

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



TOPIC

“DIAGNOSIS OF THE 2002 STUDY PLAN OF THE BACHELOR IN MODERN LANGUAGES WITH SPECIALIZATION IN FRENCH AND ENGLISH OF THE UNIVERSITY OF EL SALVADOR”

DIAGNÓSTICO DEL PLAN DE ESTUDIO 2002 DE LA LICENCIATURA EN LENGUAS MODERNAS CON ESPECIALIZACIÓN EN FRANCÉS E INGLÉS DE LA UNIVERSIDAD DE EL SALVADOR

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**FINAL REPORT IN ORDER TO OBTAIN THE DEGREE OF:
BACHELOR IN MODERN LANGUAGES WITH SPECIALIZATION IN FRENCH AND ENGLISH**

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INDEX

<u>CONTENT</u>	<u>PAGE</u>
ABSTRACT	5
I. INTRODUCTION	7
II. IMPORTANCE	12
III. BODY	14
IV. METHOD	64
V. CONCLUSIONS AND RECOMMENDATIONS	67
VI. REFERENCES	72
VII. APPENDIXES	76

ABSTRACT

The purpose of this research is to create a diagnosis of the current study plan of the Bachelor in Modern Languages by identifying its strengths and weaknesses. A qualitative methodology will be used to complete this research since this type of studies measures or evaluates various aspects, such as, dimensions or components of the phenomenon to be investigated, having the ability to define who, how and to whom it will measure, ensuring precision and accuracy in the results. Therefore, this research will aim to identify, based on the current job requirements, if the study plan adapts to the current labor demands by also determining if the admission and graduation profile meet all the competencies needed for the graduates to function properly regarding the labor and social demands. With the final results the Foreign Language Department could have an update of the situation to follow up a new diagnosis to consider an improvement and updating of the curriculum of this Bachelor.

Keywords: study plan, educational quality, labor market, labor demand, curriculum, social demand

LIST OF ACRONYMS USED

- BML:** Bachelor in Modern Languages
- CSUCA:** Higher University Council of Central America, For its name in Spanish
- CENIUES:** Foreign Languages Teaching Center, For its name in Spanish
- FLD:** Foreign Languages Department
- HICA:** Harmonization and Innovation in Central America
- IHE:** Institutions of Higher Education
- MINED:** Ministry of Education, For its name in Spanish
- SAA:** Secretary of Academic Affairs, For its name in Spanish
- UES:** University of El Salvador, For its name in Spanish

I. INTRODUCTION

The following document provides bibliographical research that intends to gather relevant information in order to provide a diagnosis of the study plan of the Bachelor in Modern Languages Specialization in French and English of the University of El Salvador. The statement of the problem sets the background for further understanding in the need of a diagnosis of the study plan of the Bachelor in Modern Languages with specialization in French and English and its characteristics for the academic training of students and professionals that respond to the social and labor demands, through three specific objectives.

The diagnosis presented will serve as a guide for the possible updates or changes the study plan should have. The following section, the methodology of the study, describes how this study was carried out as qualitative research, since the goal of this type of research is to explore and understand the meaning individuals or groups ascribe to a social or human problem. Furthermore; this type of study is Descriptive-Bibliographic since researchers, without changing or manipulating the environment, have as a main purpose to describe situations and events, obtaining a more precise overview of the magnitude of the problem. The non-experimental design completes the methodology of this investigation by focusing on observing the phenomenon as it occurs in its natural context, to later analyze it within the scope of this research.

The University of El Salvador has played a fundamental role in the development of different areas such as educational, social, economic and political aspects (Universidad de El Salvador, n.d., “Universidad Publica”, para. 5). Likewise, it has been recognized as the best university of El Salvador by the Ranking Web of Universities in 2020. However, The University of El Salvador, as the only public higher education center in the country has a

very high demand from the students who apply for admission in one of its 169 majors such is the case of the Bachelor in Modern Languages with Specialization in French and English, which is the second most demanded major with 1,222 applications in 2019 (SECRETARIA DE ASUNTOS ACADÉMICOS [SAA],2018). Languages have become one of the fundamental pillars for educational, technological, social and economic development around the world. A publication has presented the Top Ten reasons to learn languages nowadays; it describes how languages give us the opportunity to connect with the world in a more immediate and meaningful way, and how they prepare us to compete and succeed in the global economy (Lead with Languages Campaign, n.d., “Reasons”, para. 1).

The study plan of the Bachelor in Modern Languages offers the student a primarily linguistic preparation in two languages: English and French and two minor specialties: in teaching and in public relations. The language training of the Bachelor in Modern Languages is oriented toward the labor insertion of the participants through the use of these languages in at least the two fields mentioned above (Secretaria General UES, 2009, “Descripción del plan”, para. 1).

According to the Secretaria General from UES, the current objectives of this study plan are:

GENERAL OBJECTIVES OF THE STUDY PLAN:

- Diversify the language options currently offered.
- Offer students from the Department of Foreign Languages or other units, an alternative in the teaching of another language in addition to English.
- Offer continuity of studies at the undergraduate level to Teachers of English and French in El Salvador.

SPECIFIC OBJECTIVES OF THE STUDY PLAN:

- Train professionals in the command of two foreign languages.
- Combine the use of languages with public relations.
- Train professionals to teach two languages: English and French.

In general, the 37 subjects of the plan are designed in three main sections:

- Subjects of the Specialization in the French Language.
- Subjects of the Specialization in the English Language.
- Minor specialties subjects.

The Bachelor in Modern Languages was put into practice with the aim of offering versatile professionals to the society to serve in different areas. Nevertheless, a previous study has presented that in El Salvador, the economic and educational aspects are in constant change with the purpose to seek an adjustment to the employment situation of the country (Factors involved in the labor market insertion 2014–2015 graduates of the Bachelor in Modern Languages, 2017, p. 15).

The Bachelor in Modern Languages has not been updated since its inception 20 years ago, which means that the objectives established in this plan could be delayed from the current educational, technological, social, economic and cultural advances. This would be raising the idea that this plan is obsolete to continue working with it. Hence, the main interest of this research is to expose if the study plan of the Bachelor in Modern Languages Specialization in French and English of the University of El Salvador fulfills the requirements for the professional development that responds to the social and labor demands in the current reality.

RESEARCH QUESTIONS

Main Research Question

Why is it important to present a diagnosis of the study plan of 2002 of the Bachelor in Modern Languages with Specialization in French and English of the University of El Salvador?

Subsidiary Research Questions

- Do the admission and graduation profiles of the current curriculum of the Bachelor in Modern Languages Specialization in French and English of the University of El Salvador meet all the competencies needed for the graduates to function properly for the labor and social demands?
- What are the strengths and weaknesses of the elements that compose the current curriculum of the Bachelor in Modern Languages Specialization in French and English of the University of El Salvador based on current job needs?
- What are the current requirements in the labor area according to the profile for the graduates of the Bachelor in Modern Languages Specialization in French and English of the University of El Salvador?

OBJECTIVES

General objective

To present a diagnosis of the study plan of 2002 of the Bachelor in Modern Languages with Specialization in French and English of the University of El Salvador.

Specific objectives

- To determine if the admission and graduation profiles of the current curriculum of the Bachelor in Modern Languages Specialization in French and English of the University of El Salvador meet all the competencies needed for the graduates to function properly for the labor and social demands.
- To identify the strengths and weaknesses of the elements that compose the current curriculum of the Bachelor in Modern Languages Specialization in French and English of the University of El Salvador based on current job needs.
- To update the current requirements in the labor area according to the profile for the graduates of the Bachelor in Modern Languages Specialization in French and English of the University of El Salvador.

II. IMPORTANCE

"The mark of higher education isn't the knowledge you accumulate in your head, it's the skill you gain about how to learn" (Adam Grant). Educational quality is not based only on knowledge transmitted from teacher to students; it goes much further and will always have to do with achieving educational change with favorable results in labor and social field (Samper, 2019, "Transforming Learning", para. 34). In this sense, the importance of providing relevant information in order to know the reality of the educational institution, to know the possible deficiencies and thus to be able to find answers and the necessary solutions to improve what is failing so that it can later become of great relevance.

It becomes necessary to carry out an evaluation of the 2002 Curriculum of the Bachelor in Modern Languages for 20 years have passed since its implementation. This study will allow us to know if the professional profile presented in the current study plan for the Bachelor in Modern Languages Specialization in French and English is compatible with the current requirements that graduate face in the social and labor area. Year after year, with globalization, and more recently with the pandemic caused by Covid-19, changes arise and update the reality of all Modern Language students. This study suggests areas where the current plan requires changes as a result of analyzing those changes that have been happening during the last decade.

This study contributes to the following:

1. To the society: Considering the fact that speaking other languages becomes an added value to the knowledge, skills, competencies and language capacities of each person (Romeo, 2019, para. 3), it is necessary to analyze the curriculum that has been designed for the BML. This study helps not only to find out the requirements of the labor area, but also to know which parts of the elements that compose the curriculum are the ones that need to be improved and thus reach the optimal development of all professional competences of both teachers and students of the Bachelor in Modern Languages. In this sense, by presenting this information and considering it for an update of the study plan of the career, students will be more competitive in the different areas that society demands.
2. To the university: The role of one of the best universities in our country is not only based on the quality of its educators or infrastructure; but also, in the quality of methodologies and content that prepare students for the social world. The data obtained lays the foundations for a possible curricular reform. Therefore, this data is of great help or at least useful to the authorities of the Department of Foreign Languages since this would create changes in the curriculum of the BML to keep the academic growth of the University of El Salvador.
3. To the student: This study seeks to benefit all those future students of this major; if an updated academic formation is provided, the students will have the opportunity to access a better work position in a changing and demanding working world. In addition, the results obtained could be useful for future research related to this major.

III. BODY

- **Importance of curricular updating in education.**

Considering aspects that depend on several authors, there are different international theoretical contributions that conceptualize the term Curriculum.

The origins of the curriculum concept date back to 1633 (17th century) at the University of Glasgow Scotland. The adoption of the Latin term to name a race track could be related to the teaching process.

For Bobbitt (1918), cited by Cano Plata (2016), the term curriculum is defined as “that series of things that children and young people must do and experience in order to develop their skills”, this comes from the influence it has the positivist current of knowledge, which was defined as the age of science that requires particularity and accuracy.

The definitions of Caswell & Campbell (1935), cited by Fernández Cruz (2004), refer mainly to the curriculum as the set of experiences that the student develops under the teacher’s guidance, in general it refers to everything that surrounds the student in the institution, which is addressed by each of the instructions received in the classroom.

The curriculum, according to Kelly (2004, p. 4), is a very broad area of study. It covers not only content, but also teaching and learning methods. It also covers the goals and objectives it sets out to achieve, as well as how its effectiveness can be measured. It must be integrated into training situations based on personal, social, curricular and professional factors in reciprocal interaction and its purpose is the social and occupational insertion of the subject through guiding action (Sobrado, 2005, p. 86).

As claimed by De Alba (1998), there are at least 3 dimensions that make up any project or curricular model: a broad social dimension, which supposes the context as conditions of possibility of the curricular discourse in question. A second dimension is that of formal structuring, which does refer to study plans and programs and, in the case of this writing, the foundations of basic education are located in this dimension. Finally, a third dimension, the practical process, indicates the educational moment, that is, the processes or encounters between the teacher, their students, and the content and textbooks as measures of that relationship and the complexity that their understanding entails.

Considering the before mentioned, according to Vargas (2017) who considers the curriculum as the essence of the educational institution, it guides the steps towards what we want to do and how to do it, it answers questions such as who to teach? Why do we teach? What do we teach? When? And what, how and for what do we evaluate? In this sense, the curriculum provides tools to understand the context, the purposes of education, the sequences, the methodological strategies and the evaluation processes in an educational institution.

The previous literature also suggests that future professionals should have a competitive education so that they have the necessary conditions to integrate and succeed in their labor market. It is important to adapt the curriculum to new social realities in order to assure that the learning process of students does not lose value, relevance or interest nowadays. This will create the appropriate conditions for future professionals to put into practice everything they know to flourish in the field work.

A curricular update means, above all, the generation of interdependent processes between the substantive functions of all the educational institutions and the needs of society,

a greater articulation between research and social projection, the increase of autonomy in student learning, expansion and diversification of offers, greater articulation of the units and agents responsible for the management. The education in today's world is subject of changes caused by a new social and economic environment where students require the knowledge for management and application of technologies, and management of information. Nowadays students are required to develop new abilities, skills, competencies, and education influences this development and sustainability of new knowledge. This depends to a large extent on the updated training of teachers for new guidelines in the actions to be followed, in learning and in the transmission of inculcating the research in students and future professionals, who have the ability to innovate and compete in the sectors of their professional knowledge area. (Chapa, 2016)

However, due to the characteristics of the technical, structural, economic and social changes in the country based on the internationalization processes, it is necessary to propose a timely and innovative strategy that evidences the transformation of training that allows future graduates a quick link to the world of work and to have the possibility to adapt to the constant changes in the world of work that require versatile qualifications and for which the ability to learn, training throughout life is increasingly important.

In the book *Frankenstein Educator* by Philippe Meirieu (1996), it is stated that the educational curriculum is focused on teacher training and on how it should train its students with specific and significant knowledge; For this, it is necessary for the educators to adapt to a world that is constantly changing, intervening as responsible adults and professionals.

It is necessary then, to remember that teachers are training people who will define the national and international future and not inanimate objects. These students have diverse

characteristics, feelings, abilities, virtues and defects that will contribute to the development of society. It is pertinent that the bases are created so that another independent and collective individual has the ability to acquire skills to develop his/her role as a citizen in society, helping the improvement and growth of this.

- **Importance of the curricular updating in higher education.**

According to the magister in education, Gladys Beltran, in her article “The Importance of Curriculum Design in the Educational Institution”, the curriculum is the essence of the educational institution, it guides our steps towards what we want to do and how to do it; it answers questions such as who to teach? for what do we teach? what do we teach? when? and how and for what do we evaluate? In this sense, the curriculum provides tools to understand the context, aims of education, sequences, methodological strategies and evaluation processes in an educational institution. However, thinking about curriculum implies a series of elements that go beyond the design of curricula, the monitoring of educational policies or the fulfillment of the topics provided by a textbook. The curriculum should be thought from the systemic participation of all, consolidated in practice and evaluated in a diagnosis, formatively and cumulatively.

In this logic, the curriculum may or may not be correctly implemented in an institution. In this order of ideas, Gladys Beltran, refers to the levels of the curriculum according to its scope: the proposed curriculum, the curriculum developed and the curriculum achieved. Based on this, our focus should be on what we do to arrive at a proposed curriculum that considers the requirements of the national level but that is also built in conjunction with all members of the educational community. It should be based on the specific characteristics of the context showing the didactic elements underlying the pedagogical practice, consider

learning rhythms and styles and shape a dynamic education that considers a scope and sequence for students. Besides mentioning the importance and elements that a curriculum should include, it is equally necessary to generate training processes for teachers that can lead them to implement the curriculum considering the above-mentioned elements and to design accompanying strategies that allow the teacher and the teacher manager, propose new work alternatives, starting from the exercise of reflection on pedagogical practice.

In referring to a successful curriculum, we speak of the one that remains within the student, the significant one, the one that is fixed in the long-term memory and leads him to act competently in various situations. This curriculum determines success or failure in our work, but unfortunately it cannot be evidenced so easily. Therefore, it is necessary to design tools for the evaluation of pedagogical practice that allow students, teachers and managers to understand the scope of this curriculum achieved. Although the curriculum is seen as something away from reality, understanding these elements certainly leads the direction of a change or update of a Curriculum more clearly.

Now, going a little deeper in the original article Curricular updating as a strategy for the integral training of students, Universidad del Norte, Barranquilla, Colombia, every curriculum is based on a set of conceptions about substantive aspects of it such as conceptions about education, about the essence of man and the purposes of his formation on educational institutions in their link with society as the largest system in which they arise and exist, on the process of scientific knowledge and science in general and on the process of teaching and learning. Based on that article is easy to state that ensuring the quality of higher education is an ongoing challenge in the context of the knowledge society. The significant increase in

coverage, the access of new populations and the trends of internationalization mark the pattern and the importance of making continuous improvements in this educational level.

Latin America has experienced an unprecedented growth in the number of students enrolled in university education, the average coverage among its countries rose from 21% in 2005 to 40% ten years later (Ferreyra, et al., 2017). In this sense, since the 1990s, in several Latin American countries a process of institutional and regulatory adaptation began in order to measure the performance of students and evaluate the quality of the offer of IHE "Institutions of Higher Education" This process established the quality components of higher education for each country in the region, and defined quality assurance policies to address quality assessment processes of IHE (United Nations Educational, Scientific and Cultural Organization, 2017).

The development of competency-based curricula, rather than an intellectual fashion in the field of higher education, is a trend that is imposed in today's world, due to the demands of the working environment. For example, the Ministry of National Education of Colombia, through decree 2566 of 2003, issued by the Ministry of National Education, established minimum quality standards for university academic programs, the credit system and skill-based training. These determinations must be attended by university institutions, which imply managing deep processes of conceptual change on the mission of the university, the way of educating professionals and the purpose of the same in society. In short, Colombian universities are set to embark on a massive process of curricular reforms that will help them adapt to today's world and to current legal requirements.

A curriculum update means, above all, the generation of interdependent processes between the substantive functions of the Higher Education Institution (IHE) and the needs of society, a greater articulation between research and social projection, the increase of

autonomy in student learning, the expansion and diversification of offers, greater articulation of the units and agents responsible for management.

- **The educational model and the curricular design of The University of El Salvador**

A good public education must be a right for the individuals of a nation, “Maintaining education as a public service has been considered fundamental to ensuring equity and social justice” (Lewin, 2015; Draxler, 2014; Green, 2014 as cited in “Education as public and common good”, 2018,). For this reason, the University of El Salvador as the only public university has the obligation to be at the forefront of the educational and social changes of the country in order to offer highly competitive professionals to society.

El Modelo Educativo UES, (2014) fosters an integral and dynamic model for a constant development formation:

The integrative humanistic Educational Model focused on the development of the person that it is proposed to develop at UES promotes an integral formation (of critical, creative and participatory students, capable of assuming their own autonomous development and of working interdisciplinarity as a team) on the basis of the paradigms of learning to learn and of permanent and inclusive education. It is not a static model, nor is it finished. It is a proposal for a flexible model that will be constantly updated, incorporating the institution's own experiences, as well as the educational, scientific-technological and cultural advances that are generated to maintain its validity, relevance, and quality. (p. 46)

Addressing the curriculum at the University of El Salvador involves the consideration of various aspects as stated in Políticas y Lineamientos Curriculares (2011-2015). The curriculum at UES is a complex system of components (pedagogical, organizational, administrative, epistemological, and didactic), as well as various training processes and practices, all of them covered with a political dimension that varies from time to time and from management to management. (p.82)

According to Políticas y Lineamientos Curriculares de La Universidad de El Salvador, (2011-2015), the curriculum must be a reflection of the mission and vision of the university and ruled by a series of policies that provide institutionality:

The curriculum of the University of El Salvador must be conceived as an educational project that reflects the mission and vision of the University. Seen in this way, the curriculum circumscribes the intention of training in attention to being, knowing, doing and living together. The curriculum must be governed by a series of policies that provide institutionality and guide what to do in the administrative and academic management of all the training processes offered by the university. (p.93)

The three fundamental components of the Educational Model are: **(A)** Teaching, which includes the university professor, the university student, the curriculum, the contents and the evaluation; **(B)** Social Projection and **(C)** Research.

The document “Políticas y Lineamientos Curriculares and Modelo Educativo UES” mentions some of its characteristics where learning is not limited only to the Institution, but it transcends when the individuals understand and act on their environment, which is a

continuous and permanent process throughout life. In this sense, the Educational Model of the UES should be punctually characterized, noticing that it emphasizes:

- A comprehensive training of the student: the cognitive, social and cultural diversity of students is recognized, as well as respect for their rights, in order to enhance their ability to learn, identify and solve problems, know how to make decisions, put them into practice and critically evaluate their performance, understand the complex and changing perspective of the current world, connect with the social, economic, political, cultural and natural environment.
- A set of academic activities focused on learning and on the student: education understood as a complex and multivariate psychosocial process, involves the contrast, revision and construction of knowledge schemes that transform the internal structures of the individual into the cognitive ones, affective and social, in direct relation to the contents and experiences, both individual and social.
- Innovative, relevant and quality study plans: The educational offer of the University of El Salvador must contain innovative programs at the national level that meet the needs that currently arise in the national and global context in the face of new technologies and link them to social development.
- Flexibility in study plans: Curricular flexibility that allows students to make decisions about their own training and academics to articulate their work around their training. The flexibility of the Educational Model allows to meet the needs of all those involved; it promotes the mobility of university actors in the generation and socialization of knowledge through the design and redesign of study plans, as well as interdisciplinary training and the promotion of self-learning.

- Semi-classroom model: The educational model will take into account the blended modality when the corresponding schools consider a mixed learning modality in their study plans, which are, when they integrate virtual, face-to-face and blended components, known as **B-learning**.
- Link with Research: The linking of training with research activities and with the field of application. To achieve the establishment of stable links of the training process with the field of application of knowledge, the need to establish planning, operation and evaluation mechanisms permeable to the participation of external entities to the University is reinforced.
- Internationalization: Like other components of the Model, internationalization will not take place without the effort and participation of all members of the university community. One of the first steps in that sense is the inclusion of the English language in different academic programs, thereby ensuring access to recent information and the development of communication in a second language. Other mechanisms are the participation of foreign professors invited from similar programs, the mobility of students in educational institutions of other countries, the operation of agreements with foreign Higher Education Institutions and the international promotion of programs that ensure their quality through accreditation. in this field.
- Evaluation and Accreditation: University accreditation must be the result of a process of evaluation and systematic and voluntary monitoring of the fulfillment of the university functions of a Higher Education Institution, which allows obtaining reliable and objective information on the quality of the university institutions and programs. It allows certifying, before society, the quality of the trained human resources and the different processes that take place in an educational institution such

as UES. Accreditation must be the formal and public recognition granted to the University of El Salvador by virtue of the major to which significant progress is made in its careers or programs in fulfilling its stated mission and objectives, and that satisfies an agreed set of criteria, indicators, and standards of relevance and quality. Likewise, the accreditation of the university must rest on the permanent search for academic excellence, it and will represent the collective effort of the university community to render accounts to itself and to society, on the relevance and institutional quality.

Also, as specified by the Law of Higher Education, the design and execution of the study plan of a career must be oriented to the development of the person with a “multidisciplinary character in science, art, culture, and technology, and they provide scientific and humanistic training (Políticas y Lineamientos Curriculares de la Universidad de El Salvador, 2014, p. 95).

In this sense, according to two of the nineteen policies presented by the University in order to consider curricular changes, they establish that “Curricular designs will be reviewed, evaluated, and updated systematically from time to time, depending on the duration of each major and based on the context, and on the scientific and technological progress of the country and the world”.

The importance of the curricular reform of the University of El Salvador

Proposing curricular changes does not seem to be an easy task since this involves a critical evaluation of several aspects as stated in Lineamientos Curriculares (2011-2015). Talking about curricular changes means, then, taking on challenges at the formal and material

level. This requires a critical reflection and evaluation of the way in which the curriculum has been managed at the management level (deanship, vice-dean and School boards of directors). (p.82)

The curriculum probably is not in accordance with the current demands as it is established in the Políticas y Lineamientos Curriculares de la Universidad de El Salvador, (2015) whether debatable or not, it can be argued that the current curricular structure at UES does not respond to an institutional systemic structure in accordance with the national, regional and global context.

Even though in recent years isolated and partial efforts have been made to modify study plans of some careers, especially in relation to the conditions of study, and the internal coherence of the curricular paths, in general terms, there are still some situations characterized by:

- a. The prevalence of careers that maintain their profiles and training modalities as they were created several years behind.
- b. The uniform duration of professional studies.
- c. The isolation and self-sufficiency of schools and careers, which produce a unilateral and fragmentary cultural formation and the lack of coordination between Schools regarding processes that could be addressed together.
- d. The regulatory formalism and the prioritization of administrative processes, overestimating the fulfillment of requirements that are located in the field of the administration of the educational process
- e. Traditional teaching methods.

- f. A formal academicism that has resulted in professional training processes detached from the needs of the social and productive environment, on the one hand, and in evaluative conceptions and practices detached from quality, on the other.
- g. A Un disciplinary training.
- h. Lack of collegiate work.
- i. Little initiative to undertake educational innovation processes.
- j. Rigid teaching systems, which have stopped responding to development expectations in individual, professional and social processes.

The isolated work that has been carried out by different authorities of the University of El Salvador has not been enough to implement a curricular reform in the university majors. However, in March 2021, the project of curricular reform was presented of some careers of the School of Medicine such as the Licenciatura en Enfermería, Licenciatura en Salud Ambiental y Salud Materno Infantil (Reforma malla curricular Licenciatura en Enfermería, 2021 para. 6).

In this sense, an Institutional Policy has been proposed by the Academic Vice-rector, together with the Curricular Reform Committees of each school, which allows conditioning and establishing parameters so that all careers at the university begin renewal and update processes (Reforma malla curricular Licenciatura en Enfermería, 2021 para. 8).

- **Importance of the curriculum in languages learning**

Many have been the authors who have approached the study of the foreign language curriculum. Let us see for a first review of the subject, the contributions of Stern (1987) who in his work “Fundamental Concepts of Language Teaching”, studies this subject with breadth

and depth, dedicating Chapters 19, 20, 21 and 22 of the cited work to it, as well as the general orientations of his conclusions.

Stern considers that language teachers are “bombarded”, probably more than other professionals, by a world of all kinds of suggestions, innovations, activities, etc., which do not form a common theoretical or practical body and which makes it very difficult for them find a clear and safe path in the practice of your profession. With his work, he does not want to give "recipes" for acting, but to clarify the field of language teaching and introduce educational theory into it as a theoretical and research basis that allows professionals in the field a coherent and reflective action. (1987)

The relationship between language teaching theory and education as a field of study is perhaps the one that has been least explored among all disciplines... the applications of educational thought, its values and practice, have been sporadic... and developments highly relevant in general educational theory; they have been completely ignored by language pedagogy. (Stern, 1987)

The causes of this negligence in the application of advances in educational theory “Didactics and Curriculum Theory” Stern attributes to "lack of reflection and probably certain academic snobbery" (1987), which is related to the problem related to the training of teachers in University Philology's and in Teaching Schools. Traditionally, language teaching has been more linked to certain concrete methods originating from a specific linguistic conception, rather than to didactic currents. The differences that exist between the approach of a Specific Language Didactics and the methodology of a foreign language are not only terminological, but also based on a basic concept and come from the different paths that, on the one hand, the institutions of trainers have taken teachers and professors who gave primacy

to pedagogical sciences, in particular to Specific Didactics of the language, and on the other, the institutions that approached the study of languages from a philological perspective, in which the emphasis was placed on the formation of the student, not as future teacher, but on their exhaustive knowledge of the language. (Nuñez, 2008)

According to Stern (1987), the Curriculum Theory addresses the following points:

1. The philosophy of the curriculum (underlying philosophical and ideological assumptions);
2. The conceptualization of its three main components: a) objectives and contents; b) training and c) evaluation;
3. Processes: a) systematic development of the curriculum; b) the implementation of the curriculum in educational institutions and c) the evaluation of the curriculum.

Taking into account that this section deals with the importance of the curriculum in languages in a general way, this time the researchers will only focus on the first point of the theory: philosophy of the curriculum.

Some perspectives reveal different philosophical orientations that affect the different curricular elements, following Eisner and Vallance (1974).

The first of these guidelines is that the curriculum should develop cognitive processes, in such a way that teaching is not aimed at transmitting predetermined content, but at teaching students to think, that is, helping them “learn how to learn”. With regard to language teaching, this view of the curriculum would lead us to the goal, not of perfect language acquisition, but of teaching the mind how to learn languages.

The second orientation refers to a curriculum of experiences appropriate to the age and interests of the student, which, carried out throughout their schooling, would enter fully into the child's life. Teachers who feel this problem often insist in activities that support the relevance of learning at the time it is taking place, such as trips, exchanges, etc.

A third orientation represents the social importance of learning, as it occurs in populations where bilingualism is necessary. In this case, immersion programs are used, as for example in Canada to achieve said bilingualism in English-speaking children, not only as an individual good but as a necessary good for society. The fourth orientation is academic rationalism, which emphasizes the heritage of classical scholarship and considers the nucleus and content of the curriculum a body of knowledge about the literary language, according to the tradition of nineteenth century, as a door to the great literatures of other nations, mainly the classical ones.

The concept of Curriculum in the framework of Foreign Language Didactics goes beyond the simple “study plan”, encompassing multiple meanings, which includes topics such as the design of the curriculum, its evaluation, theory and research, passing through the school planning decision making or how it is to be implemented in a given context. However, there is no doubt about it, and there is a certain agreement, that none of the meanings are exclusive but rather complementary, in the intention of giving a comprehensive definition of the curriculum that affects the entire didactic process. From this perspective, we fully share the principle of coherence indicated by Johnson (1989) in the field of foreign languages, emphasizing the mutual dependence of the different factors that intervene in the teaching and learning situation and the need for decisions to be made in a complementary and consistent way through development and evaluation processes.

A valid, useful and effective foreign language curriculum design is an indefinitely perfectible instrument whose use by teachers is not limited or should not be limited to an automatic application. A good curriculum design does not offer finished or definitive solutions, but rather provides useful elements so that the most appropriate solutions can be developed in each case according to the specific circumstances in which the educational practice takes place. It is not enough to have carefully elaborated curricular designs, scientifically based and empirically verified, but it is necessary to promote their development, that is, to turn them into true instruments of work, investigation and improvement. Thus, the purpose that all curricular design must pursue is to stimulate innovation and creativity and adapt to the peculiarities of teaching.

One of the tasks of teachers at any educational level is to plan the curriculum in the field of instruction. This is a complex activity, which goes through the analysis of a series of interrelated variables (objectives, content, learning activities, resources and evaluation), which can be analyzed, likewise, independently, in order to draw relevant conclusions in each case. Developing a foreign language curriculum design involves a decision-making process that the teacher must assume as a fundamental part of adapting their teaching intervention to the real application needs. (Nuñez, 2008)

The progress in the curricular reform at the School of Arts and Sciences of the University of El Salvador

The School of Arts and Sciences of the University of El Salvador, committed to the comprehensive training of high-quality professionals, has been interested in responding to national and international requirements, as well as compliance with the regulations for curricular revision and updating, in order to which has carried out external and internal

diagnoses in which the different sectors that work in the field that the school specializes have participated. This process has made it possible to carry out the corresponding analysis and obtain the common base and the general lines of knowing, doing, being and living together; with a relevant curriculum that responds to social, economic, cultural, political, environmental, and personal demands, among others, which will lead the graduates to develop the necessary skills for their professional development. (Bases Curriculares de la Facultad de Ciencias y Humanidades, 2019, p.5).

The Curricular Transformation Process of the School of Arts and Sciences, is a process that has emerged since 2012, at the initiative of the School authorities, as part of the effort for curricular transformation, the Vice-Dean of School, has developed a Diploma in Educational Curriculum, which was executed in two stages, as a result of it, the Curricular Commission of the School, has deemed appropriate, to continue supporting the initiative and the work effort of each Curricular Commission of the different Academic Units. Considering that the academic demands are increasingly deep and committed to the social, economic and scientific development of the country, they require more agile and dynamic proposals, in keeping with the educational processes and modernizing trends in education, without this implying sacrificing the quality for educational coverage.

Study plans are an essential part of a curriculum. However, it is necessary to take a look, to extract and analyze each of its components, and these in relation to the rest of the curricular structure, Hence, the training of its protagonists or those responsible for leading it, demand certain expertise and suitability, both to understand the technical, methodological and disciplinary processes that allow this team of professionals to channel the horizon of their

intervention (Plan de seguimiento a las comisiones curriculares de las diferentes Unidades Académicas de la Facultad de Ciencias y Humanidades, 2013, p.3)

The Plan seguimiento a las comisiones curriculares de las diferentes Unidades Académicas de la Facultad de Ciencias y Humanidades, (2013) establishes that the importance of curricular change is to highlight an education based on the principles of academic excellence, humanistic and adapted to the new times, based on the dynamics imposed by local development and international relations in the new world economic order as well as the fight for human rights and democracy.

Within the process of curricular transformation, needs have been identified for the development and implementation of strategies to accompany the process of curricular transformation, in order to guarantee, in the short term, a dyadic relationship between science, technology, research and social extension, consistent with the new spaces for labor or entrepreneurial ties, that break the curricular stagnation, for a more dynamic and creative one. (Plan de seguimiento a las comisiones curriculares de las diferentes Unidades Académicas de la Facultad de Ciencias y Humanidades, 2013, p.3)

In accordance with Bases Curriculares de la Facultad de Ciencias y Humanidades, (2019), there are some principles and values established to be included in any curricular planning: The principles and values promoted by the school are built considering a series of foundations and the inputs provided by the school obtained from consultations with teachers, students, employers, professionals graduated from the university and other sectors. This presupposes their inclusion in the different components of curricular planning.

Values:

- Efficacy: Guides careers to obtain results, based on existing resources in the established periods assigned with quality in each of their results.
- Respect and positive thinking: Respect is fundamental in the lives of individuals when they interact with others or when they work as a team, leading to the creation of an atmosphere of cordiality and harmony among those involved, valuing the interests and needs of others.
- Solidarity and transformation: A fundamental element of identification with the needs of others, relying on the resolution of educational problems and the successes that favor the transformation of education.
- Social Commitment: Commitment acquired by students within their academic training with the members of a society, being the protagonists of its development.

Principles:

- Humanist: To train integral professionals, with a character of interest in society and improve the quality of life of those who inhabit it.
- Critical-reflective: Be entities of pluralistic and democratic thought, that have a commitment of responsibility towards their own rationality and that of others.
- Productive: Being an instance of trainers of academic excellence with skills for performance in the workplace and education for the transformation of society.
- Ethical: Train professionals with high discernment between respect for others, with a degree of justice in the development of their responsibilities.

- Comprehensive student training: Maintain a dynamic update of the curriculum, stimulating self-training and permanent innovation and the support of the teaching body committed to institutional development.
- Educational Quality: Results and effects of education that involve a training process positively valued by the community.
- Respect for diversity: People from different social strata and cultures, and with different capacities and interests, so that they can appropriate the contents of culture, global and local, and build themselves as subjects, developing their autonomy and their own identity.
- Educational Innovation: A significant change in the teaching-learning process, incorporating transformative practices aimed at improving the teaching provided by the institution.
- Transversality: it refers to the connection and articulation with the knowledge of the different learning sectors and gives meaning to the competence as learning outcomes, establishing a link between the instructive and the normative. Cross-cutting processes are those that break the flow of depository activities, managing to cover various problems related to the environment, gender equity, violence prevention, among others; reaching in general a development characterized by universality, in the implementation of the race in particular and making use of technology as an automation vehicle, achieving the reduction of effort.

The Foreign Language Department of the University of El Salvador

The Department of Foreign Languages that we currently know arose in 1948 as an academy for the teaching of English and French as a service to the university in general. In

1956 it was accredited as a department and began with the administration of the career of English Spanish Translation Technician offered for a period of 12 years.

In 1973, the Consejo Superior Universitario approved the curricula of the Teaching careers in Secondary Education for the Teaching of the English Language and the Bachelor' in English Language, which were ratified in 1977 and modified in 1993 and 1999. In 1998 the Master in Translation English / Spanish / English, begins to serve the Teaching Staff in English for the Third Cycle of Basic Education and Middle Education Plan MINED. In 2002 the Bachelor of Modern Languages began to be served with the aim of training professionals in the domain of two foreign languages, English and French that can develop not only in the area of teaching but also in the area of public relations.

During the 2003-2007 management in 2007, the service of the Diploma in English / Spanish / English Translation and the Diploma in Methodology for the Teaching of the English Language began, as well as the Master in Didactics of the English Language, the latter, in agreement with the Alcalá de Henares University, Spain; University of Valencia Spain; UNAN León, Nicaragua; and The Technological Institute of Costa Rica.

The Bachelor in English Teaching in the distance modality began in 2016 as part of the project that the university has on diversifying the academic offer and increasing the capacity of access to higher education for the population in this digital age.

This modality fosters the independent and flexible learning of the students; The educational processes are based on didactic materials, face-to-face, and virtual tutorials as well as the use of technological tools.

The main objective of this career is to train competent professionals in the teaching of the English Language with a critical and purposeful conception, capable of contributing to the process of social, educational, scientific, technological and cultural development of the country from a humanistic perspective. Respond to the professional specialization needs for the teaching of English in basic, middle and higher university education. (Universidad de El Salvador en Línea, 2017).

It is also worth mentioning that in this academic unit, in addition to teaching English and French as part of undergraduate careers, Japanese has been taught, under the modalities of free courses and optional subjects, for 10 years, Korean since 2006 and Mandarin since 2007, as free courses. The opening of the Korean and Mandarin courses took place during the 2003-2007 administration. After half a century of functions, there are many generations of graduates who provide their services to public and private institutions, expanding the teaching-learning of languages, which contributes to the cultural, economic and social enrichment that enables communication with other peoples; also, behind the decades lays a story that influences the present work of this academic unit. The discipline's object of study is languages and linguistics as its main scientific reference (Formación académica vs. oportunidades de empleo para los egresados de la Licenciatura en Lenguas Modernas años 2014-2015 de La Universidad de El Salvador, 2017, p.6).

The efforts of the Foreign Language Department for a curricular reform of the careers

The University of El Salvador has as one of its academic priorities, to carry out a process of reform or curricular redesign that allows it to respond to current needs, developing the skills that new professionals should have. In this sense, aware of the social and educational change that is constantly being experienced in El Salvador and knowing that the

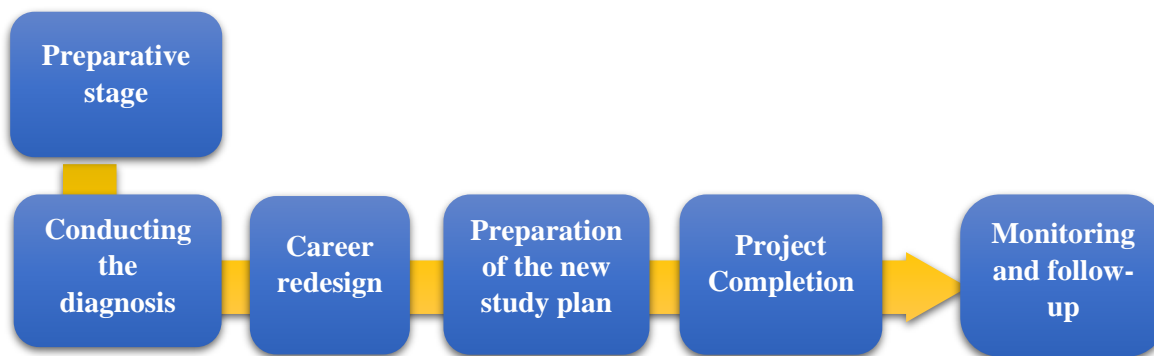
study plans must be updated based on the new trends that are currently emerging in educational matters, a commission of curricular change was given the task of carrying out the project “Proyecto de Rediseño Curricular de la Licenciatura en Idioma Inglés Opción Enseñanza, que ofrece el Departamento de Idiomas Extranjeros de la Facultad de Ciencias y Humanidades de La Universidad de El Salvador, año 2016-2018”. Through various participatory events that lead to coherence between the real demand of professionals, the educational task and the Educational and Pedagogical Model of the University of El Salvador.

This project was created within the qualification framework proposed by the Consejo Superior Universitario Centroamericano CSUCA, through the project "Harmonization and Innovation in Central American Higher Education Curricula: Enhancing and Implementing the Regional Qualifications Framework "HICA" to guarantee the training of professionals with educational quality and efficient performance on a professional, personal and social level (Proyecto de Rediseño Curricular de la Licenciatura en Idioma Inglés Opción Enseñanza,2016, p.3).

The Bachelor in English Language, Teaching Option is the career in which this process of curricular reform will be carried out since at the moment it is the only one that is registered in the pilot plan of the HICA project. The current study plan has undergone different updating processes, being in 1999 when the last reform was carried out, which makes it necessary to develop a new process that leads to reflection on the pertinence, relevance and academic quality of this career.

According to this project, a structure of six stages must be followed, and they allow the correct development and implementation of this reform:

Sequence of the stages:



Taken from: Proyecto de Rediseño Curricular, Inglés Opción Enseñanza

On the other hand, unfortunately the effort made for a curricular reform of the Bachelor in Modern Languages has not been as much as it has for the Bachelor in English, Teaching Option; the isolated work that has been carried out by different authorities of the Bachelor in Modern Languages has not been enough to implement a curricular reform. However, there have been several studies that have made the need for an update in the study plan evident, such as the study *“La pertinencia de la formación académica de los estudiantes de la Licenciatura en Lenguas Modernas Especialidad en Francés e Inglés con la inserción laboral de los estudiantes de cuarto y quinto año de esta carrera en el actual mercado laboral”*; this study was carried out in 2013 and had as its main objective to describe the academic training that students of the Bachelor of Modern Languages Specialization in French and English receive during the professional training process with the purpose of identifying the possible deficiencies of the before-mentioned bachelor and the need to create proposals that lead to its improvement, obtaining results that benefit the student community of the Foreign Languages Department.

Another study that has contributed to the evaluation of the current study plan has been the study carried out in 2017 entitled *"Factors involved in the labor market insertion process of the 2014–2015 graduates of the Bachelor of Arts in Modern Languages with Specialization in French and English, Study Plan 2002 of the Foreign Languages Department of the School of Arts and Sciences of the University of El Salvador"*. The aim of this research was to study the factors involved in the labor market insertion process of the 2014–2015 graduates of the Bachelor of Arts in Modern Languages with the purpose of inquiring about the obstacles and limitations that the graduates under the study plan 2002 of the Bachelor of Arts in Modern Languages face at the moment of their entrance to the labor market of the teaching and the public relations fields; also highlights the areas of opportunities that the study plan 2002 of the Bachelor of Arts in Modern Languages with Specialization in French and English has in order to support the updating of this plan, so that it can be closely related to the professional profile required in these work areas.

These studies have undoubtedly provided very valuable information regarding the evaluation of the 2002 study plan. Nevertheless, this has not been enough to launch a project that allows updating this study plan, which has been training professionals for 20 years, professionals who demand a necessary reform to continue contributing through the social and labor area of our country and other regions.

The profile of the Bachelor in Modern Languages of the University of El Salvador

The Bachelor in Modern Languages with Specialization in English and French.

MISSION.

To train professionals in the teaching-learning of foreign languages with a critical and purposeful conception, capable of contributing to the process of social, educational,

scientific, and technological development, and from a humanistic perspective contributing to the solution of the country's socio-political problems.

GENERAL OBJECTIVES:

- Diversify the language options currently offered.
- Offer students from the Department of Foreign Languages or other units, an alternative in the teaching of another language in addition to English.
- Offer continuity of studies at the undergraduate level to Teachers of English and French in El Salvador.

SPECIFIC OBJECTIVES:

- Train professionals in the command of two foreign languages.
- Combine the use of languages with public relations.
- Train professionals to teach two languages: English and French.

DESCRIPTION OF THE BACHELOR IN MODERN LANGUAGES:

The curriculum offers the student a primarily linguistic preparation in two languages: English and French; It also offers a core of electives with two minor specializations: in teaching and in public relations; the choice of any of these minor specializations very much depends on the objectives of the student. All linguistic training is professionally oriented for the labor insertion of the participants through the use of these languages in at least the two fields mentioned above.

In general, the 37 subjects of the Plan are designed in three main sections:

- Subjects of the Specialization in the French Language.

- Subjects of the Specialty in the English Language.
- Minor specialties subjects.

DURATION OF STUDIES: 5 years.

MAJOR GRANTED: Licenciatura en Lenguas Modernas: Especialidad en Francés e Inglés, translated into English as Bachelor of Arts in Modern Languages: Specialization in French and English.

Study plan of the Bachelor in Modern Languages 2002

CICLO I	CICLO II	CICLO III	CICLO IV	CICLO V	CICLO VI	CICLO VII	CICLO VIII	CICLO IX	CICLO X	P R O C E S O D E G R A D O	
1 FRI114 FRANCES INTENSIVO I 8 0	4 FRI214 FRANCES INTENSIVO II 8 1	7 FRI314 FRANCES INTENSIVO III 8 4	10 FAV114 FRANCES AVANZADO 4 7	14 EOF114 ** EXPRESION ORAL EN FRANCES 4 10	18 FFR114 ** FONETICA FRANCESA 4 10	22 ICF114 ** INTRODUCCION A LA CIVILIZACION FRANCESA 4 14	26 LFR114 ** LITERATURA FRANCESA I 4 14	30 LFR214 ** LITERATURA FRANCESA II 4 26	34 ** DII114/ HDC114 4 29		
			11 GFR114 ** GRAMATICA FRANCESA I 4 7	15 GFR214 ** GRAMATICA FRANCESA II 4 11	19 OEF114 ** ORTOGRAFIA Y ESTILISTICA FRANCESA 4 15	23 FYC114 ** EL FRANCES Y EL COMERCIO 4 40uv Esp	27 FYT114 ** EL FRANCES Y EL TURISMO 4 40 uv Esp	31 FTR114 ** EL FRANCES Y LA TRADUCCION 4 40 uv Esp	35 LTI114 LITERATURA EN INGLES I 4 28		
2 IBI114 INGLES BASICO INTENSIVO 8 0	5 III114 INGLES INTERMEDIO INTENSIVO I 8 2	8 III214 INGLES INTERMEDIO INTENSIVO II 8 5	12 IAI114 INGLES AVANZADO INTENSIVO I 8 8	16 IAI214 INGLES AVANZADO INTENSIVO II 8 12	20 LCI114 ** LECTURA Y CONVERSACION EN INGLES I 4 16	24 LCI214 ** LECTURA Y CONVERSACION EN INGLES II 4 20	28 GAV114 GRAMATICA AVANZADA 4 132uv.	32 IAL114 ** INTRODUCCION A LA LINGÜISTICA 4 17	36 FYM114 FONOLOGIA Y MORFOLOGIA INGLESA 4 32		
3 ** PCG114/ TCI114 4 0	6 ** DGL114/ TCI214 4 3	9 GIN114 ** GRAMATICA INGLESA I 4 5	13 GIN214 ** GRAMATICA INGLESA II 4 9	17 PRG114 ** PRONUNCIACION EN INGLES 4 5	21 ** DIF114/ RPB114 4 14	25 COI114 ** COMPOSICION INGLESA I 4 13	29 ** DII114/ OPU114 4 21	33 SNO114 SEMINARIO I 6 28	37 SNO214 SEMINARIO II 6 33		
ELECTIVAS: PCG114: PSICOPEDAGOGIA I TCI114: TEORIA DE LA COMUNICACIÓN Y DE LA INFORMACION I DGL114: DIDACTICA GENERAL I TCI214: TEORIA DE LA COMUNICACIÓN Y DE LA INFORMACION II				UV. PREREQ. 4 NINGUNO 4 NINGUNO 4 PCG114 4 TCI114	ELECTIVAS: DIF114: DIDACTICA DEL IDIOMA FRANCES RPB114: RELACIONES PUBLICAS DII114 : DIDACTICA DEL IDIOMA INGLES I OPU114: OPINION PUBLICA DII214: DIDACTICA DEL IDIOMA INGLES II HDC114: HISTORIA DE EL SALVADOR Y CENTROAMERICA				UV. PREREQ. 4 EOF114 4 EOF114 4 DIF114 4 RPB114 4 DII114 4 OPU114		COR CODIGO NOMBRE UV. PREQ

Taken from: Secretaría de Asuntos Académicos (SAA)

According to a previous study, the Bachelor in Modern Languages was implemented with the aim of offering versatile professionals to the society to serve in different areas. However, The Bachelor in Modern Languages has not been updated since its inception 20 years ago, which means that the objectives established in this plan are delayed from the

current educational, technological, social, economic and cultural advances (Factors involved in the labor market insertion 2014–2015 graduates of the Bachelor in Modern Languages, 2017, p. 15).

Currently in El Salvador there are different careers oriented toward the learning of languages. However, most of them are focused specifically on the English language, being the Bachelor of Languages with a sub specialization in the Acquisition of Foreign Languages and the Bachelor of Languages with a sub specialization in Tourism from Don Bosco University, and the major that simultaneously includes the French and the English languages as it is the Bachelor in Modern Languages with Specialization in French and English of the University of El Salvador.

An analysis is presented below within a comparative table of these careers, in order to identify their differences and similarities taking into account their number of subjects regarding the English language subjects, French languages subjects and subjects of the Specialization of the three majors. It's important to mention that the study plan of the Bachelor of Languages with a sub specialization in the Acquisition of Foreign Languages and the Bachelor of Languages with a specialization in Tourism from Don Bosco University underwent their last update in 2018.

COMPARATIVE CHART OF THE BACHELOR IN MODERN LANGUAGES OF THE UES AND THE BACHERLORS IN LANGUAGES OF DON BOSCO UNIVERSITY.			
CAREERS	Number of subjects according to the language and according to the specialization		
	English	French	Specialization
Bachelor in Modern Languages UES	16	15	5
Bachelor of Languages, Acquisition of Foreign Languages UDB	14	6	9
Bachelor of Languages with a subspecialization in Tourism UDB	11	6	14

Based on the results of this table, it is necessary to specify what the subjects of the specialization of each major are.

SUBJECTS OF THE SUBSPECIALIZATION OF EACH CAREER			
CAREERS			
Bachelor in Modern Languages UES		Bachelor of Languages Acquisition of Foreign Languages UDB	Bachelor of Languages with a Subspecialization in Tourism UDB
TEACHING OPTION	PUBLIC RELATIONS	-Desarrollo del lenguaje -Ambientes virtuales para la adquisición de idiomas - Enfoques para la adquisición de idiomas -Diseño de ambientes I -Gestión de ambientes I -Instrumentos de evaluación -Diseño de ambientes II -Gestión de ambientes II -Gestión de ambientes III	- Análisis del turismo - Patrimonio cultural -Rutas turísticas -Primeros auxilios -Guía de turismo -Asesoría turística -Fundamentos de economía para el turismo -Finanzas para empresas turísticas -Calidad y competitividad turística
-Psicopedagogía I -Didáctica General I -Didáctica del Idioma Francés -Didáctica del Idioma Inglés I -Didáctica del Idioma Inglés II	-Teoría de la Comunicación y de la Información I -Teoría de la Comunicación y de la Información II -Relaciones Públicas -Opinión Pública - Historia de El Salvador y Centroamérica		

			-Diseño de empresas para el turismo -Relaciones públicas internas -Mercadeo turístico -Relaciones públicas externas -Práctica profesional en turismo
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The need for an update of the study plan that responds to the requirements of the current labor market

Based on “Le profil professionnel des diplômés de la Licence en Langues Modernes: spécialité en Français et Anglais de L'université d'El salvador dans la période 2008 - 2012 et l'accomplissement des compétences exigées dans le marché du travail actuel" or translated into English: “The professional profile of Bachelor in Modern Languages with specialization in French and English of The University of El Salvador between 2008-2012 and the accomplishment of the skills required in the current labor market” a major project presented by Díaz & Luna (2014) the following information is an important illustration about what was going on in the labor market by the year of 2011.

Diaz and Luna presented complete research, related to the professional profile that a graduate must possess, the importance and the characteristics as well; the research includes interviews and surveys based on graduates’ experience and labor requirements where graduates worked in that time.

In the current situation of academic requirements demanded by employers, the researchers considered important to mention the requirements of the different institutions in which the graduates worked and at the same time to know the opinion of those responsible

for the recruitment and selection of Human Resources in order to know whether the graduates of the Bachelor in Modern Languages meet employers' requests.

Marco Penado, Managing Director of the company Manpower, in a study carried out on the requirements of bilingual staff, affirms “that today, companies are looking for bilingual professionals, professional specialists, this demand for professionals is increasing every time.” (Diario El Mundo, 2011).

To better understand this reality, Diaz and Luna interviewed the Human Resources managers of the various institutions where graduates worked.

- In relation to the field of Language Teaching:
- French High School of San Salvador "Antoine et Consuelo de Saint-Exupéry"
- Academia Británica Cuscatleca (known by its Spanish acronym, ABC)
- CENIUES
- Don Bosco University
- And in the area of Public Relations:
- TRANSACTEL
- Decameron Salinitas Hotel

The following table indicates the academic requirements for working in the field of Language Teaching

LANGUAGE TEACHING INSTITUTIONS	ACADEMIC SKILLS REQUIRED
<p data-bbox="228 1696 808 1759">French High School of San Salvador "Antoine et Consuelo de Saint-Exupéry"</p> <p data-bbox="228 1770 808 1858">(Lic. Agustín Fernández, Salvadoran program principal and human resources manager)</p>	<p data-bbox="816 1696 1393 1728">Pre-school assistant</p> <p data-bbox="816 1738 1393 1770">Academic level:</p> <ul style="list-style-type: none"> <li data-bbox="816 1791 1393 1822">• Knowledge of the French language level B2 <li data-bbox="816 1833 1393 1858">• Academic knowledge:

	<ul style="list-style-type: none"> • Dominate the 4 language skills (oral and written expression, oral and written comprehension) • Pedagogical knowledge • Knowledge of French culture <p>Work experience:</p> <ul style="list-style-type: none"> • Not necessary <hr/> <p>Full time professor</p> <p>(Only full-time professors from the French Ministry of National Education can apply)</p> <p>Academic level:</p> <ul style="list-style-type: none"> • University diploma • Teaching License • Academic knowledge: • Have a specialization, depending on the course to be taught (Mathematics, Social Sciences, History of the Arts, etc.) • Pedagogical knowledge <p>Work experience:</p> <ul style="list-style-type: none"> • Experience in the course to be taught
<p>Academia Británica Cuscatlán</p> <p>(Lic. Silvia Escobar, Head of the French Department)</p>	<p>Academic level:</p> <ul style="list-style-type: none"> • University diploma • Teaching License <p>Academic knowledge:</p> <ul style="list-style-type: none"> • Knowledge of the English language level B2 • Use of TICE (Information and Communication Technology for Education) • Other professional courses <p>Work experience:</p> <ul style="list-style-type: none"> • Experience in the course to be taught
<p>CENIUES</p> <p>Foreign Language Teaching Center of the University of El Salvador</p> <p>(Lic. Guadalupe Martinez, General Coordinator)</p>	<p>Academic level:</p> <ul style="list-style-type: none"> • University diploma • Have a B2 level of the language to be taught • Teaching License • Academic knowledge: • The correct use of languages in the 4 skills (French or English) • Have knowledge of teaching methods <p>Work experience</p>

	<ul style="list-style-type: none"> • Have 6 months or 1 year of experience in the field of language teaching
<p>DON BOSCO UNIVERSITY</p> <p>(Lic. Nina de Castroneira, Coordinator of the Academy of Foreign Languages at Don Bosco University)</p>	<p>Academic level:</p> <ul style="list-style-type: none"> • University diploma • Teaching License • Take the TOEFL exam • Academic knowledge: • Use of the 4 language skills <p>Work experience:</p> <ul style="list-style-type: none"> • 2 years of experience in language teaching • Experience with adults

The following table shows the requirements for working in the field of Public Relations

PUBLIC RELATIONS INSTITUTIONS	ACADEMIC SKILLS
<p>TRANSACTEL</p> <p>(Lic. José Lino Chávez, Head of the Human Resources Department)</p>	<p>Academic level:</p> <ul style="list-style-type: none"> • University major not necessary <p>Academic knowledge:</p> <ul style="list-style-type: none"> • Advanced computer skills • Knowledge of customer service • Language skills in English and / or a third language, French or Portuguese <p>Work experience:</p> <ul style="list-style-type: none"> • Not necessary
<p>Decameron Salinitas Hotel</p> <p>(Lic. David Castellanos, Administrative Director)</p>	<p>Academic level</p> <ul style="list-style-type: none"> • University major not required <p>Academic knowledge:</p> <ul style="list-style-type: none"> • Knowledge and oral use of English and French • Knowledge of customer service • Satisfy clients' language needs • Cultural knowledge <p>Work experience:</p> <ul style="list-style-type: none"> • Not necessary

Source: interviews conducted by the researchers (Diaz and Luna, 2014) translated from French.

After having analyzed the requirements of the different institutions that hire bilingual employees in the labor market, Diaz and Luna could notice that the requirements at the academic level of the institutions of language teaching, in the French High School, for example, there are a difference between the requirements of a pre-school assistant and a full-time teacher. The latter must have a university major and the teaching license while for assistants, they are not compulsory. Both Academia Británica Cuscatleca and Don Bosco University require a university major and the teaching license; however, in CENIUES, the license is optional.

Regarding the academic knowledge to work in language teaching institutions, Diaz and Luna had found that the most common are the following:

Knowledge of the language (French and English) and the development of 4 linguistic skills: oral and written expression, oral and written comprehension.

- To know the culture of the country of the spoken language.
- Pedagogical knowledge.
- To have knowledge of teaching methods.
- In relation to work experience, in all institution, teachers must have experience in the course to be taught of at least one year.

Regarding the opinions on the competence of graduates in the current sector of work at that time, those responsible for the recruitment and selection of Human Resources in companies related to Language Teaching stated the level of acceptance of graduates in their companies; in the case of The Lycée Français de San Salvador, Mr. Agustín Fernández claimed that language skills are good enough, and that graduates of the University of El

Salvador are creative professionals who can manage theory and practice at the same time". Mrs. Guadalupe Martínez, coordinator at CENIUES said that: "most of the graduates have a good linguistic level in both languages (English or French)". Finally, Mrs. Nina de Castroneira from Don Bosco University pointed out that "The linguistic level of graduates is advanced, that is level B2, and graduates have a standardized pronunciation".

Finally, Diaz and Luna could notice, through the interviews, that all graduates of the B.A. in Modern Languages have a good acceptance at the linguistic level in language teaching institutions at that time (2008-2012).

In the companies related to Public Relations: TRANSACTEL and Hotel Decameron Salinitas, about the requirements at the academic level of graduates, the researchers found that it is not necessary to have a university major to obtain a job position. Nevertheless, it is necessary to have knowledge of foreign languages (English, French, or others) as well as knowledge of customer service. The only difference is TRANSACTEL because you have to have computer knowledge. For the Hotel Decameron, they need cultural knowledge, on the other hand, they do not need experience in this field, which is an advantage.

Regarding the acceptance requirements of graduates of the customer service sector, the human resources recruitment and selection managers gave their opinions. Mr. José Lino, Head of Recruitment of TRANSACTEL, claimed that the English and French languages are used with an advanced grammatical structure, the linguistic quality is very good and their trilingual skills too". On the other hand, Mr. David Castellanos, of the Hotel Decameron, said they are satisfied with the preparation and training at the linguistic level that the graduates of the University of El Salvador acquired during their studies; for him, the use of two languages makes the visit of Canadian tourists dynamic and attractive".

Diaz and Luna mentioned that all graduates had good acceptance in customer service institutions; the knowledge of two languages, English and French, gives advantages at a competitive level as they occupy trilingual positions and make business development attractive.

On the other hand, there are different opinions in relation to the training and knowledge that universities and different educational institutions give to students of foreign languages. Marco Penado, of the company named Manpower, stated that "... The training that universities give bilingual students does not coincide with the staff requirements of Salvadoran companies..." (Diario El Mundo, 2011).

In the previously mentioned article, the director of Manpower expresses his opinion and affirms that people who study foreign languages are not specialists in the most demanded sectors, and that there are no bilingual workers qualified to work in specialized sectors. So, this information can serve as a basis for strengthening the university curriculum and so that educational institutions can train professionals capable of thriving in the current labor market.

Finally, it is important to take into account that the labor market is demanding that graduates should have academic skills necessary to play a better role at the professional level. With this affirmation Diaz and Luna concluded the section about labor market.

Professional formation of the Bachelor in Modern Languages

Much of the following information was taken from previous major projects as part of the literature collected related to our project, highlighting "La pertinencia de la formación académica de los estudiantes de la Licenciatura en Lenguas Modernas especialidad en Francés e Inglés con la inserción laboral de los estudiantes de cuarto y quinto año de esta

carrera en el actual mercado laboral” presented by Bonifacio et al., (2013) and “Le profil professionnel des diplômés de la Licence en Langues Modernes: spécialité en Français et Anglais de L'université d'El Salvador dans la période 2008 - 2012 et l’accomplissement des compétences exigées dans le marché du travail actuel" presented by Díaz & Luna, (2014).

Regarding the preparation that the Department of Foreign Languages of the University of El Salvador offers to students of the Bachelor in Modern Languages, it is necessary to familiarize ourselves with its study program. Like any curriculum in a career in the area of higher education, the curriculum of the Bachelor in Modern Languages with specialization in French and English, also includes objectives that justify its purpose. According to this design, this bachelor bases its study plan on:

1. Diversify the language options that the Department of Foreign Languages currently offers.
2. Offer students from the Department of Foreign Languages or other units, an alternative in teaching another language, in addition to English.
3. Offer new entry students an alternative in the area of languages with an emphasis in public relations.
4. Offer continuity of studies at the undergraduate level to Teachers of English and French in El Salvador.

In the same way, this study plan deepens its guidelines and objectives in a more precise way, and based on three very important points such as training professionals in the domain of two foreign languages, combining the use of languages with public relations, and train professionals to teach two languages: English and French; thus mixing the management of two foreign languages with the skills and basic knowledge

in the two areas that this career proposes. (Plan de Estudios Licenciatura en Lenguas Modernas 2002, digital format, page 8).

We present the compilation of the study plan of the Bachelor in Modern Languages of the University of El Salvador created in 2002. At that time, the demands of the labor market demanded this type of training.

The professional profile of the Bachelor in Modern Languages in the study plan (Barahona and Linares, 2002) presents three areas of training: knowledge, skills, and attitudes. For the purposes of this study, this part will not deal with attitudes.

1) Linguistic and cultural knowledge:

- a. The rules of grammar and the linguistic use, essential for communication in English and French.
- b. The cultural and sociolinguistic factors associated with these languages.
- c. The fundamental principles of linguistics.
- d. The style and literary genre of French and French-speaking, American, Salvadoran and other Hispanic writers.

For students who have chosen the language teaching sub-specialization

- e. Methods and techniques for teaching both languages.

For students who have chosen the sub-specializations of Public Relations

- f. Theoretical principles of Communication and Public Relations.

2) Communicative skills and abilities:

- a. Express orally and in writing in English and French fluently and linguistically correct.
- b. Understand oral and written speech fluently.
- c. Use the basic techniques of translating the three languages: French, English and Spanish; particularly in French / Spanish.
- d. Use linguistic metalanguage to refer to the learning of modern languages.
- e. Use the appropriate methods and techniques to follow self-study in English and French.

And according to the chosen sub-specialization:

- f. Apply knowledge of Spanish, their mother tongue, English and French in the field of Public Relations or Education.

Work profile of the Bachelor in Modern Languages

Abilities. The Department of Foreign Languages of the University of El Salvador, through its Bachelor in Modern Languages, projects in a very visionary way the training of professionals in the English and French languages who can successfully face the challenges of the professional area in which they will develop, and thus respond satisfactorily to the demands of the national labor market. For this, the students of this bachelor are prepared with an academic training aimed at the knowledge of foreign languages, linguistic skills, academic attitudes, as well as the construction of a competitive occupational profile (Plan de Estudios Licenciatura en Lenguas Modernas 2002, Digital Format, page 9, 10).

Regarding the characteristics and knowledge in the use of languages, the curriculum intends that the professional trained and graduated from this major have adequate knowledge

regarding the grammatical rules and essential linguistic uses for communication in English and French languages, the cultural and sociolinguistic factors related to these languages, the research methods and techniques applicable to public relations, as the case may be, the fundamental principles of linguistics, the theoretical principles of communication and public relations, various works, styles and literary genres of French and Francophone writers, as well as the methods and techniques for teaching both languages.

The study plan (Barahona and Linares, 2012) includes the different workstations in which the graduate of the Bachelor of Modern Languages could work:

- Teacher of English and French at the higher education level.
- Interpreter
- Tour guide
- Flight attendant
- Trilingual receptionist at hotels.
- Commercial director in international companies
- Others.

It is also worth mentioning that during the study process, it is intended that the student acquires multiple abilities and skills such as communicating orally and in writing in English and French in a fluent and linguistically correct way, likewise understanding oral and written discourse in a broad, analytical, and critical way. In addition to this, the student can apply the knowledge of the Spanish, English, and French languages in the field of public relations or teaching, depending on the work field in which he/she operates. The student will also use basic translation techniques in these three languages, especially in French or Spanish, using

the linguistic metalanguage necessary to refer to the learning of modern languages. (Bonifacio et al., 2013)

It should also be mentioned that it is considered important to emphasize that the Bachelor of Modern Languages aims for students to develop various academic attitudes that reinforce and exercise skills such as striving to be updated in the field related to their studies, conducting research in their area of study or area related to it, to be analytical and receptive to criticism, to show respect for the cultural and conceptual differences of other people, and to be sensitive to share knowledge with other people.

Consequently, the Study Plan of the Bachelor of Modern Languages projects the occupational profile of students at the end of their academic training. According to this plan, the graduate of this career will be able to work as a teacher of English and French languages at the secondary or university level; depending on the choice, the student will also be able to work in the field of public relations as a business manager in international companies, a flight attendant, an officer for the attention of passengers at the airport, translator, operator in telephone companies, interpreter, tour guide and trilingual receptionist in hotels. (Plan de Estudios Licenciatura en Lenguas Modernas 2002, Digital Format, pages 9,10)

A Dynamic Education as an Important Factor to Meet Today's Social and Labor Needs

The nature and scope of foreign languages have changed in recent years in society and in the educational system as well. These changes, both in everyday reality and in educational knowledge, require a rethinking of educational practices in regards to the training of graduates of the Modern Languages major at the University of El Salvador. We must address the multidimensionality, complexity and dynamism of the training during the major's path of students, establishing perspectives of the management in communication theories in

today's world leading to an approach of why it is necessary to update language teaching methods, specifying the particularities of a learning that includes a technological approach and the necessity to meet the current labor industry needs, considering the current pandemic that has come to show the need for a comprehensive education within the digital age. Finally, the researchers advocate the need to make a diagnosis of the career of Modern Languages at the University of El Salvador.

Management in communication theories in today's world

Both in personal life and within an organization, a lot of information is handled, which must carry ordered and processed data, so that the receiver can obtain or acquire knowledge, in the face of the insecurities that may appear.

"Information management is a process that requires to be informed, that is to say, it requires to build, first, a representation of a certain reality with the data that is acquired from it to be able to make it known, making that representation available to others or communicate it" (Blog de Ciencia Tecnología y Sociedad).

Based on the literature "¿Cómo manejan información los estudiantes de educación superior? El caso de la Universidad de La Sabana, Colombia", this study identified the Information Management Competencies, taking them as reference for the competences that are seen and interpreted in different ways, and studies have been carried out to know how to face information management problems. From multiple conceptions about competences, the researchers take Guzmán (2009) as a reference; he considers them complex performances where an integrated set of theoretical knowledge, skills and attitudes manifested are put into practice by a person to respond to the demands of a certain context.

According to the findings presented in the above-mentioned study, and according to the standards, a competent student should be able to define and articulate information needs, refine the search strategy if necessary, and be able to extract, record, and manage the information and its sources.

In terms of the skills needed to identify the problems, more research found that students explore general sources to increase their familiarity with the topic, they usually go to the Google search engine, using terms and keywords that describe the need, and that are directly associated with the subject matter related with the document or task being researched.

Why is it necessary to update language teaching methods?

Many studies have revealed the need for an update of language teaching methodologies. However, a special study made evident that there is a need for an update in the study plan in a university level, such as the study “Teacher training and development in foreign languages: a documentary review of models, perspectives and policies” This study was carried out in the University of La Salle, Colombia, 2016 and had as its main objective to describe how in recent years, the nature and scope of foreign languages have changed both socially and pedagogically. These changes have been caused by situations such as a progressive presence of languages in various contexts of communication both public and private; a growing exchange of different types of texts through new information technologies, as well as communication and greater political and cultural awareness of the relations of linguistic and discursive interdependence.

In the article, “Teacher training and development in foreign languages: a documentary review of models, perspectives and policies”, this literature seeks to articulate theoretical and

methodological approaches on foreign languages with the purpose of designing an integrative discourse that more appropriately satisfies the interests and needs of language teachers in training and in practices nowadays. Specifically, it proposes an analysis of teacher training based on a documentary review of models, perspectives and policies, in order to propose guidelines to strengthen training practices at the local, regional and national levels.

Martínez (2006) states that a competent teacher of languages must know how to articulate in a relevant and creative way, the different types of disciplinary and professional knowledge that he or she has when planning, promoting, conducting and evaluating learning processes. Rather than transmitting information, language teachers are expected to act as guides in the development of skills that allow subjects to communicate in a timely manner in a changing and complex world. Within this context, Martínez (2006: 180-181), affirms that the language teacher must grow as a person with autonomy, dominate the teaching practice through critical reflection, know the natural and social environment in its multiple interactions and generate attitudes that allow him/her to sustain opinions and commitments

The need for an integral education within the digital age.

The coronavirus disease pandemic (COVID-19) has caused an unprecedented crisis in all areas. In the field of education, this emergency has resulted in the massive closure of face- to-face activities of educational institutions in more than 190 countries in order to avoid spread of the virus and mitigate its impact. According to data from the United Nations Educational, Scientific and Cultural Organization (UNESCO), by mid-May 2020, more than 1.2 billion students from all levels of education, throughout the world, had ceased to have classes at school. Of these, more than 160 million were students from Latin America and the Caribbean. (Informe covid-19 CEPAL-UNESCO).

Continuity of learning and the curricular impact.

According to (*Educación y pandemia: efectos y perspectivas a futuro en El Salvador*), the need to maintain the continuity of learning has imposed challenges that countries have addressed through different alternatives and solutions in relation to school calendars and ways of implementing the curriculum, by off-site media and with various forms of adaptation, prioritization and adjustment. To make the adjustments, it is important to take into account the characteristics of national or subnational curricula, resources and capacities of the country to generate distance learning processes, levels of segregation and educational inequality in the country, and the length of the school year; countries in the region have national strategies for digital education. This is compounded by unequal access to Internet connections, resulting in unequal distribution of resources and strategies, which mainly affects sectors with lower incomes or greater vulnerability. The pandemic has transformed the contexts of curriculum implementation, not only because of the use of platforms and the need to consider conditions different from those for which the curriculum was designed, but also because there are skills that are more relevant in the current context. A number of decisions need to be made for this challenge in the educational system.

Learning Needs from a Technological Approach into the Modern Languages Learning Process

New technologies have come to our day to day to stay, not just in the social field, but also in the educational field. The introduction of technologies in the learning of English and French have changed the landscape of teaching and public relations, both in terms of methods in which teachers should set themselves, and in study strategies for students. The role of the student has changed significantly and has become the central axis of language teaching. But,

it is the students themselves who are willing to undergo this change, and believe it for a positive reason. (Carlota Rico Sirvent, Madrid 2017, La ayuda de las Nuevas Tecnologías en el aprendizaje del inglés como lengua extranjera).

New technologies in the study of second foreign languages has been possible to repeat throughout the study, the current world is a global world where communicative demands have given a radical change, and where the study of the foreign language has acquired a central position. The main elements that interact within a classroom are the teacher, the students, and the materials used. For a long time, the materials used have been textbooks; now, the use of new complementary material, new technologies and all their tools has begun to be implemented. (Garcia Salinas, 2010).

New technologies enable us to design and develop a large number of complementary materials. Teachers will be able to adapt new materials for different levels. In addition, individual assessment processes can be designed, which will further motivate the student. New technologies make easier to practice the language in real contexts. The language is not presented in isolation, but in a natural linguistic and cultural environment, dense, rich and significant, since with tools like those described (Skype, chat...) you can simulate a real situation, or talk to English natives to deepen understanding. In this way, you can also receive feedback, and correct forms of expression, errors, or phrases that may not be understood. It is a way to coincide with the interlocutors in space and time, being able to develop understanding and orality in entertaining and dynamic spaces.

Useful Resources to Improve Language Teaching Methods in the FLD

At the Foreign Language Department, there is a lack of technological tools to have an increase in the students' learning process; the more access they can have to technological resources, the more prepared they will be. Having in mind that new technologies give the possibility to build foreign language knowledge through different sources (videos, chats, blogs, job sharing tools, social networks), allows a critical analysis of the information that can be gotten from them and gives teachers the ability to read and understand diverse and dynamic materials. It helps teachers to become aware of the value of classical information, of the tools they have available; it also teaches them a combined use of technologies and creates the need to be critical and know how to filter information to get the best possible results. Finally, in order to increase the information to which it gives access, new technologies make it possible to publish and communicate information in a very simple way.

According to *"The help of New Technologies in learning English as a foreign language"*, there is a series of important sources to improve language learning nowadays:

- **Video format:** Video applications such as YouTube, or the viewing of series and movies in original version are a suitable tool to enhance it. These tools not only allow students to be able to listen to native speakers and thereby improve understanding, but also allow them to observe their gestures, facial expressions and other essential aspects that accompany the original discourse. It is a great contextualization tool, which is also suitable for all levels of English.
- **Chats, e-mails and videoconferences:** As for chats and emails, they are a great opportunity for the student to communicate with native people. According to

González Otero (2016), the exchange of emails or chats with native people is an experience that has turned out to be very positive.

- **Blogs, Podcasts and Collaborative:** Work Tools The biggest advantage of these three tools is that within one of them, you can host a variety of resources and different types. In blogs, both students and teachers have easy access to create and read information, allowing direct contact between teacher and student. As for podcasts, they are possibly the most used tool among teachers and students who have already been willing to introduce new technologies in their teaching methods. These are a source of information that both the student and the teacher can access to modify information, but they are also a useful tool for students who want to record and upload it to the network, so that the teacher provides feedback, or to listen to them and be able to provide for them.

In the near future, the use of new technologies will be increasingly implemented in the methodologies and planning the teaching of foreign language learning. It is important that we get focus on their effectiveness and perhaps on the full use of new tools to not only enhance a given skill, but to be able to enhance each and every skill; orality, vocabulary, comprehension and writing with technological tools.

According to Hurtado Montesinos and Díaz Carcelén (2009), there are several advantages that access the incorporation of new technologies can bring for the teaching of a foreign language, and they are stated below.

The process of teaching a language can be digitized because all the materials used by teachers before the introduction of new technologies are still useful. The design of the individualized system of self-assessment will also serve to implant self-evaluation as a

didactic resource since students, when receiving personalized feedback, will be able to work on it and learn from their mistakes and successes; this leads to an individualization of teaching and a greater attention of the student in order to make more use of the teaching hours. Feedback will be the key to student advancement, as long as you know how to take advantage of it.

And finally, with the progressive access of the student to all available tools, the student becomes an active learner, since he controls his language learning process. Just as the learner chooses the learning strategy he wants to follow, Hurtado Montesinos and Díaz Carcelén (2009).

IV. METHOD

Research Approach

This study was carried out as qualitative research, since the goal of this type of research is to explore and understand the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively, building from particular to general themes, and the researcher making interpretations of the meaning of the data. (J. Creswell & D. Cresswell, 2018, p.41) In this sense, the researchers will look for the most valuable trends;

Type of Research

The present study was carried out as **Descriptive-Bibliographic** since researchers, without changing or manipulating the environment, had as a main purpose to describe situations and events, obtaining a more precise overview of the magnitude of the problem; ranking it, deriving elements of judgment to structure policies or operational strategies, knowing the variables that are associated and identifying the potential of a change (Sampieri, 2014, p. 98)

Descriptive studies serve as the perfect tool to measure or evaluate various aspects, such as, dimensions or components of the phenomenon to be investigated, having the ability to define who, how and to whom it will measure, ensuring precision and accuracy in the results. Bibliographic research may be defined as any research requiring information to be gathered from published materials. These materials may include more traditional resources such as books, magazines, journals, newspapers, and reports, but may also consist of

electronic media such as audio and video recordings, and films, and online resources like websites, blogs, and bibliographic databases (Mike Allen, p.92). The researchers were able to determine the extent of the information needed, access the needed information effectively and efficiently, critically evaluate information and its sources, incorporate selected information into one's knowledge base, and use information effectively to accomplish a specific purpose by following these aspects; this study relies on this type of study to achieve its objectives.

Research Design

Since the elements involved were not controlled or manipulated, this study was based on: **Non-experimental Design** since the researchers seek to observe the phenomenon as it occurs in its natural context, to later analyze it. As Sampieri (2014) points out that “non-experimental research is appropriate for variables that cannot or should not be manipulated or are difficult to do...” (p.152).

The type of study design was **non- experimental cross-sectional research design**. It is the type of research that lacks an independent variable. Instead, a researcher observes the context in which the phenomenon takes place and analyzes it to obtain information.

<https://www.questionpro.com/blog/non-experimental-research/>

Techniques

Because of the type and design of study, the researchers used the **Bibliographical review** which is a methodology of observational research, retrospective, systematical, oriented to the selection, analysis, interpretation and discussion of theoretical positions, results and conclusions embodied in scientific articles disclosed in recent years on a topic of

choice in order to obtain relevant information that contributes to the solution of problems (Ocaña-Fernández, Y., & Fuster-Guillén, D., 2021). The main purpose is to expand the obtained data that is essential for responding the purposes of this research.

Instruments

The instruments selected for the present study were **annotations**; its generation presupposes following a methodology supported by the pillar statement (body) and the study objectives. By the use of annotations and index-cards, the researchers were able to gather information that is important for responding the purposes of this study.

Annotations: writing an annotated bibliography helps us develop skills related to critically reading and identifying the key points of a research study and to effectively synthesize the content in a way that helps the reader determine its validity and usefulness in relation to the research problem or topic of investigation (University of Southern California, 2021, para. 6)

Data Analysis

Once the preliminary project was approved and the sample was selected, the instruments were applied. The information obtained was useful for the qualitative analysis of the study. The annotations were then generated, from which the necessary information was obtained for the qualitative analysis. Subsequently, the data of the applied instruments could be emptied, and they were classified through a study of parameter estimation, proportion and average to achieve an objective analysis and with more reliable and valid results. Finally, the respective conclusions and recommendations were stated, and then the final draft was delivered for the corresponding review and approval.

V. CONCLUSIONS AND RECOMMENDATIONS

Conclusions

- To sum up, it was specified that the current Curriculum of the Bachelor in Modern Languages does not have the appropriate characteristics for the academic training of students and professionals, since it does not fully respond to social and labor demands.
- The different elements of the current curriculum do not meet the requirements of the current academic regulations.
- There is no adequate or applicable entry profile since an evaluation is not carried out to select the students.
- According to the objectives of the career, the researchers can say that a prompt review is necessary since there is no innovation in the study plan after 20 years
- The current study plan requires a verification of compliance with each of the elements it has.
- The material resources available to the FLD for the implementation of the current study plan only meet a few essential aspects for the optimal development of the teaching-learning process.
- The curriculum of the current study plan for the Bachelor in Modern Languages does not have all the components mandatorily updated and contrasted with the current reality.
- The graduate profile of the current study plan is not fully met in terms of the development of all the necessary skills of graduates to respond to social and labor demands.

- There are very few advances in the School of Art and Sciences in terms of curricular redesign projects that really suggest proposals for updating the study plans in the different careers.
- The curricular redesign project that was implemented in the FLD does not integrate the Bachelor in Modern Languages.
- The education in today's world is subject of changes caused by a new social and economic environment where students require the knowledge for management and application of technologies, and management of information. Nowadays, students are required to develop new abilities, skills, competencies. Education influences this development and sustainability of new knowledge. This depends to a large extent not only on the updated training of teachers, but also on the updated content of study, that is an updated curriculum.
- The main purpose of academic formation in an educational institution is linked with society needs as the largest system in which the people arise and exist; for this reason, higher education institutions must ensure the quality in its pedagogical formation following national and international updated guidelines.
- The researchers agree that this diagnosis could be useful for further research since it provides information on the conditions, processes and results such as the integration of a dynamic education (technological approach) that certainly contributes to the new academic and labor fields.

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

Recommendations

- To the authorities should carry out diagnoses frequently since they allow us to identify the problems or difficulties that students and graduates face in their development processes in order to update language teaching methods of an integral education within the digital age.
- The School of Arts and Sciences must continue the efforts of the curricular redesign process that it started to out with the different academic units with the purpose of being able to integrate more majors into the “curricular redesign project” for the future updating of their study plans.
- The Foreign Language Department should integrate all the majors it offers within the curricular redesign process that it carries out.
- The Bachelor in Modern Languages should organize itself in a better way to facilitate the creation of a commission with the availability to establish agreements to start a work plan for a curricular redesign.
- The curricular commission of the FLD should consider the increasing commercial area in El Salvador to be able to include more Oral Expression subjects, and in this way help the student to have more fluency when communicating in both languages, this because it is an essential requirement in the commercial labor areas when hiring employees.
- The curricular commission of the FLD should also consider adding other elective branches to the study plan, such as those focused on Linguistics and Translation. Both

Linguistics and Translation are already part of the curriculum but as specialization subjects, which include two linguistics subjects in English and one subject in French translation only, which is why, as part of the elective branch, these can be deepened in both languages.

- It is necessary to reinforce the specialization subjects in Teaching especially in handling teaching methods and techniques. This is necessary since in this way, it can be guaranteed that graduates in the teaching area are competent to develop in this labor market without any inconveniences, performing the skills required to work as a teacher.
- Professionals should have a competitive education so that they have the necessary conditions to integrate and succeed in their labor market. It is important to adapt the curriculum to new social realities in order to assure that the learning process of students does not lose value, relevance, or interest nowadays. This will create the appropriate conditions for future professionals to put into practice everything they know to thrive in the field work.
- Because of the characteristics of the technical, structural, economic and social changes in the country based on the internationalization processes, it is necessary to propose a timely and innovative strategy that evidences the transformation of training that allows future graduates a quick link to the world of work and to have the possibility to adapt to the constant changes.
- Because of the constant changing and improving job requirements. it is necessary to develop an update of the curriculum so that graduates can have a much more suitable

profile when finishing the Bachelor of Arts in Modern Languages: Specialization in French and English.

- Finally, we recommend to take into consideration the diagnosis presented which allows us to measure the level of preparation of students and future graduates and to strengthen the academic system of the curriculum through the inclusions of modern practices and professional guidelines such as chats, e-mails, videoconferences, blogs, podcasts and all the useful digital resources necessary in the development of current educational and labor fields.

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VII. APPENDIXES

Secondary resources table:

Ref N°	Content	Located in:	Keywords
1	<p><i>Aprender un Segundo Idioma es tan Importante como tener otro título</i> is a blog that tells how the knowledge of a second language is very important for the academic and professional development of any person.</p> <p>By Romeo Emily</p>	<p>https://www.fundacionsueñoamericano.org/post/copy-of-female-wrestling-team-sets-a-new-world-record</p>	Academic development, language, success
2	<p><i>Curricular updating as a strategy for the integral training of students</i>, in this article, actions aimed at designing a curricular strategy that pay tribute to the comprehensive training of students of the Civil Engineering Program of the Universidad de la Costa, located in the city of Barranquilla, are presented.</p> <p>By Claudia Ayala & Lázaro Dibut</p>	<p>http://scielo.sld.cu/scielo.php?script=sci_arttext&pid=S1990-86442020000400093#:~:text=Una%20actualizaci%C3%B3n%20curricular%20significa%2C%20ante,de%20la%20autonom%C3%ADa%20en%20el</p>	Curriculum, strategy, society
3	<p><i>Educación y pandemia: efectos y perspectivas a futuro en El Salvador</i>” is a Blog de Ciencia Tecnología y Sociedad that according to data from the United Nations Educational, Scientific and Cultural Organization (UNESCO), by mid-May 2020 more than 1.2 billion students from all levels of education, throughout the world, had ceased to have classes at school. Of these, more than 160 million were students from Latin America and the Caribbean.</p>	<p>https://repositorio.cepal.org/bitstream/handle/11362/45904/1/S2000510_es.pdf</p>	Education, perspective, levels of education.
4	<p><i>“How do higher education students handle information? The case of the University of La salle, Colombia”</i> This study identified the Information Management competencies, taking them as reference for the competences that are seen and interpreted by different ways and studies have been carried out to know how faced with information management problems.</p>	<p>http://www.scielo.org.mx/scielo.php?script=sci_arttext&pid=S2007-28722017000200122</p>	Management competence, interpreted, management problems.

	By: Guzman 2009.		
5	<p><i>"Language teaching, a pioneer in many aspects of the use of technology for the acquisition of its learning, has changed in recent decades, from teaching a new language to a window of possibilities needed at all ages."</i> Shows advantages of learning a foreign language based on new technologies</p> <p>By Hurtado Montesinos & Díaz Carcelén.</p>	https://repositorio.comillas.edu/xmlui/bitstream/handle/11531/21568/TFG001517.pdf?sequence=1	technologies possibilities
6	<p><i>La importancia del diseño curricular en la institución educativa</i>, is an article that describes the importance of the curriculum as well as types of curriculums</p> <p>By Gladys Milena Vargas</p>	https://www.magisterio.com.co/articulo/la-importancia-del-diseno-curricular-en-la-institucion-educativa	Currículo, diseño, evaluación
7	<p><i>La importancia del currículo educativo</i>, is a blog whose purpose is to inform that training and educate are two purposes that must be taken into account since they respond to the social, political and economic needs of a country.</p> <p>By Elizabeth Rodriguez</p>	https://www.compartirpalabramestra.org/actualidad/blog/la-importancia-del-curriculo-educativo	Teachers, curriculum, knowledge
8	<p><i>La pertinencia de la formación académica de los estudiantes de la Licenciatura en Lenguas modernas especialidad en francés e inglés con la inserción laboral de los estudiantes de cuarto y quinto año de esta carrera en el actual mercado laboral</i>, this report determines the relevance of the academic training, as well as the major of satisfaction of students with their job placement in the current market labor.</p> <p>By Bonifacio et al.</p>	http://ri.ues.edu.sv/id/eprint/4389/	empleo
9	<p><i>Le profil professionnel des diplômés de la Licence en Langues Modernes: spécialité en Français et Anglais de L'université d'El Salvador dans la période 2008 - 2012 et l'accomplissement des compétences exigées dans le marché du travail actuel</i>, this research determines whether the knowledge acquired in the Bachelor in Modern Language allows graduates of the period 2008 - 2012 to flourish in the current labor market.</p>	http://ri.ues.edu.sv/id/eprint/6369/	Professional profile, curriculum, requirements in the labor market.

	By Verónica Diaz & Silvia Luna		
10	<p><i>“maintaining education as a public service has been considered fundamental to ensuring equity and social justice”</i></p> <p>Education as public and common good</p> <p>2018</p>	https://www.researchgate.net/publication/323643667_Education_as_a_public_and_common_good_reframing_the_governance_of_education_in_a_changing_context	good public education must be a right
11	<p><i>Metodología de la investigación</i> is a purpose-written book that guides teachers and students step by step on how to conduct social researches.</p> <p>By Sampieri Roberto H.</p>	http://observatorio.epacart.arena.gov.co/wp-content/uploads/2017/08/metodologia-de-la-investigacion-sexta-edicion.compressed.pdf	Variables, non-experimental, research
12	<p><i>Research guide</i>, offers detailed guidance on how to develop, organize, and write a college-level research paper in the social and behavioral sciences.</p> <p>By University of Southern California</p>	https://libguides.usc.edu/writingguide/annotatedbibliography	annotations
13	<p>Study plan of the Bachelor in Modern Languages 2002</p>	https://saa.ues.edu.sv/estudiantes/planes	Elements of the 2002 study plan of Modern Languages
14	<p><i>“Teacher training and development in foreign languages: a documentary review of models, perspectives and policies”</i> This literature seeks to articulate theoretical and methodological approaches on foreign languages”</p> <p>By: La Salle, Colombia.</p>	http://www.scielo.org.mx/scielo.php?script=sci_arttext&pid=S2007-28722017000200122	teacher training; teacher development; language teaching;
15	<p><i>Teoría del currículum y didáctica de las lenguas extranjeras</i>, is a magazine related to linguistics applied to language teaching.</p> <p>By Félix Núñez París</p>	https://www.nebrija.com/revista-linguistica/files/articulosPDF/articulo_531f2c7ea2c17.pdf	Curriculum, Teaching Methodology, Foreign Language
16	<p>The article <i>El diagnóstico educativo en contextos sociales y profesionales</i> is approached from a social and professional perspective, related to the analysis and models of social needs, exploration and accreditation in socio-labor framework.</p> <p>By Sobrado F. Luis</p>	https://www.google.com/url?sa=t&source=web&rc=t=j&url=https://www.redalyc.org/pdf/2833/283321951006.pdf&ved=2ahUKEwj72q6apYTrAhVFnuAKHdc2CX8QFjAAegQICR	Diagnosis, social context

		AB&usg=AOvVaw1j7b9TCSvE45j4xe4sgcI	
17	The Bachelor in English Teaching online mode as part of the project that the university has on diversifying the academic offer and increasing the capacity of access to higher education for the population in this digital age.	http://pdistancia.ues.edu.sv/carreras/lic-ensenaza-ingles	diversifying the academic offer UES
19	The Bachelor of Languages with a specialty in the Acquisition of Foreign Languages of the Don Bosco University	https://www.udb.edu.sv/udb/carreras/carrera/licenciatura-en-idiomas-con-especialidad-en-la-adquisicion-de-lenguas-extranjeras	Study plan 2018
20	The Bachelor of Languages with a specialty in Tourism of the Don Bosco University	https://www.udb.edu.sv/udb/carreras/carrera/licenciatura-en-idiomas-con-especialidad-en-turismo	Study plan 2018
21	The blog <i>The transformation of learning with the use of educational technology</i> seeks to answer these questions in a practical way; What skills do people need to develop in order to actively participate in society and compete in the labor market? How should education be transformed, and many others. By Samper Mateo	https://www.thedialogue.org/blogs/2019/10/the-transformation-of-learning-with-the-use-of-educational-technology/	Knowledge, learning, skills, work
22	The curriculum must be a reflection of the mission and vision of the university and ruled by a series of policies that provide institutionality	https://www.cimat.ues.edu.sv/sites/www.cimat.ues.edu.sv/files/Modelo%20Educativo%20y%20Pol%20C3%ADticas%20y%20lineamientos%20curriculares.pdf	Lineament os Curriculares UES 2011
23	<i>The Curriculum theory and practice</i> is a book that explains the main aspects of curriculum theory, and shows how these can and should be translated into practice, in order to create an educational and democratic curriculum for all schools at all levels. By Kelly A. V.	https://www.academia.edu/21488148/The_Curriculum_theory_and_practice والتطبيق النظرية المنهج	Total curriculum

24	The curriculum circumscribes the intention of training in attention to being, knowing, doing and living together.	http://www.transparencia.ues.edu.sv/sites/default/files/PDF/2%20Modelo%20Educativo%20y%20Pol%C3%ADticas%20y%20lineamientos%20curriculares%20de%20la%20Universidad%20de%20El%20Salvador%20Gesti%C3%B3n%202011-2015.pdf	The curriculum UES
25	<i>The help of New Technologies in learning English as a foreign language.</i> Is a thesis base on the need of technological use of tools for teaching modern languages. By Carlota Rico Sirvent, Madrid	https://repositorio.comillas.edu/xmlui/bitstream/handle/11531/21568/TFG001517.pdf?sequence=1	strategies, methods.
26	<i>The help of New Technologies in learning English as a foreign language.</i> He states the current world is a global world where communicative demands have given a radical change, and where the study of the foreign language has acquired a central position. By Garcia Salinas 2010.	https://repositorio.comillas.edu/xmlui/bitstream/handle/11531/21568/TFG001517.pdf?sequence=1	Global world, communicative demands, acquisition.
27	<i>The importance of updating knowledge as part of the training of university teachers,</i> a study to determine the importance of updating knowledge in university teaching, in the development and teaching-learning process of the student and their integration into the knowledge society. By Patricia Chapa & Jesus Chapa	https://www.pag.org.mx/index.php/PAG/article/view/420	teacher training, students, knowledge society.
28	The integrative humanist Educational Model focused on the development of the person that it is proposed to develop at the UES promotes an integral formation.	http://www.transparencia.ues.edu.sv/sites/default/files/PDF/2%20Modelo%20Educativo%20y%20Pol%C3%ADticas%20y%20lineamientos%20curriculares%20de%20la%20Universidad%20de%20El%20Salvador%20Gesti%C3%B3n%202011-2015.pdf	Educational model UES

29	<p><i>The note card system</i>, is one of the tutorials & instructional programs that shows how to generate index cards. By Gallaudet University</p>	<p>https://www.gallaudet.edu/tutorial-and-instructional-programs/english-center/the-process-and-type-of-writing/pre-writing-writing-and-revising/the-note-card-system/</p>	Index cards, organization
30	<p>The project of curricular reform was presented of some careers of the School of Medicine in 2021</p>	<p>https://eluniversitario.ues.edu.sv/licenciatura-en-enfermeria-reformara-su-malla-curricular-con-apoyo-de-la-universidad-de-finlandia/</p>	Isolated work for updating curriculums at UES
31	<p><i>The SAGE Encyclopedia of Communication Research Methods</i>, provides a better understanding about the Scope of Communication Research. By Mike Allen</p>	<p>https://dokumen.pub/the-sage-encyclopedia-of-communication-research-methods-1nbsped-9781483381435.html</p>	Research methods, Bibliographic research
32	<p>The School of Arts and Sciences of the University of El Salvador has carried out external and internal diagnoses in which the different sectors that work in the field that the school specializes have participated</p>	<p>https://mail.google.com/mail/u/1/#inbox/FMfcgzGkXdDcKCcsxqQmVzkxjmSVBLSC?projector=1&messagePartId=0.1</p>	Bases Curriculares de la Facultad de Ciencias y Humanidades, 2019
33	<p><i>The University of El Salvador has played a fundamental role in the development of different areas in El Salvador.</i></p>	<p>https://www.ues.edu.sv/nuestra-universidad</p>	UES fundamental role in society
34	<p><i>The University of El Salvador implemented the major in Modern Languages to be competitive with the demands of the modern market.</i> Higher University Council CSU 2002.</p>	<p>http://secretariageneral.ues.edu.sv/index.php?option=com_content&view=article&id=10&Itemid=49</p>	implementation bachelor in Modern Languages