

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



***The Role of Salvadoran Culture in the Current Literature II
Syllabus of the Bachelor of Arts in English with Emphasis in
Teaching at The Foreign Language Department of the
University of El Salvador, Year 2015.***

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DEDICATION

I dedicate this to God almighty because He has given me life, health, and strength up to now and because He has lighted my way throughout all my life.

ACKNOWLEDGEMENT

I would first like to thank my thesis advisor JORGE HOMERO LLANES MÁRQUEZ LÓPEZ, The door to M.A. Llanes office was always open whenever I ran into a trouble spot or had a question about my research or writing. He consistently allowed this paper to be my own work, but steered me in the right the direction whenever he thought we needed it.

I would also like to thank the experts who were involved in the validation for this thesis: Mr. Miguel Angel Mata Chavez. Mr. Jorge Umberto Aguilar and Mr. Manuel Alexander Landaverde, I am gratefully indebted to them for their very valuable comments on this thesis.

Finally, I must express my very profound gratitude to my parents and to my partners for providing me with unfailing support and continuous encouragement throughout my years of study and through the process of researching and writing this thesis. This accomplishment would not have been possible without them. Thank you.

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DEDICATION

I dedicate this to God Almighty, for giving me life, wisdom and strength and helping during all my life to accomplish my goals. Thank you God, for guiding me through my life and for taking care of me

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Table of contents

Content	page
Abstract.....	iv
Introduction.....	v
CHAPTER I : STATEMENT OF THE PROBLEM	1
A. Problematic situation.....	2
B. Objectives.....	3
C. Research questions.....	4
D. Justification.....	5-6
E. Limitation.....	7
CHAPTER II THEORETICAL FRAMEWORK	8
A. Theoretical framework.....	9-31
B. Conceptual framework.....	32
CHAPTER III: METHODOLOGICAL FRAMEWORK.....	34
A. Research approach.....	35
B. Type of study.....	36
C. Research design	36
D. Population	37
E. Sampling	38
F. Research techniques and Research instruments.....	39-40
G. Data gathering process	41

CHAPTER IV: DATA ANALYSIS AND INTERPRETATION	42
A. Data analysis.....	43-51
B. Data interpretation.....	43-52
CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS	53
A. Conclusions.....	54-55
B. Recommendations.....	56
VI. Bibliography	57
A. Bibliographic references.....	57
B. Website references.....	58
APPENDICES.....	59
A. Appendix A: Questionnaire addressed to students	
B. Appendix B: Survey addressed to teachers	
C. Appendix C: Literature Syllabus 2015, semester I	
D. Appendix D: Research Timetable	

Abstract

This thesis discusses the current challenges regarding the teaching of local culture in a foreign language classroom. Daily language contains unconscious cultural cues and insights. Language is one's means of social understanding, (Kramersch 2000). Language and culture are two inseparable entities. Therefore, learning a language is at once learning the culture of the people using it. That is why learners may have different reasons for learning a language, but when local culture is incorporated to the process, students will gain some much more.

This thesis deals with the need to implement Literature courses by including local as well as foreign cultural elements. By so doing both the Literature teachers and students get embarked on Literary adventure in which they can compare and/or contrast cultural items from different contexts as expressed in the different literary genres.

II. INTRODUCTION

When studying a foreign language, the learner usually faces foreign cultural elements too, which are in most cases difficult to understand if they are not compared or contrasted with the learner's own cultural patterns? So the two cultural elements, the foreign one and the local one, need to be studied in a comparative/ contrastive manner in order to better explain what is going on in a foreign language Literature course. This phenomenon is observed at the Foreign Language Department, in which they serve courses related to Literature. One course is Literature II. What follows is a paper whose title is:

The Role of Salvadoran Culture in the Current Literature II syllabus of the Bachelor of Arts in English with Emphasis in Teaching at The Foreign Language Department of the University of El Salvador, Year 2015.

This research is aimed at contributing ideas in order to reinforce the current Literature course at the FLD, University of El Salvador. These ideas consist of introducing Salvadoran cultural components into the Literature course so as to provide EFL students with these important components. With these elements, Literature subject will promote communication; and communication will promote awareness among the students regarding their cultural inheritance. The different parts of this paper are listed and briefly explained in this part. This research is made up of the following parts:

CHAPTER I : STATEMENT OF THE PROBLEM. The starting point of this research is presented in this chapter beginning with the problematic situation, the delimitation of the investigation, the justification why to investigate this topic, its importance, the general and specific objectives and the research questions.

CHAPTER II: THEORETICAL FRAMEWORK. This makes allusion to different theories regarding the topic of this paper, experts' opinions, and a definition of terms into a conceptual framework.

CHAPTER III: METHODOLOGICAL FRAMEWORK. This describes the type of investigation carried out, the population and sampling taken into account, techniques and instruments to gather the information and process in which it was taken.

CHAPTER IV: DATA ANALYSIS AND INTERPRETATION. This chapter expresses the authenticity of the data analysis and the interpretation of it. Here the data are analyzed in order to get their message for the researcher.

CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS: In this chapter, the authors present their findings based on their objectives and what they suggest regarding the issues detected.

BIBLIOGRAPHY: This section lists the different references consulted by the authors of this paper in order to reinforce what they state about a specific issue.

APPENDICES: This section includes a copy of each instrument used in this research or something that illustrates something else such as graphs, pictures, diagrams, and the like.

CHAPTER I

Statement of the Problem

Problematic situation

Different views are focused on the globalization phenomenon. One of those is transculturalization through the learning of foreign languages. Nowadays learning English as a second or foreign language is a priority in El Salvador and learning a language implies learning its cultural context. So the conservation of national values by our Salvadoran society is being exposed when starting to practice a foreign language, culture and traditions, especially of those from North America.

Therefore through this research ***“The Role of Salvadoran Culture in the Current Literature II Syllabus of the Bachelor of Arts in English with Emphasis in Teaching at The Foreign Language Department of the University of El Salvador, Year 2015.”*** It is pretending to know the degree of incidence that local culture has in some subject of the major B.A in English with emphasis in teaching over students of higher educations.

As stated by a Salvadoran linguistic DR.J. Lemus”...our Nation currency is now the dollar (in El Salvador), but also fields such as fashion and beauty have changed, while adopting Anglo-Saxon icons”.

In short words, students learning English as a second or foreign language are progressively lacking their cultural roots. Their national cultural identity is being affected specially with regard to literary inheritances (writings). For that reason, they should be knowledgeable of their cultural roots as future professionals.

A. OBJECTIVES

✓ General objective

To determine the extent to which Salvadoran culture is dealt with by Literature II course syllabus in the Foreign Language Department at the UES in order to propose a significant inclusion of local cultural components in such course.

✓ Specific objectives

- To identify the extent to which Salvadoran culture is dealt with by the teachers and students of Literature II in order to propose the inclusion of Salvadoran cultural inheritance.
- To determine the level of inclusion of Salvadoran authors in the current literature syllabus to propose the enhancement of such course by including more Salvadoran authors.
- To suggest the inclusion of Salvadoran cultural inheritance as part of the topics in the syllabus of Literature II of the B.A in English with Emphasis on Teaching major with the purpose of creating students' awareness regarding their cultural inheritance.

B. Research questions

✓ Research general question

To what extent is Salvadoran culture dealt with by the current Literature II syllabus in the B.A in English with Emphasis in teaching from the Foreign Language Department at the University of El Salvador?

✓ 2.5.2 Research subsidiary questions

1. To what extent are Salvadoran authors studied in the current syllabus of literature II?
2. To what degree Salvadoran cultural components should be included in the syllabus of Literature II?

C. RATIONALE

The importance of this research lies on the following facts: First, Salvadoran cultural components are important elements in the different study plans of the majors offered by the Foreign Language Department. Second, most of people who are learning English lack information about their own culture. And finally, textbooks have to be contrasted with Salvadoran culture.

Salvadoran culture components are important elements in the different study plans of the majors from the Foreign Language Department. A study plan must be based on the culture of its country, so it is necessary to give more importance to the inclusion of culture in the major offered by the Foreign Language Department.

Most of people who are learning English are gradually lacking their own culture. It is necessary to emphasize the importance of English nowadays, but it is also important to mention that people who are learning English lack their own culture. First, the curriculum applied by teachers of the University of El Salvador does not include enough Salvadoran culture. Second, books that are used in the courses of English do not take into account Salvadoran culture and, finally, most of teachers and students do not give enough importance to Salvadoran culture in the teaching-learning process.

Textbooks have to be contrasted with Salvadoran culture. Most textbooks used in the teaching learning process of the English major are made by foreign companies. Therefore, the companies do not include other cultures besides that of the target language, but in the study plans textbooks should be contrasted with the culture in which the target language is being learned

This research shows the attitudes of both teachers and students dealing with Literature II course at the University El Salvador toward Salvadoran culture. By so doing, this research provides the information to emphasize the inclusion of Salvadoran culture in the courses of Literature. This research will be an important element to a more inclusion of Salvadoran culture in the syllabus of Literature course.

D. LIMITATIONS

Social limitation: The participants of the study that were enrolled were chosen from a specific percentage of the whole population.

It means only a group of students, that is, “students in the Literature II course” whose schedule was from 10 A. M. to 12 P. M.

Space limitation: The study was carried out at the Foreign Language Department, University of El Salvador in 2015.

Time limitation: The research was held in a period of one year, approximately from March to November, 2015. During this period, the sample was established, the contact with the tutor of the group was appointed, the instrument to collect data was designed and passed, a final report was elaborated, and the findings were shared.

The syllabus analyzed in this research was Literature II. It was supposed to deal with culture and would provide the necessary information, but this limited the investigation about Salvadoran culture as included in all the syllabi from the Foreign Language Department.

CHAPTER II

THEORETICAL FRAMEWORK

THEORETICAL FRAMEWORK

The importance of English in El Salvador nowadays is very clear as stated by the National Legislature of our Republic.

Statistics reflects that people, who speak English, are going to earn 30 percent more than one who does not speak English. Learning English is so important in El Salvador nowadays that speaking it can imply the opening or closing of a business, getting hired or fired and, even earning a higher salary than others in a company.

Most scientific books and important studies are written in English. Moreover, the information in English on Internet is higher than the information in Spanish to mention these cases alone. This situation makes us understand that learning English is a must.

The importance of English in El Salvador nowadays is observable in the number of people interested in learning it, not only into the major of learning a new language but also in the different majors offered by the universities, since students are being prepared to be competitive in the “globalization” business.

English in the Educational System of El Salvador

The Salvadoran educational system promotes the learning of English as a foreign language, but **at the same time it includes a variable of own culture as identity based not only on different international agreements but also on national policies.**

International agreements

International agreements seek to implement a new vision of higher education and to do so, the World Conference about Education declares the following:

Art 1. Mission and functions of the higher education is “promoting, generating and spreading knowledge through research” (World Conference about Education)

The National Legislation

The Constitution of the Salvadoran State also contributes to this study as follows:

Art. 53. The right to education and culture is inherent to the humankind; consequently, it is obligation and fundamental purpose of the State of El Salvador their conservation, foment, and difussion.

Art 55. The education in El Salvador has the following purposes: to achieve an integral development of its personality in its spirit... To be acquainted with the reality and identify oneself with Salvadoran nacional values; and to further unity among the people of Central America.

Art.62 The official language of El Salvador is Spanish. The government is obligated to wach for teaching and conserving this language.

The importance of including local culture in teaching a foreign language

Learning takes place in an environment, and environment includes the local culture which is extremely important while learning in general. Culture is an integral part of language learning, and learning language is essentially a socially oriented process which is linked with the wider cultural scenario. (Foley & Thompson, 2003, p.62). Students cannot be proficient in the target language until they are aware of cultural contexts (National Standards in Foreign Language Education Project, 1996, cited by Peterson and Coltrane, 2003, p.1).

In teaching any language, teachers are imparting information and therefore power; in teaching English Literature, teachers can impart to learners not only poetry, but also the power of knowing and caring more about the world they live in. English is at the center of international and global culture. Based upon this reality, English Literature teachers should promote local culture from the countries their students come from.

One such reality is Salvadoran context classroom, in which Salvadoran authors can be studied together with authors from English speaking countries.

It is in the context of English as a foreign rather than second language that the local culture may, regrettably, be submerged into the dominant culture of the foreign language(English). On the other hand, some authors favor the inclusion of local varieties in the learning process. Implicit in this position is the desirability of bilingual/bicultural teachers of English as a foreign language. No-one involved in teaching English is likely to argue cross-cultural misunderstanding. For example Robinson (1985) believes in the importance of developing cultural versatility to help learners meet the demands of an increasingly multicultural world

Every single teacher should possess such qualities (knowledge about FL and knowledge about his/her own culture in FL) as interpretations of discourse in order to enrich his/her students' cultural awareness. In fact, Brown says that interpretation of discourse is intuitive competence, drawing on cultural knowledge, which native speakers possess, but...it is necessary to compare both cultures to assign the correct meaning, (Brown, 1990)

Bilingualism and biculturalism are not sufficient for living and participating in today's interdependent world. It is our responsibility to prepare learners to cope not only with the world's universal problems and behaviors, but with its many ethnic and cultural systems without being misunderstood of their own cultural values.

Literature as cultural background

Humankind was born without any sense of the world. They started to know it through their face of it. The family is the first cultural model of an individual. One person's learning starts repeating and doing what others do and his/her knowledge of cultural roots begins when he/she appreciates what others appreciate .

The subject of Literature helps students develop a humanistic attitude on culture. Through a close interaction with literary or creative works which portray a diverse variety of human thought, emotion and experience, learners are able to gain knowledge and understanding of the nature of human existence and to develop an appreciation of the world and the society in which they live.

Literature focuses on seeking to represent the human culture and situations through a creative use of language. Literary or creative texts are capable of offering learners much artistic, academic and expressive pleasure.

Literature promotes students' awareness in heritage to increase their cultural background through developing, applying and interacting with literary texts. Lazar (1993) proposes six purposes or reasons for using literature in the language classroom as access to cultural background, encouraging, expanding students' cultural awareness, developing students' interpretative abilities, and educating the whole person. These purposes or reasons are as follows:

- 1- It provides meaningful contexts.
- 2- It involves a profound range of vocabulary, dialogues and prose.
- 3- It appeals to imagination and enhances creativity.
- 4- It develops cultural awareness.
- 5- It encourages critical thinking.
- 6- It is in line with CLT (Communicative Language Teaching) principles.

To sum up, people become part of a culture since they are born, and culture awareness is one of the aims of Literature subject. Therefore, human beings need to be espoused to literature in order to get knowledge of their society and the whole world. Although some experts argue a separation between the study of language and the study of literature, some others consider that literature in language learning is not an expendable fifth skill; it is present within writing, reading, listening and speaking. Consequently, literature needs to be included in the curriculum of any syllabus.

Local literature in EFL/ESL students

Literature is considered as a promising tool for language learning purposes. Scholars in the field have proposed various advantages for the use of literature in EFL/ESL classes as shown below.

Motivation

Motivation is one of the elements which can drive the learners to go ahead and local culture calls the attention on students when they are knowledgeable of a topic. Motivation is especially achieved when students are exposed to what they really enjoy. Literary texts are very motivating due to their authenticity and the meaningful context it provides (Ghosn, 2002). Maley (1989) reinforces this idea by suggesting that “literature deals with things which are interesting in nature and includes little if any uninteresting things”.

Cultural/Intercultural Awareness and Globalization

Literature promotes cultural and intercultural awareness (Van, 2009) especially in the era of globalization (Tayebipour, 2009). In the era of globalization, there is a growing concern of universally shared needs and wants rather than individual needs. Since literature deals with universal concepts (Maley, 1989), there is an urge to grab on literature as an input source for flourishing language learners’ competence. Moreover, literature promotes, being jealous about sharing local cultural components into the countries in which students are learning a foreign language.

Globalization cries for joining hands not only in economy, politics, and sociology but also in language-related fields such as ELT. According to Maley (1989), literature deals with universal concepts such as love, hatred, death, nature, etc. that are common to all languages and cultures. The similarities and even differences between local cultures and foreign cultures can foster our understanding of the whole world.

2.5 Sociolinguistic/Pragmatic Knowledge

Due to its authenticity, local literature can develop sociolinguistic and pragmatic knowledge as manifested in communicative competence models (McKay, 2001). Sociolinguistic and Pragmatic competence, are two of the main components of the communicative competence models. Hence, special attention is needed to be directed to this component. Literature, due to its authenticity, is equipped with sociolinguistic and pragmatic information, which can be found only in contextualized languages such as literary texts, especially dramas and plays.

Vocabulary Knowledge

Vocabulary knowledge can be expanded through considerable exposure in both foreign literatures and local literary texts which contain both formal and informal language. Reading short stories and novels is a good exercise for enlarging one's vocabulary knowledge.

Language Skills

Literature is rich with innumerable authentic tokens of language for the development of reading, writing, speaking and listening skills. **For writing purposes**, literature appears to set a good ground for writing practice and for ESL students it is easier to write about their neighborhood. Having the learners complete a poem or short story in cloze form is very encouraging. Also we can have the students write the end of a story in their own words or narrate a story from the point of view of another character in a short story, novella, or novel. Other similar creative activities can be developed for writing practice.

For speaking purposes, the events in a poem, novel, or short story can be associated with the learners' own experience in real life. Such practice paves the way for hot topics for discussion in language classes. Having the students freely reflect on the events and having them critically comment is also facilitative for advancing in speaking.

For listening purposes, the learners can be exposed to the audio versions of the poems, short stories, or novels. Also the musical elements in poetry stimulate the learners' desire for approximating their speaking patterns to the native speaker norms by adhering to the principles of rhythm, rhyme, and intonation.

For reading purposes, as mentioned above, novel and poetry can provide good opportunities for extensive and intensive reading. Also, it is good for practicing reading sub skills including skimming, scanning, and finding the main ideas. Reading in literature is a combination of reading for enjoyment and reading for information. Therefore, it bridges the lacks in non-literary texts. In fact, literature is not only

facilitative for language learning purposes in general but it can also accelerate language learning in content-based instruction (Shang, 2006).

Intelligence Quotient (EQ)

Reading local literary texts fosters emotional intelligence. Daniel Goleman is the pioneer in EQ. He believes that IQ (intelligence quotient) and even multiple intelligences do not cater for this aspect of human intelligence. EQ is specifically related to human ability to control and manage their emotions and feelings in difficult situations. An example for EFL/ESL context is how far EFL/ESL learners are able to control their anxiety when it comes to taking high-stake tests. Hence, dealing with affection, feeling and emotion, literature is a good source for nurturing our EQ.

Critical Thinking

Literature is a good medium for critical thinking enhancement among language learners. Literature can bring about changes in the attitudes of the learners. According to Langer (1997), literature allows students to reflect on their lives, learning, and language. Literature can open "horizons of possibility, allowing students to question, interpret, connect, and explore" (p. 607). Literature, among other text types, is fertile with ideas to critically look at. Today, critical thinking is the cornerstone of education particularly at advanced levels of education. Critical thinking prepares us not to take things for granted and to attempt to unravel the hidden agenda of texts. Having in mind those benefits, local reading and analysis will create a critical thinking about our own society.

Literature and local culture

literature is one important human creativity, which has expressed different situations in men and women`s lives throughout history. According to Esther Lombardi, literature is “a term used to describe written or spoken material. Broadly speaking, ‘literature’ is used to describe anything from creative writing to more technical or scientific works, but the term is most commonly used to refer to works of the creative imagination, including works of poetry, drama, fiction, and nonfiction”. Taking into account the fact that literature has to do with what mankind can create, this paper will be oriented to cultural expressions of specific communities, that is, the Salvadoran context. In other words, the authors of this research will relate the teaching of literature as performed at the University of El Salvador to such creations as poetry, drama, fiction and the like by Salvadoran authors.

Literature as a complex item is implicit in the teaching-learning process of a language. This process permits the analysis of literary masterpieces written in the target language and also a comparison between the target language and the students’ mother tongue. This is admitted by Charles Fries, a linguist, who says that “the introduction of local culture may play a number of roles in literature teaching. For example, a comparison is made to English culture with the local culture as a background. The students will have further understanding to and better mastery of specific characteristic of English culture” (Fries 1990). As a conclusion, it can be stated that learning a foreign language and learning literature are so close to each other through the academic experiences of a language learner.

As stated before, the study of literature can include the comparative or contrastive analysis of both local literature and foreign literature. For this specific purpose, it is important to notice how a literary analysis is made. Rolando Labrador, for example, quotes Halson`s ideas regarding this matter taking into consideration four points:

1. One of the objectives of literature must be the complete interpretation and assimilation of “experience” present in the literary work.
2. The culture in which literature studies are carried out presents linguistic elements which many times have to do with the value judgments of a piece of literature.
3. A student of literature will be inhibited if he is forced to make judgment on situations which he is no familiar with.
4. Proficiency in literary analysis constitutes perhaps one of the final achievements of literary studies.

When analyzing literary masterpieces created by foreign or local authors, it is necessary to consider different elements. Labrador proposes some steps for analyzing poetry and prose in the following terms:

For analyzing poetry:

A . Finding the meaning

1. General meaning
2. Detailed meaning
3. Intention of the writer

Finding technical devices used by the writer

1. Structural devices

- a. Contrast
- b. Illustration

2. Intention of the writer

1. Sense devices

- a. Simile
- b. Metaphor
- c. Personification

2. . Sound devices

- a. Alliteration
- b. Onomatopoeia
- c. Rhythm

4. Literary analysis

- a. Location
- b. Finding the theme
- c. Defining the structure

d. Analysis of the style based on the theme

e. Conclusion

Analyzing prose:

A. Finding the meaning

1. General meaning

2. Detailed meaning

B. Finding technical devices used by the writer

1 Structural device

a. Unity

b. Contrast

c. Description

d. Dialogue

2 Sense device

a. Style

b. Use of words , metaphors, simile

3 .Literary analyses

a. Location

b. Finding the theme

c. Defining the structure

d. Analysis of the style based on the theme

e. Conclusion

The second course of Literature of the Foreign Language Department at the University of El Salvador is meant to expand the student's knowledge on the English language. It is agreed for most researchers (Kramersch, 1998, Parkinson and Reid Thomas, 2000, Lazar, 2005, Van, 2009, Tayebipour, 2009) who argue that literature is a good material for this purpose, but also at the same time these researchers believe that teaching literature can help learners to increase their awareness of culture.

Having in mind this theory, Tomlinson (2001) says that there is a need to humanize the textbooks and one way to update these is to adapt them with interesting L1 topics and themes with the purpose of including local culture in the syllabus. However, the author believes that treating both L1 and L2 cultures in a contrastive way will make students promote cultural and intercultural awareness especially in the era of globalization. As an example, teachers could admit articles from western culture as they could consider articles related to local culture so that their students increase their literary knowledge in their English learning process.

Analysis of the current syllabus of Literature II of the BA in English with Emphasis in Teaching major regarding the role of Salvadoran culture in its content

The BA in English with emphasis in Teaching major comprises Literature II course as part as a subject for students of that major with the rationale stated in the syllabus as follows:

“The second course of Literature is meant to expand the student’s knowledge on the English language as well as their cultural appreciation on the genres of nonfiction and poetry.”

The term of cultural appreciation will be defined as “the familiarization with selected cultural characteristics, history, values, belief systems, and behaviors of the members of a group,” (Adams, 1995), into the process of study literary the target literature must be included to develop background knowledge of the context of some word, but also, it is necessary to promote knowledge of the local culture so that students spend vocabulary and keeping local belief, values and history within the study of literature master pieces.

Analysis of General Objectives in the current syllabus of literature II in the major BA in English with Emphasis in Teaching

There are some aims seeking through taking literature II course at the time of studying the different nonfictional pieces of works. They are punctually stated in their whole intention, which is as follows:

The first objective of the course of literature II is chasing the aim of *expanding students' English proficiency by means of reading, discussing, and analyzing literary pieces of Nonfiction and Poetical Works.*

Seeking to represent the human situation through a creative, emotive use of language, literary or creative texts are capable of offering learners much aesthetic, intellectual and emotional pleasure through *readings, discussions, and analyses of selections on poetry, biographies, autobiographies, articles, essays, etc.* Students will also be encouraged to *record their thoughts in a journal as well as to write poems, essays and other kinds of writings as part of their learning process.* That is included in the syllabus of Literature II at the FLD from the UES in order to help students' proficiency in the target language. Since the concept of proficiency refers to the ability displayed by an individual in the use of a foreign language, the inclusion of local culture in the English learning process will not affect this principle; on the contrary, the local cultural components will improve their proficiency by giving them a critical thinking of their local reality.

Rodríguez Díaz, UCA, 1989 divides literature into two types and by doing so English proficiency will be increased in students. The first he called informative literature with the purpose of delivering factual information; a text will catch the attention in the reader to know what exactly the reading is telling without paying attention to the way it is organized or written. This literature is referred to nonfictional works like biographies, articles and the like. What is said is important into the text more than the way it is said. The language that is used is practical and it is like an instrument that helps to get immersed to the reality in order to be aware of what is going on around the people.

The second type of literature Diaz conceives is an artistic literature. This kind of literature focuses on the esthetical technique, as amusing form of literary pieces of works. When reading this kind of literary works, it is necessary to give participation to the subjective thinking, not only the emission of messages but also the one who receives the message.

Informative Literature

- Information about factual topics
- Aim: to inform facts
- Denotative language
- Not subjectivity
- What is important is the content of what is said

Artistically Literature

- Esthetical writings
- Aim: promote an amusing form of literary Pieces of works
- Connotative language
- Subjectivity
- What is important is the way it is said.

3 / Rodríguez Díaz, Rafael Arturo, Cinco Estudios de la Literatura, UCA, 1989

The second objective of the course of the current Literature II course is an important part of this study because it has to do with the aim of the research and it reads as follows: ***to promote students' fondness for literature in order to increase their cultural background.***

Clearly, for everyday language people use cultural bits and pieces, by the very act of talking; we assume social and cultural roles, which are so deeply entrenched in our thought processes as to go unnoticed. Interestingly, culture defines not only what its members should think or learn but also what they should ignore or treat as irrelevant. It cannot be denied the role of culture as a background in the learning of any language. Moreover, it is logical to over understand that it is necessary to study foreign culture as part of the foreign language. This also gives a perspective to promote local culture in order to know how to share own values at the time of responding questions about own culture with foreign people.

ANALYSIS OF THE UNIT ONE “NONFICTION” FROM THE SYLLABUS OF THE LITERATURE

II COURSE

This unit is for students to know a different literary genre which deals with real aspects of life, data and facts.

The first unit of Literature course of the FLD at the UES focuses on knowing a genre which deals with real aspects of life, data and fact as it says. Then it would be convenient to introduce some local aspects of life like knowing, analyzing or reading a piece of local literary work. Into the methodology, the current syllabus establishes that *“Students will read, analyze, discuss, and write about the different nonfiction works to have a better understanding of them”* (Current Literature Syllabus of the FLD at the UES). Just to mention some of those pieces of works, it includes *“the Journal and the Diary, Letters and Epistles, the Biography and the Autobiography, Memories and Memoirs, Chronicles and Anecdotes, the Speech, the Article and the Essays* (current syllabus of the FLD at the UES) if it is analyzed one by one, it will be found that most of them would be easily found as they are in the foreign culture. They will also be found in the local culture.

ANALYSIS OF THE SPECIFIC OBJECTIVES

Two specific objectives of the current Literature II course are as follows:

- To analyze structures of Nonfiction works.
- To create literary works based on the patterns established on the Nonfiction genre.

When speaking about these objectives, the authors of this paper arrived at the following conclusions:

The specific objectives of the first unit do not state the inclusion of local cultural components neither motivate teachers to include them. They just refer to the analysis of the structure of nonfictional pieces of work. In this part of the syllabus there is not any boundary to introduce the students' own culture since the analysis is only in structure not in terms of what would be included (content) into the kind of literary works.

Moreover, local cultural components not only will expand student vocabulary but also will enrich their *fondness about local culture*. Then students will have wide background knowledge to achieve the second specific objective, which is expressed as follows: "To create literary works based on the patterns established on the nonfiction genre" (current syllabus of the FLD at the UES).

"Poetry is a literary genre which is considered the mother or the core of all literary genres" (current syllabus of the FLD at the UES).

The objectives in the second unit of the syllabus of Literature at the FLD at the UES deal with the techniques and the analysis of different kinds of poetry studied in class, so it is necessary to mention that there are many local poets that not only have a local recognition but also have a foreign recognition of their poems. Most of them even have translated their poems into other languages including English.

Unit three has a special characteristic, which is the inclusion of translating poems written by students, from English to Spanish. This part of the syllabus takes into account local culture since students will write poems based on their reality, using their local cultural components.

Into this unit three there is only one statement referring to local cultural components. This expresses to work on a biography of a famous, well-known or important person; this person can be a writer, painter, and actor/actress. Salvadorans, and artists alive, are priority in these works. This is the only part in which the syllabus of Literature mentions the inclusion of Salvadoran components, in this case, Salvadoran authors.

Units 2 and 3 will be developed with similar methodologies. Students are intended to work on what poetry is, and the different kinds of poems that we can find. In the journal, students will write their thoughts and opinions about the kind of poetry read in the classroom. Collective poems will be written in class in order to put into practice and clarify the technique poets use to write. Moreover, students will be asked to write poems using specific techniques asked by the professor; this part of the syllabus has some implicit Salvadoran components even though they are not mentioned.

Conceptual framework

To lead a better perspective of the theory, some concepts have been taken into account as follows:

Biography:

A writer's account of some other person's life

Cultural appropriation:

The process by which cultures adopt customs and knowledge from other cultures and use them for their own benefit

Drama:

Also called a play, this writing form uses dialogue to share its message and is meant to be performed in front of an audience.

Essay:

A short piece of nonfiction that expresses the writer's opinion or shares information about a subject

Figurative Language:

Language that has meaning beyond the literal meaning; also known as "figures of speech"

Free Verse:

Poetry that does not conform to a regular meter or rhyme scheme, poets who write in free verse try to reproduce the natural rhythms of spoken language.

Fiction:

A made-up story that is based on a real time and place in history, so fact is mixed with fiction.

Neolocalism:

The seeking out of the regional culture and reinvigorating it in response to the uncertainty of the modern world

Local culture:

Group of people in a particular place who see themselves as a collective or a community, who share experiences, customs, and traits, and who work to preserve those traits and customs in order to claim uniqueness and to distinguish themselves from others.

The beliefs, practices, aesthetics, and values of a culture

Literature:

A term used to describe written or spoken material. Broadly speaking, 'literature' is used to describe anything from creative writing to more technical or scientific works, but the term is most commonly used to refer to works of the creative imagination, including works of poetry, drama, fiction, and nonfiction".

Poetry:

A literary work that uses concise, colorful, often rhythmic language to express ideas or emotions examples: ballad, blank verse, free verse, elegy, limerick, sonnet.

Syllabus:

Language and learning, it acts as a guide for both students and teachers by providing some goals to attained

CHAPTER III

METHODOLOGICAL FRAMEWORK

METHODOLOGY

A. Research approach

The approach that was used is a mixed one, quantitative and qualitative approach.

The researchers decided to employ both methods since using a combination of quantitative and qualitative data can improve an evaluation by ensuring that limitations of the one type of data are balanced by the strengths of another. This ensured that understanding is proved by integrating different ways of knowing. Most evaluation collected both quantitative data (numbers) and qualitative data (text, images, and the like).

B. Type of study

Descriptive study

A descriptive study was used in the research "*The Role of Salvadoran Culture in the Current literature II Syllabus of the Bachelor of Art in English with Emphasis in Teaching at The Foreign Language Department of the University of El Salvador, Year 2015*". This is due to the fact of seeking information to describe the extent to which Salvadoran culture should be included in the learning-teaching process of a foreign language that is English.

C. Research design

Research design

The approach that was used is a mixed one, quantitative and qualitative approach. The design that was implemented in this research is a non-experimental research design. The reason why it has been decided to make use of this design is because no variables are going to be manipulated since they are not under the control of the researchers. In this research, the variables have occurred already. No participants will be taken out of the natural context where they interact.

Non-experimental research is divided in two main types, transversal or transactional and longitudinal. However, because of the nature of this study, it has been decided to make use of transversal or transactional research. It is considered that this is the most suitable type of non-experimental research because data will be collected in a specific period of time, that is, the first semester, 2015.

D. Population

The Population

The research group selected as a population the students belonging to Literature II class, from the Bachelor of Arts in English with Emphasis in Teaching at the Foreign Language Department of the University of El Salvador. The group selected those people due to the fact that this investigation focused on people who were registered in the Literature course in the major in which they were learning the abilities related to Literature.

This research has a population of 82 students from the Foreign Language Department who are coursing the subject of literature II in the current semester. It also consists of a population of four professors, one in charge of the current course and others who have taught that course.

E. Sampling

Non- random Sample

The team decided to use a non-random sample in order to select the participants. The was made trough a stratified sampling which consisted on selecting from the attendant list of students from Literature II every number par. process of picking the students was the following: Beforehand, the researchers had the attendance list of the English literature II class and set of numbers were chosen. Based on the numbers gotten, the researchers took a look to the attendance list and the people chosen were given the questionnaire. At the end, the research team decided to use the 50% of the population to be surveyed, because this number could provide a result very close to the reality. The number of the students who took the questionnaire was 41, that is, 50 percent of the whole population.

F. Research techniques and Research instruments

The group decided to employ the parallel gathering data since a combination of the two methods, quantitative and qualitative, had been applied due to the fact that in this way the team might have numerical data as well as more complex information.

Interview

The team decided to create an interview and administer it to some teachers, because in the interview teacher talked about the Salvadoran culture and Literature, if they had included Salvadoran culture in the Literature in their teaching and they explained when incorporating the local culture into Literature classes.

A structured interview was created by the team as instrument to gather information from teachers. The interview was addressed to a sample of teachers who were or are in charge of the Literature II groups in the Foreign Language Department. So, they were able to give some specific information important for the research project.

Survey

The research team selected the survey as the technique for collecting information from the students because it permits gathering critical information without attempting to modify the sample. This survey research attempted to obtain data from the members of the sample to determine the extent to which students taking Literature II, group 02, in the first semester of 2015 were exposed to Salvadoran cultural components. For this purpose, a pilot survey was administered in the following days in order to verify the instruments' validity and to assure good expectations about the whole investigation.

Questionnaire was used as an instrument consist of 7 specify question to obtain values information from the subject under study. It was created by the team.

G. Data Gathering Process

The process of getting the data was conducted as follows: First of all, a pilot survey was administered some previous days in order to verify the instrument validity and assure good expectations about the whole investigation. This was done in Literature II group schedule from 10 am to 12 pm. Then having verified the instruments, the research team visited the teacher in charge of the group to ask him for permission to administer the survey to students and, finally, the team visited the classroom to administer the survey to students.

Some programs, such as Microsoft Word, PDF, and the IBM SPSS Statistics (Statistical Packages for the Social Sciences) were used as a data base to track the information.

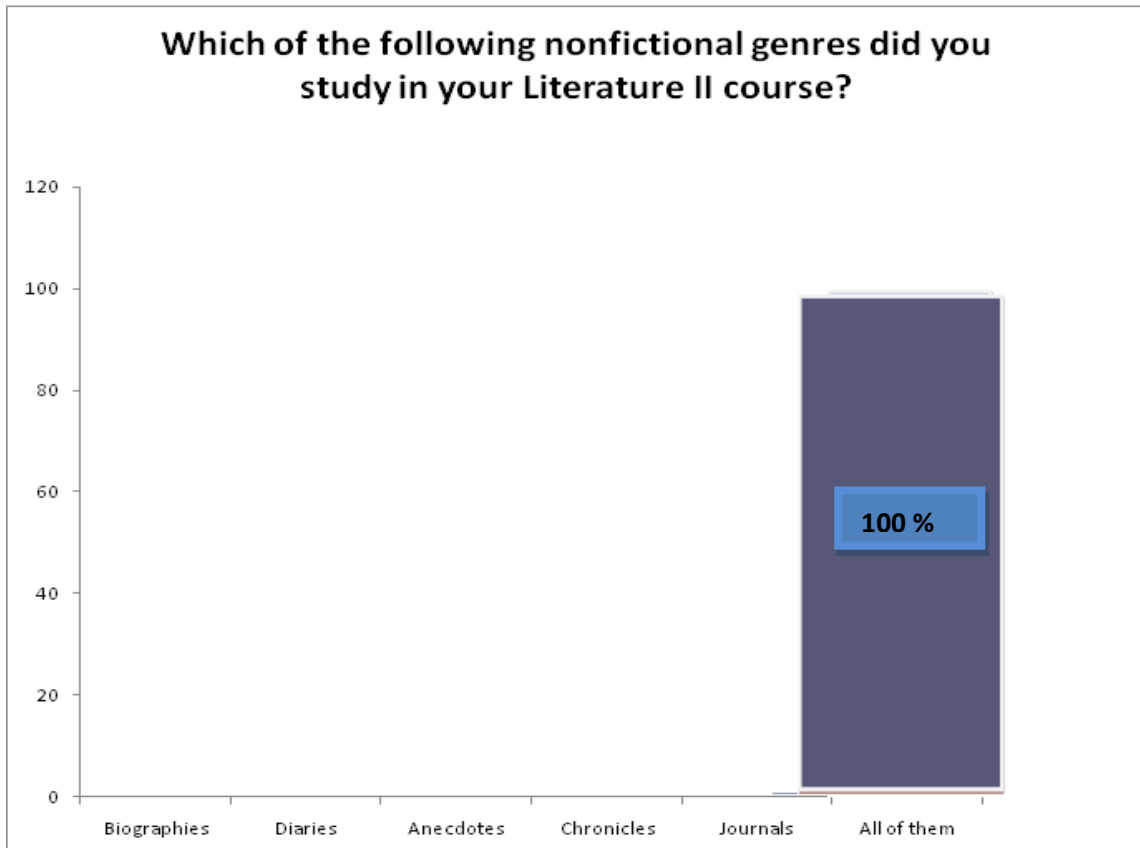
CHAPTER IV

DATA ANALYSIS AND INTERPRETATION

1. Which of the following nonfictional genres did you study in your Literature course?

Biographies Diaries Anecdotes Chronicles Journals

Question 1



Analysis:

When asked about literary pieces or works studied in Literature course, 100% recognize to have studied the entire one suggested in the syllabus.

Interpretation:

As revealed by the students' answers, there is an agreement in the recognition of the literary pieces of works by students.

Question 2. When you studied biographies , did you read any salvadoran biography in your Literature course?



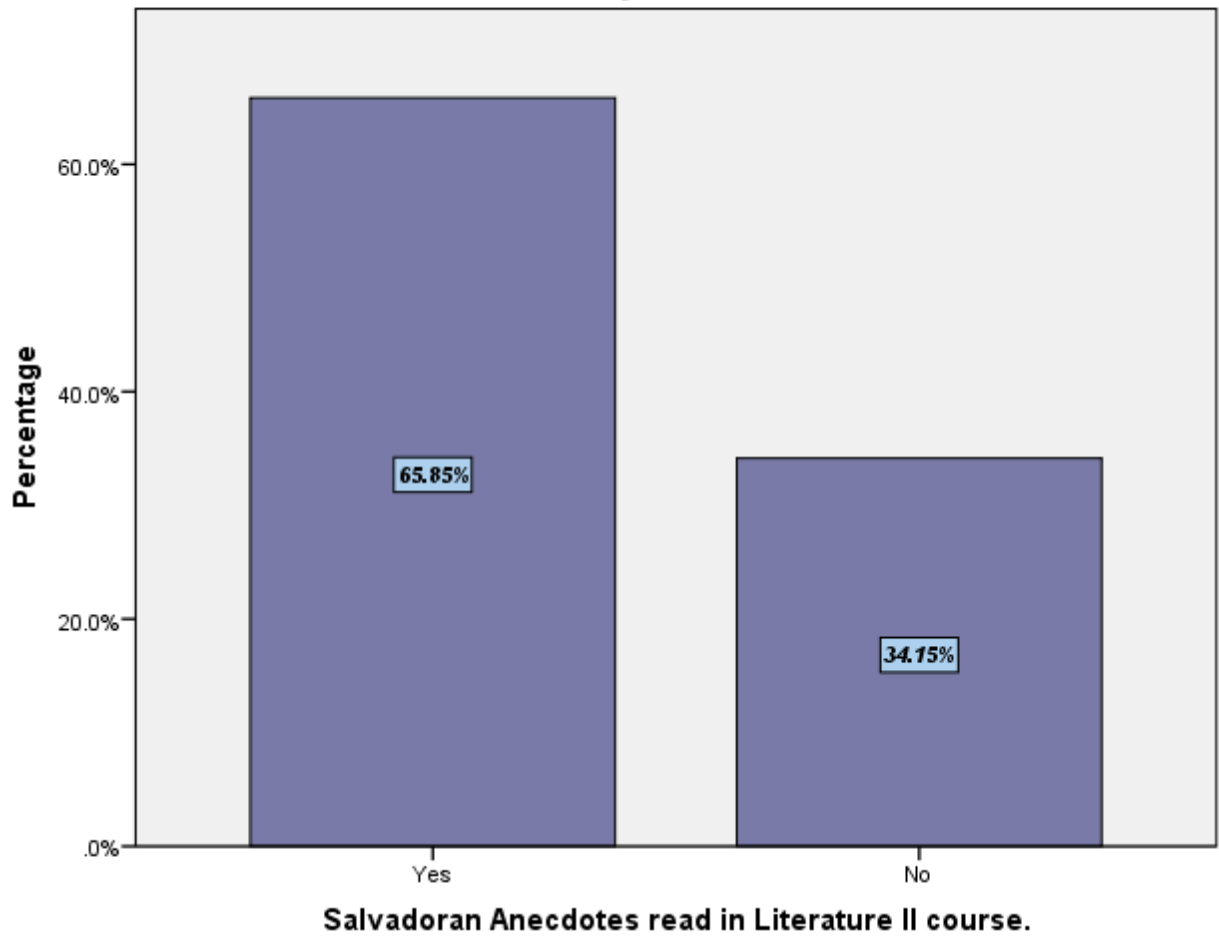
Analysis:

When asked about Salvadoran authors' biographies studied in Literature course, 87.8% of students answered YES whereas the rest 12.2% expressed the opposite

Interpretation:

As revealed by the students' answers, there is a strong tendency on the Literature teacher's part to include Salvadoran authors' in the list of the famous authors to be studied in such course.

Question 3. When you studied nonfictional anecdotes, did you read any Salvadoran anecdotes in your Literature course?



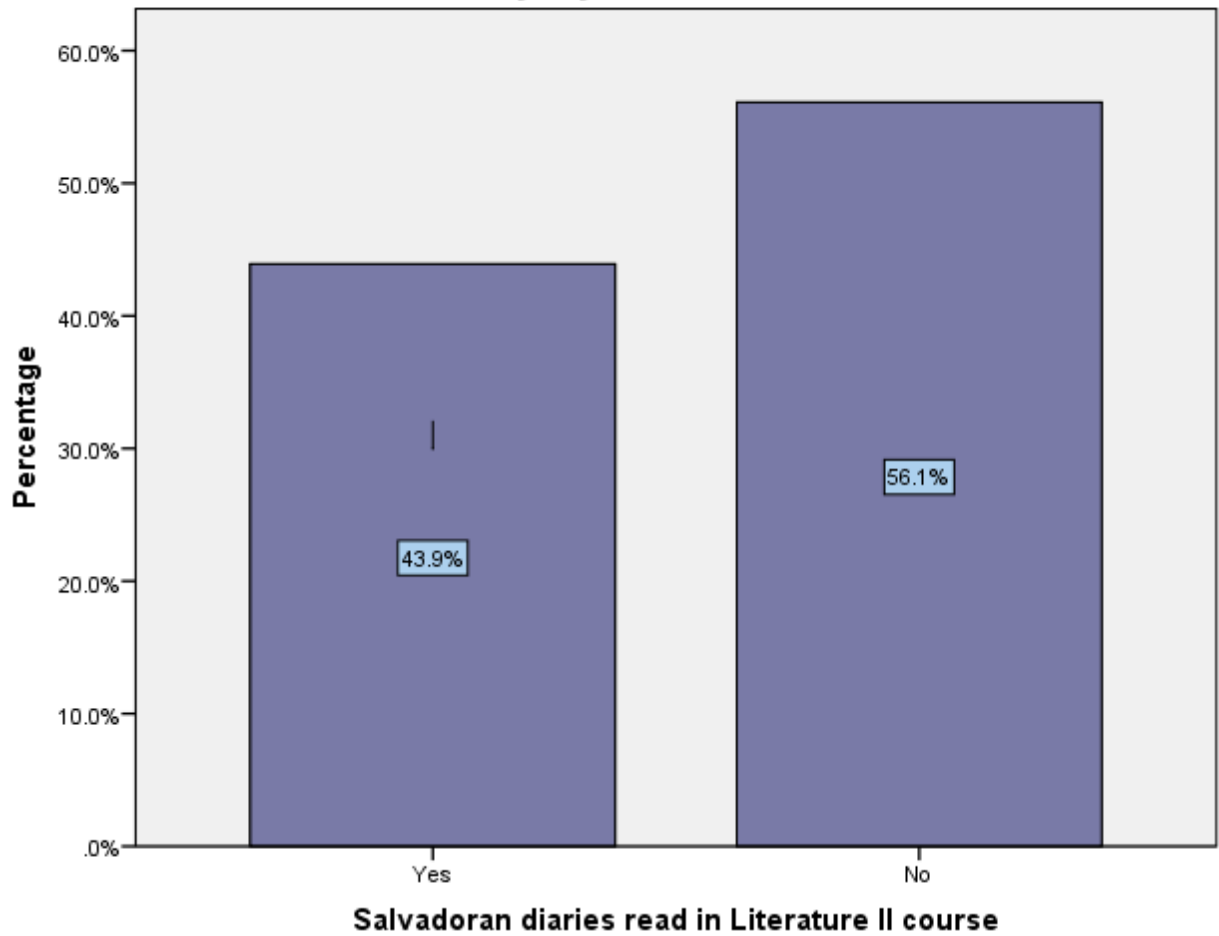
Analysis:

When asked about Salvadoran authors' anecdotes studied in Literature course, 65.85% of students answered YES whereas the rest 34.15% expressed the opposite.

Interpretation:

As revealed by the students' answers, there is a considerable tendency on the Literature teacher's part to include Salvadoran authors in the list of the famous authors to be studied in such a course.

Question 4. When you studied nonfictional diaries, did you read any Salvadoran diary in your Literature course?



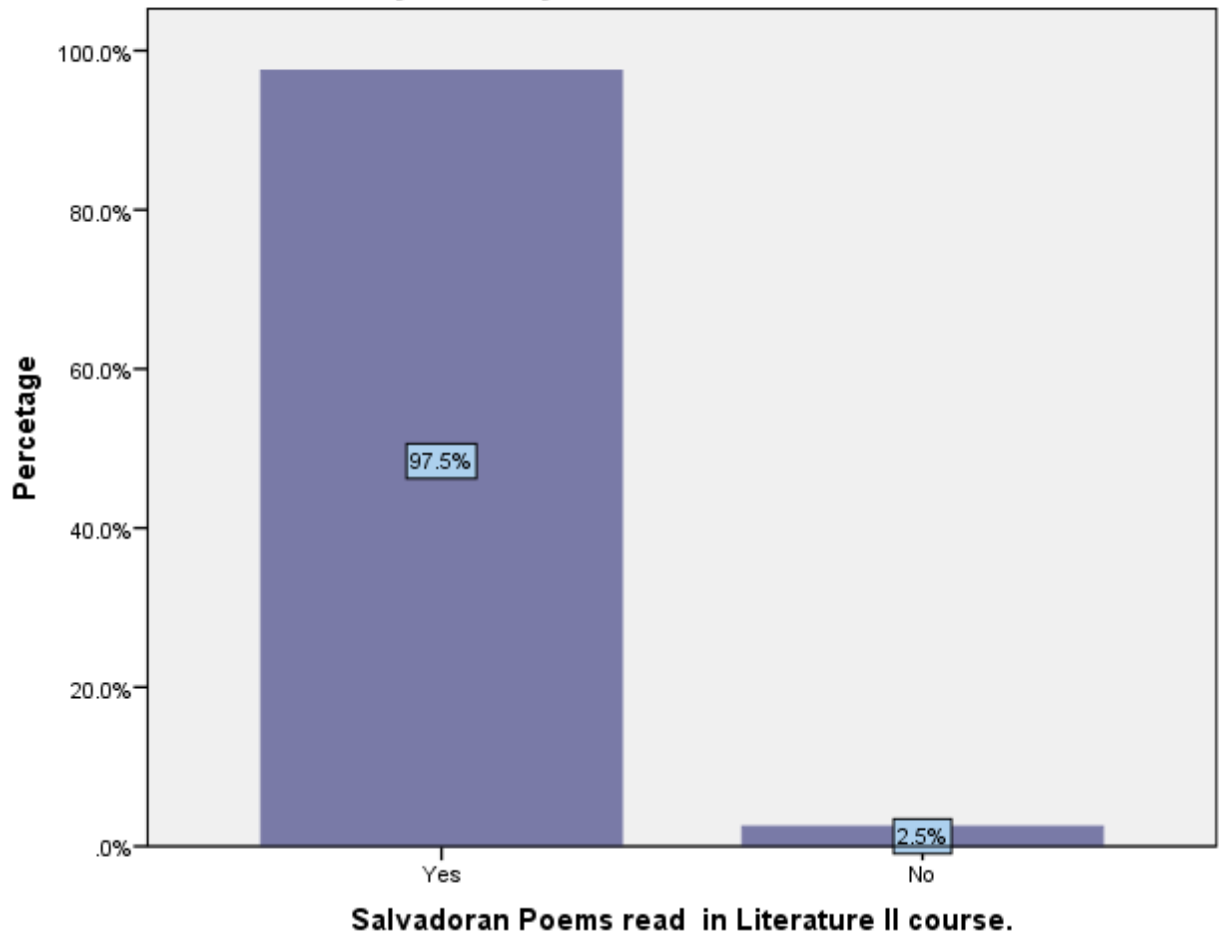
Analysis:

When asked if they had read any Salvadoran author's diary in their Literature course, 56.1% of students said that they did not do that whereas the remaining 43.9% answered affirmatively.

Interpretation:

As shown by the data, the student under study have a moderate tendency of admitting having received some information about Salvadoran diaries' in Literature II course.

Question 5. Did your Literature teacher include Salvadoran poems at the time to study them in your Literature II course?



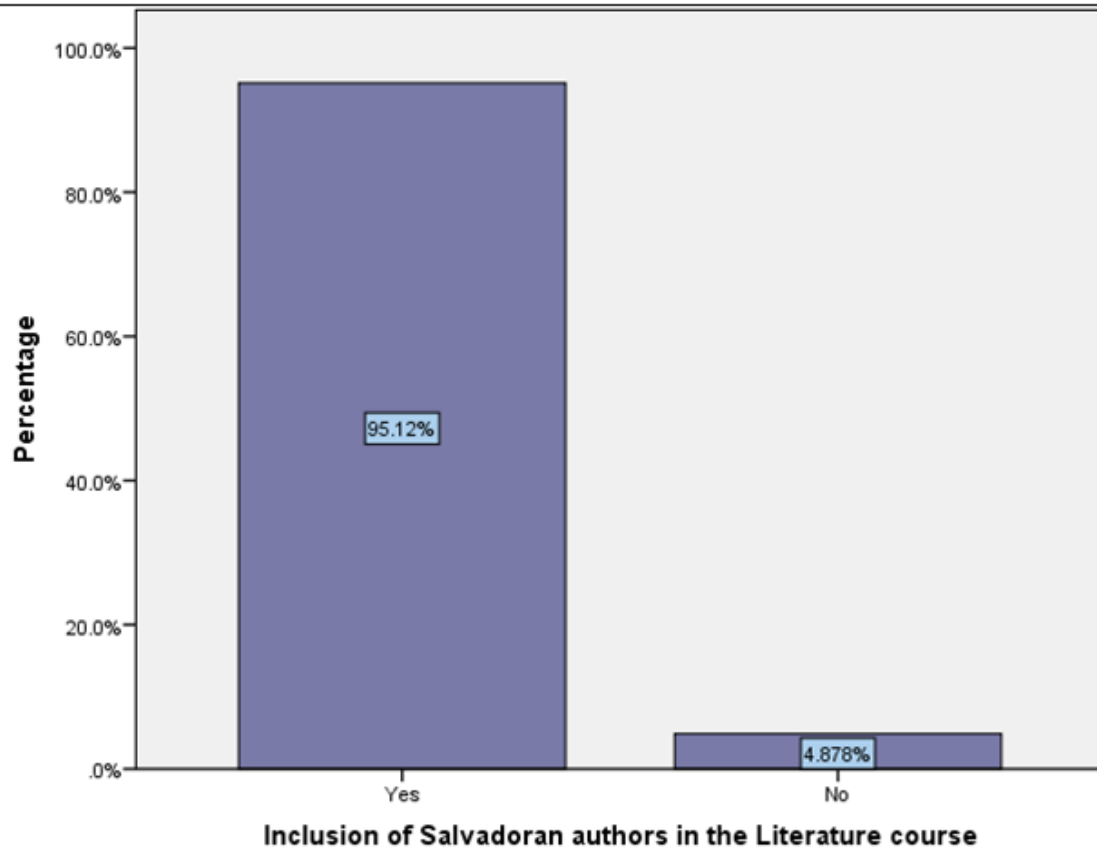
Analysis:

When the students were asked if Salvadoran authors' poems had been included in their Literature course, they almost unanimously answered "Yes".

Interpretation:

As shown by the subjects under study, there is a very strong tendency on their part to admit that Salvadoran poems were studied in their course.

Question 6. Do you consider that Salvadoran authors should be included in the subject of Literature?



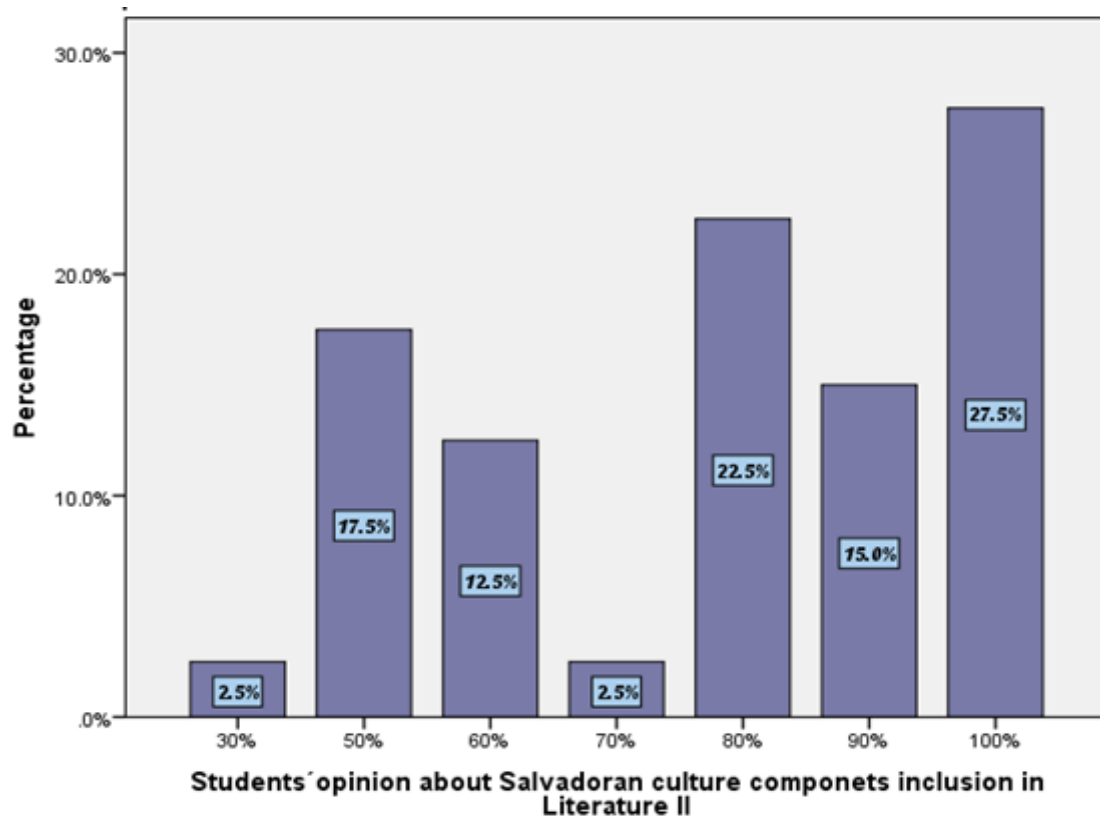
Analysis:

When the students were asked if Salvadoran authors should be included in their Literature course, they almost unanimously answered “Yes”.

Interpretation:

As shown by the subjects under study, there is a very strong tendency on their part to admit that Salvadoran authors should be studied in their course.

Question 7. In your opinion, to what extent should Salvadoran cultural components be taken in to account in the course of literature II?



Analysis:

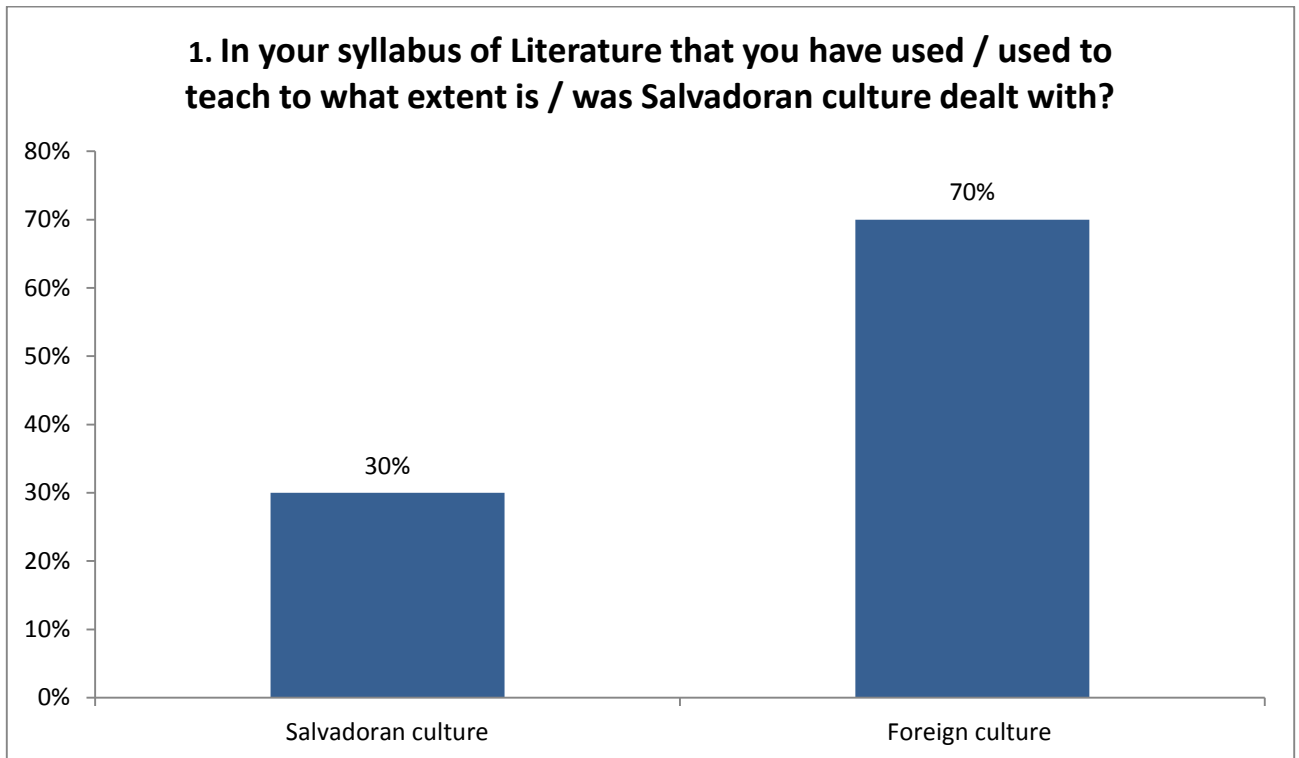
As shown by the graph, almost a third part of students favor the inclusion of Salvadoran authors, totaling a little more than fourth of them who say that Salvadoran culture should cover 80% of the authors, whereas almost a fifth of them propose 50% of Salvadoran cultural components. The remaining 20% favor the inclusion of the local authors in a higher percent.

Interpretation:

Eight out of ten students would like a wide-ranging inclusion of Salvadoran culture (local culture) in the current Literature II course, which shows their great interest in knowing more about Salvadoran authors.

Interviews

Analysis and interpretations

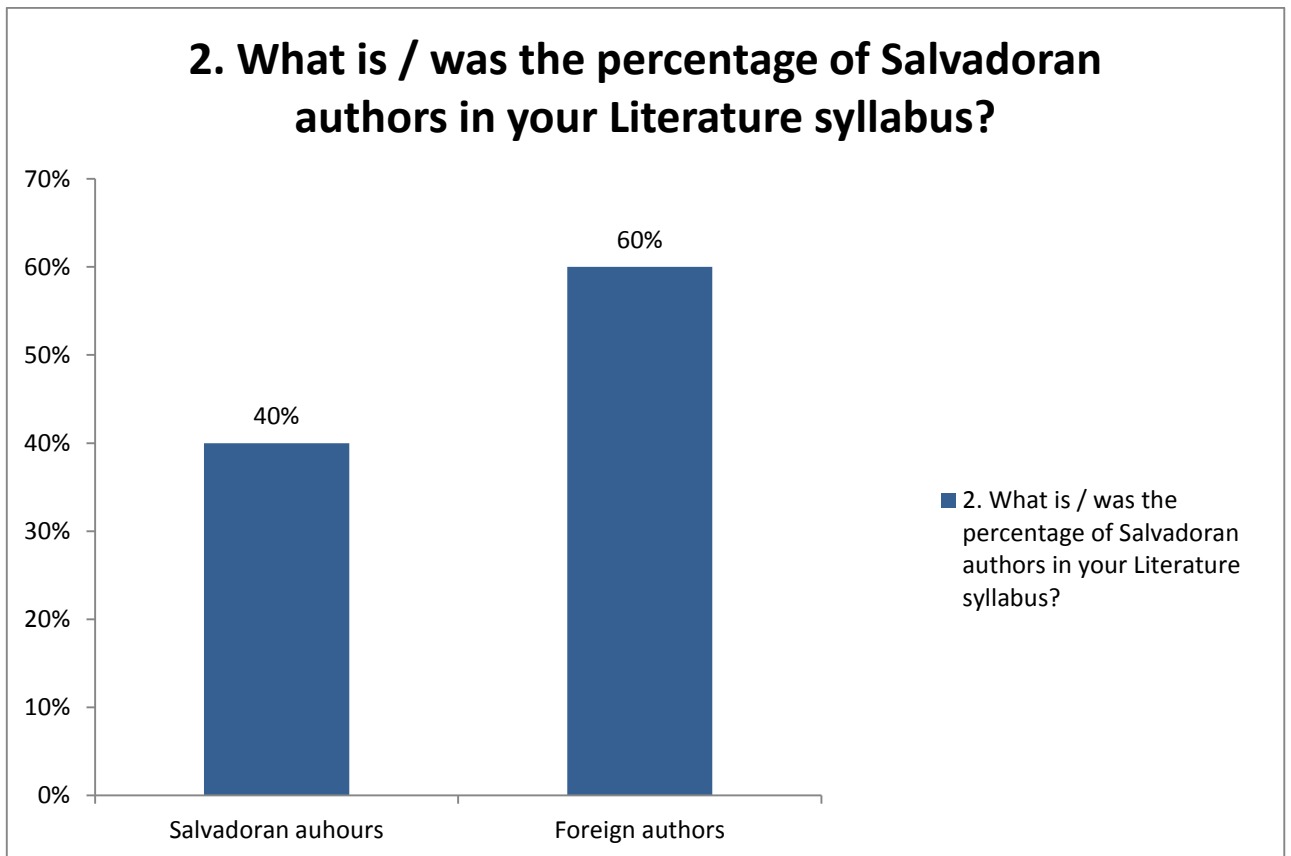


Analysis:

When asked about the extent Salvadoran authors is/was included in their syllabus, the teachers expressed that less than 40% of the whole syllabus dealt with, whereas Salvadoran authors were taken into account in a higher percentages .

Interpretation:

As shown by the data, there is a strong tendency on the teachers' part to include foreign cultural components. In other, words there is a weak tendency on the interviewed professors' part to include Salvadoran culture in their Literature syllabi.

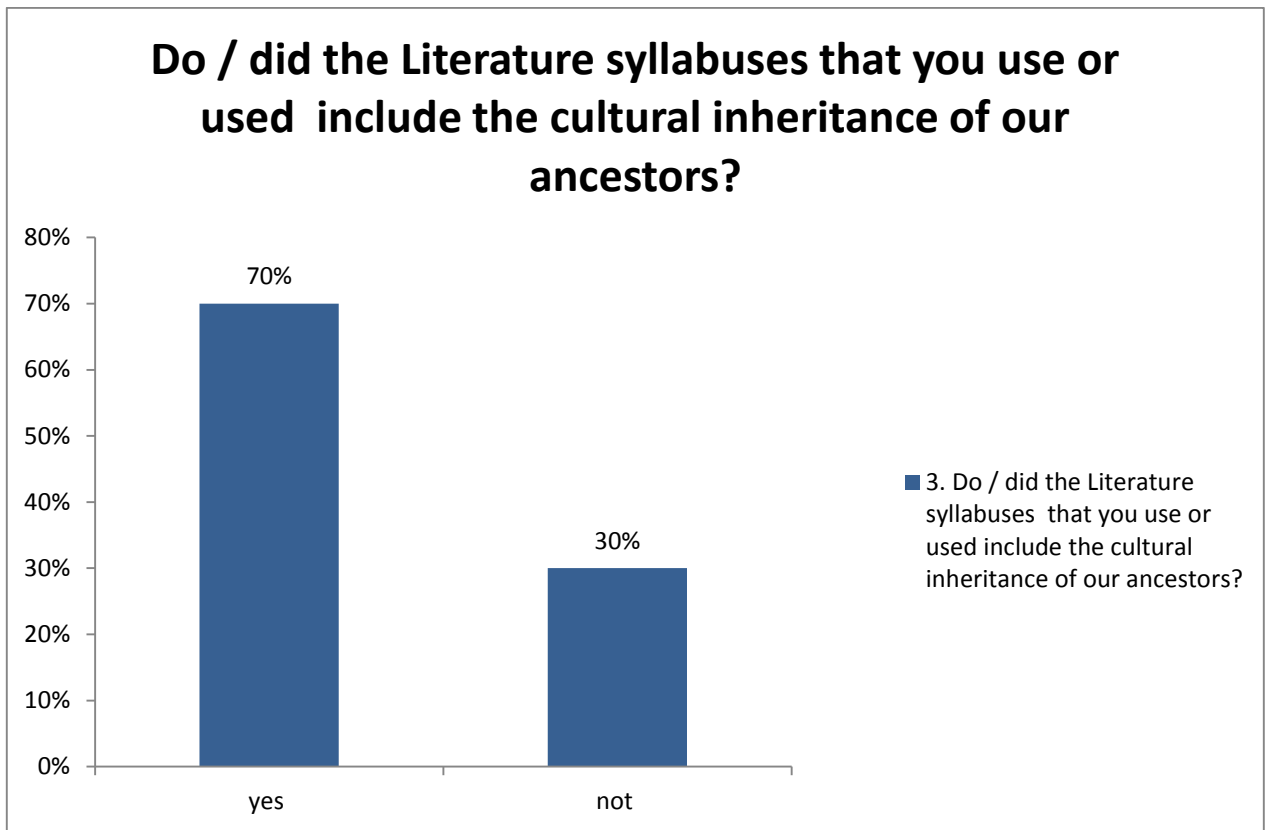


Analysis:

When asked about the percentage of Salvadoran authors included in their syllabus, teachers expressed that 60% of the whole syllabi were Salvadoran consequently, 40% were Salvadorans.

Interpretation:

As revealed by the graph, the inclusion of Salvadoran authors in the Literature II syllabus has increased lately



Analysis:

When asked about the inclusion of cultural inheritance of local ancestors in their syllabi of Literature, teachers expressed in a 70% that they had included them. The remaining 30% expressed the opposite.

Interpretation:

As acknowledged by the data, the third parts of I teachers are aware of the inclusion of local cultural components into the syllabus of Literature, whereas 30% of teachers are not conscious about local inheritance. They were also asked why / why not they had included them, and some answers are as follows: They are part of our history, to understand our idiosyncrasy, to promote the culture of our country and they were not included because at that time the emphasis was on foreign cultural components.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

A. Conclusion

After having analyzed each of the proceeds in this research and the whole results gathered as quantitative and qualitative, the conclusions are as follows.

1. In the research about ***“The Role of Salvadoran Culture in the Current Literature II Syllabus of the Bachelor of Arts in English with Emphasis in Teaching at The Foreign Language Department of the University of El Salvador, Year 2015.”***, it is concluded that Salvadoran culture is immersed into the process. It was found in the opinion of students and teachers that Salvadoran and foreign authors are mixed during the process. Although the syllabus does not literally express a considerable inclusion of local culture, one of the teachers in charge of this course is including local cultural components in a moderate percentage, that is, less than 30%.
2. There are not too many Salvadoran writings translated into English but there are enough to mix them into the study of literary analysis. That means that both target language and local cultural writings are analyzed in Literature II subject in the current academic year but local cultural components are not having a considerable participation in that process.

3. The degree of awareness about local culture in students taking English as a foreign language is strong in their fourth year of studies. Students and teachers are conscious of their local roots and the importance of conserving it even when they are learning a foreign culture in the English learning process. The students express giving a little more significance to local authors rather than foreign ones because local authors have been taken into account in a few percentages in the current syllabus.

4. To sum up, it is concluded that the degree to which Salvadoran culture is immersed into the current syllabus of Literature course is less than 30 percent of the whole contents of the course. There is a strong tendency on both the Literature II professors and students to support the inclusion of foreign culture in their Literature II courses.

B. Recommendations

There are some recommendations for every person who is dealing with the English teaching process, teachers, organizations, the authorities of the University of El Salvador (UES) and each person who seeks to teach English as a foreign language.

1. To join efforts to give the importance to the local culture, create and look for the most social-cultural writings of our culture in order to guide the new generations to know their roots and value their inheritance in their professional process.
2. To take into consideration the opinion that students still have about their local culture, their identity as Salvadoran through their culture, and their profound desire that local culture should be included in the Literature II syllabus, to enrich awareness in them about Salvadoran culture.
3. To consider institutionally enrolling students on projects dealing with the spread of local culture awareness, especially in areas that have been forgotten such articles, chronicles, letters, speech, essays.
4. To consider institutionally the way to translate most Salvadoran literary writings, into English in order to provide textbooks or materials that include Salvadoran culture.

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Published by Canadian Center of Science and Education 201

APPENDICES

APPENDIX: A (QUESTIONNAIRE)



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



Questionnaire

Part I

Topic: The Role of Salvadoran Culture in the Current Literature II Syllabus of the Bachelor of Arts in English with Emphasis in Teaching at the Foreign Language Department of the University of El Salvador, Year 2015.

Objective: To identify the extent to which Salvadoran cultural components are dealt with in the subject of Literature at the Foreign Language Department of the University of El Salvador.

Gender: M ____ F ____

Major _____

Directions: This survey consists of 7 closed questions. Answer each item as accurately as possible based on your personal experience

PART II knowledge of Salvadoran culture

1. Which of the following nonfunctional genres did you study in your literature course?

Biographies Diaries Anecdotes Chronicles Journals

2. Which of the following nonfictional genres did you study in your Literature course?

Yes No

3. When you studied biographies, did you read any Salvadoran biography in your literature course?

Yes No

4. When you studied nonfictional anecdotes, did you read any Salvadoran anecdotes in your Literature course?

Yes No

5. When you studied nonfictional diaries, did you read any Salvadoran diaries in your Literature course?

Yes No

6. Did your Literature teacher include Salvadoran poems at the time to study them in your Literature course?

Yes No

7. Do you consider that Salvadoran authors should be included in the subject of Literature?

Yes No

8. To what level do you consider Salvadoran cultural components should be taken into account in the course of Literature?

10 %	20%	30%	40%	50%	60%	70%	80%	90%	100%
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APPENDIX B: (INTERVIEW)



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



INTERVIEW GUIDE TO TEACHERS WHO HAVE TAUGHT THE SUBJECT OF LITERATURE

Objective: To obtain information about Salvadoran culture from professionals in the field.

Directions: Answer the following questions according to your experience and knowledge.

Place: _____	Date: _____
Hour: _____	
Interviewers: _____	

1. In your syllabus of Literature that you have used / used to teach to what extent is / was Salvadoran culture dealt with?

10 %	20%	30%	40%	50%	60%	70%	80%	90%	100%
------	-----	-----	-----	-----	-----	-----	-----	-----	------

2. What is / was the percentage of Salvadoran authors in your Literature syllabus?

10 %	20%	30%	40%	50%	60%	70%	80%	90%	100%
------	-----	-----	-----	-----	-----	-----	-----	-----	------

3. Does / did the Literature syllabuses you use include the cultural inheritance of our ancestors?

Yes _____ No _____

Why? _____

Why not? _____

4. In order of importance, what is the ranking on your part for the following genres in your Literature syllabus? (1 is for the most important and 5 for the least important)

GENRES	1	2	3	4	5
Poetry					
Drama					
Short Stories					
Novels					
Non-Fiction					

APPENDIX: C (LITERATURE II SYLLABUS)

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



LITERATURE II SYLLABUS

1. GENERAL INFORMATION

- | | |
|---|---|
| 1.1 Subject: | Literature II |
| 1.2 Code: | LTE214 |
| 1.3 Prerequisite: | Literature I |
| 1.4 Credits: | 4 |
| 1.5 Major: | Licenciatura en Idioma Inglés Opción
Enseñanza |
| 1.6 Year and Semester: | 2014. Semester I |
| 1.7 Level and Area: | Fourth year. Linguistic Area. |
| 1.8 Academic Unit: | Foreign Language Department |
| 1.9 School: | Arts and Sciences |
| 1.10 Semester Duration: | 16 weeks |
| 1.11 Number of Worked Hours
and weeks: | 80 hours. 16 weeks |
| 1.12 Date and CSU Agreement
of the Study Plan: | 70-99-2003 (V-2.8) August 17 th of 2001. |
| 1.13 Professors: | Jorge Humberto Aguilar (groups 01 & 02)
jhagui11@yahoo.com |
| 1.14 Advisories: | Previous appointment |

2. COURSE DESCRIPTION

The second course of Literature is meant to expand the student's knowledge on the English language as well as their cultural appreciation on the genres of nonfiction and poetry.

There will be readings, discussions, and analyses of selections on poetry, biographies, autobiographies, articles, essays, etc. Students will also be encouraged to record their thoughts in a journal as well as to write poems, essays and other kinds of writings as part of their learning process.

3. GENERAL OBJECTIVES:

To expand students' English proficiency by means of reading, discussing, and analyzing literary pieces of Nonfiction and Poetical Works.

To promote students' fondness for literature in order to increase their cultural background.

To encourage students to create literary works of their own.

CONTENTS OF THE COURSE

4.1 UNIT 1. NONFICTION

This unit is for students to know a different literary genre which deals with real aspects of life, data and facts.

Methodology: Students will read, analyze, discuss, and write about the different nonfiction works to have a better understanding of them.

Content: Nonfiction, the Journal and the Diary, Letters and Epistles, the Biography and the Autobiography, Memories and Memoirs, Chronicles and Anecdotes, the Speech, the Article and the Essays.

Time: 6 weeks

Evaluations: Oral participation, reading quizzes, oral and written reports. There will be group work for writing a biography, and an original autobiography, as well as a Speech Performance with an opened audience, as a contest.

SPECIFIC OBJECTIVES:

- To analyze structures of Nonfiction works.
- To create literary works based on the patterns established on the Nonfiction genre.

4.2 UNIT. 2 INTRODUCTION TO POETRY

This unit introduces, and develops poetry, a literary genre which is considered the mother or the core of all literary genres.

Methodology: In unit 2, students are intended to work on what poetry is, in groups and individually, and the different kinds of poems that we can find. In the journal, students will write their thoughts and opinions about the kind of poetry read in the classroom.

Content: What is poetry, Denotation and Connotation, Allusion, Repetition and Ambiguity, Puns and Paradoxes, Irony, Imagery, Comparisons, Personification, Apostrophe, and Animism.

Time: 5 weeks

Evaluation: Quizzes, written Assignments, Oral Assignments, Mid-term Paper.

SPECIFIC OBJECTIVES:

- To recognize what Poetry is.
- To identify the techniques used for the analysis of Poetry.
- To write a sample of the topics studied.
- To analyze the different kinds of Poetry studied in class.

4.3 UNIT. 3 READING AND UNDERSTANDING POETRY

This unit is the sequence of unit two, it also deals with poetry. Different techniques for writing poetry will be studied.

Methodology: Students will do more practice on writing poetry by themselves, by using the different techniques to write poetry.

Content: Symbol and Allegory, The Plain Sense of Poetry, Rhythm and Meter 1 & 2, Rhyme and other manipulations, Structure and Form in Poetry, Questions to ask about Poetry.

Time: 5 weeks

Evaluation: Quizzes, written Assignments, Oral Assignments, Exams, Collection of poems, Final Activity for Reading Poetry.

SPECIFIC OBJECTIVES:

- To write poems using the techniques provided in class.
- To analyze poems and the techniques used in them.
- To translate poems, written by themselves, from English to Spanish.

5. METHODOLOGY OF THE COURSE

The course will be divided in three units. The first unit will cover Nonfiction; students will work on analyzing and writing biographies, autobiographies, articles, letters, epistles, journals, diaries, speeches and essays. Also, they will work on writing a biography of a famous, well-known or important person; this person can be a writer, painter, actor/actress, or any other person who fulfills the requirements mentioned above. Salvadorans, and artists alive, are priority in these works.

Units 2 and 3 will be developed with similar methodologies. Students are intended to work on what poetry is, and the different kinds of poems that we can find. In the journal, students will write their thoughts and opinions about the kind of poetry read in the classroom. Collective poems will be written in class in order to put into practice and clarify the technique poets use to write. Moreover, students will be asked to write poems using specific techniques asked by the professor; this can be done as homework or by following a process for writing the poem.

On the other hand, there will be a written assignment in which students will analyze a poet's work by classifying his/her poems, analyzing them in the use of techniques, giving a brief biography of the poet, etc. At the end of the semester, the professor will also ask students for a collection of poems with specific topics (or forced topics) according to what the teacher considers appropriate.

Finally, it is worth to mention four important aspects:

Written material from writers can be either in English or in Spanish, but analysis, discussion, debates, and all written and oral reports or assignments will be done only in English.

The class will be helped by the participation of real writers and poets for the three units of this subject. That is, writers will be invited to go to class and share their knowledge

with the group; or the group will set a specific day and time to go to specific cultural activities inside or outside the campus.

The best works written by students will be considered to be published.

The best seven to ten poetry works of students will be chosen to be published in a plaquette designed for the poetry reading at the end of the semester. Also, these seven to ten students will read their works in this event.

5.1 PROFESSOR'S ACTIVITIES

The professor will guide the class. He/she will prepare the guides with all the activities and the material the students have to read in and out of class. As the students likes are discovered, the professor will select other material to be read throughout the semester. Also, the professor will prepare quizzes, exams, other activities and their corresponding evaluation. The professor will assist the students during office hours or as it is required and requested by them.

The professor must be a diagnostician, a guide, a facilitator, a friend, a provider, a planner, a consultant, an adviser, a coordinator, providing the students with the information regarding the topics to be studied, guiding class activities inside and outside of the classroom when necessary. The professor should also find out (as far as consistently as possible) the needs, interests, language difficulties and preferred learning styles of the students; to foster a group feeling (cooperation, liking, common aims, mutual confidence, etc.); to ensure that learners have clear short and long-term learning objectives, to assess the progress of individuals and of the class as a whole, to ensure that learners are aware of this progress and to encourage them to take responsibility for their learning.

He/she has to vary patterns of interaction within the lesson according to the precise aims and the nature/feeling of the group, to ensure that the students find their

involvement sufficiently challenging, to select and introduce activities and materials for language work and to help them develop positive, individual strategies for learning and most of all to help them to become more independent. Their status is no longer based on hierarchical authority, but on the quality and importance of their relationship with learners for when students take more responsibility, more learning occurs, and both teachers and learners feel more successful.

5.2 STUDENTS' DUTIES

Students have to hand in all assignments given to them, as well as the journal, whenever it be asked. They must go to class everyday and participate actively in class. Student will also work individually or in groups and have to go to tutoring session when they need them or whenever the professor asks them to go.

Students will perform a variety of roles in the classroom, and some of them could be the following: a sponge, a researcher, an experimenter, a negotiator, an obeyer, an explorer, a struggler, a path-follower, an initiator, etc. Regardless of the role he takes, he/she needs to be responsible for their own learning process. It is crucial for students to read the assigned material; they are expected to come to class prepared to participate in class discussions actively. Students must be completely involved in the teaching learning process in order to accomplish all the required tasks. They must be on time in every class so they do not distract the teacher or their classmates. Students are expected to be respectful to their peers and instructor.

Homework assignments must be handed in on the due dates; otherwise; handing in assignments late will be accepted with a lower grade. Missed evaluations will be made up only if a request presenting a genuine justification is made within five days following the date of the missed evaluation. All the students have to comply with all the regulations and policies established for the course.

5.3 RESOURCES

Books

Hand-outs

Charts

Markers

A Projector

A Laptop

The program

A monolingual dictionary (English-English dictionary)

A glossary of literary terms

Video cassette recorder

Video cassettes

Tape recorder

Tapes

Mimios

6. EVALUATION

	Evaluated activities	%'s	Percentage of Evaluation	Weeks	Explanation
A	Autobiography	5%	40%	6 th – 8 th	For speech, the written part is 5% and the oral one is 10% of the total.
B	Biography	10%			
C	Speech	15%			
D	Exams for Nonfiction	10%			
E	Papers and Reports	10%	60%	10 th – 12 th	Papers or reports will be related to poets' works or movie reports.
F	Exams on Poetry	10%			
G	Collection of Poems	10%	100%	18 th	The real final evaluations are G and H, where students will write and plan and do reading poetry event.
H	Final Poetry Event	15%			
I	Journal	10%			
J	Attendance & Participation	5%			
	% Total	100%	100%		

DESCRIPTION OF EVALUATIONS AND WORKS IN AND OUT OF THE CLASS:

Oral and Written Reports

- Journals.** Written accounts of learning experiences or reflections on their thoughts about poems or nonfiction works. This journal can be asked to be presented at the end of the term or at any time the teacher considers it necessary.
- Oral and Written Reports:** students will be in charge of preparing some individual and group presentations on a specific topic. A written report will be handed at least one day before the presentation.
- Autobiography:** Students will write about the most important aspects of their lives or most important anecdotes they have lived.
- Reading Quizzes or exams:** students will be evaluated through reading quizzes periodically; these will be **pop quizzes**, which is why reading the material is extremely important. There will also be quizzes to evaluate students' knowledge on the content studied.
- Biography:** Students will find out about a famous artist or important Salvadoran person to write his/her biography in terms of the guidelines given by the teacher.
- Final Works**
- 1. Papers and Reports:** Students will have to write a research paper based on the work, master piece or life related to arts or culture, of a Salvadoran or artist. They will be provided with a guide to conduct this work.
- 2. A Collection of Poems:** This work will show the ability of the students to create their own literary works by writing their own collection of poems based on the techniques studied in the course and on their own personal life. There will be seven to ten works selected as the best ones and their creators will be part in the final event.
- 3. Final Poetry Event:** Also, students will have the opportunity to organize a recital, or poetry reading, where all writers, who were invited to read and share their works in class, will be present and the previous seven students will read their works, as well.

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SCHEDULE FOR ACTIVITIES

DATES	WEEKS / UNITS	ACTIVITIES
From February 24 th , to April 4 th , 2014.	Six weeks: Unit 1. Nonfiction	In this unit, students will have a better panorama of the reading, study and writing of nonfiction works. Evaluation: Oral participation, reading quizzes, oral and written reports. Group work for making a biography, and an individual original autobiography.
From April 7 th to May 16 th , 2014.	Five weeks: Unit 2. Introduction to Poetry	Students will read, comprehend, discuss, and write about the different types of poetry. Evaluation: Oral participation, reading quizzes, oral and written reports, Mid-term Paper. Collection of poems
From May 19 th to June 20 th , 2014.	Five weeks: Unit 3. Reading and Understanding Poetry	In this unit the students will continue expending their proficiency in reading and writing poems of different kinds. Evaluation: Quizzes, written Assignments, Oral Assignments, Exams. Final Event of Reading Poetry.
From June 23 rd to June 27 th , 2014.	One week	End of classes and Final Evaluations.
From June 30 th to July 4 th , 2014.	One week	Remedial Exam
From February 24 th to July 4 th , 2014.	Eighteen weeks	Semester I-2014



Appendix: D RESEARCH TIMETABLE

The Role of Salvadoran Culture in the Current Literature II Syllabus of the Bachelor of Arts in English with Emphasis in Teaching at The Foreign Language Department of the University of El Salvador, Year 2015.

ACTIVITIES	February				March					April				May				June					July				August				September					October			
	WEEK				WEEK					WEEK				WEEK				WEEK					WEEK				WEEK					WEEK							
	1	2	3	4	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4
Planning																																							
Group meetings and teacher advisory																																							
Presentation of steps of the profile																																							
Presentation of the profile																																							
Carry out the research																																							
Administration of the instruments																																							
Data analysis																																							
Elaboration of final report																																							
Presentation of the results																																							