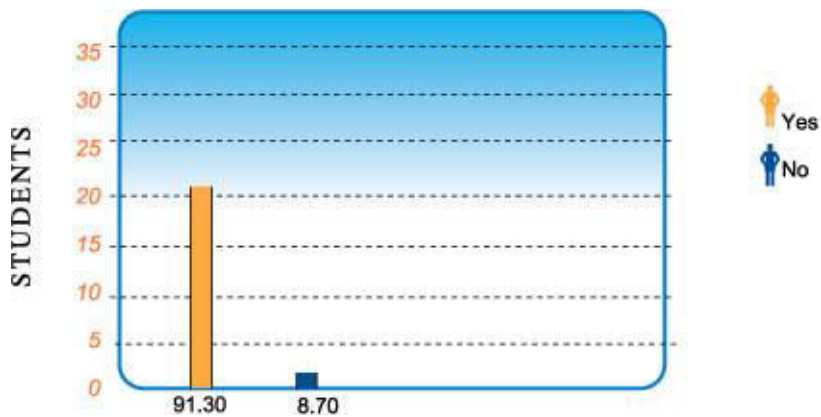
There is a fifty-two point seventeen percent (52.17%) of students that assured that the textbook they are using at the moment does not include enough research.

QUESTION 7

Do you like the way the teacher uses the textbook in the classroom?

OBJECTIVE: To find out if students feel comfortable with the way the teacher organizes and develops the textbook in the class.

VARIABLES	NUMBER OF STUDENTS	PERCENTAGE
Yes	21	91.30%
No	2	8.70%
Total	23	100%



INTERPRETATION

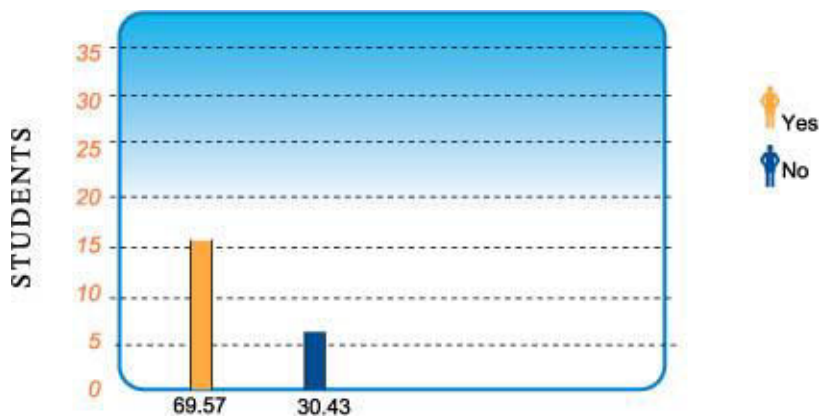
The results provided by the students came to support the importance of designing an explicit textbook accompanied with a well organized and easy-to-follow teacher's guide.

QUESTION 8

Do you believe that a textbook will improve step by step the learning process?

OBJECTIVE: To know if students support the idea of learning successfully by using a textbook .

VARIABLES	NUMBER OF STUDENTS	PERCENTAGE
Yes	16	69.57%
No	7	30.43%
Total	23	100%



INTERPRETATION

The results gathered reflect that a sixty-nine point fifty-seven percent (69.57%) of students agreed with the fact that the learning process can be improved through the use of a textbook.

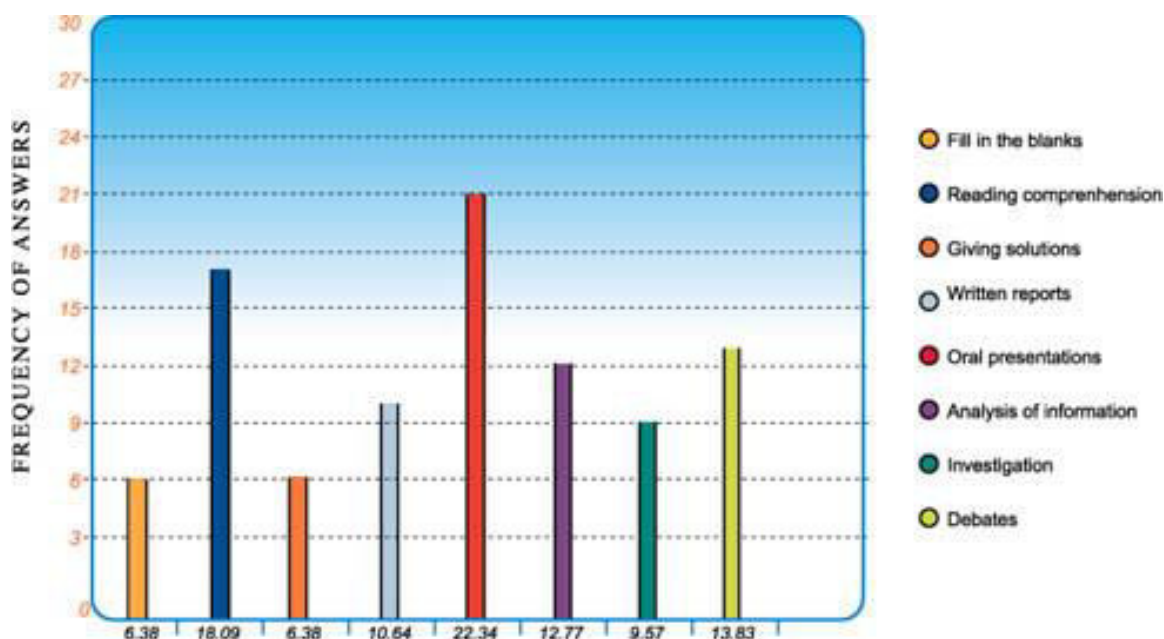
QUESTION 9

According to the following list, which of the items are the most helpful for you to work on in the classroom?

OBJECTIVE: To state the items which the students feel more reliable to learn with in the classroom.

VARIABLES	FREQUENCY OF ANSWERS	PERCENTAGE
Fill in the blanks	6	6.38%
Reading comprehension	17	18.09%
Giving solutions	6	6.38%
Written reports	10	10.64%
Oral presentations	21	22.34%
Analysis of information	12	12.77%

Investigations	9	9.57%
Debates	13	13.83%
Total	94	100%



INTERPRETATION

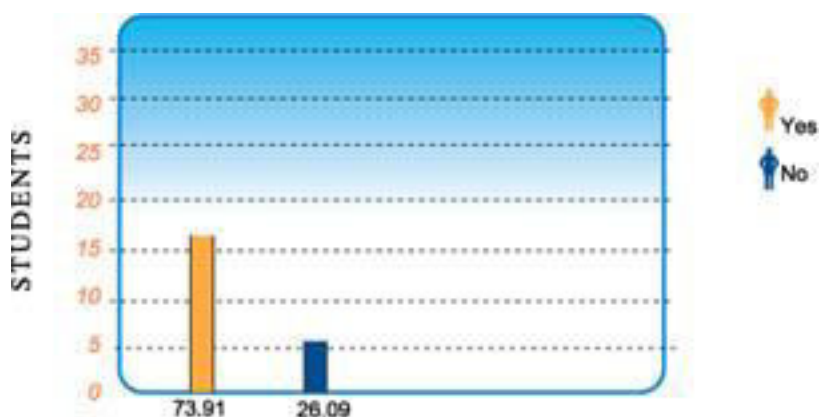
Most of the students think that *Oral Presentations* help them to learn more and more within the classroom. Yet, there is another good percentage of students that think that *Reading Comprehension* as well as *Debates* and *Analysis of Information* can also be helpful for their learning.

QUESTION 10

Does the teacher apply different teaching techniques following the sequence of the structure of the textbook?

OBJECTIVE: To find out if students perceive the teacher follows a sequence at the time of integrating different techniques with the textbook.

VARIABLES	NUMBER OF STUDENTS	PERCENTAGE
Yes	22	95.65%
No	1	4.35%
Total	23	100%



INTERPRETATION

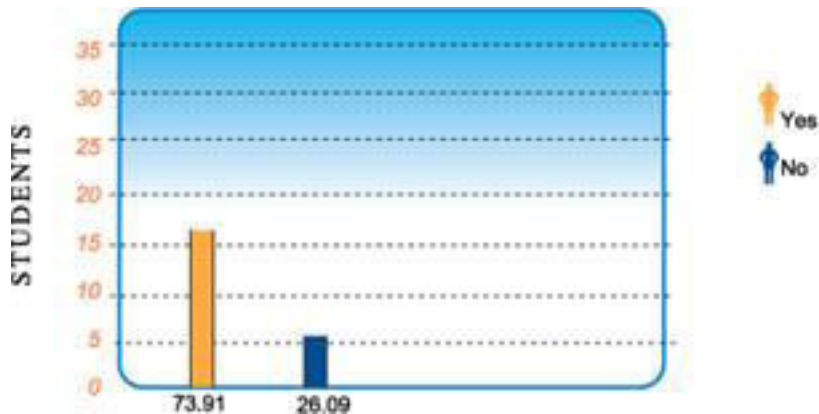
A ninety-five point sixty-five percent (95.65%) of students supported the way the teacher integrates different activities to guide them toward the learning process.

QUESTION 11

Do you know that the new English plan contains the subject Curriculum Design?

OBJECTIVE: To know how many students are aware of this new subject included in the plan millennium at UTEC.

VARIABLES	NUMBER OF STUDENTS	PERCENTAGE
Yes	17	73.91%
No	6	26.09%
Total	23	100%



INTERPRETATION

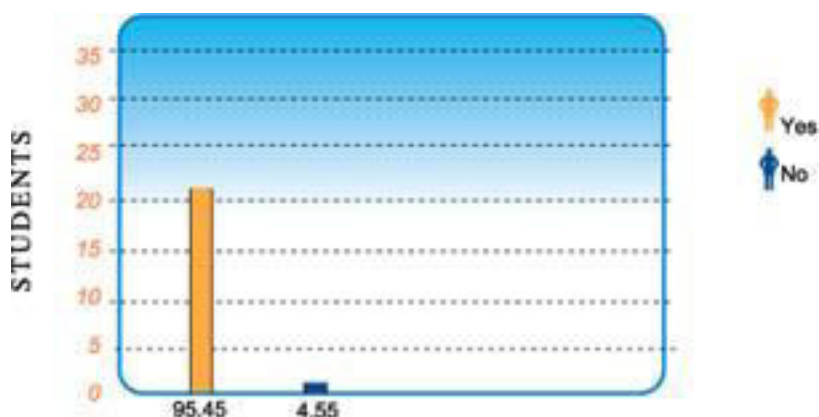
There is a considerable amount of students that already knew about this new subject.

QUESTION 12

Do you consider that a textbook for the subject Curriculum Design is important?

OBJECTIVE: To support the idea of having a textbook for the subject Curriculum Design.

VARIABLES	NUMBER OF STUDENTS	PERCENTAGE
Yes	21	95.45%
No	1	4.55%
Total	22	100%



INTERPRETATION

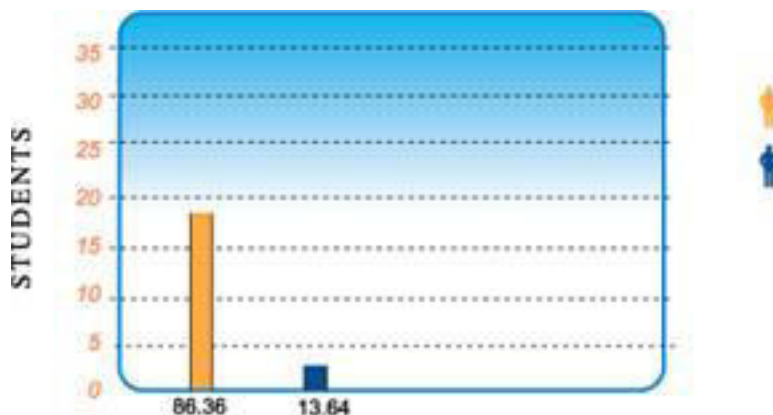
The results reflect that a ninety-five point forty-five percent (95.45%) of students agree with the fact of having a textbook to improve their Curriculum Design course.

QUESTION 13

Do you think topics of the Salvadorian Curriculum Program should be included in the textbook for the subject Curriculum Design?

OBJECTIVE: To know the importance that students give to the Salvadorian educational system as to be included to be discussed and analyzed in a textbook.

VARIABLES	NUMBER OF STUDENTS	PERCENTAGE
Yes	19	86.36%
No	3	13.64%
Total	22	100%



INTERPRETATION

According to the results, there is an enormous percentage (86.36%) that supported the idea of including topics that have to do with the Salvadorian reality and culture in terms of education.

1.5.4 Librarians' Questionnaire Answers

QUESTION 1

¿ Cuenta la biblioteca con libros en el área de Diseño curricular?

OBJECTIVE:To find out if the Universidad Tecnológica de El Salvador has books in the Curriculum Design area.

VARIABLES	NUMBER OF LIBRARIANS	PERCENTAGE
Yes	4	100%
No	0	0%
Total	4	100%

INTERPRETATION

All the librarians agreed that Central library and English Library at Universidad Tecnológica has written material in Spanish in Curriculum Design area.

Some of the textbooks mentioned for them were.

- Zapalza, Miguel A. “ Diseño y Desarrollo Curricular”
- Reinhartz, Judy “ Secondary Education”
- Beach, Dan M. “ Focus on Curriculum”
- UNESCO “ Informatics for Secondary Education, A curriculum for Schools”
- Long, Michael H. “ Methodology in TESOL, A Book For Reading”
- Lewis, Anne “ Restructuring Americas’ schools”

QUESTION 2

¿ Conoce si la biblioteca posee libros de texto, revista, u otra clase de material escrito relacionado a Diseño Curricular?

OBJECTIVE: To know if the libraries have any kind of material related with Curriculum Design.

VARIABLES	NUMBER OF LIBRARIANS	PERCENTAGE
Yes	4	100%
No	0	0%
Total	4	100%

INTERPRETATION

The Universidad Tecnológica libraries have specific material and extention material of related topics in education and Teaching.

Names of books and their authors.

- La Planificación Educativa: Conceptos, métodos, estrategias y Técnicas para educadores. Ministerio de Educación de El Salvador.
- Fundamento Curricular de la Educación de Adultos. Carriolla Barroilhet, Patricio.

- La Educación en América Latina. O.C.D.E
- Escuelas y la calidad de la Enseñanza: Informe Internacional English
- English Teaching Forum Vol. 34, 1996
- English Teaching Forum. Vol. 36, 1998
- English Teaching Forum Vol. 38. 2000
- Clear speech Teacher's resource Book, Gilber Judy

QUESTION 3

¿ Que clase de bibliografía nos recomienda acerca de libros que traten sobre los procesos de enseñanza?

OBJECTIVE: To gather all the possible information about teaching.

ANSWERS:

- Mc cormick, Lucy. The Art of Teaching Writing.
- Ricken, Elizabeth. Teaching Language in Contest
- Oller, John. Methods that work
- White Ronald. Teaching Written English.
- Brow, Margaret. Beyond The Language Classroom.
- Duncan, Janie. Technology Assisted Teaching
- Silberstein, Sandra. State of Art TESOL

INTERPRETATION

English library has many updated information related with teaching and some areas related with planning. The library has a computer system to look the books in Intranet. Curricular Design could be developed with many investigation exercises.

QUESTION 4

¿Cuenta la biblioteca con un sistema de actualización de información en su inventario cada cierto tiempo?

OBJECTIVE: To find out how often the libraries update the information of their books.

VARIABLES	NUMBER OF LIBRARIANS	PERCENTAGE
Yes	4	100
No	0	0
Total	4	100%

INTERPRETATION

The librarians agreed that the information of libraries is usually updated every certain periods of time.

QUESTION 5

¿Tiene la Universidad Tecnológica alguna suscripción con alguna casa editora, u otra fuente que la provea con revistas, artículos, periódicos, boletines, u otra información relacionada a Diseño Curricular?

OBJECTIVE: To determine if Universidad Tecnológica de El Salvador is subscribed to any resource who supply it with Curriculum Design material.

VARIABLES	NUMBER OF LIBRARIANS	PERCENTAGE
Yes	4	100
No	0	0
Total	4	100%

INTERPRETATION

The librarians stated that the university is subscribed with some editing companies which sometimes publishes topics related with Curriculum Design in their material.

Basically, most of the students are convinced that a textbook not only helps them to have a logical sequence of their course, but it also helps them to improve all their English areas as well. As a result, the researchers are merged not only in the need of designing the appropriate textbook that comes to fulfill their expectations, but also to include the necessary details that clearly explain the purpose of the subject as to be included in the new plan. This, obviously, will provide the students with a better scope on why to give great importance to the success of the course.

The Teaching-Learning-Process becomes even more successful when the teacher knows what, where, when, and how to do the job with the students. Therefore, it is important to include extra-class investigative activities to make the students follow a sequence of the textbook not only in classes, but also out of them. On the other hand, it would also be convenient to include several kinds of items and characteristics to make the students vary their learning style as well as to enrich their possibilities to develop more language skills.

Teachers can help themselves from different activities at any time to motivate their students as well. Consequently, it would be a great help to include a variety of teaching tips to guide the teacher on how to apply different techniques throughout the class.

According to what the coordinators said, a textbook should combine exercises and information, but it should not limit the investigation. One of their recommendations was to give importance to the exercise complexity according to the students' proficiency

level. Finally, the coordinators visualize the future of the new plan 2000 in the different areas not only in the teaching field but also in some other areas.

Curriculum has to be seen as the big scope reached after students have learned to prepare the lesson plans and elaborating visual aids as steps as part of the educational process.

An important part in the success of a planification of a project is the variety of bibliographical sources. The surveyed librarians agreed and proposed the names of the books that could be used related to educational matters in the Curriculum area.

With a creation of a Textbook for the subject Curriculum Design, the English library will increase its material, and the students will have another source where to find an specific topic related with this subject.

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ELABORACION DE UN LIBRO TEXTO PARA LA MATERIA DISEÑO CURRICULAR DE LA CARRERA LICENCIATURA EN IDIOMA INGLES EN LA UNIVERSIDAD TECNOLOGICA DE EL SALVADOR PARA EL PLAN 2000
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La educación de un país es en esencia su motor de desarrollo. Basados en esta necesidad de contribuir al proceso de formación de nuevos profesionales y con el deseo de innovar en el área de la educación superior universitaria, nace el proyecto de crear el libro texto para la materia DISEÑO CURRICULAR de la carrera Licenciatura en Idioma Inglés.

El presente proyecto es el resultado de una investigación seria realizada dentro del departamento de Inglés de la Universidad Tecnológica de El Salvador y con la participación de los coordinadores, profesores asignados a la carrera; y alumnos en su sexto semestre del plan 2000 de la carrera Licenciatura en Idioma Inglés.

La redacción de un texto es un esfuerzo colectivo orientado a resumir, actualizar y sistematizar todos los conocimientos en la elaboración de un currículo. Este es el primer texto elaborado por autores salvadoreños en idioma Inglés para la materia DISEÑO CURRICULAR.

El presente texto incluye una riqueza académica en el área relacionada a los diseños de programas educativos en la enseñanza de un idioma extranjero. Antes que todo, incluye la definición e historia en la elaboración de libros texto, el análisis de las partes de un currículo así como sus funciones y aplicaciones. Además, Hace una retrospectiva en el desarrollo curricular que ha habido en El Salvador, las leyes que rigen el sistema educativo y las diferentes universidades del área de San Salvador que ofrecen las carreras Profesorado en Educación Media Para la Enseñanza de el Idioma Ingles y La Licenciatura en Idioma Inglés. Finalmente explora muy a fondo los 6 diversos tipos de programas relacionados al aprendizaje de un idioma extranjero.

La iniciativa del departamento de Idiomas de la Universidad Tecnológica de El Salvador de desarrollar un texto de diseño curricular constituye una valiosa herramienta para ofrecer a estudiantes y público en general una visión amplia y profunda sobre la importancia de saber aplicar el programa adecuado a las necesidades de los nuevos profesionales y en acuerdo a las exigencias actuales que la sociedad demanda.

Ha sido imposible proporcionar toda la información relacionada al tema ya que en su afinidad con otras ciencias o ramas de la educación, su enfoque tiende a variar ligeramente. Los autores pretenden promover el nacimiento a nuevos textos que fortalezcan la cultura del docente en el área de elaboración de programas.

En la redacción de capítulos participaron muchas personas que aportaron sus ideas de manera oral o escrita las cuales fueron recopiladas y ordenadas por Herbert Bladimir Romero, Stalin Oswaldo Campos y Walter abarca.

Este texto de DISEÑO CURRICULAR tiene un estilo peculiar ya que no es solamente un texto escrito, también ha sido diseñado e ilustrado por uno de sus autores; Stalin Campos, quien es especialista en artes gráficas.

Los autores desean agradecer a la coordinadora del departamento de Inglés y asesora de este equipo de autores, Licenciada Mercedes Carolina Pinto, por sus aportes bibliográficos e ideas en este material, así como el interés puesto en que este texto se realizara. De igual forma colaboró como enlace indispensable entre el Departamento de idiomas y este equipo de autores.

ANNEX "A"
COORDINATORS' GUIDED INTERVIEW



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

Objective: to find out the coordinators' interest regarding the necessities of textbooks in the English Department as well as their point of view about a textbook to be applied in the Curriculum Design course.

- 1) How do you define a textbook?
- 2) What is your point of view about having or not a textbook for the development of a subject?
- 3) Which elements should a textbook contain in order to benefit the students' learning process?
- 4) What positive changes have you noticed with the implementation of textbooks in the different subjects in the English major?
- 5) According to the new plan, the subject Curriculum Design has been implemented. What benefits can you visualize for the students' learning process in this subject by using a textbook?
- 6) How do you visualize the profile of the new professional with the implementation of this subject?
- 7) What skills do you expect will be developed in the students by teaching this subject?
- 8) What could be the range of limitation of the textbook for the subject Curriculum Design, taking into consideration the updating changes?
- 9) What differences can you perceive about Syllabus Design and Curriculum Design?
- 10) What is the relation of the subject Curriculum Design with the subjects "Teaching Practice I and II" and "Creation and Use of Audiovisual Aids"?

ANNEX "B"

TEACHERS' QUESTIONNAIRE



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

DATE: _____

TIME: _____

Objective: To identify teachers' interests and needs concerning with a textbook for the subject Curriculum Design.

Respectful English Teacher:

Thanks for answering this questionnaire. Your point of view will enrich the researchers with the necessary information to achieve an investigation project.

WE GENTLY REQUEST YOU TO BE OBJECTIVE AT THE TIME OF ANSWERING IN ORDER TO GET RELIABLE RESULTS.

1) Do you consider that a textbook could be a great help for a better academic performance?

Yes ☐

No ☐

Explain why

2) What elements do you consider essential to be included in the elaboration of a textBOOKS?

a. Methodologies ☐

d. Content presentations ☐

b. Techniques for teaching ☐

e. Variety of exercises ☐

c. Updated approaches ☐

f. Others ☐ _____

3) What do you think should be the appropriate structure in a textbook designing?

a. Conversation ☐

f. Grammar ☐

k. Exercises ☐

b. Examples ☐

g. Readings ☐

l. Investigation project ☐

c. Problematic situation ☐

h. Study case readings ☐

m. Analysis, solutions ☐

d. Problem discussion ☐

i. Research field ☐

n. Analysis of results, proposals ☐

e. Proposals ☐

j. Solutions ☐

o. Others ☐

4) What notions do you have about elaborating a Course Program?

5) If the above question is affirmative, which of the following elements for teachers' preparation support teaching procedures? What others do you suggest?

- | | | | |
|---|--------------------------|-------------------------------------|--------------------------|
| a. Preparing a lesson plan | ☐ | e. Different methods of approach | ☐ |
| b. Preparing a course program | ☐ | f. Sistematic sequence of a program | ☐ |
| c. Identifying learners' needs | ☐ | g. Evaluation | ☐ |
| d. Combine the environment
with the existing methods | ☐ | h. Others | ☐ |
-

6) Where do you get extra material to support the activities contained in a textbook to be developed?

7) What kind of exercises do you consider appropriate to provide an excellent training towards the designing of a curriculum?

- | | | | |
|--|--------------------------|---------------------------|--------------------------|
| a. Oral presentations | ☐ | e. Descriptive exercises | ☐ |
| b. Written reports | ☐ | f. Prescriptive exercises | ☐ |
| c. Comparison and contrast
analysis | ☐ | g. Others | ☐ |
-

8) What kind of supporting material do you consider of great advantage in the development or teaching Curriculum Design?

- | | | | |
|---------------------------|--------------------------|-----------------------------------|--------------------------|
| a. Only a teacher's guide | ☐ | c. Teacher's guide and a textbook | ☐ |
| b. Only separate handouts | ☐ | d. Others | ☐ |
-

9) What kind of characteristics do you consider the most appropriate to be considered in the presentation of a textbook?

- | | | | |
|-------------------------|--------------------------|--------------------------------|--------------------------|
| a. Colorful | ☐ | f. Coherent | ☐ |
| b. Enjoyable | ☐ | g. Flexible and understandable | ☐ |
| c. Self Instructional | ☐ | h. Easy to follow | ☐ |
| d. Full of exercises | ☐ | i. Self testing | ☐ |
| e. Pictures Illustrated | ☐ | j. Others | ☐ |
-

10) What would you suggest for the elaboration of a textbook for the subject Curriculum Design?

ANNEX "C"
STUDENTS' QUESTIONNAIRE



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

DATE: _____

TIME: _____

Objective: To identify students' needs and expectations concerning learning acquisition through the use of a textbook.

Dear Classmate:

Thanks in advance for helping out by filling in this questionnaire. Your cooperation will provide us with the necessary data to accomplish the aim in this investigation project. We assure that your contribution will benefit you and future students in the educational process of the English Department.

WE GENTLY REQUEST YOU TO BE OBJECTIVE AT THE TIME OF ANSWERING IN ORDER TO GET RELIABLE RESULTS. MARK WITH AN "X" THE ITEM YOU CONSIDER THAT BEST RESPONDS TO YOUR CONSIDERATION.

1) Do you use a textbook for the English Course you are taking now?

Yes ☐

No ☐

2) If the above answer is affirmative, do you like the structure design and presentation of the textbook?

Yes ☐

No ☐

3) Mark the characteristics you like the most in the textbook you are using now.

a. Colorful pictures ☐

d. Complementary Exercises ☐

b. Interesting Topics ☐

e. Fun Games ☐

c. Useful Vocabulary ☐

4) Do you think that a textbook supports the learning process outside the classroom?

Yes ☐

No ☐

5) Do you find enjoyable the different topics included in the textbook you are using now?

Yes ☐

No ☐

6) Does the textbook include different exercises that require extra investigation?

Yes ☐

No ☐

7) Do you like the way the teacher uses the textbook in the classroom?

Yes ☐

No ☐

8) Do you believe that a textbook will improve step by step the learning process?

Yes ☐

No ☐

9) According to the following list, which of the items are the most helpful for you to work on in the classroom?

a. Fill in the blanks ☐

e. Oral presentations ☐

b. Reading comprehension ☐

f. Analysis of information ☐

c. Giving solutions ☐

g. Investigations ☐

d. Written reports ☐

h. Debates ☐

10) Does the teacher apply different teaching techniques following the sequence of the structure of the textbook?

Yes ☐

No ☐

11) Do you know that the new English plan contains the subject Curriculum Design?

Yes ☐

No ☐

12) Do you consider that a textbook for the subject Curriculum Design is important?

Yes ☐

No ☐

13) Do you think topics of the Salvadorean Curriculum Program should be included in the textbook for the subject Curriculum Design?

Yes ☐

No ☐

ONCE AGAIN THANK YOU VERY MUCH!