

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



**Universidad de El Salvador**

*Hacia la libertad por la cultura*

**ESSAY:**

“EDUCATION AND PRACTICE OF VALUES NEED TO BECOME PART OF A  
PROFESSIONAL FORMATION IN THE FLD”

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## DEDICATION AND ACKNOWLEDGEMENTS

My first thoughts in this section necessarily go to Jehovah God. I will never find the words to thank him for providing me the opportunity to step in the amazing world of education. To be able to step strong and smooth in this way, I owe to him and I would like to express my deepest gratitude.

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Daniel Enrique Guevara

## DEDICATION AND ACKNOWLEDGEMENTS

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# INTRODUCTION

Good education, this subject matter has become quite thought-provoking since it is said this is what young generations lack of. Many parents wonder if there is a correct way to educate their children. They feel really worried about the kind of world their family live in and what they will teach them so they can be righteous people. Yes, the concern of the lack of moral values has dramatically risen in recent years. To many parents, the dealing with the abuse of drugs, the moral relaxation and even the lack of values is a matter or extraordinary concern.

Educating people is a huge topic with no accurate recipe. There is no one who can say -being astonishingly truthful- the correct manner to raise children with proper morality. This work contains a broad perspective of humanizing the education delivered. Application of moral values and humanization as the core of education is the focus. The Foreign Language Department is not the exception in this matter. It does not include in the curriculum a continuum of moral values throughout the courses in the curriculum of the FLD.

This research portrays the perception of all components of the Foreign Language Department on this matter. Also, it establishes a relation between the role of values in secular education, psychology. The involvement of educators in transmitting values to their students as well as the consequences or effects of this acting is discussed, too.



## **OBJECTIVES**

### **General:**

Graduation process has been mainly intended to write an academic essay portraying one of those aspects dealing with education providing the topic enriches the Foreign Language Department.

### **Specific:**

1. Research on a given topic, taking into account the investigation methods learnt in former specialized courses.
2. Broaden the existing knowledge on the issue of interest for the Foreign Language Department.
3. Explore the perspectives of different components of the research regarding to the conceptualization, acquisition and application of the findings.

## JUSTIFICATION

Higher education has as a main objective the delivery of information within their locations. Most of those institutions have the principle of developing professionals with broad views of integrity and humanization. This aim might also include the need to inject gradually moral values into the mind of learners. The FLD –being the first institution in creating professionals for teaching English as a foreign language- is not the exception in this regards.

Nevertheless, those ethical values seem not to have the right relevance. A quick peek at the FLD shows that fact. Students are learning to teach a foreign language, but they are leaving aside the practice of good moral values. This trend of dehumanizing the education is not new and has its sources. The consequences are tangible and painful, as they can be broadly appreciated within the Department.

The formation of professional requires the Department to go beyond teaching and education. As a former administrative office of the University St. Thomas School of Law planning team reminds us "values are caught, not taught"\*. This research seeks to better understand the interaction among secular education and those other experiences which help trainees acquire values in their environment.

Aristotle (trans. 1962) stated that to become excellent at any craft, including becoming virtuous, we have to exercise those behaviors. He stated: "We become just by the practice of just actions, self-controlled by exercising self-control, and courageous by performing acts of courage. It is no small matter whether one habit or another is inculcated in us from early childhood; on the contrary, it makes...all the difference" (1962, pp. 34-35).

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\* <http://www.ericdigests.org/2004-4/moral.htm>

## METHODOLOGY

In order to elaborate such research work, the group developed a set of instruments:

**a)** Teacher's Observation, in which the researchers observed how teachers from the Foreign Language Department teach their classes in order to verify the methodology used by them.

**b)** Teacher's Questionnaires and interviews, in which the research group questioned teachers on situations related to the methodology they use while teaching classes, with the purpose of making an analysis about it;

**c)** Students' Questionnaires and interviews in which students were asked to give some information about their thoughts about the method used by their teachers of English during the classes.

Through the students' information, the research group made a comparison with the information obtained from teachers' observation and questionnaires in order to triangulate the different points of view from the people investigated regarding the research work.

The analysis of the data was both qualitative and quantitative because of the types of instruments used to gather the information. With the analysis we will be able to determine if teachers from the Foreign Languages Department use in their classes the methodology stated in the curriculum for each level or subject.

**Education and practice of values need to become part of a professional formation in the FLD.**

This is very well-known that a professional must be quite knowledgeable and skillful in the craft he performs. However, it is also known that a professional is expected to have certain education that allows him to face against some other daily-life events without major inconvenient. This leads to conceive the idea that the mere knowledge a person has when graduating does not makes that person a professional. That education received must be accompanied by the practice of values a person has acquired within his own environment. Let us see how values are tied to secular education and how they both are linked to society.

### **Values: background, development and application in societies.**

Education -since the beginning of human history- has been molded by the inhabitants of each clan, tribe or ethnic group. They all have had their own values or set of behavioral standards that were taught mainly orally. These rules were required to individuals to fit in a determined group. Rights but also norms and obligations were also included in society. Values have been the core of education throughout the time.

In the past, values were linked to the veneration of gods, goddesses, sacred icons and the like. People had been bullied by the fear of being punished by such divines characters if they did not accomplish their willing. This thinking has been responsible that, even in current times, threatening does work for many to be adhered to the society demands. All this led, in a way, to the respect to others and formation of values of all types for all situations.

Throughout the time, and more importantly with the beginning of a new century and due to the so called globalization, all cultures and societies have been changing in different perspectives: economically, culturally, technologically as well as educationally. For this reason, new changes in all places and countries all around the world need to be made. There is this emerging necessity to implement science, industrial and technological improvement on this trend of transformation.

Education as part of the society transmission has been changing along the time. It has adapted its forms to the changes and necessities of the different people with their backgrounds, traditions, countries or ethnicity and ways of live. These innovative necessities have been created by rising human societies to create new life styles and ways of work. Teaching has, for this reason, become much more challenging as it demands a dupe effort from educators of all levels and specializations.

“Society, as an organization, has its ideal man imposing its physical as well as moral standards. Education, then, seeks to shape and keep that ideal man. Every society, in a determined point of its history, has an educational pattern which inflict to all individuals in an irreversible manner” states Durkheim\*. This suggests that there are some customs and behavioral patterns to which we just need to get accustomed to.

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\* Durkheim, Emily; Professional Ethics and Civic Morals, 1992 , Routledge,

The human has by nature habits, customs. A society pretends to fully develop members with their abilities, aptitudes, suitable habits and methods of study, healthy entertainment and interpersonal relations, moral values, communication and also neat hygienic habits. To get familiar with the values this society has implemented and the way they are transmitted in the FLD, below it is shown the relation between psychology and education with the values in the development of competent professionals\*.

### **Values: meaning**

The word *values* comes from the Latin word *valor, valere* which means strength, health, well-being, to be strong. Values are defined in literature as everything from eternal ideas to behavioral actions. As used here values refer to criteria for determining levels of goodness, worth or beauty. Values are the qualities we all can find all around our environment. Values are affectively-laden thoughts about objects, ideas, behavior, etc. that guide behavior, but do not necessarily require it \*. The act of valuing is considered an act of making value judgments, an expression of feeling, or the acquisition of and adherence to a set of principles.

To talk about moral values, it is important to know the following term: Ethics, which means behaviors and habits. Ethics comes from the Greek word Ethos that means character that people can reach through habits. Habits come due to the practice or repetition of themselves. Moral psychology is a field of study in both philosophy and psychology. Some use the term "moral

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\* Agape magazine, Vol. 11, p. 6

psychology" relatively narrowly to refer to the study of moral development.

Nowadays, moral psychology is a thriving area of research in both philosophy and psychology, even at an interdisciplinary level \*.

### **Values: most-spread worldwide categorization**

As discussed above, values are the core of an individual. Values are the guidance of people's behavior. They are what outlines an individual's acting toward a determined situation, the way that person cope with it, and pragmatically how he overcomes a difficulty. These are what we often talk about when we discuss values and especially the related morals and ethics. Values thus moderate how we go about setting and achieving our goals, ensuring we do so only in ways which are socially acceptable.

Values can be viewed as having 'evolved'. Thus we can have the best values to create successful societies, anti-values such as dishonesty and selfishness destroy societies and, especially in an evolutionary light, are not good for the future of mankind. Below, you will find a list of values types in a broad description. These are the most common categories that values are put into.\*

**Aesthetic values:** they show beauty in all forms. They lead us to the contemplation, creation and or interpretation, providing with joy and harmony

**Biological values:** These types of values are those that have as

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\* <http://www.emeraldinsight.com/Insight/ViewContentServlet?Filename=Published/EmeraldFullTextArticle/Articles/2960020104.html>  
# libro de los valores, El dde hoy, Casa editorial El Tiempo, 2003



consequence health through physical education and hygiene.

**Economical values:** provide or lead to what is good economically worth it.

**Instrumental Values:** These are values that can be used to get something else. In other words, the value is an instrument which allows you to get some other things. Examples of these would include Progress (which allows leisure time), Freedom (Through which we can get dignity and/or self actualization), and knowledge (which helps us get economic prosperity, and progress).

**Intellectual values:** makes us appreciate the truth and knowledge through abstraction and construction of reasoning and logic.

**Intrinsic Values:** Something has intrinsic worth simply because of what it is and not necessarily what it will lead to or because of its acceptance. Some possible examples of intrinsic values would include beauty, artistic expression, and happiness. We value them because they are an important aspect of life.

**Operative Values:** These types of values are the ways that we make judgments on how to live the rest of our lives. We use these values as the overarching and guiding principles which tell us what is always right and wrong. These are things such as Integrity, Honesty, and Loyalty.

**Paramount Values:** Think of this type of value like you think of Paramount Studios with the large mountain. It is the value which is above all other things.

Some examples of this might include freedom (which many people have given up their lives for and see as essential to a decent life) or sanctity of life (which if we do not value or have renders everything else worthless).

**Prerequisite Values:** These are values that are necessary before you can get to some bigger goal. It is similar to the prerequisite course that you must take in order to get to the more advanced course. Some good examples of this type of value include safety (which is needed before people can even think about having anything else), Justice (which is needed before we can move onto equality), or the common good (which must be honored if we can ever get to a state of peace).

**Sensitive values:** these are the type that leads to pleasure, happiness and entertainment.

**Universal Values:** They are in agreement as to the importance of them. These would include sanctity of human life, peace, and human dignity.

**Religious values:** those that allows us to reach that sacred dimension to attain personal fulfillment.

**Moral values:** the practice of moral values draw us close to kindness, justice, liberty, honesty, tolerance, responsibility, solidarity, thankfulness, loyalty, peace, among others.

## **Values and psychology, a constant seek for self-fulfillment.**

The psychological science explains the human processes that base the morality, and in that way, also explains what happens with people when they get a moral education. If we recognize education as a system which fundamental mission is to promote the people's development, we will see with clarity the essential paper that psychology has over the moral education. The moral transgressions are considered incorrect, independently of the presence or absence of rules, while they judge incorrect the conventional behaviors, only if they violate an existent rule.

For the cognitive development theories , the moral development is not the individual explanation of personal and relative moral values , neither the simple acquisition of the conventional social or cultural standards , but a process that comes from the efforts that the students do for reasoning, taking into account the contradictory moral values and people's needs. From this perspective, the moral education emphasizes reflection, reasoning, roles plays, empathy, problem solving and mainly the capability to do autonomous elections.

The concept of autonomy is very important, because autonomy does not mean separation of the group or independence, rather the participation in the generation rules and responsibility in the fulfillment. Beyond creating isolated courses , the true moral education needs a democratic school in which each person , not only teacher but also pupils , have voice and vote and take part in a constant exercise of conflict-solutions and collective decisions.

The school's moral atmosphere can conceive from a similar way to any other institution's social atmosphere. It means, an atmosphere based in the kind of relations between people, the distribution of power, and the kind of processes used for making decisions. The universal and prescriptive nature of morality means that educators can and they should do more than clarifying the moral values of the students, or inculcating, preestablished moral values. Educators need to take the leadership, demonstrating in their daily life that this is not an unattainable goal.

### **Values and education, an up-building relation.**

Educators might want to respond to the necessity of the society. However, this response, this education delivered cannot repress, diminish or even denaturalize pupils. On the contrary, education is aimed to shape a human being by transmitting thinking and action trends of a society. This cultural transmission interiorizes the ideas and concepts of social reality in the individual. All this, makes a human being feel identified with the society he belongs to.

Most educators viewing values education from the perspective of inculcation see values as socially or culturally accepted standards or rules of behavior. Valuing is therefore considered a process of the student identifying with and accepting the standards or norms of the important individuals and institutions within his society. The student "incorporates" these values into his or her own value system.

Educators adopting a moral development perspective believe that moral thinking develops in stages through a specific sequence. This approach is based primarily on the work of Lawrence Kohlberg (1969, 1984)\* as presented in his 6 stages and 25 "basic moral concepts." This approach focuses primarily on moral values, such as fairness, justice, equity, and human dignity; other types of values (social, personal, and aesthetic) are usually not considered. It is assumed that students invariably progress developmentally in their thinking about moral issues.

In assisting students to develop their morals and character, we should acknowledge that these components come into play within a rapidly changing context and therefore, we cannot teach our students all the specific knowledge, values, or behaviors that will lead to success in all aspects of their lives. We must therefore acknowledge that some values are relative and teach students to develop their own views accordingly. At the same time, we must acknowledge that there are some absolutes with respect to morality and character as accepted by commonalities among members of specific communities, major world religions, and moral philosophers#.

Parents, educators, affiliates of religious organizations, and community members, have an obligation to teach these in the family, in our religious organizations, and to support this effort in our communities. Moral and character development is integral to the development of itself (Ashton & Huitt, 1980\*), and

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\* Huitt, W. (2004). Values. *Educational Psychology Interactive*. Valdosta, GA: Valdosta State University. Retrieved [date], from <http://chiron.valdosta.edu/whuitt/col/affsys/values.html>

# <http://chiron.valdosta.edu/whuitt/col/context/neighbor.html>

is as much the responsibility of early caregivers as it is of later educators. Nucci<sup>^</sup> (1989) showed that "children's moral understandings were independent of specific religious concepts" and that both secular and religious his implies that the behavior and personality of a teacher greatly influences students.

The image, example and performance of a teacher in the teaching-learning process become vital to reach the objectives. With this, a teacher can edify abilities such as: organization, communication, investigation as well as to promote a constructive and educative function.

There are some studies that link in a better way education and the teaching of values. For example the study published by Ian Kupchenko and Jim Parsons<sup>#</sup> states that there are six elementary ways of conveying values. Although the teaching might not be accurately structured, this can be perfectly be transmitted. This enable teacher to have a basis when including values in the development of a particular class. English courses have the great advantage of allowing teachers to include values in their lessons planning.

Each of the approaches about values in education has a view of human nature. Each seems to imply certain fundamental or ultimate aims. Each approach uses different teaching and learning methods, dictates specific roles which the students and the teachers must adopt, and uses particular characteristic, teaching and learning materials. For example, the inculcation

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\* Huitt, W. (2004). Moral and character development. *Educational Psychology Interactive*. Valdosta, GA: Valdosta State University. From <http://chiron.valdosta.edu/whuitt/col/morchr/morchr.html>

<sup>^</sup> Nucci, Larry (1997). *Psychology and educational practice*. Berkeley: MacCarchan. p. 127-157

<sup>#</sup> Kupchenko, Ian; Parsons, Jim; *Ways of Teaching Values: An Outline of Six Values Approaches*;, 1987, Education Resources Information

approach has a basic view of human nature as a reactive organism.

Clarification approach, on the other hand, views the human being as primarily active. The moral development approach views human nature as going back and forth between active and reactive; whereas the action learning approach views human nature as interactive.

### **Lack of values in society**

In general, people are worried about daily life issues. It apparently matter much more the last soccer match or the last soap opera, people don't usually care about family disintegration, delinquency among young people, children abuse, and all those humiliations. This crisis is obviously due to the absence of values in the formation of individuals since their very childhood. As discussed above, values are the core of all societies; values are the ones who help an individual face the violence-preaching world we live in and the abuse by all means. \*

The book "Showing respect to the future" declares: "the analysis of the biggest and most important 500 enterprises in United States in 1990 shows that by 2000 will have disappeared more than 400. All these companies had outstanding quality systems, Japanese techniques for productivity and very efficient systems for continuous improvements. The question was why these companies just disappeared? And the answer dealt with the lack of values within these companies. This absence of solid values provoked that everyone lost the organization.

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\* [Revista Agape](#), volume 8

Professional formation does not depend only on the transmission of knowledge, the development of abilities, as part of the fulfillment of a curriculum but rather it lies on the up-building reinforcement of interests and values that will regulate their education and their acting as professional. This involves everyone should concern this topic. Values are the nucleus of a healthy living-together among human beings.

### **Lack of values in FLD**

The university, as part of its mission, states it is an institution purely academic and establishes it shapes professionals with ethical values. However, none of the careers offered include values or principles in their curriculum. This has become a limitation to reach the mission of the University. For this reason, it is now one of the biggest difficulties for every school and department in the University. These Schools have turned out to be curriculum deliverers with a simple view of transmitting a schema of knowledge instead of having a pragmatic approach.

This has lead to a dichotomy among people involved in transmitting values to young generations. On the one hand, some might say that values are taught. On the other hand, there are many who say values are rather practiced or transmitted by practice. This are also the local results provided by the opinion poll Mtd. Glower carried out. However, this only shows uninformed points of views from individuals. To have a broader view of it, and without going too deep



into that topic, it is worth mentioning as a summary the information gathered from [www.geocities.com](http://www.geocities.com) which states the following:\*

Let us now analyze this view of some philosophers of education: values cannot be formally taught in a classroom. These are unconsciously picked up from the environments. If you teach in a class: 'be honest' and the students see that in the society honest people suffer, they would only poke fun at your value education.

At first view, this argument seems quite convincing. However, a closer analysis reveals major weaknesses. Firstly, our society is bedeviled with dishonesty, corruption, violence, sexual misconduct, etc. no attempt to teach universal values can succeed.

Secondly, there is a basic deficiency in the inspirational model of value inculcation. Of course, the role models that inspire are essential, but their mere presence is not sufficient to ensure lasting impact on the society. Continual and effective input of value education is unavoidable.

Thirdly, there is a fundamental error in this belief that education can ever be value neutral except, possibly, in the very narrow sense of simple transference of factual information like laws of physics or rules of algebra. Whenever any wider interpretation has to be given of historical, rational or empirical facts, it will necessarily involve a value judgment \*#

So the question 'can values be taught?' is thus fundamentally inconsistent, for the values are being implicitly 'taught' even now through the influence of the value system of the teachers on the interpretation of

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\* [http://www.geocities.com/s\\_h\\_edu/how\\_can\\_values\\_be\\_taught.htm](http://www.geocities.com/s_h_edu/how_can_values_be_taught.htm)

various facts. Though the facade of imparting 'secular' education is being maintained by avoiding any formal 'value education', the students are actually being given conflicting value signals by different teachers based on their own background. No wonder they end up embracing the easiest and the most popular option of unrestrained self-gratification and fall victim to moral relativism.

This trend that the university has accommodated to its classrooms has had consequences. The lack of an influence from educators over their students has as a result the deficient values students show in the campus. This can be proved with just a quick peek around the university campus. Without any research conducted, the decreased values young people at the university have are quite noticeable. Handwritings expressing love affairs, cursing expressions, political-related statements all over the walls in all places stand out in the FLD building.

These things physically deteriorate the infrastructure of the FLD building; don't even mention the behavior of those students within classrooms. It might be difficult to portray a stereotyped behavior for these people who damage the public property of the University. However, for those sitting down in a classroom learning a lesson, and at the same time watching a drawing of an intimate body part, the process becomes stressing and even more disgusting each time.

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\* Rifkin, J(1980): Entropy, -a New World View, The Viking Press, New York

# Prigogine I, and Stengers I(1997) : Order out of Chaos, Bantam Books, New York.

## **Values: perception among FLD members**

A new era, with new needs and demands, requires professionals capable to deal with and overcome a variety of different situation. To have a broad perspective on this concern Mtd. Ana Maria Glower designed and carried out a survey. Professor Glower professionally polled some of the students and fellow teacher of the FLD with the purpose of gathering more information. The surprising findings are portrayed as follows:

Students in the FLD in their third to five year of the major, whose age ranged among 19 to 35, performed the survey. They stated the preconception they have about value and the type of values they know. Summarizing all those ideas they mentioned that values are indispensable characteristics, norms, principles, qualities or attitudes people in a society have as essential part of a human being. They said values are what identify a culture. Values are those who help them have better interpersonal relations.

It is worthy to cite the types of values they thought of and considered as most important in accordance to the frequency the individuals used them. Among those are respect, friendship, loyalty, honesty, responsibility, solidarity, as well as human, civic, religious and moral values. The vast majority of students who took this survey affirmed the first place they acquired a notion of these values was at home, in their nuclear family. Secular education and some religious tutoring do help young people thought.

Work has been done by teachers throughout these students' education. Concerning to the values dealing with professional development, students avowed that personal values, science, technology and competence are the most emphasized by teachers. Their educators also called attention to some professional aspects they need to handle. They highlighted among the options they had work methods, workplace relations, quality of work.

On the other hand, teachers from the FLD also made their observations on this matter. As an overview they stated they do instruct their pupils with the moral education and values for life. Teachers from the FLD also have said that values are rather practiced and taught through observing models along an individual's life. They agreed that including the teaching of values in the teaching process as topics or issues to discuss might be healthy. However, would an observer agree with those opinions if he saw the University and its population? Next subtitle will analyze the actual state of faculty, staff and student population within the University and more precisely within the FLD as such.

### **Consequences of the lack of instruction on values in the FLD**

Education about values has always been linked to moral education and this link has been helpful in elucidating good practice. Values have always been widely present in classroom practice. It is well known that no one can give what they do not have, that is why in the Foreign Language Department exists significant lack of moral values which is reflected through the different parts (students and professors). Today's education system is not satisfactory, that is

very clear. The so-called modern education system is very related to external things and little is being taught about inner values and is therefore not complete.

Thus, it is necessary to mention that the lack of moral values is the result from the education that we received during the learning process not only at home but also at school. Everyone knows what it is good and bad, but most of the time people forget to follow the moral values as rules in our lives. In the FLD, teachers are the people in charge to inculcate the moral values through the teaching of them and also being the models that students follow. In this way, professors help the society to create good professionals in diverse of ways.

Although, it is important to know that the necessity for instructing persistently on moral values, it depends not only in a good teaching but also in the appropriate practice of them. For that reason, we can say that, Value education refers to a program of planned educational action aimed at the development of value and character. All this, is seen it through some teachers whom do not teach and do not practice these values and as a result, the society comments about the lack of quality of professors. Teacher must be the model for pupils of the FLD in every moment.

Without a proper guide in their education, students will become professionals without the most important factor that will chase their lives. Values are the guiding principles, decisive in day to day behaviors as also in critical life situations. Values are a set of principles or standards of behavior. Values are

regarded desirable, important and held in high esteem by a particular society in which a person lives. Value education means inculcating in the students a sense of humanism, a deep concern for the well being of others and the society.

This can be accomplished only when we instill in the students a deep feeling of commitment to values that would build this Department and bring back to the people pride in work that brings order, security and assured progress. As a result, the lack of moral values in FLD brings big consequences in the learning process of the students, and also in the development of the students as professionals not only in the FLD of this University but also in our jobs outside. In addition, it is important to clarify that we as professional reflect what we learned during our learning process, since our home, up to the university.

We should take into account that some professors and some people though us in the best way with the only goal we can be the best professionals in the future, in this case in the present. Without the moral values in each person the society can judge us, because it means we are not good professionals. That is why, we become bad human beings for not learning the rules that we need to lead our lives.

No doubt, everyone knows quite well that the lack of moral values in professionals, students, children, teenagers, adults, and in general all people has changed the behavior in each one, making that all of us act in a wrong way. It is well known, that every student reflects what the teachers have taught them during the educational process, and as a result, professors have the commitment to teach and practice the different types of values in order to be the best model for pupils. Values are the basis of a healthy living-together among human beings.

The lack of an influence from professors over their students has as a result the deficient values students show in this university. In addition, the lack of moral values in FLD brings large consequences in the learning process of the students, and also in the growth of the students as professionals not only in the FLD of the El Salvador University but also in students' jobs outside. For that reason it is important to do significant changes in the educational system.

Progress in ethical theorizing often requires progress on difficult psychological questions about how human beings can be expected to function in moral contexts. It is no surprise, then, that moral psychology is a central area of inquiry in philosophical ethics and empirical research.

The development of vision, character, and competence in our young people is necessary to allow the FLD to continue its role of leader. The educational system must prepare individuals to progress in each of these fields of life. Therefore, character development must be seen as an organic process in

the development of the material / physical, human / psychological, and spiritual / transcendental aspects of human being.

Our conclusion is *not* that secular liberal societies should be made more conservative in a utilitarian bid to increase happiness, charity, longevity, and social capital. Too many valuable rights would be at risk, too many students would be excluded, and societies are so complex that it's impossible to do such social engineering and get only what you bargained for. Our point is just that every longstanding ideology and way of life contains some wisdom, some insights into ways of suppressing selfishness, enhancing cooperation, and ultimately enhancing human flourishing.

But because of the four principles of moral psychology it is extremely difficult for students, even scientists, to find that wisdom once hostilities erupt. But it may also backfire, polluting the scientific study of society with moralistic dogma and damaging the prestige of science in the process.



## RECOMMENDATIONS

Many proposals could be made available to urge pupils to draw them close to values practice; however the application of those becomes the core of all this issue. Application of values demands to go beyond knowledge to the application of it and its relation with real life. As discussed earlier, values are not directly taught in a classroom but gathered directly from real circumstances. This does not mean that teachers do not play an important role in the conveyance of values.

Teachers need to employ cognitive objectives in their classes as usual, as well as attitude development objectives. Learning objectives, which are the ones reached upon completion of a lesson, should be accompanied by objectives related to attitude development, which are those that lead students to improvement and expansion of their perspectives toward harmony and life itself. There should not be a mismatch between the commitments in the policy and those in the objectives.

Objectives will not be met if university personnel either do not understand, or do not want to support the goals so it is important to get staff commitment from an early stage and involve them in the process of setting the objectives. Objectives and targets are not static and will need to be reviewed and updated regularly according to progress. Progress in achieving these objectives could be evaluated during a mid-year and end-of-year evaluation

review. The FLD needs to recognize that periodic changes in objectives would also be necessary to adapt to new unanticipated situations.

The teaching staff should seek for creative, innovative ideas of teaching their lessons to reach those class objectives along with the development of values within the room. Encourage reflection on real life application of a determined topic at the end of a class might help. Teachers should also provide and/or elicit role-plays where students handle an issue involving common values. Promoting constructive self-criticism for developing specific areas of language works well for beginners.

Professional development highlights the important effect that the learning environment has in shaping student attitudes, behaviors, and of course, values. Values and leadership are to be "caught". Creating and maintaining such a conducive environment would be part of the FLD's strategic plan. This might be reached by maintaining a small student population. Large classes should be minimized and small classes and one-on-one tutelage made available. Professional ethical dispositions of teachers must now be addressed as part of the regular teaching

Small classes are very important to many aspects of professional education. Students have greater opportunity to participate in class dialogue. Students can readily obtain clarification of readings and discussions. Students can more easily observe their faculty role-models. Faculty and staff can help in

individual student formation. Talents, ambition and potential of each individual student can be observed, understood and encouraged.

Faculty and staff have to get to know students as individual people, and vice-versa. An environment must be created in which the faculty and staff care about what happens to each individual professional student during school and in each graduate's later career. That can best happen with a small student population, a low student-faculty ratio and a special program designed to take advantage of a close student-faculty professional relationship.

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