

**“The History of the evolution of
the different programs offered by
the Foreign Language
Department of the University Of El
Salvador”**

FLD

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FINAL RESEARCH ON:

**“THE HISTORY OF THE EVOLUTION OF THE DIFFERENT
PROGRAMS OFFERED BY THE FOREIGN LANGUAGE
DEPARTMENT OF THE UNIVERSITY OF EL SALVADOR”**

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Introduction

The following paper is the evidence of many procedures carried out from December 2008 up to May 2009 regarding "The History of the evolution of the different programs offered by the Foreign Language Department of the University Of El Salvador".

This work begins with the founding of the Foreign Language Department and how it was built from its beginnings to the present days. It also includes the major changes it has gone through since it was established. Furthermore, it describes accomplishments that the Foreign Language Department has achieved and it presents the reality in which language students of the Department live every day.

In this work, the researchers also give recommendations based on the findings, and they list suggestions on how to improve certain aspects concerning the different programs that are offered by the Foreign Language Department, bearing in mind the changes that are taking place in the world nowadays, but without forgetting the good things which were done in the past.



Objectives

General:

1. To make a bibliographical research on the history of the Foreign Language Department.
2. To identify the different changes and improvements that the Foreign Language Department has gone through since it was established.
3. To point out the major and most rewarding improvements of the different programs offered by the Foreign Language Department of the University Of El Salvador.
4. To review the different programs that have been offered by the Foreign Language Department throughout the years as a contribution to the University OF El Salvador.
5. To recognize those teachers and authorities who have been involved in the development of the different programs offered at the Foreign Language Department.

Specific:

1. To draw a timeline of all the different changes that have occurred since the Foreign Language Department was established.
2. To list all the significant changes and improvements that have taken place at the Foreign Language Department throughout the years.



Justification

Teaching and Learning English as a foreign language in El Salvador has increased among student population in these days. Going from general to specific we can say that in the University Of El Salvador there is a high demand of population that is seeking to be immersed in the field of the teaching and learning English at the Foreign Language Department. However, most of the times this population of students decides to enroll themselves in this major without knowing at the background of the History of the Foreign Language Department.

The Foreign Language Department has gone through many changes. First, there are improvements that are important since they will lead to more development in the quality of the teaching in the Department as well as the improvements of infrastructure and building facilities, all of this to benefit students to have a better place to study where they can learn languages. Second, there are achievements that will enhance the programs that are offered so that students will be able to access to a high standard education, and be ready for future challenges when using the English and French languages.

Hence, the importance of this study is to know the History of the evolution of the different programs offered by the Foreign Language Department. It is necessary to find out not only about these programs that have been offered, but also the many changes that the Department has gone through the years since it was created. Moreover, this work is aimed to benefit student population in a way in which they can find new sources of information regarding the background of the



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Foreign Language Department since this information will allow them to understand and have a better idea on how these changes and improvements have taken place.

Also, in order to carry out this research it was necessary as well as important to take into account previous studies on the history of the Foreign Language Department in order to have a clearer idea about the different events that took place in the past, and will continue taking place in the future at the Department. Nevertheless, this research will provide the findings and conclusions the researchers had at the end of this research.



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Learning different languages has always been a passion for humans who seek to communicate and understand other cultures and people around the globe. When the University Of El Salvador (UES) was founded in 1841, the programs of study included the learning of languages. According to professor Ana Maria Glower de Alvarado in a conference given at Leon, Nicaragua, “Historical Background of the Teaching English as a Foreign Language in the University Of El Salvador”, the first languages that were taught in this new institution were Latin and Greek. That was the beginning of the teaching of languages in the University and in the country.

Latin and Greek are now considered only the object of study of particular elite, as philosophers, theologians and such. That is why during the last decades of the twentieth century, the University of El Salvador chose to teach a new international and more popular language. And it became one of the first institutions that emerged in the teaching and learning of English as a foreign language in El Salvador.

The History of the teaching and learning of English at the Foreign Language Department shows all the difficulties the Department went through before it was established, and it tells us about the major changes and improvements it has faced throughout the years. Therefore, this study will explain in detail why it was difficult to establish a Foreign Language Department and why modifications were essential so that it could be considered a good place to learn new ways to teach English.



The beginning of the teaching and learning English as a foreign language at the Foreign Language Department

Before the Foreign Language Department was established, transcendental events occurred around the world and in the country, creating the need of having language teachers and a place to instruct languages. According to professor Pedro Salazar, and professor William Rodriguez in their research about "The History of the Foreign Language Department from its beginning to 1998", learning a foreign language was conceived mostly as the necessity that teachers and students had in the acquisition of the English language. This was how those teachers started a new journey and wished to join forces to pull this project up and gain experience in the teaching field. They prepared specialized material, investigated different approaches and methodologies that would guide them through this process.

After the university was founded, the teaching of English language was not part of it yet, except for Greek and Latin. Worldwide speaking, teaching and learning English as an academic discipline emerged from the dark, and it was the World War II that raised the necessity of countries to communicate with one another by using one of the world's most spoken languages which is indeed English. Besides, such necessity brought about communication among countries and also made El Salvador be part in the teaching and learning English, and that is what increased the importance of teaching and learning languages.



Department of Foreign Languages (FLD) Established in 1956

The Academy of languages was established in 1948. By then, the curriculum of the school included the teaching and learning of foreign languages such as French and English; unfortunately, these two did not reach the level of majors, given that the teaching of such languages were neglected and placed in a secondary place. On the other hand, later in the same year, the School of Arts and Sciences and the President of the University, Dr. Carlos A. Llerena, and his honorable board of directors created an academy of languages. This academy is currently known as the Foreign Language Department. It worked from the time it was established up to 1955 the year in which the faculty went through a restructuring.

Within the changes that the faculty experienced were the splitting of some schools such as Mathematics, and certain sciences, Philosophy and Literature and the creation of three more Schools: Psychology, History and Social Sciences, and Foreign Languages. ***With the restructuring in its way in 1956, the Foreign Language Department was established as an academic unit which led to the opportunity to teach more languages, and made the University more competitive in the field of the teaching.***

Regarding its location, the Foreign Language Department was first located next to the current Mathematics School, and it was made up of the Administrative Office, Head of the Department's Office, and other three rooms known as the Foreign Language Cabins ("Cabañitas de Idiomas"). A while later, the Foreign Language Department created the first plan of studies, which was Translation and Interpretation. This was not a major but a four-year-technical career, and consisted of 16 subjects



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that summed up a total of 62 credit units (known as UV, Unidades Valorativas) - (see Appendices 1).

The same year the aforementioned plan ended due to structural and economical reasons, lack of students, and specialized teachers in this area. For instance, only 28 students graduated from this program. Then, in 1963, during the term Dr. Alejandro Dagoberto Marroquín was Dean, the School of Arts and Sciences went through a restructuring process. This one was aimed to improve the quality of the classes while teaching. And also, it helped the way English was taught. Later in the same year, the Council of the University agreed to mix the former mentioned schools – (see Appendices 2).

Between 1968 and 1970, the disappearing of the four-year-technical career Translation and Interpretation forced the Foreign Language Department to nearly disappear as one of the greatest components of the School of Arts and Sciences. The Department of Languages started to work only as a service unit for other Departments not only in the same faculty, but also in other Faculties inside the University. The classes that were offered by teachers from the Foreign Language Department consisted of going to different faculties, and also inside the Arts and Sciences School to teach English in order for students to fulfill with their plans of studies.

While these external changes determined the History of the Foreign Language Department, internally there were other important and relevant aspects that were taking place. In such period of time the Foreign Language Department had been shaped with a great staff of Salvadoran, French, and American teachers. Interacting with professionals from other countries with a much higher degree of challenging disciplines and demanding cultures, had forced Salvadoran teachers to maximize every opportunity they encountered not only to improve their professional skills but also to reach all of their potential. Nevertheless,



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among the teachers from El Salvador who became part of that academic unit in 1970 we have Mr. Orlando de Jesús Castro, and Mrs. Sara Mendez Gómez, who got their degree in English major in one of the Universities of The United States.

The French teachers that belonged to the Department's staff were part of the **"Academic Cooperation Agreement Plan"** between the University of El Salvador and the French Government in those days. This plan was meant to promote the teaching of the French Language in the Foreign Language Department by providing the Foreign Language Department with text books, and Linguistics assistant teachers, as well as reinforcing the relationships between the University and the French Government. For example: The importance of these teachers assisting in the staff was so remarkable and relevant that their help contributed to the first achievements of the Foreign Language Department. In fact, one of these teachers, Mr. Leon Rojal, held the position of the Head of the Department's Office during that period of time.

Within the staff of teachers that were working in the Foreign Language Department there was a controversy with those ones coming from The United States of America. The majority of them came to El Salvador as volunteers of the **"peace corps"**, which is part of the **"Alliance Progress Program"**, and it was implemented during President Kennedy's Administration. For instance, for some professors in the Foreign Language Department, there were some positive reasons why they came to El Salvador, since these volunteers were just a group of Americans who had just graduated from their Universities, and were taking advantage of the aforesaid program in order for them to see the world and at the same time share their knowledge, and gain certain degree of experience in the Teaching field.

For some other professors in the Foreign Language Department there were negative reasons toward the American teachers, because there was a level of distrust politically speaking. Obviously, they were singled out in that way because they represented a respectful group of Americans presumably sent by the C.I.A. Having



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said that their fear was that they could influence Salvadoran teachers and people with capitalist ideas. Nevertheless, all these allegations were never proved since these teachers never showed disregard actions other than academic matters. The fact that the Foreign Language Department held this group of teachers with such high regards and their contributions soon allowed the authorities in the Foreign Language Department to work on the development of new majors. Worldwide the teaching of languages had already regained new innovation because the Teaching of Foreign Languages was not limited to read documents only, but to communicate with people from all over the world.



Major changes and improvements throughout the History of the Foreign Language Department

The major changes and improvements that the Foreign Language Department has gone through its History have been marked by different cooperation programs. After the military intervention in 1972, Mr. Jesús Orlando Castro Alvarado was appointed as the Head of the Foreign Language Department. Now as the superior authority, he participated in one of the changes and improvements of the Department. On August 14th 1973, two plans of studies were launched. The first one was a Major in English (BA) that had a duration of five years. The second one was a three-year-program to train English students to become English teachers. For example, the first plan of studies consisted of 30 subjects that summed up a total of 148 credit units (known as UV, unidades valorativas); The second program was made up of 19 subjects and a grand total of 96 credit units (known as UV, unidades valorativas) - (see Appendices 3, and 4).

In 1975, the cooperation of American teachers representing the “**peace corps**”, who had been working for a couple of years in the Foreign Language Department, ended. Since they had been put on the spotlight as distrustful people by “radical groups” that were constantly attacking them up to the point that they could not continue with their assistance to the Foreign Language Department. However, there is a positive lesson to be learned from that, and we must recognize those American teachers, who left such a legacy. This was of tremendous value given their academic capacities since their professional efforts went beyond expectations in order to make improvements in the quality of the teaching and learning English as a foreign language in the Foreign Language Department.



A few years later in 1989, Mr. Rolando Labrador was elected as the Head of the Foreign Language Department. Among his negotiations to help in the development of the Foreign Language Department we can highlight the following: in 1993, through the ***"Unidad de proyeccion social"***, he promoted the implementation of English free courses, all this as part of being involved with the community. Moreover, the same year, the audiovisual resources modern laboratory was inaugurated, in which the benefit was for all the students' community in the Foreign Language Department.

Besides, many important events that took place in 1996 were that Professor Ana Maria Glower de Alvarado was appointed as the Head of the Foreign Language Department. Now working as the Head of the Foreign Language Department she concluded with the design and the review of the new curricula. Also, her administration helped with the improvements of the classrooms, given that historically speaking these classrooms were not appropriate for students who were trained to be English teachers. Furthermore, we can now recall the contribution in the acquisition of new and helpful equipment not only for teachers who could work in the planning of their lessons, but also for students that could have access to a very useful tool as it is the internet.

Another contribution that Professor Ana Maria Glower de Alvarado made to the Foreign Language Department was that she provided the teachers with tape recorders, since these recorders were essential when teaching; she also helped in the acquisition of video equipment such as televisions and VHS's. All these technology devices were a great help to the teachers in order to develop their classes efficiently and a very useful tool to help students not only to increase their English level, but also to practice their audio skills. Then, in 1999 she began writing the project for the French and English Modern Languages (BA), which includes the teaching of French and English at the same time - (see Appendices 6).



Recent developments and achievements that the Foreign Language Department has reached up within the last decade

The Foreign Language Department continues growing in population, and in different achievements that have been significant. Nowadays, within the Foreign Language Department, there are three majors related to the English language: English Teaching (BA), French and English Modern Languages (BA), and a 3-year program of teaching. The first one is a major in English Teaching (BA), known as ***"Licenciatura en Idioma Inglés Opción Enseñanza"***, this 5-year-major is intended to the teaching field, from first to higher levels; besides, there are two semesters in every year which make a total of ten semesters while studying this program. Moreover, this plan was modified in the year of 1999, and consists of 36 subjects that sum up a total of 132 credit units (known as UV, unidades valorativas). Furthermore, in this plan students must take three elective courses which are offered by different Departments within the School of Arts and Sciences - (see Appendices 5 and 5a).

The second major is French and English Modern Languages (BA) known as ***"Licenciatura en Lenguas Modernas (Inglés y Francés)"***. This 5-year-major is aimed to increase the global business communications, and deliver outstanding customer service. It is also related to the teaching field of both English and French languages. Moreover, there are two semesters in every year which come to a total of ten semesters while studying this major. Additionally, the French and English Modern Languages (BA) are made up of 37 subjects, and there is one more that is taken in the last year as a specialty. This subject is known as ***"Specialize Practice"***. All these subjects make up a total of 132 credit units (known as UV, unidades valorativas). Also, in these plans of studies, students are allowed to take five elective courses. The



elective courses are offered by different Departments and Schools – (see Appendices 6, and 6a).

Last but not least, the 3-year program of Teaching is known as “**Profesorado en Idioma Inglés para tercer Ciclo de Educación Básica y Educación Media**”. This program is a complete training for students to become teachers of English. Previously, there was a first induction of this program the so called “**Carrera de Profesorado en Idioma Inglés**”. Nevertheless, this program is intended to the teaching field especially from the third semester of Primary School to High School levels. Besides, in this 3-year-program there are two semesters in every year that make a total of six semesters. Moreover, this plan consists of 22 subjects that sum up a total of 90 credit units (known as UV, unidades valorativas). This program is divided into three categories, and these are explained as follow: Teaching Practice Area, Specialized Formation Area, and General Formation Area - (see Appendices 7).

Within today’s Administration of the Foreign Language Department there have been three more recent and remarkable projects that were previously proposed by professor Ana Maria Glower de Alvarado with the help of the President of the University in that time, Dr. Maria Isabel Rodriguez. Thus, the first project consisted on asking the Salvadoran Legislative Assembly to approve a decree for all the students that graduate from the Teaching English (BA), and whose programs had over 34 credit units (known as UV, unidades valorativas); they would not need to go over an extra year in Didactics in order for them to get the **Teaching Permit** known as **Escalafón**, but rather to take an exam about the subjects they took in their plan of studies to get the accreditation from the Ministry of Education.

Additionally, the second project is about the implementation of two Master’s degree programs which are Translations Master’s degree (English and Spanish), and the English Didactics Master’s degree. The first master’s degree program is Translations (English and Spanish). According to **the American Counsel on the**



Teaching of Foreign Languages, students with a high advanced English proficiency could become professionals in the Translations area, so that respond to the speaking demands of communication of the new millennium, and use their knowledge in their professional life as teachers in English/Spanish, Translations or vice versa. Nonetheless, this study program includes 14 subjects, with a duration of two and a half years, and it's made up of 75 credit units (known as UV, unidades valorativas) – (see Appendices 8)

On the other hand, the second Master's degree program is English Didactics. This 3-year-Master Degree is aimed to train both teachers and students at the Foreign Language Department. Also, this Master Degree is designed to improve the academic quality of all teachers throughout the growth on deeper knowledge in theory and in practice; moreover, the contribution to the researchers' formation to teach the English language. This program has a duration of two and a half years, and it's made up of 75 credit units (known as UV, unidades valorativas) - (see Appendices 9).

The third project is the implementation of new free courses such as Japanese, Mandarin, and Taiwanese. These courses are offered by the Oriental Embassies through their Ambassadors that are currently working as part of a trade in the development of El Salvador, providing with the human resources (teachers = volunteers) in the teaching of Japanese, Mandarin, and Taiwanese languages in the Foreign Language Department. Hence, the aim of the teaching of these free courses is to benefit not only the Foreign Language Department, but also the University Of El Salvador. Nevertheless, there is a prerequisite in the aforementioned free courses which is to obtain a grade of 7.0 and on, at the end of each course.

In the current administration of the Head of the Foreign Language Department professor Edgar Nicolas Ayala, there is a project called "**Atención al Estudiante**". Its target is to help students who have difficulties in learning the English Language. For example, teachers who are in charge of this project work with students in order for



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them to acquire more knowledge and thus improve their proficiency in English. In addition to that, they have created different small programs within the same project such as conversation clubs, a small library in the building, and a certain type of advising office to mention just a few.



Conclusions

The History of the Foreign Language Department makes us aware of the difficult journey that the pioneers had. They encountered complications and successful negotiations to establish the currently known Foreign Language Department. Also, this research shows us all the changes and improvements that have occurred these last 60 years of History. As it was analyzed in this research, we have come to know that the many changes the Foreign Language Department has gone through its history, have been a very rewarding process, mostly since the creation of the Foreign Language Department as an institution.

It is rewarding to see that all these changes, and negotiations made by the different authorities whom worked as the Head of the Department in different periods of time, have helped in the process of the development of the Teaching and Learning English as a foreign language in this academic unit. Moreover, among the changes that contributed to the development of our Department we have that in 1973 two careers were added: a Major in English (BA), which lasted five years, which consisted of 30 subjects that summed up a total of 148 credit units (known as UV, unidades valorativas); And a 3-year-program to train English students to become English teachers, and it was made up of 19 subjects and a grand total of 96 credit units (known as UV, unidades valorativas).

Besides, other relevant events while Mr. Rolando Labrador was the Head of the Foreign Language Department, in 1993 was the establishment of the English free courses, and the inauguration of the modern Laboratory, all this as a contribution to



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the Foreign Language Department and its alumni community. Nevertheless, in 1996 professor Ana Maria Glower de Alvarado was appointed as the Head of Foreign Language Department. This gave birth to several projects to make improvements to the majors that the Foreign Language Department was offering. Some of them were the following: the concluding of the design and the revision of a new curriculum as well; the improvements of the classrooms facilities, since these classrooms were not appropriate for those students who were trained to be teachers of English as a foreign language.

In addition to that, within her negotiations she contributed with the acquisition of new and helpful equipment not only for teachers, but also for students, who could then work in the planning of their lessons, and the access to the internet. Also, she provided teachers with tape recorders, and video equipment such as televisions and VHS's. Given that, these appliance devices were necessary in the teaching of Foreign Languages. Furthermore, in 1999, the negotiations were about the project for the French and English Modern Languages (BA), which includes the teaching of French and English at the same time. The creation of this major opened a new perspective not only for teachers, but also for students, who wanted to immerse in the acquisition of new languages.

Regarding the improvements and achievements that have occurred within the last decade in our Department we have: First, the development of three majors related to English; second, the launching of the Master's degree programs that are Translations and English Didactics; third, the creation of new free courses within the Department. Last but not least the omission of an extra year to obtain the teaching permits the so called **Escalafón**. Even though, these projects were planned by Professor Ana Maria Glower de Alvarado when she was working as the Head of the Foreign Language Department, and then, when she became the Dean of the School of Arts and Sciences Professor Edgar Nicolas Ayala gave a follow up and proceeded with her legacy.



Within the administration of the actual Head of the Foreign Language Department Professor Edgar Nicolás Ayala, there have been also some other significant projects such as the launching of the **"Atención al Estudiante"** program, which is administrated by the Department, and teachers who are training students both **"Profesorado Plan"** and **"Teaching English (BA)"**, all their work and commitment is aimed to increase students` proficiency in English. Moreover, it is easy to see that the present administration of the Foreign Language Department is currently working on new projects such as the creation of new Master's programs, new majors related to Education, Literature, Tourism, and probably the most ambitious one is the **"Transformation of the Foreign Language Department to a School of Foreign Languages"**.

It is important to mention that in the literature and book sources consulted, the different administrations in the Foreign Language Department date from 1950's to 1998 periods. According to Professor Pedro Salazar, who previously worked on the first part of his research regarding the History of the Foreign Language Department. He is currently working on the second part of the research that will follow from 1999 to 2008 periods. Having said that, it is relevant to say that with the tag on periods that comprehend from the year of 1999 up to the year 2008, there will be more data that will be available for future students inquiring, and new research in order for future generations to comprehend and value the Department's state through the years.

Last but not least, it has been a rewarding time while doing this research since we got to know all the difficulties and changes that the Foreign Language Department has gone through since it was established. The many difficulties that the pioneers encountered were mainly lack of building facilities, lack of specialized teachers in such area, lack of materials and sources of information to mention just a few. On the other hand, the research group believes that these changes are significant as well as



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important, because they will benefit not only the countless people that have been involved in the process, but mainly to the student population that seeks for new and reliable methodologies to get a better coaching, and training on how to teach the English Language.

Finally, the changes and improvements that the Foreign Language Department has gone through in the last decade have led to big contributions. First, it has helped our country in the preparation of competent individuals, who are to assist the Salvadoran community. Second, it has prepared students with the optimist sources, methodologies, and teaching techniques in order for them to be successful along their careers. Thus share the knowledge they obtained while studying at the Foreign Language Department of the University Of El Salvador.



METHODOLOGY

A bibliographical research was carried out to support the following topic:

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Here you will find the six steps that were followed to complete this project.

- **Selection of a topic:** Due to the lack of research that has been done about the History of the Teaching and Learning English as a foreign language at the Foreign Language Department, it was decided to carry out a bibliographical research to inquire for the difficulties, different changes, and improvements that the Foreign Language Department has gone through the years. Besides, help future generation of students to know the background of the Foreign Language Department before immersing in the teaching of English majors.
- **Search the Literature:** Interviews with several authorities from the Foreign Language Department, who had in any way experienced some of the changes and improvements that were previously mentioned along this research, background data in books, ESL magazines from different institutions such as Foreign Language Department library, University Of El Salvador Archives' Office, Centro Cultural Salvadoreño Americano library was consulted by applying the most common reading techniques to extract just the most important facts. Moreover, reliable webliography pages were read and analyzed taking into account the necessary information for the research. Frequent counseling by professor Ana Maria Glower de Alvarado and other professors from the Foreign



Language Department were instrumental in order to guarantee the validity and reliability of the final document.

- ***Develop the argument:*** The many changes and improvements that the Foreign Language Department has gone through before and after it was created as an academic unit within the campus of the University Of El Salvador has led to big contributions not only to the staff of professors who actually work in the Department, but also to students who decide to be involved in the teaching and learning English as a foreign language, but lack the background History of the Department. The researchers strongly believe that is important for students to know the background of the Department in order for them to understand the different events that have occurred in the Foreign Language Department in order for them to have a suitable place to learn languages, and have a high standard education and thus be competitive in the teaching field in El Salvador.
- ***Survey the literature:*** Before the Foreign Language Department was created, the teaching of other languages such as Latin and Greek were included in the programs of studies. Given that the teaching of such languages is considered only the object of study of particular elite as Philosophers, Theologians, and such; it was the World War II that increased the necessity of countries of communicating with one another. At that point the University Of El Salvador decided to teach one of the world's most spoken languages which is indeed English. By gathering the previous knowledge about the subject of study the researchers went through three stages in order to survey the literature. First the collected data was assembled; second, there was a synthesis of the information gathered, and third, an analysis of the patterns of the data was carried out to satisfy the purpose.



- ***Critique the literature:*** After gathering and revising data collected from different books an interpretation of the information was done by researchers. The author Professor Ana Maria Glower de Alvarado of a conference given at Leon Nicaragua "Historical Background of the Teaching English as a Foreign Language in the University Of El Salvador" states that the first languages that were taught in this institution were Latin and Greek and that was the beginning of the teaching of languages in the University and in the country. To the researchers, the fact that this new institution launched in the teaching of other languages was of extreme importance since Latin is the root of almost all languages spoken around the globe, besides, teaching these previous languages opened a new horizon for teachers at the Foreign Language Department as they could then teach a more popular language, and this soon allowed them to spread the English language in order for countries and people to communicate efficiently.

According to Professor Pedro Salazar and Professor William Rodriguez in their research about "The History of the Foreign Language Department from its beginning to 1998", the different changes and improvements that the Foreign Language Department has experienced throughout the years have been remarkable since they affected in a positive way the development of the Foreign Language Department, all of this in order to provide students with great ideas and thus assist them with better coaching based on new and reliable methodologies related to the teaching field. Researchers agreed with the aforementioned information because with the different changes and improvements that have occurred within the History of the Department it is noticeable that students from this Department have gained and improved their teaching commands as well as mastering the use of the language.



- **Write the review:** After going through the previous steps where researchers interpreted, analyzed, and developed arguments regarding the data collected in their study, it was necessary then for them to create, mold, and refine all the data collected in a period of six months. All that allowed them to go through the process of revising the data which led to composing, auditing, and editing in order to write the final paper for their understanding and arranging it properly to make it more suitable for the audience to digest.



Recommendations

After doing this research about the History of the Foreign Language Department, where there have been relevant changes and constant improvements within 60 years of History, the research group would like to bring to mind the importance of this work since it is a very recommendable paper for a graduation process, given that by doing this sort of research students who are about to graduate can easily find a way to put into practice what they have been studying for a long their major, and thus provide their reasoning and give new perspectives as well as suggestions to make the Foreign Language Department such a better place to study languages. Moreover, the research group would like to give some recommendations that will help in the outlook improvements of our Department taking into account students' needs:

- There is a need to make a revision of the curriculum of the Department in order to implement new research courses related to the teaching of English as a foreign language at the Foreign Language Department.
- The Foreign Language Department needs its own building and it would be easier not only for students, but also for teachers, and authorities to cope with classes and work within the Department. It is important to help in the acquisition of new building resources such as more classrooms, desks, and other related sources that contribute to the education of student population in the Foreign Language Department, given that, the Department lacks



infrastructure sources, which makes students interrupt their classes or moving themselves from one place to another.

- It is necessary to focus not only on the academic field but also on the improvements of the physical aspects in the Foreign Language Department building such as the housekeeping, cleaning, reconditioning of the public restrooms, as well as creating cleaning campaigns that contribute in the caring of the Foreign Language Department infrastructure.
- Authorities, students, and association of students (AEI) of the Foreign Language Department should help in the negotiation of making good use of the laboratory, since students only spend few hours in such technology lab.



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"The History of the evolution of the different programs offered by the Foreign Language Department of The University Of El Salvador"

Appendices



"The History of the evolution of the different programs offered by the Foreign Language Department of The University Of El Salvador"

NOTES



"The History of the evolution of the different programs offered by the Foreign Language Department of The University Of El Salvador"

(Appendices1)

Taken from the book: Pedro Salazar and William Noé Rodríguez - "The History of the Foreign Language Department. (1956-1998)"

PLAN DE 1956	
PRIMER AÑO	SEGUNDO AÑO
<ul style="list-style-type: none">• Fonètica y Entonacion• Gramàtica Comparada de los Idiomas• Lectura y Resumen Oral• Composición y Traducción Escrita	<ul style="list-style-type: none">• Redacción de Informes y Cartas Comerciales• Gramàtica Superior del Idioma Extranjero• Traducción (en ambos Idiomas)• Modismos del Vernàculo y del Idioma Extranjero
TERCER AÑO	CUARTO AÑO
<ul style="list-style-type: none">• Instituciones e Historia de los Paises Donde se Habla el Idioma• Redacción de Articulos Periodisticos• Traducción Especializada (en Ambos Idiomas)• Métodos de Interpretación	<ul style="list-style-type: none">• Estadística• Redacción Técnico-Científica• Traducción Literaria• Interpretación Libre y Especializada

Appendices1 shows the first major in languages: "Translator and Interpreter". This major consisted of 16 subjects that summed up a total of 62 credit units (known as (UV) unidades valorativas) respectively, and it had a duration of 4 years.

(Appendices 3)

Taken from: Pedro Salazar and William Noé Rodriguez - "The History of the Foreign Language Department. (1956-1998)"

LICENCIATURA EN IDIOMA INGLES (148 U.V.)	
AREA BASICA	AREA DIFERENCIADA
CICLO I - INGLES BASICO INTENSIVO - PEDAGOGIA GENERAL - TEORIA DEL LENGUAGE	CICLO V -FONETICA INGLESA -LECTURA Y CONVERSACION EN INGLES II -GRAMATICA INGLESA II
CICLO II -INGLES INTERMEDIO INTENSIVO -DIDACTICA GENERAL -PSICOLOGIA GENERAL	CICLO VI -INTRODUCCION A LA LINGÜÍSTICA -COMPOSICION INGLESA II -GRANDES FIGURAS DE LA LITERATURA NORTEAMERICANA I
CICLO III - INGLES INTERMEDIO INTENSIVO II -OPTATIVA DE EDUCACION -PSICOLOGIA APLICADA A LA EDUCACION	CICLO VII - ORIGEN, DESARROLLO E HISTORIA DEL INGLES - ANALISIS DEL LOS CONTRASTES INGLES-ESPAÑOL I - METODOS Y MATERIALES PARA LA ENSEÑANZA DEL IDIOMA INGLES -GRANDES FIGURAS DE LA LITERATURA NORTEAMERICANA II

<p>CICLO IV</p> <ul style="list-style-type: none"> - INGLES AVANZADO INTENSIVO - LECTURAS Y CONVERSACION EN INGLES I -GRAMATICA INGLESA I 	<p style="text-align: center;">CICLO VIII</p> <ul style="list-style-type: none"> -ANALISIS DE LOS CONTRASTES INGLES-ESPAÑOL II -GRANDES FIGURAS DE LA LITERATURA INGLESA I - SEGUNDO IDIOMA EXTRANJERO BASICO INTENSIVO
	<p>CICLO IX</p> <ul style="list-style-type: none"> - PRACTICA DOCENTE - GRANDES FIGURAS DE LA LITERATURA INGLESA II - SEGUNDO IDIOMA EXTRANJERO INTERMEDIO INTENSIVO
	<p>CICLO X</p> <ul style="list-style-type: none"> -PROYECTO ESPECIAL DE INVESTIGACION DIRIGIDA - SEGUNDO IDIOMA EXTRANJERO AVANZADO INTENSIVO

Appendices 3 shows the very first classes taught in the Foreign Languages Department as part of the implementation of the second major which was: Teaching English (BA).

(Appendices 4)

Taken from the book: Pedro Salazar and William Noé Rodríguez - "The History of the Foreign Language Department. (1956-1998)"

PROFESORADO EN IDIOMA INGLES (96 U.V.)	
AREA BASICA	AREA DIFERENCIADA
CICLO I - INGLES BASICO INTENSIVO - PEDAGOGIA GENERAL - TEORIA DEL LANGUAGE	CICLO V -FONETICA INGLESA - COMPOSICION INGLESA I - LECTURAS Y CONVERSACION EN INGLES II
CICLO II - INGLES INTERMEDIO INTENSIVO I - DIDACTICA GENERAL - PSICOLOGIA GENERAL	CICLO VI - INTRODUCCION A LA LINGUISTICA - COMPOSICION INGLESA II
CICLO III - INGLES INTERMEDIO INTENSIVO II - OPTATIVA DE EDUCACION -PSICOLOGIA APLICADA A LA EDUCACION	-METODOS Y MATERIALES PARA LA ENSEÑANZA DEL IDIOMA Y PRACTICA DOCENTE
CICLO IV - INGLES AVANZADO INTENSIVO - LECTURAS Y CONVERSACION EN INGLES I - GRAMATICA INGLESA I	- OPTATIVA DEL DEPARTAMENTO DE EDUCACION

Appendices 4 shows the plan of studies of the 3-year program that the Foreign Languages Department was offering for students to become teachers of English.

(Appendices 5)

Taken from “**PLAN DE TRABAJO PARA LA ADMINISTRACIÓN DEL DEPARTAMENTO DE IDIOMAS- GESTIÓN 2007-2011**. Foreign Languages Department, University of El Salvador.

PLAN MODIFICADO 1999
LICENCIATURA EN IDIOMA INGLES
OPCION: ENSEÑANZA

CICLO I	CICLO II	CICLO III	CICLO IV	CICLO V	CICLO VI	CICLO VII	CICLO VIII	CICLO IX	CICLO X	
IBII14 INGLES BASICO INTENSIVO	INGLES INTERMEDIO INTENSIVO I	INGLES INTERMEDIO INTENSIVO II	INGLES AVANZADO INTENSIVO I	INGLES AVANZADO INTENSIVO II	LECTURA Y CONVERSACION EN INGLES I	LECTURA Y CONVERSACION EN INGLES II	METODOS DE INVESTIGACION	OPTATIVA II	OPTATIVA III	
PSICOPEDAGOGIA	OPTATIVA I	GRAMATICA INGLESA I	COMPOSICION INGLESA I	INTRODUCCION A LA LINGUISTICA	FONOLOGIA Y MORFOLOGIA INGLESA	SINTAXIS	ESTADISTICA APLICADA A LA EDUCACION I			
GRAMATICA ESPAÑOLA	REDACCION EN ESPAÑOL	PRONUNCIACION INGLESA	GRAMATICA INGLESA II	COMPOSICION INGLESA II	LITERATURA I	LITERATURA II	GRAMATICA AVANZADA	SEMINARIO I	SEMINARIO II	
EXPRESION VISUAL	HISTORIA DEL SALVADOR Y CENTRO AMERICA	DIDACTICA GENERAL I	DIDACTICA DEL IDIOMA INGLES I	DIDACTICA DEL IDIOMA INGLES II	DIDACTICA DEL IDIOMA INGLES III	PRACTICA DOCENTE I	PRACTICA DOCENTE II			
OPTATIVAS					OPTATIVA					
DEPTO DE IDIOMAS - IDIOMA EXTRANJERO I, II Y III (JAPONES, ALEMAN, PORTUGUES, TRADUCCION, FRANCES)					DEPTO DE FILOSOFIA - ETICA Y TEORIA DE LOS VALORES - FILOSOFIA GENERAL					CODIGO NOMBRE DE ASIGNATURA
ESCUELA DE ARTES - DIBUJO I, II Y III - PINTURA I, II Y III					DEPTO DE CC. DE LA EDUCACION - ADMINISTRACION Y SUPERVISION ESCOLAR					
DEPTO DE PSICOLOGIA - PSICOLOGIA GENERAL					ESCUELA DE CIENCIAS SOCIALES - SOCIOLOGIA GENERAL					

Appendices 5 shows the 36 subjects implemented and modified in 1999, plan of studies for Teaching English (BA), which is a 5-year major.

(Appendices 5a)

Shows the elective courses that are available for students of the Teaching English (BA).

- A Foreign language I, II, and III; Japanese, German, Portuguese, Translations, and French. These courses are administered by the Foreign Languages Department.
- Ethics, and Human values theory, Introduction to General philosophy. These two courses are administered by the Philosophy Department.
- Drawings I, II, and II, as well as Paintings I, II, and III. These courses are administered by the Arts School.
- General Psychology. This course is administered by the Psychology Department.
- School administration and supervision. This course is administered by the Sciences of Education Department.

General Sociology. This course is administered by the Sociology Department.

Foreign Languages Department.

Licenciatura en Lenguas Modernas

CICLO I II III IV V VI VII VIII IX X

1 Frances intensivo I 8 0	4 Frances Intensivo II 8 1	7 Frances Intensivo III 8 4	10 Frances Avanzado 4 7	14 Expresión Oral en Frances 4 10	18 Fonetica Francesa 4 10	22 Introducción a la Civilización Francesa 4 14	26 Literatura Francesa I 4 40 U.V	30 Literatura Francesa II 4 26	34 Electiva Vocacional V 4 29
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(Appendices 6)

Taken from "PLAN DE TRABAJO PARA LA ADMINISTRACIÓN DEL DEPARTAMENTO DE IDIOMAS- GESTIÓN 2007-2011. Foreign Language Department.

			11 Gramatica Francesa I 4 7	15 Gramatica Francesa II 4 11	19 Ortografia y Estilistica Francesa 4 15	23 El Frances y el Comercio 4 40 U.V	27 El Frances y el Turismo 4 40 U.V	31 El Frances y la Traducción 4 40 U.V	35 Literatura en Ingles I 4 28	P R O C E S O D E G R A D U A C I O N
3 Electiva vocacional I 4 0	6 Electiva Vocacional II 4 3	9 Gramatica Inglesa I 4 5	13 Gramatica Inglesa II 4 9	17 Pronunciación en Ingles 4 5	21 Electiva Vocacional III 4 6/14	25 Composición Inglesa I 4 13	29 Electiva Vocacional IV 4 21	33 Seminario I 6 28	37 Seminario II 6 33	
2 Ingles Basico Intensivo 8 0	5 Ingles Intermedio Intensivo I 8 2	8 Ingles Intermedio Intensivo II 8 5	12 Ingles Avanzado Intensivo I 8 8	16 Ingles Avanzado Intensivo II 8 12	20 Lectura y Conversación en Ingles I 4 16	24 Lectura y Conversación en Ingles II 4 20	28 Gramatica Avanzada 4 132 U.V	32 Introducción a la lingüística 4 17	36 Fonología y Morfología Inglesa 4 32	

Appendices 6 Shows the 37 subjects that students take while studying this plan, and a grand total of 132 credit units (known as UV unidades valorativas).

(Appendices 6a)

Among the elective courses that are available for French and English Modern Languages (BA) students we have:

- English courses, French courses, English Didactics, and a course that is like a specialization in French, These courses are mainly administered by the Foreign Languages Department.
- Public Relations, which is administered by the Law School.

(Appendices 7)

Taken from “PLAN DE TRABAJO PARA LA ADMINISTRACIÓN DEL DEPARTAMENTO DE IDIOMAS- GESTIÓN 2007-2011. Foreign Languages Department, University of El Salvador.

PROFESORADO EN IDIOMA INGLES PARA TERCER CICLO DE EDUCACION BASICA Y EDUCACION MEDIA

CICLO I	CICLO II	CICLO III	CICLO IV	CICLO V	CICLO VI
<p>1</p> <p>PCG 114</p> <p>Psicología I</p> <p>4 0</p>	<p>5</p> <p>PCG214</p> <p>Psicopedagogía II</p> <p>4 1</p>	<p>9</p> <p>DAC 114</p> <p>Diseño y Aplicación del Currículo</p> <p>4 5.6</p>	<p>13</p> <p>IED114</p> <p>Informatica Educativa</p> <p>4 6</p>	<p>17</p> <p>DEF114</p> <p>Desarrollo Profesional</p> <p>4 5.3</p>	<p>20</p> <p>LVI 214</p> <p>Lectura y Vocabulario en Ingles II</p> <p>5 15</p>
<p>2</p> <p>DGL 114</p> <p>Didactica General I</p> <p>4 0</p>	<p>6</p> <p>DGL 214</p> <p>Didactica General II</p> <p>4 2</p>	<p>10</p> <p>EDA 114</p> <p>Evaluacion del Aprendizaje</p> <p>4 6</p>	<p>14</p> <p>GCI214</p> <p>Gramatica y Composición Inglesa II</p> <p>5 11</p>	<p>18</p> <p>DID 114</p> <p>Didactica del Idioma Ingles I</p> <p>5 11</p>	<p>21</p> <p>DID 214</p> <p>Didactica del Idioma Ingles II</p> <p>5 11</p>
<p>3</p> <p>EYS 114</p> <p>Educación y Sociedad</p> <p>4 0</p>	<p>GRC114</p> <p>Gramatica Comparada Ingles- Español</p> <p>4 4</p>	<p>11</p> <p>GCI 114</p> <p>Gramatica Composición Inglesa I</p> <p>5 7</p>	<p>15</p> <p>LVI 114</p> <p>Lectura y Vocabulario en Ingles I</p> <p>5 4</p>	<p>19</p> <p>PRD 414</p> <p>Practica Docente IV apli.de curricul.</p> <p>10 14,15,16</p>	<p>22</p> <p>PRD 514</p> <p>Practica Docente V apli.de curricul.</p> <p>10 18,19</p>
		<p>4</p> <p>EXO114</p> <p>Expresión Oral en Ingles</p> <p>8 0</p>	<p>8</p> <p>PRD 114</p> <p>Practica Docente I Observ. Instituc</p> <p>4 1.2</p>	<p>12</p> <p>PRD 214</p> <p>Practica Docente II Observ. Instituc</p> <p>4 5.6.8</p>	<p>16</p> <p>PRD 314</p> <p>Practica Docente III asis. al docen.</p> <p>4 10,12</p>

Appendices 7

This study plan is for Teaching English major which is a 3-year program known as “Profesorado”, this plan is made up of 23 courses.

(Appendices 8)

Taken from “**PLAN DE TRABAJO PARA LA ADMINISTRACIÓN DEL DEPARTAMENTO DE IDIOMAS- GESTIÓN 2007-2011**. Foreign Languages Department, University of El Salvador.

No.	NOMBRE DEL CURSO	PREREQUISITO	UV	CODIGO	H/T	H/P
PRIMER AÑO/CICLO 1						
1	Redaccion y Estilo En Español	Grado de Licenciatura	4	REE114	40	50
2	Redaccion y Estilo En Ingles	Grado de Licenciatura	4	REIII4	40	50
3	Introduccion a la Traducccion En Español/	Grado de Licenciatura	4	ITE114	40	50
4	Ingles	Grado de Licenciatura	4	LCT114	40	50
	Las computadoras y la Traducccion					
CICLO II						
5	Traducccion General	Introduccion a la Traducccion	5	TRG114	40	60
6	Practica Intensiva de Traducccion a Vista I	Introduccion a la Traducccion	5	PTV114	40	60
7	Traducccion Especializada I (Textos Cientificos-Tecnologicos(Español/Ingles))	Introduccion a la Traducccion	5	TES114	40	60
8	Analisis del Discurso Oral y Escrito en Español e Ingles	Redaccion y Estilo en Español y en Ingles	5	ADI114	40	50
SEGUNDO AÑO/CICLO III						
9	Introduccion a la Interpretacion	Analisis de Discurso	4	INT114	40	50
10	Traducccion Especializada II (Textos Literarios)	Traducccion Especializada I	5	TTL114	40	60
11	Seminario de Traducccion I	Ciclo I y II	5	STR114	40	60
12	Practica de Traducccion a Vista II	Practica de Traducccion a Vista I	5	PTV114	40	60
CICLO IV						
13	Traducccion especializada II (Textos Literarios, economicos y juridicos)	Traducccion Especializada II	5	TRE314	40	60
14	Seminario de Traducccion II	Seminario I	6	SET214	40	60
	Proceso de Graduacion (según lo determine el Reglamento de Proceso de Graduacion de Postgrado)	Haber cursado y aprobado todas las asignaturas y haber cumplido con todo los requisitos del Plan de Estudios.				

Appendices 8 shows that the program is made up of 14 subjects, and 75 credit units (known as (UV) unidades valorativas). Four of these subjects from first to third semesters, and two in the fourth semester, and also one semester of Final project making a total of two and a half years.

(Appendices 9)

Taken from “PLAN DE TRABAJO PARA LA ADMINISTRACIÓN DEL DEPARTAMENTO DE IDIOMAS- GESTIÓN 2007-2011. Foreign Languages Department, University of El Salvador.

ENGLISH DIDACTICS MASTER’S DEGREE PLAN OF STUDIES

	PRIMER MODULO	SEGUNDO MODULO	TERCER MODULO	CUARTO MODULO	QUINTO MODULO	SEXTO MODULO
S P E C I A L I Z A T I O N	1 TOEFL: ORAL COMMUNICATION: SPEAKING AND LISTENING 6 0	4 THEORIES AND PRINCIPLES OF LANGUAGE LEARNING AND ACQUISITION 6 0	7 SYLLABUS AND PLANNING THE TEACHING LEARNING PROCESS 4 0	10 GRAMMAR AND VOCABULARY TEACHING 4 0	13 ASSESSMENT AND EVALUATION 4 0	THE S I S I S P R E N T A T I O N T H E S I S P R E S E N T A T I O N F I N A L W O R K, G R A D U A T I O N
D I S C I P L I N A R Y	2 ACADEMIC WRITING 4 0	5 TEFL: WRITTEN COMMUNICATION: READING AND WRITING 6 0	8 ENGLISH FOR SPECIFIC PURPOSES 4 0	11 ENGLISH FOR SPECIFIC PURPOSES 2 4 0		
R E S E A R C H	3 TEACHER DEVELOPMENT AND ACTION RESEARCH 6 0	6 LEARNING STYLES AND STRATEGIES 4 0	9 TECHNOLOGY IN EDUCATION 4 9	12 THE ROLE OF LITERATURE IN LANGUAGE TEACHING 4 0	14 RESEARCH PROJECT 6 0	

Appendices 9

This chart shows a recent specialization that is a master degree in English Didactics which is divided into six modules. Each module includes 3 subjects and they are planed based on three curricular areas: **specialized, disciplinary and general, and investigation area**. This master’s program makes a total of 14 courses.

(Appendices 2)

The Council of the University back in 1960's agreed to mix the schools as follows:

A. Philosophy School, Literature, Arts, Journalism, and Foreign Languages became:

- a. Philosophy Department
- b. Literature Department
- c. Journalism Department
- d. Arts Department
- e. Foreign Language Department

B. Psychology School and Education Sciences (Ciencias de la Educación) composed by:

- a. Psychology Department
- b. Teaching Department (Departamento de Educación)

C. Social Sciences and Politics Department composed by:

- a. Sociology Department
- b. Archaeology and History Department
- c. Politics Department