UNIVERSITY OF EL SALVAD



COLLEGE OF SCIENCES AND HUMANITIES
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"Analysis of the Curriculum for Teaching English in Secondary Education of the Language Department of the University of El Salvador"

UNDERGRADUATE THESIS PRESENTED IN ORDER
TO OBTAIN THE DEGREE OF BACHELOR
OF ARTS IN ENGLISH

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Oscar Armando Peñate Morales dedicates this work to:

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the memory of his beloved father Rafael Alfonso Peñate Lucha

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his dear wife, Carmen Herrera de Peñate

his precious daughter Lorena del Carmen, and precious sons Néstor Armando and Oscar Giovanni

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#### INTRODUCTION

The University of El Salvador has always tried to improve the quality of its teaching-learning process. This process is aimed at preparing efficient professionals who will, in the future, be responsible for the development of our country.

In a changing world such as curs, a teaching-learning process should be changeable, too. It frequently confronts many problems because of the needs of the people (educational, social, economical, etc.).

Sometimes the educational problems occur when the student is studying, and they are easily detected by the university. Other times the
problems do not arise until the student has become a graduate and is
working in the field he has chosen. In this case, the problems are very
difficult for the university to detect, since there has not been a follow-up research by the different university schools in order to learn
what happens to the graduates when out of the university.

The present work is focused on one of these last problems:

The graduates of the "PROFESCRADO EN EL IDIOMA INGLES" major of the University of El Salvador are trained to teach English; however, they are obliged, when working in high school, to teach humanistic subjects other than English without having any training in these subjects.

In fact, many graduates are presently teaching the humanistic subjects of literature, sociologu, philosophy, aesthetics, social studies, psychology, etc. Some others have had to teach subjects included in the branch of sciences such as mathematics, biology, and administration.

See Chapter V, p. 45.

At present some teachers are not teaching subjects other than English, but they had to teach them before.

Why do the graduates of this major have to teach other subjects if they were only trained to teach English?

They generally have to carry out their academic work load, and by only teaching English it is not possible to complete it. The Board of Education has classified high school teachers as teachers of sciences and teachers of humanities. English teachers are included in teachers of humanities; and as a consequence, they have to teach humanistic subjects without taking into consideration whether they are prepared to teach subjects in addition to English or not.

Does the Foreign Language Department of the University of El Salvador know about this problem?

It is believed that the members of the Foreign Language Devartment know about the problem, and this work is intended to investigate it in order to obtain information from them.

Has the curriculum of the "PROFESORADO EN EL IDIOMA INGLES" major ever had a reorganization?

In 1977 the curticulum of this major had some changes which were oriented to improve the quality of the training of the students of this major. When this reorganization was planned, the people in charge of it did not know that the graduates of this major were going to have problems when teaching in high since. It is certain that if they had known that the graduates of this major had to teach subjects other than English, they would have tried to help them.

<sup>2</sup> See Chapter V, 9.38.

How can the University of El Salvador help the future graduates of this major who will have to teach subjects other than English when working in high schools

A solution cruid be to aim the curriculum of this major towards the teaching of techniques in these subjects. Another one could be to include subjects such as sociology, philosophy, literature, etc., in the curriculum. There may be other options, but what would the right answer to this justice be:

The authors of this work, are conscious of the fact that the problem exists, and that the future graduates of this major need help in order to avoid having this problem when traching in high school. Therefore, with the objective of trying to find an answer to this problem, this graduation paper is intended to investigate and analyze the causes which gave origin to this problem, and then, based on the investigation and analysis done, to give some recommendations which will help to solve the problem presented in this paper.

With regard to the limitations faced in obtaining the information expected, the following can be enumerated:

- a) The scarcity of available written materials on the topic.
- b) The scarcity of sources to find the information in a the topic
- c) The difficulty of finding the graduates of the "PROFESORADO EN EL EL IDIOMA INGLES" major due to a number of them being out of El Salvador.
- d) The impossibility of taking a survey of all, or even many of the high school English teachers living or verking in the eastern zone

- of the country because of the hazardous situation which prevailed there during the elaboration of this paper.
- e) The difficulty of interviewing, in person, the high school principals of the eastern zone of the country due to the reason mentioned above.
- The refusal of many high school principals of being interviewed.
- g) The difficulty of giving the survey to the professors of the Foxeign Language Department of the University of El Salvador, who are working at the eastern university campus due to the reason mentioned in "d".

In spite of the limitations mentioned above, the information obtained through the interviews and the questionnaires has been worthy in the development of this work.

The present paper has been divided into six chapters:

Chapter I gives the reader on overview of the educational system. It presents a description of the Salvadorean high school from the initial to the present system. This chapter places the reader in the real field in which the English teacher, graduated from the University of El Salvador, has to work as "DOCENTE 3". §

Chapter II contains the definition of the problem. It shows the reasons for which the graduates of this major are required to teach Spanish subjects of the humanity area in high school. It also shows what the graduates have done to soive, in part, this problem. At the end, the hypothesis of this graduation paper is presented.

Chapter III deals with the "PRCFESORADO EN EL IDIOMA INGLES" major at the University of El Salvador. It giv is a brief historical background

See Chapter II, p.11.

of the major. It shows the kinds of changes there have been in its curriculum from the beginning to the present study plan; moreover, it presents the advantages and disadvantages of these changes.

Chapter IV is focused on the methodology of the investigation. It gives a description of the instruments used in this research, and also the limitations to carry out this investigation.

Chapter V presents the results of the field work done throughout the investigation. It also gives the authors' analysis of the data obtained from the surveys and the interviews given to the three sectors involved in the problem presented here.

Chapter VI contains the conclusions and recommendations which the authors of this paper arrived at after the detailed investigation done through the elaboration of this paper. It also presents a suggestion for a new curriculum for the "PROFESORADO EN EL IDIOMA INGLES" major aimed at preparing the future high school English teachers to teach subjects of the humanities area other than English.

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#### CHAPTER I

"OVERVIEW OF THE HIGH SCHOOL EDUCATIONAL SYSTEM"

By education it is understood, basically, the intentional and systematic influence over the youth for the purpose of development. But, it also means the general action of a society over the younger generations with the objective of preserving and transmitting its colective existence. Education is in this way an integrating part of man's life and society, and it has existed since human life appeared over the earth." <sup>1</sup>

"When the society of a country has a considerable amount of people who requires academic attention at different levels, the educational system becomes complete. El Salvador's educational system is complete, since it satisfies the demands of three generations: childhood, puberty/or adolescence, and youth. As collateral strata, but not strange to the system, there are 'also Adult Education, Special Education, and some forms of Art Education.

According to Article three (3) of the General Law of Education, the educational system of El Salvador is divided into four (4) levels: Educación Parvularia (Preschool), Educación Básica (Elementary School), Educación Media (High School), and Educación Superior (Higher Studies)."

PRESCHOOL

Before the Salvadorean Educational Reform (1971) took place, Preschool was not considered an educational structure, but an addition to the elementary school. At present, it has become the first step of our educational system.

<sup>&</sup>lt;sup>1</sup>Carmen de Novoa, <u>Historia de la Educación General y de El Salvador</u>, (San Salvador, El Salvador, C.A.) n.d., n.p., n.pag.

<sup>&</sup>lt;sup>2</sup>Manuel Luis Escamilla, La Reforma Educativa Salvadoreña, 1st. ed. (San Salvador, El Salvador, C.A.: Ministerio de Educación, 1975), pp.77-78.

At this stage the child is prepared to arrive at the elementary school having attained motion skills, language development, and adaptation to the school environment. The first steps in the development of the child's personality are also given at this level.

### ELEMENTARY SCHOOL

This stage provides the student with a general culture which promotes and develops his total personality. It comprises three cycles, each of them covering one biopsychological stage, which is, the one that has major predominance according to the student's age.

The cycles are divided as follows:

1st cycle:

1st grade

2nd grade

3rd grade

2nd cycle:

4th grade

5th grade

6th grade

3rd cycle:

7th grade

8th grade

9th grade

#### HIGH SCHOOL

"This is the level which will give the country the human resources which are needed in order to impel forward its economical development. They are the middle level technicians for the present and for the future. From this level comes the personnel used in trade and industry."

High School is formed at present by the "BACHILLERATOS DIVERSIFICADOS"

<sup>&</sup>lt;sup>3</sup>Manuel Luis Escamilla, La Reforma Educativa Salvadoreña, 1st ed. (San Salvador, El Salvador, C.A.: Ministerio de Educación, 1975), p.86.

(Diversified High Schools). It offers the students Middle level Technical studies, and it comprises 10th, 11th, and 12th grades.

"The high school's main goal is to offer the training of the future middle level personnel, in the existent and available fields, which are very important to promote, impel and accelerate the social and economic development of El Salvador. It is also oriented to prepare the students for higher studies.

High School is, then, an academic level which comes from the continuity of non-professional common studies, which start in 1st grade and end in 12th grade." Thus, when a person gets this diploma he is prepared, in a certain level, to face the world that surrounds him and to contribute to the development of his country.

#### HIGHER STUDIES

"Higher studies is the highest stage of the educational system of a nation. It is organized to absorb all the students who have finished high school and wish to continue studying at a university, or other higher educational institutions.

There are two types of superior studies in El Salvador: the non-university and the university studies. The non-university superior studies are: Trabajo Social (Social Work), Profesorado de Educación Media (High School Teaching), Profesorado de Educación Física (Physical Education Teaching), Enfermería (Nursing), and various technical fields."

Traditionally, professional persons are trained at the university level, meanwhile, technicians are formed in technical schools. The predominance of the professionals over the technicians is noticeable.

<sup>&</sup>lt;sup>4</sup>Manuel Luis Escamilla, La <u>Reforma Educativa Salvadoreña</u>, Op. cit., p.89.

<sup>&</sup>lt;sup>5</sup> Ibid., p.92.

#### BRIEF HIGH SCHOOL HISTORICAL BACKGROUND

The Salvadorean Educational System has experienced some reforms in order to improve the Salvadorean people's education. The last educational reform was started in 1968, and was put into effect in 1971.

"Our previous educational system had a classical organization until 1968. It began with "Educación Primaria", and a structural segment called "Educación Parvularia". The first level of the system was "Educación Primaria"; Ithen, another level called "Educación Media y/o Educación Secundaria", and it ended with one or two higher educational institutions.

The educational reform, changed the structures of the last system, which have only had a venerable historical support, and it created four (4) educational levels closely related to the students age, the generation which they belong to, and a coherent teleological pyramid. These levels were: Educación Parvularia, Educación Básica, Educación Media. and Educación Superior."

DIVERSIFIED HIGH SCHOOL

The Salvadorean Educational System has two structures: General Education, and Diversified Education. These two structures work together to solve the immediate problem that El Salvador has in regard to the human resources that are needed to impel it towards its development, and its autonomy.

"With the Educational Reform, not only it is pursued to increase the Salvadorean's specialized training toward higher levels of efficiency, but it is also pursued to increase the Salvadorean's specialized training in middle careers that promote the development of El Salvador. The Salvadorean Educational

<sup>&</sup>lt;sup>6</sup>This pyramid represents the different levels of the Salvadorean Educational System, and the number of students who integrates each level. For instance, the greatest number of students is given in its base (the beginning of the system), and the smallest number of students in its peak (the end of the system). The number of students diminishes in each level upwards the pyramid.

Manuel Luis Escamilha, La Reforma Educativa Salvadoreña, Op. cit., pp. 17-18.

System, in its diversified level, has an immediate goal: to train human resources in order to reinforce and to improve the levels of efficiency in the sectors of production and material progress, and to support the national economy on a more solid base."

"The Board of Education is conscious of the importance that must be given to the diversification of the middle level careers; however, it does not neglect the general education of the student. The general education is confirmed and is continued in the diversified study system through the introduction of general education subjects, and with coordination to subjects of the specialization. In fact, in the first year of diversified studies, it is stimated that there is an 80% of general education and 20% of the specialization; in the second year it goes down to 50% of general education an 50% of the specialization; and in the third year it falls to 20% of general education and 80% of the specialization. This is due to the certainty that the Board of Education has that the scientific and technical general preparation is the safest resource to change the country and to accelerate its development."

The preparation of human resources is intended to reinforce the occupational areas which are the bases of our economical structure. At the same time, it is intended to take advantage of the different attitudes, skills, and vocations of our school population.

The wasting of time and the inadequate use of talents are also taken into consideration in the diversified level system. To avoid those situations, this system has the possibility of a hirizontal movement (called by some technicians "FLEXIBILIDAD TRANSVERSAL". The basis of this

<sup>&</sup>lt;sup>8</sup> Documento de la Reforma Educativa No.3, (San Salvador: Ministerio de Educación, 1977), p.35.

<sup>&</sup>lt;sup>9</sup>Ibid, p.38.

<sup>&</sup>lt;sup>10</sup>Transverse Flexibility: Through this principle any mistake made in selectting a career, and at any moment in the course of studies, may be corrected without losing the total amount of the completed subjects.

mobilization is in the existence of the general studies.

In 1971, at the same time that the "PLAN BASICO" was changed for third cycle, and this level was added to "EDUCACION PRIMARIA", (ever since called "EDUCACION BASICA"), the high school diversification began with a 3-year period study plan. 11

"To initiate the diversified study program, the Board of Education proposed the following specialization fields:

-Bachillerato en Ciencias (Sciences)

-Bachillerato en Letras (Literature)

-Bachillerato en Comercio (Commerce)

-Bachillerato en Industria (Industry) :

-Bachillerato en Agricultura (Agriculture)

-Bachillerato en Pedagogía (Pedagogy)

-Bachillerato en Artes (Arts)

-Bachillerato en Hostelería y Turismo (Hotel Industry and Tourism)

-Bachillerato en Técnicas Vocacionales Femeninas (Feminine Vocational Techniques  $\mathbf{1}^{12}$ 

However, the Board of Education has organized ten high school careers today. Some of them offer the students as many as four areas of studies. All of them sum up to twenty-two. Thus, the students have twenty-two high school middle level careers to choose from.

"The occupational areas of these high schools are the following:

- 1. Bachillerato Académico (Academic high school)
  - a) Disciplinas Jurídicas (Juridical Disciplines)
  - b) Disciplinas Matemático-Financieras (Mathematic-Financial Disciplines)

<sup>11</sup> See Appendix 1.

<sup>12</sup> Documento de la Reforma Educativa No. 3,0p. cit., pp. 38-39.

- 2. Bachillerato en Artes (Art High School)
  - a) Artes Plásticas (Plastic Arts)
  - b) Música (Music)
  - c) Teatro (Drama)
- 3. Bachillerato en Salud (Public Health High School)
  - a) Salud Materno-Infantil (Mother-Child Health)
  - b) Nutreología y Saneamiento (Nutrition and Sanitation)
- 4. Bachillerato en Hostelería y Turismo (Hotel Industry and Tourism High School)
- 5. Bachillerato en Navegación y Pesca (Navigation and Fishing High School)
  - a) Pesca y Navegación (Fishing and Navigation)
  - b) Navegación de Altura (High Navigation)
  - c) Mecánica Naval (Navigational Mechanics)
  - d) Procesamiento de Productos de Pesca y Administración (Processing of Fishing Products and Management)
- 6. Bachillerato Industrial (Industrial High School)
- a) Automotores (Automotive)
- b) Electrónica (Electronics)
- c) Electricidad [Electricity]
- d) Mecánica (Mechanics)
- Bachillerato en Comercio y Administración (Trade and Management High School)
- 8. Bachillerato en Artes Vocacionales (Vocational Arts High School)
- a) Arte y Decoración (Art and Decoration)
- b) Alta Costura y Diseño (High Fashion sewing and Design)
- c) Cultor de Belleza (Beauty Culture)
- 9. Bachillerato Agricola (Agricultural High School)

10. Bachillerato Pedagógico (Pedagogical High School)" 13

Each branch of the specialized high school has its own set of subjects in which the student has to find the goals of his interests and attitudes. Nevertheless, sometimes the students are confused and do not know what to do, so it is at this crossroad that the high school teacher must be well-prepared to guide the students to the right path to obtain the best objectives or results from the high school education.

#### TERM SYSTEM

In 1981, another change in high school was made. The Board of Education obliged the public high school institutions to change the initial system for the "TERM SYSTEM". <sup>14</sup> This change consisted of dividing the school year into parts called "TERMS". Taking into account that the lasting of high school was three years in length, the student had to study at least six terms. This meant two terms per year. However, the student had sometimes the opportunity of studying as many as four terms per year (an educational institution could offer as many as four terms per year, according to its demand, human resources, and materials that it had, and the help that it could receive from its community). <sup>15</sup> This was only theoretical, since the authors of this paper could not find any institution which had offered its students four terms per year.

The number of subjects that the student had to study in order to get his diploma varied according to the specialty he had chosen. The subjects were divided into Common Subjects and Specialization Subjects. 16

This innovation, as the authors of this graduation paper were told by a

<sup>13</sup> Manuel Luis Escamilla, <u>La Reforma Educativa Salvadoreña</u>, Op. cit., pp. 88-89.

<sup>14</sup> See Appendix 2.

<sup>15</sup> Ibid.

<sup>&</sup>lt;sup>16</sup>See Appendix 1.

person of the Board of Education who was closely related to the term system, <sup>17</sup> favored those students who worked and wanted to study high school. Sometimes a student could only register two or three subjects in one term due to some personal problems, but perhaps the next one he could register five or six subjects.

The fundamental purposes of the new form of administering the high school term system curriculum were:

- To increase the educational opportunities
- To make the educational system flexible for the student to progress according to his capacity and availability.

It seemed to be that the purposes of the high school term system curriculum fulfilled the needs of the high school students; nevertheless, in 1982 the high school teachers prepared a study to be presented to the Board of Education, in which they demonstrated the inefficiency of the term system due to various factors. Among those factors there were:

- 1. The high school teachers' deficient preparation.
  A teacher was demanded to teach subjects on which he did not have enough or any preparation, so the results were not as good as they had to be.
- 2. The subjects were not taught in a progressive gradual form, since the sequence of the subjects were never adequately planned. For instance, English I was presented during the first term, but in the second term English II was not given. Thus, the student used to lose the sequence of the given knowledge, and therefore, the assimilation of that educational material was minimum. English II was offered until term III or IV.

<sup>17</sup> Mr. Marcos Soriano. Colaborador Técnico de la Dirección General de Educación Media y Superior, del Ministerio de Educación.

Some other negative factors were also shown in that study.

During the whole 1982 the Board of Education together with the high school teachers studied that analysis, and after many discussions it was decided to go back to the previous system. This resolution was taken on November 1st 1982, through the agreement No. 4097. 18

The term system functioned until 1983, with the objective of graduating the students who served as an experiment to this system. These students graduated in 1983, being the only promotion of the high school education by terms. The students who began studying in 1982 were incorporated into the previous system (school year system) which is the one that is being used today.

The term system was only used in the public high schools. The private ones chose the school year system because they principally were not obliged to follow the term system, and also because they considered the school year system to be more effective.

Today, the diversified high school has come back to the initial system, that is to say, to study by school years. This means that the students have more sequence and more acquisition of knowledge, and also much more confidence in their teachers because they are teaching subjects on which they are well-prepared.

The return to the initial system proves once again that not all changes are positive. No matter the good intention and the interests of the people involved in such changes, if the changes are not functional, they will not have good results.

<sup>18</sup> See Appendix 3.

#### CHAPTER II

#### DEFINITION OF THE PROBLEM

Today the Salvadorean high school level is divided into two main branches which are SCIENCES and HUMANITIES; as a consequence, teachers who work at this level have been classified as teachers of sciences and teachers of humanities.

The area of sciences embraces subjects such as mathematics, physics, chemistry, biology, and so on. Likewise, the area of humanities comprises subjects like sociology, philosophy, literature, social studies, English, etc.

Institutions such as "Escuela Normal Superior de El Salvador", "Escuela Superior de Educación", "Ciudad Normal Alberto Masferrer", and "Universidad de El Salvador" have trained the majority of teachers who work in high school. The Board of Education has classified these teachers as "Docentes 3, class A".

Others who also work in those areas have received the classification "Docencia 3, class B", due to their suitability in teaching a specific subject even though they have no diplomas.

It has been stated that one of the institutions which trains high school teachers is the University of El Salvador. This institution offers the students short majors lasting 3 years called "PROFESORADOS" (teaching majors) in different fields such as "PROFESORADO EN BIOLOGIA" (Biology Teaching Major), "PROFESORADO EN CIENCIAS SOCIALES" (Social Studies Teaching Major), "PROFESORADO EN EL IDIOMA INGLES" (English Teaching Major), etc. The graduates of these majors are incorporated into the Salvadorean Educational System, and they have to teach the subjects included either in the field of sciences or

in the field of humanities, depending on the graduates' specialty.

Most of the graduates of one of these university teaching majors, the "PROFESORADO EN EL IDIOMA INGLES", when incorporated into the public field, work at teaching English, of course, yet they are also obliged to teach other subjects which are included within the humanistic branch; however, they have not been trained to teach such subjects.

The existence of this problem and the reasons are shown through the answers to question 6, 7, and 8 from a survey given to graduates of the "PROFE-SORADO EN EL IDIOMA INGLES" major; by means of the answers to questions 7 and 8 from interviews with high school principals; and also through the answers to question 11 from a survey taken of the professors of the Foreign Language Department of the University of El Salvador. 1

The authors of this work are aware of the fact that the present curriculum for this major enables the future teachers to teach English in high school. The graduates of this major do not have many problems when teaching this subject. Nonetheless, according to the salvadorean educational reality, the graduates of the "PROFESORADO EN EL IDIOMA INGLES" major are required to teach subjects other than English in order to comply with their academic work load (35 hours per week: 27 in the classroom, and 8 hours for planning). Consequently, most of them have problems in teaching those subjects, for they were trained to teach only English, and not to teach humanistic subjects other than English.

What have the graduates of this major done when they have faced this problem?

The majority of them have asked for help from other high school teachers

 $<sup>^{1}</sup>$ The surveys and the interview mentioned above are included in Chapter V.  $^{2}$ This is also demonstrated in Chapter V.

who have been teaching those subjects for a long time. Some of them have tried to solve this problem by reading and investigating.  $^3$ 

The authors of this graduation paper believe that the problem mentioned before is the product of some deficiencies in the present curriculum of this major. <sup>4</sup> The university should help the students of this major to face this situation by means of aiming the present curriculum towards the teaching of some humanistic subjects other than English.

On the basis of their observations, the authors believe that there is ample need for making an appropriate change in the present curriculum of the "PROFESORADO EN EL IDIOMA INGLES" major by incorporating some teaching-technique subjects into the present curriculum, and making other changes which are defined in Chapter VI of the present work.

A reorganization like this would help to solve this problem. It would help not only the new professionals, but also their students, the educational institutions which have also been facing this situation, and society at large.

 $<sup>^3{\</sup>rm This}$  information was obtained through answers to question 12 of a survey given to graduates of the "PROFESORADO EN EL IDIOMA INGLES" major.

 $<sup>^4</sup>$ These deficiencies are mentioned in detail in Chapter VI.

#### CHAPTER III

THE PROFESORADO EN EL IDIOMA INGLES MAJOR AT THE UNIVERSITY OF EL SALVADOR

BRIEF HISTORICAL BACKGROUND

"The School of Humanities was founded on October 13, 1948, in a meeting of the "Consejo Superior Universitario" (University Council).

The foundation of this school was proposed (in that meeting) by the rector at that time, Dr. Carlos A. Llerena.

The study program correspondent to the first year of studies in this school was a basic course set up of national language, introduction to philosophy, introduction to history, introduction to pedagogy, Latin, and a living language, English or French (optional)."

"At the beginning, annexed to the School of Humanities, functioned the School of Languages in which French and English were taught. This School of Languages was later called Department of Languages."<sup>2</sup>

"During the years of 1958 with 1968 (approximately), the Foreign Language Department offered its first major, "TRANSLATOR-INTERPRETER". This major was comprised of sixteen (16) subjects (62 credits) which were given over a period of four (4) years at the rate of four subjects per year. The main objective of this major was to enable students to translate written material and to work as interpreters." 3

<sup>&</sup>lt;sup>1</sup>Guía 1965. Facultad de Humanidades, Universidad de El Salvador (San Salvador, Editorial Universitaria, El Salvador, C.A., 1965), p.13. Translation into English made by the authors of this paper.

<sup>&</sup>lt;sup>2</sup>Guía Universitaria 1962, Carreras Profesionales de la Universidad de El Salvador, (San Salvador, Editorial Universitaria, El Salvador, C.A., 1962), p. 143.

<sup>&</sup>lt;sup>3</sup>Norma Cecilia Blandón de Castro et al. "REESTRUCTU**RA**CIÓN DE LAS CARRERAS OFRECIDAS POR EL DEPARTAMENTO DE IDIOMAS DE LA UNIVERSIDAD DE EL SALVADOR, A

"The curriculum of the TRANSLATOR-INTERPRETER major was as follows:.

#### FIRST YEAR:

- 1. Fonética y Entonación (Phonetics and Intonation)
- 2. Gramática Comparada de los dos Idiomas (Español-Inglés)
  (Comparison of the Grammar of the two Eanguages (Spanish-English)
- 3. Lectura y Resumen Oral (Reading and Oral Summary)
- 4. Composición y Traducción Escrita (Composition and Written Translation)

#### SECOND YEAR:

- Redacción de Informes y Cartas Comerciales
   (Composition of Reports and Commercial Letters)
- 2. Gramática Superior del Idioma Extranjero (Advanced Grammar of the Foreign Language)
- 3. Traducción (en ambos idiomas) (Translation (in both languages))
- 4. Modismos del Vernáculo y del Idioma Extranjero (Idioms from the native and Foreign Languages)

#### THIRD YEAR:

- Instituciones e Historia de los países donde se habla el idioma
   (Institutions and History of the Countries in Which the Foreign Language
   Is Spoken)
- 2. Redacción de Artículos Periodísticos (Composition of Newspaper Articles)
- 3. Métodos de Intérprete (Interpretation Methods)
- 4. Traducción Especializada (em ambos idiomas) (Specialized Translation (in both languages))

#### FOURTH YEAR:

- 1. Estilística (Style)
- 2. Redacción Técnico-Científica (Technical-Scientific Composition)
- 3. Traducción Literaria (Literary Translation)
- 4. Interpretación Libre y Especializada (Free and Specialized Translation)" 4

This curriculum included the time of studies of the common areas. According to "Guía 1965, of the School of Humanities", there were not many graduates in this major. Only 23 students graduated from 1961 to 1968. This major is not offered at the present.

In spite of the efforts made by the authors of this work, no information was obtained about what happened from 1968 to 1973.

"In 1973/74 The School of Sciences and Humanities of the University of El Salvador created various technical careers, including the "PROFESORADO EN EDUCACION PARA LA ENSENANZA DEL IDIOMA INGLES" which is still being offered. The students obtain the degree after having studied six terms at the University [96 credits]. The graduates of this major do not have to write a thesis and work at high school level only, like the ones from "Escuela Normal Superior" or from the "Bachillerato Pedagógico."

From 1973 to 1983 (when writing this paper), sixty-two students obtained their English degree:  $^{7}$ 

<sup>&</sup>lt;sup>4</sup>Plan de Estudios de la Facultad de Humanidades, Departamento de Idiomas, (San Salvador, El Salvador, C.A.: Editorial Universitaria, 1956), n.pag.

<sup>&</sup>lt;sup>5</sup>See Appendix 4.

<sup>&</sup>lt;sup>6</sup>Norma Cecilia Blandón de Castro et al., Reestructuración de las Carreras Ofrecidas por el Departamento de Idiomas de la Universidad de El Salvador, a fin de adecuarlas a las necesidades y/o requerimientos de nuestro país." (San Salvador, El Salvador, C.A., 1983), n.p.

<sup>&</sup>lt;sup>7</sup>See Appendix 7.

TABLE 1

YEARLY NUMBER OF GRADUATES OF THE "PROFESORADO EN EL IDIOMA INGLES" MAJOR

YEAR	NUMBER	PERCENTAGE
1973-1976	0	0%
1977	5	8%
1978	10	16%
1979	11	18%
1980	10	16%
1981	2	3%
1982	1	2%
1983	23	37%
TOTAL	62	100%

Source: Pata obtained from the Academic Administration of the School of Humanities of the University of El Salvador.

FIRST "PROFESORADO EN EDUCACION PARA LA ENSEÑANZA DEL IDIOMA INGLES" MAJOR'S CURRICULUM AT THE UNIVERSITY OF EL SALVADOR

This curriculum was established by the University Council on August 14, 1973.  $^{8}$ 

The curriculum of the "PROFESORADO" is made up of the first six (6) terms of the curriculum for the "LICENCIATURA EN EL IDIOMA INGLES".

Description of the Major

This major establishes the study of languages as a profession. This means, to possess the command of a foreign language which permits the graduates of this major, to work professionally in that field, and to make of that language a means of earning a living in exchange for the specialized

<sup>&</sup>lt;sup>8</sup>This information comes from Resolution No. 23-V-G by the Provisional Administration Council of the University of El Salvador on September 14, 1977.

and useful services that the graduates give in educational and other institutions.

The study plan for the teaching degree is structured in such a way that it permits the student the continuous practice of the English language from the beginning to the end of the major.

# Objectives of the Major

- 1. To give humanistic and scientific training.
- 2. To give elemental linguistic knowledge to look for the possibility of specialization in such a field.
- 3. To train people to be teachers of English as a foreign language in basic and middle study levels.

THE 1973/74 CURRICULUM OF THE "PROFESORADO EN EL IDIOMA INGLES" MAJOR

## A. FOREIGN LANGUAGE DEPARTMENT

	Compulsory Subjects	Cre	edits <sup>9</sup>	Pre-requisite
1.	Intensive Basic English		6	None
2.	Intensive Intermediate English	I	6	Intensive Basic English
3.	Intensive Intermediate English	II	6	Intensive Intermediate English I
4.	Intensive Advanced English		6	Intensive Int. English II
5.	Readings and Conversation in English I		4	Intensive Int. English II
6.	Readings and Conversation in English II		4	Readings and Conversation in English I
7.	Introduction to Linguistics		4	Int. Advanced English
8.	English Phonetics		4	Introduction to Linguistics
9.	English Composition I		4	Int. Advanced English
10.	English Composition II		4	English Composition I

<sup>&</sup>lt;sup>9</sup>A credit is related to the amount of hours the student receives every week.

	Compulsory Subjects	Credits	Pre-requisite
11.	English Grammar I	4	Int. Advanced English
12.	English Grammar II	4	English Grammar I
	SUBTOTAL	56	
В.	DEPARTMENT OF EDUCATION		
	Compulsory Subjects	Credits	Pre-requisite
1.	General Pedagogy	4	None
2.	General Didactics I*	4	General Pedagogy
3.	Psychology Applied to Education	4	General Pedagogy and General Psychology
4.	Statistics Applied to Education*	4	General Didactics I
5.	School Evaluation I	4	Statistics Applied to Education I
6.	Methods and Materials for Teaching the English Language and Special Didactics of the English Language	4	Int. Advanced English
	SUBTOTAL	. 24	
С.	LITERATURE DEPARTMENT		
	Compulsory Subjects	Credits	Pre-requisite
1.	Language Theory	4	None
D.	PSYCHOLOGY DEPARTMENT		
1.	General Psychology	4	None
	GENERAL TOTAL	88	
*	Pending changes of approval by the 1973.	e Honorable Su	perior University Council
	As it was said before, this cur	riculum was ma	de up of the first six (6)

As it was said before, this curriculum was made up of the first six (6 terms of the curriculum of the "Licenciatura en el Idioma Inglés", divided as follows:

<sup>&</sup>lt;sup>10</sup>Plan de Estudios de las Carreras que sirve el Departamento de Idiomas, Facultat de Humanidades (San Salvador, El Salvador, C.A.: Editorial Universitaria, 1973), n.pag. Translation into English made by the authors.

PLAN MODEL MAJOR:	- KUI LOUKAU	U LIV LL IVIUMA INOLLS		
PRE-REQUISITE	CREDITS	SUBJECT	CREDITS	TERM
None	_	-Intensive Basic English	6	1
None	-	-General Pedagogy	4	I
None	-	-Language Theory SUBTOTAL	4 14	1
-Intensive Basic English	6	- Intensive Intermediate English I	6	11
-General Pedagogy	4	- General Didactics I	4	11
-None	-	- General Psychology	44	11
		SUBTOTAL	14	
-Intensive Interm. English I	6	- Intensive Intermediate English II	6	111
-General Psychology and General Pedagogy	4 4	- Psychology Applied to Education	4	111
-General Didactics	4	- Statistics Applied to Education I	4	111
		SUBTOTAL	14	
-Intens. Interm. English II	6	- Intensive Advanced English	6	IV
-Intens. Interm. English II	6	- Readings and Conversation in English I	4	IV
-Statistics Applied to Education I	4	- School Evaluation I SUBTOTAL	4 14	10

CHART 1: First Curriculum Approved August 14, 1973.

(continued)

PLAN MODEL

MAJOR: "PROFESORADO EN EL IDIOMA INGLES"

CODE: 426

PRE-REQUISITE	CREDITS	SUBJECT	CREDITS	TERM
Readings and Conversation in English I	4	- Readings and Conversation in English II	4	V
Intensive Advanced English	6	- Introduction to Linguistics	4	V
Intensive Advanced English	6	- English Composition I	4 .	V
Intensive Advanced English	6	- English Grammar I	4	V
		SUBTOTAL	16	
Introduction to Linguistics	4	- English Phonetics	4	VI
English Grammar I	4	- English Grammar II	4	VI
English Composition I	4	- English Composition II	4	VI
-Intensive Advanced English	6	- Methods and Materials for Teaching the English Language and Special Didactics for the English Language	4	VI
		SUBTOTAL	16	}

PROF	ESURADO
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MOLLOUNIDO	
TERM I	14 CREDITS
TERM II	14 CREDITS
TERM III	14 CREDITS
TERM IV	14 CREDITS
TERM V	16 CREDITS
TERM VI	16 CREDITS
GENERAL TOTAL	88 CREDITS

CHART 1: First Curriculum Approved August 14, 1973.

This was the first curriculum of the "PROFESORADO EN EL IDIOMA INGLES" major, and it was the result of the concern and interest of some people who wanted to offer the university student a short major (3 years), widening, in this way, his working field.

The people in charge of its planning thought that this curriculum fulfilled the necessities of our society, our country and our students. Nevertheless, in a changeable world like ours, an educational system must be changeable, too; and consequently, the curriculum of any course of study which is
not in step with the age and needs of the students, the country and society,
must be changed or at least restructured.

People in charge of the planning of the different curricula are alert to the development of the curricula and to the results that are obtained through these curricula. When a curriculum does not give the results which are expected, it is analyzed, and if warranted, it is restructured in order to improve the results. So it was that these people studied the "PROFESORADO EN EL IDIOMA INGLES" curriculum and felt the necessity of a reorganization. Thus, after four years of working with the first curriculum some changes were made.

#### THE REORGANIZATION

In 1977 a reorganization was made with the objective of improving the quality of the students' training of the "PROFESORADO EN EL IDIOMA INGLES" major. It is the course of studies used at the present time.

The changes were the following:

 All the subjects included in the first curriculum of this major were compulsory. However, in the new curriculum, the compulsory subjects "ESTADISTICA APLICADA A LA EDUCACION" (Statistics Applied to Education), and "EVALUACION ESCOLAR" (School Evaluation) were eliminated, and they were substituted by TWO OPTIONAL SUBJECTS from the Department of Education. These subjects can be chosen from "DIDACTICA GENERAL II" (General Didactics II), the pre-requisite is Didáctica General I (General Didactics I); "AYUDAS AUDIOVISUALES" (Audio-Visual Aids), the pre-requisite is Didáctica General II; and "PSICOLOGIA DEL APRENDIZAJE" (Psychology of Learning), the pre-requisite being Psicología Aplicada a la Educación (Psychology Applied to Education). If a student has already studied Matemáticas I (Mathematics I), he also has the opportunity of choosing "EVALUACION ESCOLAR" (School Evaluation) or "ESTADISTICA APLICADA A LA EDUCACION" (Statistics Applied to Education).

- 2. In the first curriculum of the "PROFESORADO EN EL IDIOMA INGLES" major, 
  "INTRODUCCION A LA LINGUISTICA" (Introduction to Linguistics) was given 
  in the fifth term and "FONETICA INGLESA" (English Phonetics) was 
  taught in the sixth. In the new curriculum, English Phonetics is offered in the fifth term and Introduction to Linguistics the next se=
  mester.
- 3. In the curriculum of 1973, "GRAMATICA INGLESA I and II" (English Grammar I and II) were given in the 5th and 6th terms correspondingly. The pre-requisite to study Grammar I, was Intensive Advanced English, and Grammar I for Grammar II. Nevertheless, in the curriculum of 1977, English Grammar I and II are offered in the 4th and 5th terms respectively, being the pre-requisite to study Grammar I, Intensive Intermediate English II, and, of course, for studying Grammar II, the pre-requisite is Grammar I.

- 4. According to the first curriculum of the PROFESORADO EN EL IDIOMA INGLES major, the subject "METODOS Y MATERIALES PARA LA ENSENANZA DEL IDIOMA INGLES Y DIDACTICA ESPECIAL" (Methods and Materials for Teaching English and Special Didactics) was given by the Department of Education, the pre-requisite was Intensive Advanced English; however, in the new curriculum this subject is taught by the Foreign Language Department changing its name to "METODOS Y MATERIALES PARA LA ENSENANZA DEL IDIOMA INGLES Y PRACTICA DOCENTE" (Methods and Materials for Teaching English and Teaching Practice), and the pre-requisite is English Composition 1.
- 5. In the first curriculum each intensive English level had six (6) credits.

  In the new curriculum these credits were increased to eight (8) credits for each level.
- 6. The general total of credits to get the "PROFESORADO EN EL IDIOMA INGLES" diploma was eighty-eight (88). In the new curriculum ninety-six (96) credits are required to get the diploma.

### PRESENT CURRICULUM

According to the changes mentioned before, the new curriculum is as follows:

### DESCRIPTION OF THE MAJOR

The same as the first curriculum.

## OBJECTIVES OF THE MAJOR

The same as the first curriculum.

PRESENT CURRICULUM OF THE "PROFESORADO EN EL IDIOMA INGLES" MAJOR

## A. FOREIGN LANGUAGE DEPARTMENT

	Compulsory Subjects	Credits	Pre-requisite
1.	Intensive Basic English	8	None

	Compulsory Subjects	Credits	Pre-requisite
2.	Intensive Intermediate English	I 8	Int. Basic English
3.	Intensive Intermed. English II	8	Int. Inter. English I
4.	Intensive Advanced English	8	Int. Inter. English <b>I</b> I
5.	Readings and Conversation in English I	4	Int. Inter. English II
6.	Readings and Conversation in English II	4	Readings and Convers <b>a</b> tion in Engl <b>i</b> sh I
7.	English Phonetics	4	Int. Advanced English
8.	Introduction to Linguistics	4	English Phonetics
9.	English Composition I	4	Int. Advanced English
10.	English Composition II	4	English Composition I
11.	English Grammar I	4	Int. Interm. English II
12.	English Grammar II	4	English Grammar I
13.	Methods and Materials for Teaching English and Teach- ing Practice	4	English Composition I
	SUBTOTAL	68	
В.	DEPARTMENT OF EDUCATION		
	Compulsory Subjects	Credits	Pre-requisite
1.	General Pedagogy	4	None
2.	General Didactics I	4	General Pedagogy
3.	Psychology Applied to Education	4	General Pedagogy and General Psychology
	Optional Subjects	Credits	Pre-requisite
in	ninimum of 8 credits taken subjects in the Department Education	<u>8</u> 8	(Depending on the subjects to be studied)

С.	DEPARTMENT OF LITERATURE Compulsory Subjects	Credits	Pre-requisite
1.	Theory of Language	4	None
D.	DEPARTMENT OF PSYCHOLOGY		
	Compulsory Subjects	<u>Credits</u>	Pre-requisite
1.	General Psychology	4	None
	GENERAL TOTAL	96 CRED	ITS

This curriculum is divided into six (6) terms as follows:

PLAN MODEL MAJOR: "PROFESORADO EN EL IDIOMA INGLES CODE: 426

PRE-REQUISITE	CRED- ITS	SUBJECT	CRED- ITS	TERM
-None	_	-Intensive Basic English	8	1
-None		-General Pedagogy	4	I
-None	~	-Theory of Language	<del>4</del> 16	. 1
-Intensive Basic English	8	-Intensive Interm. English I	8	11
-General Pedagogy	4	-General Didactics 1	4	II
-None	-	-General Psychology	<u>4</u> 16	11
-Intensive Interm. English I	8	-Int. Interm. English II	8	III
-General Psychology and General Pedagogy	8	-Psychology Applied to Education	4	111
- (Depending on the subject to be studied)	4	-Optional Subject of the Department of Education	<u>4</u> 16	111
-Int. Interm. English II	8	-Intensive Advanced English	8	IV
-Int. Interm. English II -Int. Interm. English II	8	-Readings and Conversation in English I -English Grammar I	4 4	I V I V
			16	
-Readings and Conversation in English I	4	-Readings and Conversation -in English II	4	v
-Intensive Advanced English	8	-English Phonetics	4	V
-Intensive Advanced English	8	-English Composition I	4	V
-English Grammar I	4	-English Grammar II	16	V

CHART 2: The 1977 Reorganization and Present Program

(continued)

PRE-REQUISITE	CRED- ITS	SUBJECT	CRED- ITS	TERM
-English Phonetics -English Composition I	4	-Introduction to Linguistics -English Composition II	4	VI VI
-English Composition I {Depending on the subject to be studied}	4	-Methods and Materials for Teaching English and Teach- ing Practice* -Optional Subject of the -Department of Education	4 4 16	VI VI
			10	
		GENERAL TOTAL	96 C	REDITS

<sup>\*</sup> Strictly for students of the PROFESORADO EN EL IDIOMA INGLES major.

CHART 2: The 1977 Reorganization and Present Program.

The reorganization of a curriculum is not an easy thing to do. Many factors are taken into consideration. These factors may be the age in which we live, political situation, students needs, some technical deficiencies of the curriculum, and so on.

It is known that the "PROFESORADO EN EL IDIOMA INGLES" major was created with the objective of giving the university student a short major (lasting three years) which was going to give him more job opportunities in the high school teaching field.

The "PROFESORADO EN EL IDIOMA INGLES major's curriculum was elaborated, trying to give the students a "pensum" of subjects which were going to enable him to work as a high school English teacher. All of tiese subjects were

analyzed and selected to give the students of this major a general education through the subjects from the Department of Psychology and Literature; to give them some pedagogical and methodological techniques, so as to be able to face the teaching field, through the subjects from the Department of Education; and finally, to specialize them in teaching high school English as a second language by means of the subjects from the Foreign Language Department.

Nonetheless, as it was said before, in a world in constant change, the educational systems of every country have to change, too.

Educational changes are not global but partial, and they are related to specific things of certain levels or teaching branches. Thus, as a little part of the Salvadorean Educational System, the "PROFESORADO EN EL IDIOMA INGLES" major's curriculum had to be reorganized. This was not due to the results, because when this reorganization was made (1977) no one of the students had graduated yet (the first graduates got their diplomas that year); but because the people in charge of the planning of the "PROFESORADO EN EL IDIOMA INGLES" major's curriculum, thought that the first curriculum could be improved. So, according to them, some changes were needed to improve the curriculum of this major.

According to the point of view of the authors of this graduation paper, some changes were appropriate, but some other changes were not. For instance, placing English phonetics before introduction to Linguistics was very appropriate, because English phonetics is the basis for the study of linguistics.

In the curriculum of 1973, introduction to linguistics was placed first and then English phonetics. This order was not adequate. It did not follow a logical sequence. This change helps the students to understand and

learn the English language (or another one) more easily, facilitating in this way the acquisition of knowledge.

Another good change was the moving of the subject "METODOS Y MATERIALES PARA LA ENSENANZA DEL IDIOMA INGLES Y DIDACTICA ESPECIAL" (Methods and Materials for Teaching English and Special Didactics) from the Department of Education to the Foreign Language Department, changing its name to "METODOS Y MATERIALES PARA LA ENSENANZA DEL IDIOMA INGLES Y PRACTICA DOCENTE" (Methods and Materials for Teaching English and Teaching Practice). This subject is taught in English, since the reorganization in 1977; before that it was taught in Spanish by the Department of Education.

A teacher of the Department of Education knows the techniques and methodology to be used in teaching subjects in the native language, but not in teaching another language such as English. This is a more delicate affair. To teach another language requires special didactics and methodology. The same techniques and methodology for teaching social studies or literature cannot be used to teach English as a second language. Therefore, for the teaching of the subject Methods and Materials, specialized English teachers were required, and only in the Foreign Language Department, could they be found.

According to the point of view of the authors of this graduation paper, another positive change was to increase the number of credits in each intensive English level, from six (6) to eight (8) credits. Each intensive English level has twelve (12) class hours per week (six (6) of theory and six (6) of practice), on the western campus of the University. On the central campus, and also in the eastern campus they have ten (10) hours per week.

This means that the students of this major have to devote more than double the time and effort for the intensive English classes than for other subjects (the majority of the subjects are planned to have five (5) hours of study per week; though some subjects have more, but they are not many). 11

Although the number of subjects of the curriculum of the "PROFESORADO EN EL IDIOMA INGLES" major remained the same (twenty (20) subjects), the total amount of credits to get the diploma was increased from eighty-eight (88) to ninety-six (96) credits.

The authors of this work do not believe that the taking away of subjects such as STATISTICS APPLIED TO EDUCATION I and SCHOOL EVALUATION, and offering the students of this major two OPTIONAL SUBJECTS was an appropriate change.

A curriculum like this has to be made up of only compulsory subjects.

The original compulsory subjects could have been eliminated, but to make room for other compulsory subjects of the Department of Education or of the Foreign Language Department.

We also do not agree with the placement of English grammar I and English grammar II in the fourth (4th) and fifth (5th) terms of this curriculum. These subjects were accurately placed in the fifth (5th) and sixth (6th) terms in the curriculum of 1973. The students of this major have to study the four (4) intensive English levels first, to be able to study English grammar more effectively. English grammar requires the knowledge and the mechanization of all those structures studied in the intensive English levels.

As it was stated before, this reorganization was made because the curriculum of the "PROFESORADO EN EL IDIOMA INGLES" major needed a change.

<sup>11</sup> Information obtained from the Department of Planning at the western campus of the University.

According to the authors' point of view, some of the changes to that curriculum were good, but some of them were not. The people in charge of that reorganization did not know that the graduates of this major were going to have problems when facing their working field. For example, the graduates have to teach subjects other than English in high school. The people who planned the last reorganization did not know it, at the time of making such a reorganization; and as a consequence, they did not make any change to try to solve this problem. If they had known this problem, they would have tried to solve it.

Seven years have passed since the last reorganization of the "PROFESORA-DO EN EL IDIOMA INGLES" curriculum was made, and the authors of this paper want to state that it is time to plan another reorganization with the purpose of improving this major. But the question is HOW?

The people involved are able to give us the answer. The graduates of the "PROFESORADO EN EL IDIOMA INGLES" major presently working in high school, the principals of high schools in which the graduates of this major work, and the professors of the Foreign Language Department of the University of El Salvador are the most suitable people to give opinions and to make suggestions about it.



### CHAPTER IV

### METHODOLOGY OF THE INVESTIGATION

The methodology used throughout the development of the investigation for this paper was done in two main areas:

- a) Bibliographic Investigation
- b) Field Work

Bibliographic Investigation

To obtain the necessary information was very arduous, since the written information on this topic is limited.

The authors of this graduation paper had to visit various state and private libraries in order to acquire the information needed for the bibliographic investigation.

Through this investigation, many historical data could be obtained; likewise, the changes the "PROFESORADO EN EL IDIOMA INGLES" curriculum has gone through, and many other data about the Salvadorean educational system.

By means of this research, the authors found advisable to suggest as options in question nineteen (19) of the survey given to graduates of the "PROFESORADO EN EL IDIOMA INGLES" the teaching-technique subjects in social studies, literature, and philosophy. These subjects were found when consulting "PROSPECTO-CATALOGO DE ESTUDIOS DE 1966 DE LA UNIVERSIDAD DE EL SALVADOR". We consider that these subjects will help to solve the problem the graduates of this major have when teaching humanistic subjects in addition to English.

The bibliographic investigation was continued throughout the development of this work. As a matter of fact, this paper could not have been done without the help of the written material consulted.

### Field Work

This investigation consisted of taking surveys of members of the sectors involved in the English teaching-learning process at the University of El Salvador and in public high school (bachilleratos oficiales).

The main objectives of this investigation were to get information to know if the graduates of the "PROFESORADO EN EL IDIOMA INGLES" are well-trained English teachers, if they have to teach subjects other than English, if they have difficulties teaching these subjects, if they have had training in these other subjects they have to teach in high school, if there is need for a change in the curriculum of this major, and if so, what changes might be needed.

Three different sectors were taken into account:

- 1. HIGH SCHOOL ENGLISH TEACHERS WITH THE "PROFESORADO EN EL IDIOMA IN-GLES" DEGREE
- 2. HIGH SCHOOL PRINCIPALS
- 3. PROFESSORS OF THE FOREIGN LANGUAGE DEPARTMENT OF THE UNIVERSITY OF EL SALVADOR

The graduates of the "PROFESORADO EN EL IDIOMA INGLES" constitute the sector which is directly involved in what is mentioned before.

This sector was given a 23-item survey during March and April 1984, in the western and central zones of El Salvador. The eastern zone was not included because of the political situation of our country, which does not per-

mit to get there so easily.

It is necessary to clarify that there were only sixty-two (62) graduates of the "PROFESORADO EN EL IDIOMA INGLES" major at the time of giving this survey; nevertheless, we included in this survey four (4) undergraduates who were going to receive their diplomas on May 14th, 1984. With these undergraduates there is a total amount of sixty six (66).

From this total we could take a survey of forty-three (43) people, which constitutes 65% of the total amount and, in spite of our efforts, the remaining twenty-three (23), which is 35% of the total, could not be given the survey because of the following reasons:

- 1. dead
- 4. out of El Salvador
- 18 unknown address

The high school principals integrate the group that is having the problem together with the graduates of the "PROFESORADO EN EL IDIOMA INGLES" because they are in charge of the educational institutions in which the high school English teachers work. They can give the reasons why the graduates of this major have to work with subjects other than English, and they can also give their opinions about the development of the teachers when giving these courses.

There is a total amount of one hundred-nineteen (119) public high schools (bachilleratos oficiales) in El Salvador; however, twenty-five (25) of them are presently closed. Thus, the total number of high schools open at present are ninety-four (94).

<sup>1.</sup> See Appendix 7.

The institutions closed are detailed as follows: Usulután 7, San Miguel 2, Morazán 4, San Vicente 1, La Unión 6, La Paz 1, La Libertad 1, and Sonsonate 3. (These data were obtained from the "Departamento de Estadística, Dirección de Informática e Infraestructura del Ministerio de Educación).

This sector was given a 15-item interview during the period of April to June 1984, all over El Salvador.

The authors wanted to interview the majority of principals; however, it was very difficult to carry out this task because the number of institutions is very large. In order to interview the high school principals we personally visited high school institutions in the western and central zones. Similarly, we wanted to interview the principals in the eastern zone, but due to the present political situation in our country, it was impossible to get there, so we decided to do the interview by means of telephone calls. It was also very hard to carry out this telephone interview because only a few of the principals were available to take it. The rest (20) did not want to give any information, even though the purpose of the interview was explained to them.

Many other institutions did not even answer our telephone calls (the reasons are unknown). This happened with institutions from La Libertad, Morazán, San Miguel, and Cuscatlán.

From all the ninety-four (94) high school institutions, the authors were able to contact only forty (40) of the principals which is 43%, the rest fifty-four (54), 57%, could not be interviewed owing to the reasons mentioned above. Out of the forty high school principals interviewed, the authors selected twenty-five (25) because they had graduates of the "PROFESORADO EN EL IDIOMA INGLES" working at their schools at the time of giving this interview. 4

The authors of this paper tried to do their best, and after many efforts, the interviews were taken.

The last sector is made up of the Professors of the Foreign Language Department of the University of El Salvador. They have the best knowledge

<sup>&</sup>lt;sup>3</sup>See Appendix 5.

<sup>&</sup>lt;sup>4</sup>Ibid.

about the curriculum of the "PROFESORADO EN EL IDIOMA INGLES" because they have to teach the subjects which make up the curriculum. On the other hand, they are in close contact with their students. Though a student has received his university diploma, the teachers maintain the relationship with him in order to know the results of their work. In addition, through this relationship they know whether the results obtained were the ones they hoped for or not.

Professional experience was not taken into consideration to give this survey. What the authors considered a very important factor to help in the development of this work, was the Professors' working time. The Professors who have been working for more than five (5) years in the Foreign Language Department of the University of El Salvador, may give more accurate information about the curriculum of the "PROFESORADO EN EL IDIOMA INGLES", the changes made in it, what has been done to improve the curriculum of this major, and some suggestions to try to solve the problem presented in this graduation paper.

There were forty-one (41) professors working in the Foreign Language Department at the time of writing this paper. They were distributed in the following way:

central campus 25

western campus 14

eastern campus 2

A 20-item survey was given to this sector during the period of May to August, 1984. The authors took into account all the professors who worked full-time, part time, and by the hour in the Foreign Language Department. Of these forty-one (41) professors, thirty-six (36) of them were surveyed. They

constitute eighty-eight percent (88%), and the rest (5=12%) were not surveyed owing to the following reasons:

- 1. The authors had problems in taking the survey of the two (2) professors of the eastern campus personally, due to the difficult political situation in that part of the country. Nevertheless, the survey was administered to them with the help of a professor who worked by the hour in the western campus, and also worked in the eastern campus, <sup>5</sup> but the results were not sent back (the reasons are unknown).
- 2. Three (3) professors from San Salvador were given the survey, but they did not give it back. The authors of this work were not able to make contact with them again.

The thirty-six (36) professors surveyed were found of valuable help not only by their answers to the survey, but also in answering and discussing some other questions in short interviews.

<sup>&</sup>lt;sup>5</sup>Roberto Lara, Licenciado en Psicología, Professor of the Department of Psychology in the western campus of the University of El Salvador.

### CHAPTER V

### RESULTS AND ANALYSIS OF THE FIELD WORK

### A. INTRODUCTION

The present section of this work is intended to present the results of the field work done with their respective analyses, which will provide the basis for the thesis that the present "PROFESORADO EN EL IDIOMA INGLES" curriculum needs to be analized and reorganized.

As it was stated in Chapter IV, three sectors were taken into consideration: High School English Teachers with the "PROFESORADO EN EL IDIOMA INGLES" degree, High School Principals, and Professors of the Foreign Language Department of the University of El Salvador.

The graduates and the professors were given surveys, and the high school principals were given an interview.

B. SURVEY GIVEN TO GRADUATES OF THE "PROFESORADO EN EL IDIOMA INGLES" MAJOR

This survey was made of forty-three high school English teachers, out

of the sixty-six graduates who are the total amount graduated at the time

of writing the present graduation paper.

The objectives of the survey were the following:

- a. To investigate the advantages and disadvantages of the present "PROFESORADO EN EL IDIOMA INGLES" curriculum.
- b. To demonstrate that the majority of the graduates of this major have many difficulties when facing the day to day problems in their humanistic classes.
- c. To investigate if the present curriculum is still functional, or if it needs to be improved.

- d. To prove that the present curriculum of this major only prespares the high school English teacher to work in his field, rather than preparing him for teaching other high school subjects which he probably will have to teach.
- e. To obtain data from the graduates of this major, to base our recommendation for reorganizing this curriculum.
- f. To obtain suggestions from the high school English teachers on which we base our recommendations for specific changes in the curriculum.

Based on the objectives mentioned above, a survey was elaborated which gave the following results:

When did you get your university diploma?

TABLE 2

NUMBER AND PERCENTAGE OF THE PEOPLE SURVEYED PER YEAR

YEAR	NUMBER	PERCENTAGE
1977	2	5%
1978	4	9%
1979	5	12%
1980	6	14%
1981	2	5%
1982	7	2%
1983	19	44%
1984	4	9%
TOTAL	43	100%

Source: Answers to question 1.

According to table number 1, <sup>1</sup> the year which gave the greatest number of graduates of the "PROFESORADO EN EL IDIOMA INGLES" major (23 graduates) was 1983. Therefore, the largest number of teachers surveyed come from the 1983 graduation class (19 graduates). The other results are also proportional to the year in which the graduates got their diplomas, except those who got their

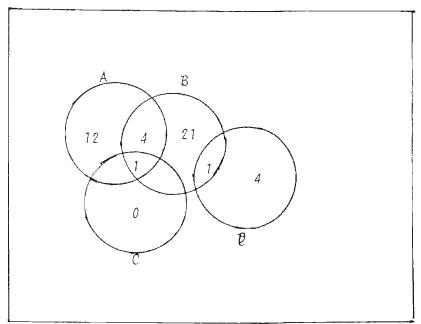
<sup>&</sup>lt;sup>1</sup>See Chapter III, p.27, table 1: "YEARLY NUMBER OF GRADUATES OF THE PRO-FESORADO EN EL IDIOMA INGLES MAJOR".

diplomas in 1977, 1978, 1970, and 1980, who were very difficult to make contact with. However, the ones who could be found gave valuable information for the development of this graduation paper.

2. What level did you begin working at when you obtained your diploma?

CHART 3.

LEVEL IN WHICH HIGH SCHOOL ENGLISH TEACHERS BEGAN WORKING WHEN THE DIPLOMA WAS RECEIVED.



### ANSWERS:

A = 12 graduates B = 21 graduates C = 0 graduates D = 4 graduates AB = 4 graduates ABC= 1 graduate BD = 1 graduate

A means "Third Cycle"; B, high school; C, higher studies (non university); and D, higher studies (university). The intersection AB means "third cycle" and high school; ABC, "third cycle", high school and higher studies (non university); 2BD is high school and higher studies (university)

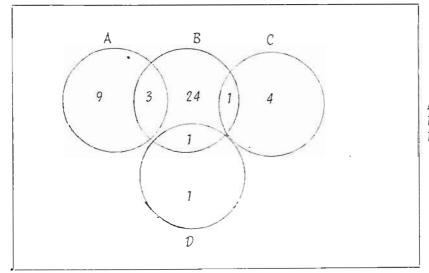
Source: Answers to question 2. The majority of graduates of the "PROFESORADO EN EL IDIOMA INGLES" major started working, mainly, in high school and third cycle, and very sew in the higher levels. Notice that this question refers to the time when they began working, not being relevant whether they taught English or not.

<sup>&</sup>lt;sup>2</sup>The alternatives offered were 4; however, some of them indicated more than one because they began working at more than one level.

# 3. What level did you begin working at when teaching English?

CHART 4

# LEVEL IN WHICH THE GRADUATES BEGAN TEACHING ENGLISH



### ANSWERS:

A = 9 graduates B = 24 graduates C = 4 graduates D = 1 graduate AB = 3 graduates BC = 1 graduate BD = 1 graduate

Source: Answers to question 3.

To this question nine (9) graduates, which constitutes 21%, answered that they began teaching English at third cycle level; twenty-four (24), 56%, at high school level; four (4), which is 10%, at higher studies (non university) level; one (1), that is 2%, at higher studies (university); three [3], 7%, at third cycle and high school levels; one (1), which is 2%, at high school and higher studies (non university) levels; and one (1), 2%, at high school and higher studies (university) levels.

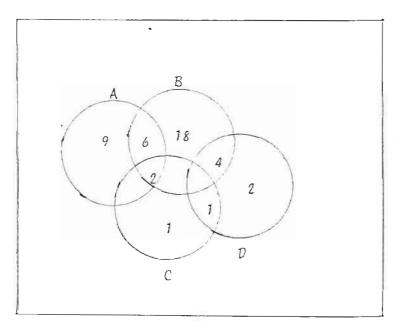
These data are represented in Chart 4. The letters in it mean the same as in Chart 3. Notice that the data are not the same as in the previous chart. This is because some teachers did not begin working with English, but with subjects considered within the area of humanities (letras, estudios sociales, estética, filosofía, etc.), as it will be shown later.



# 4. In what level are you teaching now?

### CHART 5

## LEVEL IN WHICH THE GRADUATES ARE WORKING NOW



### ANSWERS:

A = 9 graduates = 21% B = 18 graduates = 42% C = 1 graduate = D = 2 graduates= 5% AB = 6 graduates = 14% ABC = 2 araduates= 5% BD = 4 graduates= 98 CD = 1 graduate = 2% 43 100%

A means third cycle; B, high school; C, higher studies (non-university); D, higher studies (university); the intersection AB, third cycle and high school; ABC, third cycle, high school, and higher studies (non-university); BD, high school and higher studies (university); CD, higher studies (nan-university and university).

Source: Answers to question 4.

Nine (9) of the people surveyed (21%) answered they are working in third cycle; eighteen (18), which constitutes 42%, said that they are working in high school; six (6), which is 14%, in third cycle and high school; one (1), 2%, in higher studies (non-university); two (2), which represents 5%, in higher studies (university); one (1), 2%, in higher studies (university and non-university); four (4), who constitutes 9%, in high school and higher studies (university); and two (2), 5%, in third cycle, high school, and higher studies (non-university).

These data show that the working field for the graduates of the "PRO-FESORADO EN EL IDIOMA INGLES" nowadays, is principally high school and third cycle. A graduate of this major gets his "DOCENCIA 3" Which authorizes him to work in high school; however, due to the reclassification of teachers, he has to work in third cycle with a lower salary than that which corresponds to a "DOCENTE 3". That is why some of them decide to work in the private field.

5. Are you working in your specialty at the present?

TABLE 3
NUMBER OF GRADUATES TEACHING ENGLISH NOW

CHOICES	NUMBER	PERCENTAGE
Yes	40	93%
No	3	7%
TOTAL	43	100%

Source: Answers to question 5.

To this question forty (40) answered "YES", and three (3) answered "NO".

This data show that after the first working year, perhaps less time,

almost all the graduates of this major, work in their field (English). Three

(3) graduates of this major are not teaching English. Obviously, they are

teaching subjects other than English.

<sup>&</sup>lt;sup>3</sup>See Chapter III, p. 11.

6. Have you worked only in your kield, since you began working?

TABLE 4

NUMBER OF GRADUATES WHO HAVE TAUGHT ONLY ENGLISH

CHOICES	NUMBER	PERCENTAGE
Yes	15	35%
No	28	65%
TOTAL	43	100%

Source: Answers to question 6.

Fifteen (15) of the teachers surveyed answered "YES", and twenty-eight (28) stated "NO".

We clearly realize that the majority of them have had to teach subjects other than English, Such subjects are included in the area of humanities, and the graduates of the "PROFESORADO EN EL IDIOMA INGLES" are considered teachers of the branch of humanities.

Most of the people who answered "YES", work in the private school field, where, very rarely, the teacher of English has to teach subjects of the humanities area, other than English. On the contrary, most of the English teachers must teach subjects in addition to English when working in public schools (bachilleratos oficiales).

7. If your answer to the last question was negative, point at the subjects you had to teach.

The twenty-eight (28) people surveyed who answered "NO" to the last question, said they had to teach subjects of the area of humanities such as educación estética, estudios sociales, letras, filosofía, sociología, psicología, historia universal, demografía, and idioma nacional. A few

maticas, administración. and biológía. Almost all of them, have had to teach more than one of those subjects. But, what is very important here, is the fact that nearly all of them have had to teach mainly, LETRAS (22 graduates which is 79% of all of them); ESTUDIOS SOCIALES (19 graduates, 68%); EDUCACION ESTETICA (16, equivalent to 57%); and sometimes FILOSOFIA (6=21%).

This means that these subjects are generally the ones the graduates of the PROFESORADO EN EL IDIOMA INGLES have to teach, when working in high school or third cycle, besides English.

Fifteen (15) of the people surveyed did not answer the question, obviously, because they have taught only English according to the last question.

8. Were you technically well-prepared to teach those subjects?

TABLE 5

DATA ABOUT THE GRADUATES UNIVERSITY PREPARATION TO TEACH SUBJECTS OTHER THAN ENGLISH

CHOICES	NUMBER	PERCENTAGE
Уes	4	14%
No	16	57%
A little	8	29%
TOTAL	28	100%

Source: Answers to question 8.

From the people surveyed, who said they had taught subjects other than English (28), sixteen (16), 57% of all of them, said they were not technically

well-trained to teach these other subjects; eight (8), which represents 29%, answered that they were a little prepared, and only four (4) of them, 14%, said "YES". Obviously, most of them (24=86%) felt they were not well-prepared to teach those subjects, when they got their diplomas at the University of El Salvador.

Fifteen (15) people did not answer this question. They are the ones who answered that they taught only English.

9. If your answer to the last question was affirmative, where were you technically prepared to teach those subjects?

The twelve (12) people who answered "YES" and "A LITTLE" to question 8, answered this question as follows: six (6) responded they were trained in the University of El Salvador; three (3), in "Normal Superior"; two (2), in the "Unidad Pedagógica"; and only one (1) said that he was self-taught. Thirty one (31) people did not answer this question. This is because 31 is the total of the 15 who do not teach humanistic subjects other than English, plus the 16 who felt they were not prepared.

10. If your answer to question 8 was negative, why not?

TABLE 6

GRADUATES' OPINIONS ABOUT THE CAUSES OF INADEQUATE PREPARATION TO TEACH
SUBJECTS OTHER THAN ENGLISH

CHOICES	NUMBER	PERCENTAGE
A. The appropriate training was not received	8	47 %
B. Deficiencies in the curriculum	5	29 %
C. Bad teachers	0	0 %
D. "A" and "B"	4	24 %
TOTAL	17	100 %

Source: Answers to question 10.

Sixteen (16) people were expected to answer this question; however, seventeen (17) did. One (1) who answered "A LITTLE" in question 8, decided to answer this item. The rest (26) did not give any answer.

Almost half of the people who responded this question (8 graduates) said they did not receive the appropriate training to teach humanistic subjects other than English; five (5) answered they were not well-trained to teach those subjects due to possible defficiencies in the curriculum of this major; and four (4) stated that it was due to both factors. Notice that no one said they were not well-trained to teach those subjects due to bad teachers.

11. What are the main problems you have had when teaching subjects other than English?

TABLE 7

PROBLEMS THE GRADUATES OF THE PROFESORADO EN EL 1DIOMA INGLES HAVE HAD WHEN

TEACHING SUBJECTS OTHER THAN ENGLISH

CHOI CES	NUMBER	PERCENTAGE
Knowledge Problems	12	48%
Knowledge and Methodological Problems	6	24%
Methodological Problems	5	20%
Adjustment Problems	2	8%
TOTAL	25	100%

Source: Answers to question 11.

Of the 43 peopic surveyed, the majority of them (twenty-five) answered this question in the following way: twelve (12) 48% of the ones who answered, said that they have had only knowledge problems; six (6), 24% stated that they have had knowledge and methodological problems; five (5) which constitutes 20%, responded they have had only methodological problems; and only two (2), which

is 8%, said they have had problems of adjustment.

These data show that the problems which the graduates of the "PROFE-SORADO EN EL IDIOMA INGLES" face when teaching subjects other than English, are mainly knowledge and methodological problems. They were only given knowledge and techniques to work in their field (English), and not to teach other subjects of the branch of humanities.

12. What did you do in order to solve those problems?

TABLE 8

SOLUTION TO THE PROBLEM OF TEACHING SUBJECTS OTHER THAN ENGLISH

SOLUTION	NUMBER	PERCENT AGE
To look for help from other teachers with more experience  To make use of their own means	17	6 8 <del>9</del> 32 <del>9</del>
TOTAL	25	100%

Source: Answers to question 12.

Many answers were given to this question, but all of them revolved around two main ideas:

- a) To look for help from other teachers with more experience in teaching subjects other than English of the humanities area.
- b) To make use of their own means. In other words, to improve themselves without any help from other teachers.

Almost all the people surveyed who answered this question, 17, did according to the authors, the most appropriate thing: "TO LOOK FOR HELP FROM OTHER TEACHERS WITH MORE EXPERIENCE IN TEACHING SUCH SUBJECTS". The rest (8), tried to solve their problems by reading and investigating. It is supposed that this happened because the graduates of the English Major of

the University of El Salvador are thought to be well-trained people, and they did not want to demonstrate the opposite by showing others their problems in teaching subjects of the area of humanities other than English.

Eighteen (18) people did not answer this question.

13. In what educational field are you working now?

The answers to this question were:

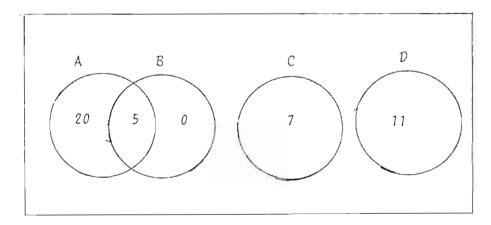
- a) Public Field (Sector Oficial)..... 19.... 44 %
- b) Private Field..... 9.... 21 %

According to these data, the majority of the graduates of the "PROFE-SORADO EN EL IDIOMA INGLES" major, work only in the Public Field (19), and many of them work in both the Public and Private Fields (15). Only 9 of them work just in the Private Field.

14. Have you had the same problems in both fields?

#### CHART 6

FIELDS IN WHICH THE GRADUATES HAVE FACED PROBLEMS WHEN TEACHING SUBJECTS OTHER THAN ENGLISH



A = Public Field

B = Private Field

C = No ProblemsD = No Answer

Source: Answers to question 14.

Five (5) people answered "YES"; twenty (20), said that they have only had problems in the public field. Nobody answered they had problems only in the private field; seven (7), stated they have not had any problem; and eleven (11), did not answer this question.

Obviously, the problems are mainly given in the public field since (as it will be demonstrated later in the interview with high school principals), the high school teacher has to work the complete working time schedule. This is why the graduates of the "PROFESORADO EN EL IDIOMA INGLES" major have to give subjects of the humanities area other than English. It becomes a big problem to teach, when the teacher does have neither the appropriate knowledge nor the methodological preparation. Nevertheless, the graduates of this major teach those subjects without being trained on them. This problem may arise in private schools, though in this case, it is up to the teacher to decide whether he wants to teach other subjects or not. Sometimes he accepts the challenge because of economic reasons or just to assure himself and others that he is able to teach any subject of the humanities area, and even subjects of the area of sciences.

15. Do you think that the present "PROFESORADO EN EL IDIOMA INGLES" curriculum enables the teachers to work with any high school subject of the branch of humanities?

TABLE 9
HIGH SCHOOL ENGLISH TEACHERS' OPINIONS ABOUT THE CURRICULUM OF THE "PROFESORADO EN EL IDIOMA INGLES" ENABLING THEM TO WORK WITH SUBJECTS OF THE HUMANITIES AREA OTHER THAN ENGLISH

CHOI CES	NUMBER	PERCENTAGE
Yes	4	9%
No	34	80%
A Little	4	9%
I do not know	1	2%
TOTAL	43	100景

Source: Answers to question 15.

Most of the people surveyed answered "NO" (34); four of them said "YES"; four answered "A LITTLE"; and only one (1), responded "I DO NOT KNOW".

It is obvious that the majority of the graduates surveyed answered negatively, since the curriculum of this major is designed to train people to teach high school English; however, it should be designed to teach humanistic subjects other than English, for the graduates have to teach them when facing the working field.

16. Do you think the present curriculum of this major should be modified?

TABLE 10

THE PROFESORADO EN EL IDIOMA INGLES CURRICULUM SHOULD BE MODIFIED

	CHOICES	NUMBER	PERC	ENTAGE
ye	us.	35		81 %
No	,	3	1	7 %
I	do not know	3		7 %
No	Answer	2	-	5 %
	TOTAL	43	1	00 %

Source: Answers to question 16.

To this question, thirty-five (35) of those questioned answered "YES"; three (3), said "NO"; three (3), "I do not know"; and only two (2) did not answer it.

The majority of these people believe the present curriculum of the "PROFESORADO EN EL IDIOMA INGLES" should be modified. As the authors were told by these people, they believe the curriculum should be modified in order to give them more preparation and training to teach subjects other than

English.

The authors of this paper are conscious of the fact that the role of the Language Department is to train people to teach English; nevertheless, the graduates of this major do not teach only English in the humanity branch. In order to help the graduates to solve this problem, the authors of this paper think of a reorganization which is not going to change the second and third objectives of the present curriculum of this major; however, it is going to fulfill, in a better way, the first objective: TO GIVE HUMANISTIC AND SCIENTIFIC TRAINING, by giving the graduates not only theory about those subjects, but also giving them some techniques to teach such subjects.

17. If your answer to the last question was affirmative, in what way do you consider the present curriculum should be modified?

TABLE 11

PEOPLE SURVEYED' S OPINION ABOUT THE WAY WHICH THE PROFESORADO EN EL 1DIOMA INGLES CURRICULUM SHOULD BE MODIFIED

CHOICES	NUMBER	PERCENTAGE
Omitting some subjects that I consider unnecessary	2	6 %
Adding some humanistic subjects to the present curriculum	1 1	31 %
Taking away some subjects I consider not so im- nortant, and adding some others that I consider necessary	22	63 %
Others	0	0 %
TOTAL	35	100 %

Source: Answers to question 17.

<sup>&</sup>lt;sup>4</sup>See Chapter III, p. 18.

Of the total amount of high school teachers questioned, twenty-four (24), which represents 56%, answered this question, and nineteen (19), 44%, did not. Nineteen teachers did not answer because they are the sum of the 11 who responded "Adding some humanistic subjects to the present curriculum, and the remaining eight (8), are the ones who did not answer the las question.

Many of the twenty-four people marked more than one subject from the list given to them. They received the entire list of the present curriculum. According to the order of preference, they are: English Composition II, (17 marked this); Introduction to Linguistics (15 responded this); Optional Subjects of the Department of Education (13 indicated this); Theory of Language (3 stated this); English Composition I (2 answered this); and General Psychology (1 responded this).

19. If you believe that it is necessary to include other subjects to the present curriculum, which ones do you suggest?

TABLE 13
SUBJECTS THAT THE PEOPLE SURVEYED THINK SHOULD BE INCLUDED IN THE PRESENT
"PROFESORADO EN EL IDIOMA INGLES" CURRICULUM

CH01 CES	NUMBER	90	NO ANSWER	<u>o</u> . o	TOTAL	olo
Teaching Techniques in Social Studies	25	58%	18	42%	43	100%
Teaching Techniques in Literature	25	58%	18	42%	43	100%
Teaching Techniques in Philosophy	16	37%	27	63%	43	100%
Spanish Grammar	35	81%	8	19%	43	100%
Others	9	21%	34	79%	43	100%

Source: Answers to question 19.

The majority of the people questioned marked more than one of the given choices, even many of them marked all the choices. Of the forty-three (43) teachers questioned, only one (1) did not answer this question. The reasons are unknown.

Most of these people suggested "SPANISH GRAMMAR" (35), for they think it would be very useful to give the bases for learning "ENGLISH GRAMMAR".

A great deal of them (25) suggested "TEACHING TECHNIQUES IN SOCIAL STUDIES" and "TEACHING TECHNIQUES IN LITERATURE". This is due to, as it was demonstrated in the answers to question 7, the majority of the English teachers generally have to teach literature, social studies and Aesthetics. Moreover, sixteen (16) of them said that "TEACHING TECHNIQUES IN PHILOSOPHY" should be included.

Some suggested other subjects, which were not included in the choices given such as "GENERAL SOCIOLOGY", "MATHEMATICS", "STATISTICS", and "TECHNICAL ENGLISH".

20. When you had problems in teaching English, did you feel that you had been properly trained to solve such problems?

TABLE 14

DO YOU FEEL YOU WERE ADEQUATELY TRAINED TO SOLVE DIFFICULTIES ARISING IN

YOUR TEACHING OF ENGLISH?

CHOICES	NUMBER	PERCENTAGE
Yes	31	72 %
No	2	5 %
. A Little	10	23 %
TOTAL	43	100 %

Source: Answers to question 20.

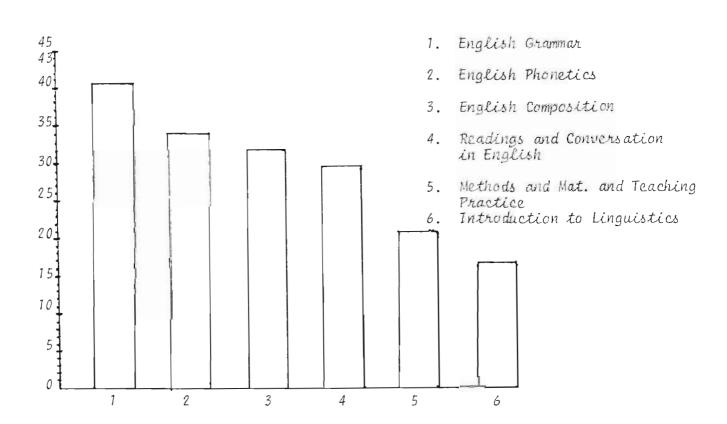
Most of them (31) answered "YES"; two (2) said "NO"; and ten (10) stated "A LITTLE".

This information shows that most of them thought the "PROFESORADO EN EL IDIOMA INGLES" curriculum at the University of El Salvador, trained them to teach English, and those problems that arose (related to their area of study) were, the majority of times, solved by them.

21. Point out the subjects in which you consider the University of El Salvador prepared you appropriately.

### CHART 7

GFADUATES' OPINIONS ABOUT THEIR ADEQUATE UNIVERSITY TRAINING IN THE "PROFE-SORADO EN EL IDIOMA INGLES" MAJOR



Saurce:

Answers to question 21.

From the forty-three (43) people questioned, forty-two (42) answered this question, and only one (1) did not. (The reasons are unknown).

All of them marked more than one option. As it can be seen in Chart 7, they felt they were well-trained in "ENGLISH GRAMMAR" (41 of them said that, this is 95% of them), but they felt they were not so well-trained in "INTRO-DUCTION TO LINGUISTICS" (only 17 responded they were well-prepared in this subject, that is 40%). They also stated that they felt they were well-prepared in "ENGLISH PHONETICS" (34=79%), "ENGLISH COMPOSITION" (32=74%), and "READINGS AND CONVERSATION IN ENGLISH", (30=70%). However, they felt they were not trained in "METHODS AND MATERIALS FOR TEACHING ENGLISH AS A SECOND LANGUAGE AND TEACHING PRACTICE" (only 21 said they were well-trained; it represents 49% of them).

It must be clarified that many times the lack of learning in a specific subject is due to various reasons, and not to the quality of the teacher (as it can be seen in the results gotten from question 10 of this survey, in which none of the graduates said they had had bad teachers).

Based on the results obtained from this question, it is deduced that the university instruction in the "PROFESORADO EN EL IDIOMA INGLES", has an average rating of "GOOD" to "VERY GOOD". This average was obtained by adding the percentages attained, and then, dividing them by 6, which is the total amount of subjects taken into consideration. The scale was taken from the Salvadorean Educational System of Evaluation which is the following:

9-10: E (excellent)

3-4: R (fair)

7-8: MB(very good)

1-2: NM (needs improvement)

5-6 : B (good)

22. Give your opinion about the two optional subjects which are required to obtain the "PROFESORADO EN EL IDIOMA INGLES" diploma?

OPINIONS ABOUT THE OPTIONAL SUBJECTS OF THE DEPARTMENT OF EDUCATION

CHOICES	NUMBER	PERCENTAGE
They must be kept	20	47%
They must be substituted by other compulsory ones	23	53%
TOTAL	43	100%

Source: Answers to question 22.

Most of them, twenty-three (23) 53%, answered that the optional subjects of the Department of Education should be substituted by other compulsory ones; the remaining twenty (20=47%), said that they should be kept in the present curriculum. Nobody responded that they must be eliminated.

According to this, the majority of graduates agree with a reorganization to the present "PROFESORADO EN EL IDIOMA INGLES" curriculum, in which all the subjects must be compulsory.

### SUGGESTIONS:

From all the people surveyed (43), twenty-nine (29) of them gave val-

uable suggestions for the development of this thesis paper, and unfortunately the rest (14) decided to keep their suggestions for themselves.

The suggestions obtained revolve around three main ideas:

- 1. To reorganize the present "PROFESORADO EN EL IDIOMA INGLES" curriculum by including some subjects which would help the graduate of this major to teach subjects of the area of humanities other than English, or substituting some subjects that they think are not so useful for them when working in high school or third cycle, for others that could help them to solve the problems they face when working in those fields.
- 2. To give a practical orientation to the subject "METHODS AND MATERIALS FOR TEACHING ENGLISH AS A SECOND LANGUAGE AND TEACHING FRACTICE", in order to be more useful to the student when working in the teaching field. It was also suggested to divide this subject into two:
  - Methods and Materials for Teaching English
    as a Second Language; and
  - 2. Teaching Practice

This course was suggested to be given in two different terms. Methods and Materials for Teaching English first, and then in the next term Teaching Practice.

3. To reorganize the present "PROFESORADO EN EL IDIOMA INGLES" curriculum, but not to increase the number of terms of this major.

#### C. INTERVIEW WITH HIGH SCHOOL PRINCIPALS

The interview with high school principals has permitted to know their different points of view, in relation to the work done by the graduates of the "PROFESORADO EN EL IDIOMA INGLES" major, when working in high school (and even in third cycle, since some of the teachers have to work in this level); to investigate the problems the graduates of this major face in their working field, and also to get some principals' suggestions in order to help future English teachers in the development of their activities.

The objectives to be fulfilled through this interview were the following:

- a. To attain some data about the high school principals and the English teachers who work under their direction.
- b. To investigate if the high school English teachers graduated of the "PROFESORADO EN EL IDIOMA INGLES" are teaching or have taught subjects other than English, and which they are.
- c. To ascertain the principals' reasons to make the graduates of this major to teach subjects of the area of humanities in addition to English.
- d. To obtain the high school principals' opinions about the graduates of this major when teaching English.
- e. To get the high school principals' thoughts about the graduates of this major when teaching subjects of the area of humanities, other than English.
- f. To find out the problems that the high school principals have noticed in the graduates of the "PROFESORADO EN EL IDIOMA INGLES" when



teaching subjects other than English.

g. To learn some high school principals' opinions which could be useful to improve the "PROFESORADO EN EL IDIOMA INGLES" major at the the University of El Salvador.

Based on these objectives, the following questions were asked in the interview and the resulting answers are given:

1. How long have you been working as a principal in this institution?

Nineteen (19) high school principals answered that they have been working for more than two (2) years as principals; four (4) said they have been working for two (2) years, and two (2) have been working for one (1) year.

This shows that they have good criteria to answer the questions in this interview due to the experience they have had in their time working as principals.

2. How many English teachers work in your institution?

NUMBER OF ENGLISH TEACHERS WORKING IN THE INSTITUTIONS WHERE PRINCIPALS WERE INTERVIEWED

NUMBER OF TEACHERS	NUMBER OF PRINCIPALS	TOTAL OF TEACHERS	PERCENTAGE
1 English teacher	4	4	16 %
2 English teachers	11	22	44 %
3 English teachers	6	18	24 %
4 English teachers	3	12	12 %
6 English teachers	1	6	4 %
TOTAL	25	62	100 %

Source: Answers to question 2.

The twenty-five (25) high school principals answered as follows:

Four (4) of them (16%) answered, "ONE"; eleven (11) answered "TWO";

six (6) said, "THREE"; three (3) stated, "FOUR"; and one (1) responded,

"SIX", having a total amount of sixty-two (62) English teachers working

in the twenty-five (25) institutions where the interviews were given.

Notice that the majority of high school principals have two (2) English teachers working under their responsibility. The number of English teachers working in a high school varies according to its size. Thus, it is supposed that the institutions in which there are more than three English teachers working are huge, and the ones in which there is only one English teacher working are small institutions; however, the work done by the English teacher is the same in all of them. The data obtained in this question are represented in table 16.

- 3. Is he/are they technically well-trained to teach English?

  Seventeen (17), which is 68%, high school principals said, "YES"; six

  (6), 24%, answered, "PARTIALLY"; and only two (2), that is 8%, stated, "A

  LITTLE". According to these data, in the opinion of the principals, the majority of the English teachers who work in high school are technically well-trained, it does not matter where they were trained.
- 4. If your answer to the last question was affirmative, where was he/were they technically trained to teach English?

TABLE 17

KIND OF TRAINING RECEIVED TO TEACH ENGLISH

KIND OF TRAINING RECEIVED	NUMBER OF ENGLISH TEACHERS	PERCENTAGE
University of El Salvador	33	53 %
"Normal Superior	21	34 %
Pedagogical Unities	3	5 %
Prepared by themselves	5	8 %
"Escuela Superior de Educación"	٥	0 %
TOTAL	62	100 %

Source: Answers to question 4.

Eight (8) said that only in the University of El Salvador; nine (9) answered, in "Normal Superior" and in the University of El Salvador; four (4) stated that in the University of El Salvador and in the Pedagogical Unit; and four (4) answered that the English teachers working in their institutions were technically well-prepared to teach English by themselves. There are not teachers from the "Escuela Superior de Educación" working in their institutions. The "Escuela Superior de Educación" was founded after "Normal Superior" was closed and functioned until 1975.

When interviewing the high school principals, they were also asked about the number of English teachers who were trained in the University of El Salvador, in Normal Superior, Pedagogical Units, etc. So, we obtained the following information from them:

From the sixty-two (62) English teachers working in the high schools where the principals were interviewed; thirty-three (33) of them were prepared in the University of El Salvador; twenty-one (21) in "Normal Superior"; three of them (3) in the Pedagogical Units, and five (5) were trained by themselves.

It is clear that the majority of English teachers working in these institutions were trained in the University of El Salvador. According to these data 53% of the total amount of English teachers working in these institutions are graduates of the "PROFESORADO EN EL IDIOMA INGLES" major of the University of El Salvador.

However, through this interview, the authors of this work realized that there are many high schools in which there are English teachers who do not have university degree in this major.

In your opinion, who are the best English teachers?

TABLE 18

PRINCIPALS' OPINIONS ABOUT WHO THE BEST ENGLISH TEACHERS ARE

INSTITUTION	NUMBER	PERCENTAGE
University of El Salvador	17	68 %
"Normal Superior"	6	24 %
"Escuela Superior de Educación"	0	0 %
Pedagogical Units	1	4 %
Prepared by themselves	1	4 %
TOTAL	25	100 %

Source: Answers to question 5.

5.

Seventeen (17) which is 68%, answered immediately that the graduates of the "PROFESORADO EN EL IDIOMA INGLES" major of the University of El Salvador; six (6), 24%, said that the best English teachers are the graduates of the "Normal Superior"; one (1) which constitutes 4%, expressed that the best English teachers are the graduates of the "Pedagogical Units"; and another one (1), 4%, said that the ones who were prepared by themselves were the best.

According to this data, the graduates of this major are trained to teach English at the high school level.

6. Is there any graduate of the "PROFESORADO EN EL IDIOMA INGLES" major of the University of El Salvador working in your institution?

If yes, how many?

TABLE 19

NUMBER OF GRADUATES OF THE "PROFESORADO EN EL IDIOMA INGLES " MAJOR WORKING
IN THE HIGH SCHOOL INSTITUTIONS WHERE INTERVIEWS WERE HELD

GRADUATES PER INSTITUTION	NUMBER OF INSTITUTIONS	TUTAL OF GRADUATES	PERCENTAGE
1 graduate	18	18	72 %
2 graduates	6	12	24 %
3 graduates	1	3	4 %
TOTAL	25	33	100 %

Source: Answers to question 6.

All the institutions taken into consideration in this interview have graduates of this major working in them. So, all the high school principals answered. "YES".

In this same question, the high school principals were also asked the number of graduates of this major working in their institutions. The results were the following:

Eighteen (18) high school principals, who constitutes 72%, said that they have "ONE" graduate of this major working in their institutions; six (6) of them, which represents 24%, replied that they have "TWO"; and one (1), that is 4%, answered that he has three (3) graduates of this major working in his institution. This makes a total amount of 33 graduates of the "PROFESORADO EN EL IDIOMA INGLES" major working in the twenty-five (25) high schools where the principals were interviewed.

7. Is he/are they teaching subjects other than English now?

The majority of them (17=68%) answered "YES", and the rest (8=32%), said "NO".

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This result demonstrates that the majority of the graduates of the "PROFESORADO EN EL IDIOMA INGLES" major have to teach humanistic subjects, and they do not have to teach only English.

None of them said "SOME", which was another possible answer.

8. If your answer to the last question was "YES" or "SOME", please tell us what subjects is he/are they teaching now, and why is he/are they teaching those subjects?

It has been established that there are thirty-three (33) graduates of the "PROFESORADO EN EL IDIOMA INGLES" major of the University of El Salvador, working in these high schools. According to the data obtained from this interview, twenty-three (23) of them, that represents 70%, are teaching humanistic subjects other than English (some of them are giving as many as three subjects); the rest (10), 30%, are only teaching English.

These twenty-three (23) teachers are teaching "LITERATURE", "SOCIAL STUDIES", "AESTHETICS", "SOCIOLOGY", "PHILOSOPHY", "PSYCHOLOGY", "NATIONAL LANGUAGE", "PUBLIC RELATIONS", and "CHEMISTRY".

The majority of the graduates of this major are teaching "LITERATURE" leleven, which is 48% of the 23); seven (7), 30%, are teaching "SOCIAL STUDIES"; seven (7), 30%, "AESTHETICS"; one (1) of them is giving "SOCIOLOGY"; another one (1) "PSYCHOLOGY"; "NATIONAL LANGUAGE" is being taught by another teacher; "PUBLIC RELATIONS" is being given by another one; and "CHEMISTRY", by another English teacher. Let us remember that some of the graduates of this major are teaching as many as three subjects of the humanity area, other than English, at the same time.

Why are they teaching those subjects?

Seventeen high school principals answered this question as follows:

Fifteen (15) of them answered that it is because the graduates of this major have to carry out their academic work load, <sup>5</sup> and only teaching English is not enough for them to complete it; two (2) said that the teachers like to teach those subjects.

If your answer to question 7 was negative, please tell us if he/they
have ever taught subjects other than English, and which those subjects
were.

From the eight (8) high school principals who were expected to answer this question, only five (5) did. The five high school principals responded affirmatively to this item, saying that three (3) graduates of this major had to teach "SOCIAL STUDIES", and two (2) of them "LITERATURE".

Though these five teachers are not teaching subjects other than English at this moment, they had to teach them before, and once again it is demonatrated that the subjects they usually have to teach are the same: "LITERATURE" and "SOCIAL STUDIES".

10. Why did the graduates of the "PROFESORADO EN EL IDIONA INGLES" major of the University of El Salvador have to teach those subjects?

Three of them said that it was in order to fulfill their minimum of hours per week; one of them answered that the teacher wanted to teach such a subject; and the other one responded that he does not know the reason.

This datum proves that both the graduates who had to teach humanistic subjects other than English and the ones who teach them at present had the same reasons.

11. Do you think the graduates of "THE PROFESORADO EN EL IDIOMA INGLES" major of the University of El Salvador are technically well-trained

<sup>&</sup>lt;sup>5</sup>The high school teachers' work load is 35 hours per week: 27 hours in classrooms, and the rest (8 hours) used in planning.

to teach high school subjects other than English?

TABLE 20

ARE THE GRADUATES OF THE "PROFESORADO EN EL TOJOMA INGLES" MAJOR WELLTRAINED TO TEACH SUBJECTS OTHER THAN ENGLISH?

CHOICES	NUMBER	PERCENTAGE
Yes	2	8 %
Some	2	8 %
Partially	3	12 %
No	18	72 %
I do not know		0 %
TOTAL	25	100 %

Source: Answers to question 11.

The high school principals responded to this question in the following way:

Two (2) principals, who constitutes 8%, responded "YES"; eighteen (18), which represents 72%, said "NO"; three (3) of them, 12%, stated "PARTIALLY"; two (2), which constitutes 8%, replied "SOME"; and nobody said "I DO NOT KNOW".

It is very clear that the graduates of the University of El Salvador in the "PROFESORADO EN EL IDIOMA INGLES" major, are not well-trained, according to the principals, to teach subjects of the humanities area other than English when working in high school.

12. If your answer to the last question was negative, can you tell us why not?

Twenty-one (21) principals were expected to answer this question (because of the results gotten in the last question: "NO" 18, and "PARTIALLY":3;

however, twenty (20) of them, which represents 80%, said why they believed the graduates of this major are not technically well-trained to teach subjects of area of humanities other than English. The rest, five (5) principals, which is 20%, did not answer the question.

All of their answers turn around the following:

The graduates of the "PROFESORADO EN EL IDIOMA INGLES" major were only technically trained to teach in their field (English). They were not taught by the University to teach subjects of the humanity area. Neither were they given the knowledge nor were they given the methodological training to effectively teach these subjects. They need to have additional training in order to teach these humanistic subjects.

13. Have you noticed any problems in the graduates of the "PROFESORADO EN EL IDIOMA INGLES" of the University of El Salvador, when teaching subjects other than English?

The majority of high school principals interviewed twenty-one (21), which is 84% responded "YES"; and only four (4) which represents 16%, said "NO".

This indicates that the majority of graduates of this major not only have problems when teaching subjects other than English in high school, but also the problems are noticed by their principals.

14. If your answer to the last question was affirmative, what kinds of problems have you detected?

TABLE 21

PROBLEMS WHEN TEACHING SUBJECTS OTHER THAN ENGLISH IN HIGH SCHOOL

(ACCORDING TO THE PRINCIPALS)

	CHOI CES	NUMBER OF . PRINCIPALS	PERCENTAGE
1.	Methodological Problems	3	14 %
2.	Problems of knowledge	3	14 %
3.	Disciplinary Problems	0	0 %
4.	Adjustment Problems	o	0 %
5.	1 and 2	13	62 %
6.	1 and 3	1	5 %
7.	All the Problems	1	5 %
		_	
	TOTAL	2 1	100 %

Source: Answers to question 14.

The twenty-one (21) principals who answered this question, responded as follows:

Three (3) principals, 14%, replied that they have detected "METHOD-OLOGICAL PROBLEMS"; other three (3), which constitutes 14%, answered that they have observed "PROBLEMS OF KNOWLEDGE"; thirteen (13), which represents

62%, responded that they have seen "METHODOLOGICAL PROBLEMS AND PROBLEMS OF KNOWLEDGE"; one (1) of them, 5%, stated that he has discovered "METHODOL-OGICAL AND DISCIPLINARY PROBLEMS"; and another one (1), 5%, said that he has found all the problems mentioned before.

15. What suggestions could you give the Foreign Language Department of the University of El Salvador in order to help to solve those problems?

From the twenty-five (25) high school principals interviewed, twenty (20) of them, which represents 80%, gave their suggestions and five (5), which constitutes 20%, did not.

Their suggestions turned around the following ideas:

- 1. To train the students of the "PROFESORADO EN EL IDIOMA INGLES" major in knowledge and techniques for teaching subjects of the area of humanities (at least in an elemental form), since, in reality, they are requested to teach humanistic subjects other than English when they go to work in high school and in third cycle.
- 2. To give the students of the "PROFESORADO EN EL IDIOMA INGLES" major of the University of El Salvador more methodological preparation and teaching practice in subjects other than English.

  These aspects must be emphasized in order to better teach the subjects of the area of humanities.

D. SURVEY TAKEN OF THE PROFESSORS OF THE FOREIGN LANGUAGE DEPARTMENT OF THE UNIVERSITY OF EL SALVADOR

The purpose of this survey was to obtain information from the professors of the Foreign Language Department on which the authors' of this paper are going to base their hypothesis that the present curriculum of the "PROFESORADO EN EL IDIOMA INGLES" needs to be reorganized.

The professors are also involved in the problem presented in this paper. They have to prepare the people who aregoing to work later in the field they have chosen, in this case in high school English. They are supposed to know if the graduates of this major have problems or not when working.

The objectives of this survey were the following:

- a) To obtain information and data about the English Teaching major curriculum from the time it was created until the present.
- b) To investigate what efforts, if any, have been made to improve this major.
- c) To find out if there have been any changes, what they were and if these changes have been useful and improved the curriculum.
- d) To ascertain if the professors of the Foreign Language Department are aware of the problems faced by the graduates of this major when working as "DOCENTES 3" in high school teaching English and subjects other than English.
- e) To learn if the professors have suggestions to try to solve the problems found, if there were any.

The tabulated results of each answer received through this survey are expressed and commented upon individually as follows:

1. How long have you been working in the Foreign Language Department of the University of El Salvador?

TABLE 22

NUMBER OF YEARS WHICH THE PROFESSORS HAVE BEEN WORKING IN THE FOREIGN LANGUAGE DEPARTMENT OF THE UNIVERSITY OF EL SALVADOR

CHOI CES	NUMBER	PERCENTAGE
Less than one year	6	17 %
From one to less than two years	0	0 %
From two to less than three years	0	0 %
From three to less than four years	1	3 %
From four to less than five years	ó	25 %
More than five years	20	55 %
TOTAL	36	100 %

Source: Answers to question 1.

To this question six (6) respondents answered that they have been working for less than one (1) year. There are no professors who have been working from one (1) to less than two (2) years, nor two (2) to less than three (3) years. This is due to the fact that the University of El Salvador was closed at that time because of the political situation in our country, and therefore, no university teachers were hired at that time. One (1) professor says that he has been working there between three (3) and four (4) years; nine (9) of them stated to have been working between four (4) and five (5) years; and twenty (20) responded to have been working more than five years in the Foreign Language Department. This shows that more than fifty percent (50%) of the professors surveyed have been working more than five (5) years at the University. This also means that the answers of more than fifty per-



cent of the respondent professors are based on long time working at the Foreign Language Department, and first hand knowledge of what has been happening in the Department during the last five years.

Because many of the respondents have been working since the foundation of the Foreign Language Department, they gave, through the answers of the different questions of this survey, valuable opinions. Opinions that the authors of this work will use to support the theory presented in this paper. However, this does not mean that the recently hired professors did not give worthy opinions. In fact, their opinions are also very important for the development of this work.

2. Has the "PROFESORADO EN EL IDIOMA INGLES" curriculum ever experienced any reorganization while you have been working at the University?

TABLE 23

INFORMATION ABOUT IF THERE HAS BEEN ANY REORGANIZATION TO THE CURRICULUM OF THE "PROFESORADO EN EL IDIOMA INGLES" MAJOR

CHOICES	NUMBER	PERCENTAGE
yes .	8	22 %
No	17	47 %
I do not Know	11	31 %
TOTAL	36	100 %

Source: Answers to question 2.

Eight (8) respondents answered, "YES"; eleven (11) professors responded "I DO NOT KNOW"; and seventeen (17) stated with the alternative "NO".

There have been some small changes to the curriculum, but they have

not been very relevant. That is why the majority of those questioned answered "NO" or "I DO NOT KNOW".

The respondents who answered "YES" [8], perhaps were thinking about these small changes as a real "REORGANIZATION".

3. If your answer to the last question was affirmative, when was the last change in this curriculum made?

TABLE 24

DATE OF THE LAST CHANGE

· CHOICES	NUMBER	PERCENTAGE
"Maybe'in 1977	1	12.5 %
1982	1	12.5 %
I do not remember	6	75.0 %
TOTAL	8	100.0 %

Source: Answers to question 3.

This question was answered only by the professors who said, "YES" to the last question. There were eight (8) who answered "YES". Twenty-eight (28) did not answer the question, as they did not know of any reorganization. The information received from the 8 professors, is the following:

One (1) respondent expressed that the last change of the curriculum was made "Maybe" in 1977; another one said that it happened in 1982; and six (6) of them said, "I do not remember".

Through this information it can be stated that if there have been some changes in the "PROFESORADO EN EL IDIOMA INGLES" curriculum, very little is known about the time they were made.

4. Do you know what criteria were taken into account in order to make that reorganization?

TABLE 25

CRITERIA TAKEN INTO CONSIDERATION TO MAKE THE REORGANIZATION

	CHOI CES	NUMBER	PERCENTAGE
1.	The Head of the Foreign Language Department's decision	2	25 %
2.	The product of a seminar	0	0 %
3.	The product of surveys with the Foreign Language Department	0	0 %
4.	The University Planning Department's decision	3	37.5 %
5.	I do not know	1	12.5 %
6.	2 and 4	1	12.5 %
7.	It was a students' request	7	12.5 %
	TOTAL	8	100.0 %

Source: Answers to question 4.

Eight (8) professors answered this question as follows:

Two (2) respondents said that it was the head of the Foreign Language Department's decision; three (3) professors expressed that it was the University Planning Department's decision; one (1) stated that it was the product of a seminar and the decision of the University Planning Department; one (1) responded that it was a students' request (this option does not appear in this question; however, as it was one of the answers it is naturally included here); and another one (1) expressed not to know the criteria taken for the reorganization.

Twenty-eight (28) professors did not answer this question.

As there is very little information gained from the answers to this question, it is concluded that little is known about the bases or criteria that were used to make such changes.

5. What were the changes?

Eight (8) professors answered this question. All of their answers turn around two (2) main ideas:

- 1. Some subjects were substituted by others.

  This is a fact. This datum is given in this work in Chapter III, page 23, "THE REORGANIZATION".
- Some subjects were moved from one semester to another one.
   This is also true. This datum is also given in this paper in Chapter 111, page 23, "THE REORGANIZATION".

The rest of the teachers surveyed (28 professors, which is 78%), did not answer this question. They did not give any answer because they did not even know there had been a reorganization.

6. What is your opinion about the last reorganization to the curriculum of this major?

TABLE 26

PROFESSORS' OPINIONS ABOUT THE LAST REORGANIZATION

CHOICES	NUMBER	PERCENTAGE
I agree with that reorganization	3	37 %
I disagree with that reorganization	5	63 %
I am neither in agreement nor in disagree- ment with it	0	0 %
TOTAL	8	100 %

Source: Answers to question 6.

The same eight (8) respondents answered this question. They responded in the following way:

Three (3) people answered, "I agree with that reorganization"; and five of them marked, "I disagree with that reorganization". Nobody answered the third option given. The rest of the people surveyed (28), did not give any answer to this question as they had no basis for answering.

According to these data the majority of the people who answered this question disagree with the last "reorganization".

7. What do you think the results of such a reorganization were?

TION TO THE "PROFESORADO EN EL IDIOMA INGLES" MAJOR CURRICULUM

TABLE 27

PROFESSORS' OPINIONS ABOUT THE RESULTS OBTAINED FROM THE LAST REORGANIZA-

CHOICES	NUMBER	PERCENTAGE
Positive	3	38 %
Neither positive nor negative	4	50 %
Negative	1	12 %
TOTAL	8	100 %

Source: Answers to question 7.

Again, only eight (8) professors answered this question.

Three (3) of them expressed that the results of the reorganization were positive; four (4) of them said that the results were neither positive nor negative; and only one (1) professor stated that these results were negative.

According to the professors' answers to this question the reorganization or changes, have not been useful enough or relevant to improve the

"PROFESORADO EN EL IDIOMA INGLES" curriculum.

Do you think the present "PROFESORADO EN EL IDIOMA INGLES" curricu-8. lum fulfills the needs of:

TABLE 28

PROFESSORS' OPINIONS ABOUT THE NEEDS WHICH THE CURRICULUM OF THE "PROFESO-RADO EN EL IDIOMA INGLES" FULFILLS

CHOI CES		УE	S	NO		I DO NOT		NO ANSWER		TOTAL	
		NUMBER	o o	NUMBER	0,0	NUMBER	0/0	NUMBER	00	NUMBER	o;o
(a)	Our Country	9	25	7	19	5	14	15	42	36	100
6)	Our society	9	25	7	19	6	17	14	39	36	100
c)	Our high sch. students	18	50	5	14	4	11	9	25	36	100
d)	The graduates of this major	4	11	15	42	4	11	13	36	36	100

Source: Answers to question 8.

Four choices were given in this question:

a) Our Country

YES NO I DO NOT KNOW

b) Our Society

YES NO I DO NOT KNOW

c) Our High School Students YES NO I DO NOT KNOW

d) The Graduates of this Major YES NO I DO NOT KNOW

There are really four (4) questions involved in this item. They have been named: "a", "b", "c", and "d". Each one of them will be analyzed as a separate question.

Question "a" (Does the curriculum fit the needs of our country?) The majority of the professors, eventy-one (21) of them, 58%, answered this question; fifteen (15), 42%, did not give any answer.

They answered as follows:

Nine (9) respondents, 25%, answered "YES"; seven (7) of them, 19%, answered "NO"; and five (5), 14%, marked, "I DO NOT KNOW".

According to these data, the "PROFESORADO EN EL IDIOMA INGLES" curriculum fits the needs of our country, in the opinion of 25% of the Language Department's professors. However, that is the opinion of only 9 people. In accordance with the graduates of this major and the high school principals, the reality is different. They argue that this curriculum does not fit the needs of our country because our country needs people to come out of high school with a good or at least fair knowledge of the subjects taught. Through the present curriculum of this major, this objective is not achieved, for the graduates of this major are not able to teach subjects other than English; and as a consequence, their students are deficient.

Question "B" (Does the curriculum fit the needs of our society?)

Most of the professors, twenty-two (22) of them, 61%, answered in
the following way:

Nine (9) professors (25%) answered "YES"; seven (7) of them, 19%, said "NO"; and six (6), 17%, marked, "I DO NOT KNOW".

According to the results, the "PROFESORADO EN EL IDIOMA INGLES" curriculum, fits the needs of our society. It is true that the curriculum of this major fits in part the needs of our society when talking about high school English teaching. Nevertheless, it does not completely fit the needs of our society, because the English teacher is obliged to teach subjects other than English. Subjects in which he has not been prepared. As he has not been prepared to teach such subjects, he cannot adequately train his students. These students join our society becoming professionals, and they are not as good



professionals as they could be because of the inadequate preparation received in high school. A society needs knowledgeable people if it is to develop and progress.

Question "c" (Does the curriculum fit the needs of our high school students?).

Twenty-seven (27), which constitutes 75%, responded to this question. and nine (9), 25%, did not. The results are the following:

Eighteen (18) of them, which is 50%, said "YES"; five (5), 14%, answered, "NO"; and four (4), 11%, stated, "I DO NOT KNOW".

It can be seen that half of the respondents believe that the "PROFE-SORADO EN EL IDIOMA INGLES" curriculum fits the needs of the Salvadorean high school students. As the graduates are trained TO TEACH ENGLISH IN HIGH SCHOOL, it is possible that this is what the respondents were thinking of (that the high school students have excellent English teachers). They have the techniques and knowledge to master their specialty (English) in a satisfactory way. However, the high school students are directly affected when the same English teacher has to give them subjects of the humanity area, in addition to English.

Question "d" (Does the curriculum fit the needs of the graduates of this major?)

Twenty-three (23) professors, 64%, answered this question. The rest, thirteen (13), 36%, did not give any answer.

The respondents gave the following answers:

Four (4) professors, 11%, answered "YES"; fifteen (15) of them 42%, responded "NO"; and four (4), stated "I DO NOT KNOW".

Notice that the majority of them (15) answered "NO". This means that they agree with the statement that the "PROFESORADO EN EL IDIOMA INGLES" curriculum does not fit the needs of the graduates of this major. We believe this is because the graduates of this major are required to teach subjects other than English, and the curriculum of this major only prepares them to teach English. They are not being prepared to teach other subjects of the area of humanities.

9. If you know, how do you know, what do you base your opinion upon?

All of their opinions are summarized as follows:

The present "PROFESORADO EN EL IDIOMA INGLES" curriculum gives training to cover the study plans of third cycle and high school, but only in English.

The present curriculum has to be adapted to the needs of our country, our society, graduates, and the students of this major because the current curriculum is only focused on teaching English. This means that it does not prepare the future teacher to teach other subjects of the area of humanities, other than English, and according to the reality of our Salvadorean high schools a graduate must be prepared to teach any subject of the area of humanities.

- 10. Do you think the graduates of the "PROFESORADO EN EL IDIOMA INGLES" major are technically prepared to teach English in:
  - a. Third Cycle
  - b. High School
  - c. Higher Studies (non-university)
  - d. Higher Studies (university)



TABLE 29

PROFESSORS' OPINIONS ABOUT THE EDUCATIONAL LEVELS THE GRADUATES OF THIS.

MAJOR ARE TRAINED TO WORK IN

		ANSWER		NO ANSWER		TOTAL	
	CHOICES .	NUMBER	ç	NUMBER	00	NUMBER	0,0
a)	Third Cycle	20	5 <i>i</i>	16	44	36	100
b)	High School	28	78	8	22	36	100
c)	Higher Stud- ies (non-uni- versity)	11	31	25	69	36	100
d)	Higher Stud- ies (univers)	3	8	33	92	36	100

Source: Answers to question 10.

Twenty (20) professors, 56%, answered "a"; sixteen (16) of them, 44%, did not choose it.

According to this result it is clear that the majority of professors feel the graduates of this major are technically trained to teach English in Third Cycle.

Twenty-eight (28) respondents, 78%, marked "b"; eight (8) of them, 22%, did not choose it.

It is clear that the professors believe the graduates are also trained to teach English in high school.

This is very logical because the graduates of this major are expected to teach in this level.

Eleven (11) professors, 31%, marked "c"; and three (3) of them, 8%, marked "d". In this respect the graduates are not expected to teach English in these levels, and therefore they are not trained to do so.

11. Have you been told by the graduates of this major, if they had to teach subjects other than English in high school?

TABLE 30

NUMBER OF PROFESSORS WHO HAVE BEEN TOLD BY THE GRADUATES IF THEY HAD TO TEACH SUBJECTS OTHER THAN ENGLISH IN HIGH SCHOOL.

CHOICES	NUMBER	PERCENTAGE
Yes	19	53 %
No	16	44 %
No answer	1	3 %
TOTAL	36	190 %

Source: Answers to question 11.

Thirty-five (35) professors, 97%, responded to this question. Only one (1), 3%, did not answer it. They answered as follows:

Nineteen (19), which constitutes 53%, responded "YES"; sixteen (16) of them, which represents 44%, answered "NO".

Notice that most of the professors (19), who answered this question, have been told by the graduates that they had to teach subjects other than English in high school. Consequently, the majority of professors are aware of the problem that the graduates of this major face when working in high school, and they also know that nothing has been done to solve it, because they have not had the opportunity yet.

# 12. How many told you that?

Three choices were given:

- a. 1 to 5
- b. 6 to 10
- c. more than 10

The majority of the professors surveyed (19=53%) answered this question, and seventeen (17=47%) did not. They asswered as follows:

Nine (9), 47%, marked, "a"; three (3) of them, which is 16%, marked "b"; and seven (7), 37%, answered "c".

Since the majority of professors answered this question, it is sure that a great number of graduates of the "PROFESORADO EN EL IDIOMA INGLES" major have spoken about the subjects other than English they have taught when working in high school.

13. Have you been told by the graduates of this major, if they had difficulties in teaching those subjects?

TABLE 31

PROFESSORS WHO WERE TOLD BY THE GRADUATES ABOUT THE DIFFICULTIES IN TEACH-ING SUBJECTS OTHER THAN ENGLISH

CHOICES	NUMBER	PERCENTAGE
Yes	16	53 %
No	14 .	47 %
TOTAL	30	100 %

Source: Answers to question 13.

Thirty (30) professors, 83%, answered this question, and six (6), which constitutes 17%, did not answer it.

From the persons surveyed who responded to this question, sixteen (16) of them, which is 53%, marked "VES"; and fourteen (14), 47%, responded "NO".

It can be seen through these results, that the graduates had difficulties in teaching Spanish subjects. They have also been so hampered by their difficulties in teaching these subjects, that they have complained and told their old university professors about it, because of the confidence they have in them.

14. How many told you that?

Three (3) choices were given:

- a. 1 to 5
- b. 6 to 10
- c. more than 10

Seventeen (17) professors, 47%, answered this question; nineteen (19) of them, 53%, did not give any answer.

Nine (9), which constitutes 53%, answered "a"; two (2), which represents 12%, marked "b"; and six (6) professors, 35%, responded "c".

According to these answers it can be inferred that there is a great number of graduates who have told the professors about the problems they have had teaching Spanish subjects.

15. If the answer to question 13 was affirmative, have the graduates of this major told you what kinds of problems they had?

TABLE 32

PROBLEMS THE GRADUATES HAVE WHEN WORKING WITH SUBJECTS OTHER THAN ENGLISH

	ANSWER		NO AMSWER		TOTAL	
CHOICES	NUMBER	0/0	NUMBER	90	NUMBER	0,0
Methodological problems	8	22	28	78	36	100
Problems of knowledge	14	39	22	61	36	100
Disciplinary problems	7	3	35	97	36	100
Problems of adaptation	1	3	35	97	36	100
Others	2	6	34	94	36	100

Source: Answers to question 15.

Eight (8) professors, 22%, answered "a". Twenty-eight (28) of them, 78%, did not choose methodological problems.

As it can be seen a great number of graduates have had problems in using different methods and rules when teaching subjects in addition to English.

Fourteen (14), which constitutes 39%, answered "b" (knowing problems).

Related to this answer, it can be stated that a great deal of graduates have complained about the knowing problems they had when teaching subjects in addition to English. Subjects in which the graduates of this major do not have enough information, in other words, subjects which the graduates do not master.

As only one protessor, 3%, answered "c" (disciplinary problems) it can be stated that the graduates do not usually have disciplinary problems with the behaviour of the class or correction and molding of pupils' behaviour.

One (1) of the professors surveyed, 3%, answered "d". According to this answer the graduates do not usually have problems in adapting themselves to the environment, school, or students to whom they are sent to teach.

Two (2) of them, 6%, answered "e", which was the choice of "OTHERS". They said that the graduates of this major have complained of the lack of resources (materials, bibliography), when they began working in the different levels of the Salvadorean educational system.



16. Do you think that the graduates of this major need to be trained to teach high school subjects other than English?

TABLE 33

OPINIONS ABOUT THE GRADUATES' NEED OF BEING TRAINED ON SUBJECTS OTHER THAN ENGLISH

CHOICES	NUMBER	PERCENTAGE
Yes	21	58 %
No	12	33 %
I do not know	2	6 %
No answer	1	3 %
TOTAL	36	100 %

Source: Answers to question 16.

Almost all of the professors (35=97%) answered this question. They answered it as follows:

Twenty-one (21) which represents 58%, answered "YES"; twelve (12) of them. 33%, responded "NO"; and two (2) professors, 6%, said "I DO NOT KNOW". Only one (1) of them, did not answer this question.

According to the answers the majority of the professors surveyed think that the graduates of the "PROFESORADO EN EL IDIOMA INGLES" need to be trained to teach high school humanistic subjects in addition to English.

17. If your answer to the last question was affirmative, what subjects do you recommend are the least necessary, and possibly could be eliminated to make room for including other subjects which will train high school teachers to teach subjects other than English?

The curriculum of the "PROFESORADO EN EL IDIOMA INGLES" major was not

listed for the respondents to mark the subjects they considered the least necessary. Therefore, the professors chose the subjects from their remembrance of classes offered. They answered as follows:

Most of the respondents, nineteen (19) professors, which represents 53%, responded to this question, and seventeen (17) of them, 47%, did not.

Almost all of the professors considered the least necessary: "COMPO-SITION II" (8 respondents, 42%); and "INTRODUCTION TO LINGUISTICS" (6 professors, 32%). The other five (5) respondents, 26%, expressed that they would not eliminate any of the subjects of the present curriculum, but that other subjects should be included in the curriculum to improve it.

The professors agree with the graduates of the "PROFESORADO EN EL IDIO-MA INGLES" major in this item. When the graduates were surveyed they said that the subjects they consider the least necessary for them to teach in high school are English Composition II, and Introduction to Linguistics.

18. What do you think about the optional subjects which are required to

TABLE 34

PROFESSORS' OPINIONS ABOUT THE OPTIONAL SUBJECTS OF THIS MAJOR

get the diploma in the "PROFESORADO EN EL IDIOMA INGLES" major?

CHOICES	NUMBER	PERCENTAGE
a) They have to be maintain- ed	13	39 %
b) They have to disappear	1	3 %
c) They have to be substi- tuted by other compul- sory ones d) I do not care about	19	58 %
them	0	0 %
TOTAL	33	100 %

Source: Answers to question 18.

The majority of the people surveyed, thirty-three (33) of them, which represents 92%, answered this question. Three (3) of them, 8%, did not answer it.

Thirteen (13) respondents, 39%, marked "a"; one (1) of them, 3%, answered "b"; nineteen (19) professors, 58%, responded "c"; and nobody answered "d".

It can be seen, through these percentages, that a great deal of the professors surveyed agree that the present optional subjects which are required to get the diploma in the "PROFESORADO EN EL IDIOMA INGLES" major have to be substituted by other compulsory ones. They also agree with the graduates in this respect. When the graduates were surveyed they gave the same answer to this question.

19. Do you consider necessary a new reorganization to the present curriculum of this major?

TABLE 35

PROFESSORS WHO ARE IN AGREEMENT WITH A REORGANIZATION TO THE PRESENT "PROFESORADO EN EL IDIOMA INGLES" CURRICULUM

CHOICES	NUMBER	PERCENTAGE
a) Yes	34	94 %
b) No	0	0 %
c) I do not know	2	6 %
TOTAL	36	100 %

Source: Answers to question 19.

Thirty-four (34) professors, which represents 94%, answered "a"; two 12) of them, 6%, responded "c". Nobody answered "b".

See "Survey given to graduates of the "PROFESORADO EN EL IDIOMA INGLES", question 22, p. 59.

Most of the professors of the Foreign Language Department of the University of El Salvador feel that the present curriculum needs to be restructured. They are cognizant of our present high school needs, and they also know the problems the graduates of the "PROFESORADO EN EL IDIOMA INGLES" major face when teaching subjects other than English. They know the present curriculum of this major does not train the graduates to teach subjects of the humanity branch other than English, and that modifying the present curriculum the future graduate would be able to better fill the present Salvadorean high school needs.

- 20. If it were in your hands, how would you make such a reorganization?

  The different professors' opinions can be generalized by the following expressions:
  - 1. To have meetings, seminars and interviews with the people involved in the problem such as the high school English teachers, who are teaching high school subjects other than English, professors from the Department of Education and from the foreign language department of the University of El Salvador. Then, to investigate the other subjects the English teachers have to teach and design a curriculum which would cover the studies needed for teaching them.
  - 2. To introduce subjects of the humanities branch to the present curriculum. They said that perhaps some subjects such as Introduction to Linguistics and English Composition II, could be eliminated and be substituted by "TEACHING TECHNIQUES IN LITERATURE", "TEACHING TECHNIQUES IN SOCIAL STUDIES", and "TEACHING TECHNIQUES IN PHILOS-OPHY". They also said that a course of "SPANISH GRAMMAR" should be given to prepare the students for English grammar.

- 3. To add the necessary Spanish subjects that are taught by the humanity teachers in high school to the present curriculum of this major.
- 4. To base this reorganization on the data and suggestions made by those already working in such levels, because no one knows better than they, the changes needed.

### SUGGESTIONS

Nineteen (19) professors, which represents 53%, gave their suggestions. The rest seventeen (17), which constitutes 47%, preferred not to do so.

The most relevant suggestions are the following:

- Some professors expressed that the curriculum of the Foreign Language Department's major should be constantly analyzed in order to improve these majors.
  - They stated that these analyses should be made every two or three years. In this way, better results could be achieved. They also said that the Language Department teachers' criteria must be taken into account when a reorganization is made because their experience in classrooms is invaluable.
- 2. Some of the respondents expressed that the number of credits needed to get the diploma in "PROFESORADO EN EL IDIOMA INGLES" should be increased. The students need to have some bases in areas such as Didactics and in General Techniques of Teaching, not only English, but also Spanish Literature, sociology, psychology, and philosophy.
- 3. There was a suggestion which the authors of this work believe is

worthwhile, important, and which was taken into consideration before this survey was taken. The professors said that some surveys must be taken of the persons directly involved. They are the "GRADUATES OF THE PROFESORADO EN EL IDIOMA INGLES MAJOR". the "PRINCIPALS OF SALVADOREAN HIGH SCHOOLS", and of course, the "PROFESSORS OF THE FOREIGN LANGUAGE DEPARTMENT OF THE UNIVERSITY OF EL SALVADOR". They are the sectors who know very well the problems and who can give opinions and suggestions based on fact and experience.

#### CHAPTER VI

## CONCLUSIONS AND RECOMMENDATIONS

The information obtained by the authors of this graduation paper during its writing, has been very valuable and necessary to demonstrate their hypothesis.

Based upon the analyses of interviews, answers to questionnaires, bibliographical research, and statistical data, it can be concluded that:

- The present curriculum of the "PROFESORADO EN EL IDIOMA INGLES" major fulfills the requisites to teach only English in high school and third cycle. The graduates of this major are considered good high school English teachers by the high school principals interviewed throughout El Salvador.
- 2. The majority of the graduates of this major are presently working in public high schools (bachillerates oficiales). In fact, the 79% of the graduates surveyed work in the public field, while only 21% of them work in the private field.
- 3. There are not many graduates of this major at the time of writing this paper, in spite of having one of the largest enrollment figures. According to the data obtained from Academic Administration of the School of Humanities of the University of El Salvador, only sixty-two (62) had received their diplomas from 1977 to 1983.
- 4. Almost all the graduates of this major have to teach high school

BIBLIOTECA CENTRAL

See Appendix 7.

- humanistic subjects other than English in order to fulfill their academic work load.
- 5. Most of the graduates of this major usually have to teach "LIT-ERATURE", "SOCIAL STUDIES", and "AESTHETICS". In accordance with the graduates themselves, and the high school principals interviewed, they are the subjects, apart from English, generally taught by the graduates when teaching in high school.
- 6. The graduates of this major are not trained to teach high school and/or third cycle subjects other than English.
- 7. The graduates generally face methodological problems and problems of knowledge when teaching high school or third cycle subjects other than English. These problems are generally given in the public field.
- 8. When the first changes of the curriculum of this major were made (in 1977), there were no graduates in this major, yet. Thus, the changes were made without knowing whether the results were the expected ones; and as a consequence, the reorganization made was not useful enough to improve this major.
- 9. The changes made in 1977 were so small that most professors of the Foreign Language Department did not even consider them a reorganization.
- 10. Very little is known about when the last reorganization to the "PRO-FESORADO EN EL IDIOMA INGLES" curriculum was made. The professors of the Foreign Language Department of the University of El Salvador know very little about it, and the criteria taken into account

to make it.

- 11. The graduates of this major think there should be something else included in this curriculum which prepares the future professionals adequately to teach high school and third cycle subjects in addition to English.
- 12. It is time to make a reorganization to the present curriculum of the "PROFESORADO EN EL IDIOMA INGLES" major in order to improve it, and to try to adapt it to the needs of the future high school English teachers, our country, and our society.

Based upon the conclusions expressed throughout this graduation paper, the authors want to give the following main recommendation:

-To reorganize the present curriculum of the "PROFESORADO EN EL I-DIOMA INGLES" major in order to design a curriculum so that it be better adapted to the needs of the future graduates of this major, our society, and our country.

A curriculum like this, would help the future graduates of this major to work, in a better way, both in their field (English) and high school and/or third cycle subjects of the area of humanities.

It would help our society because a good training of the future graduates of this major, would better prepare the high school students under their responsibility, who in the future would become the new professionals that are going to be incorporated into the Salvadorean society directing enterprises, being politicians, scientists, and even becoming teachers.

At last, it would help our country in the economical aspect. The present Salvadorean government does not have enough money to hire teachers to work just in their specialty in high school or third cycle. This would be the best; however, it is not possible due to the former reason.

This means that due to the lack of money, the present educational system tries to prepare professionals to be incorporated into the two main branches: SCIENCES and HUMANITIES, with a minimum cost.

With the purpose of helping to design such a curriculum, the authors of this graduation paper suggest a curriculum for this major in which the following recommendations are given:

- a. To increase the number of subjects of the present curriculum from twenty (20) to twenty-one (21). The number of credits would be increased from ninety-six (96) to one humber (100), but not the number of terms. They would remain the same: six (6).
- b. To substitute the subjects "ENGLISH COMPOSITION II" and "INTRO-DUCTION TO LINGUISTICS" for other subjects of the Department of Education such as "TEACHING TECHNIQUES IN SOCIAL STUDIES" and "TEACHING TECHNIQUES IN LITERATURE". These subjects would give the future teachers techniques and methodology to teach those subjects that the graduates of this major generally have to teach: "LITERATURE" and "SOCIAL STUDIES".

Language Theory, English Phonetics, and English Grammar are enough linguistic knowledge for a graduate of this major, and the second objective of this major ("To give basic linguistic knowledge which

permits the possibility of specialization in this field." I would be achieved. Introduction to Linguistics should be taught only for students of the Bachelor's degree major.

English Composition II should be studied only by students of the Bachelor's degree major. The majority of graduates of the "PRO-FESORADO EN EL IDIOMA INGLES" major said that English Composition I gives enough writing knowledge for them to work in high school.

- c. To make all the subjects compulsory in this curriculum. The two optional subjects of the Department of Education should be substituted by two compulsory subjects: "GENERAL DIDACTICS II" and "SPANISH GRAMMAR". Spanish Grammar was suggested by almost all the graduates of this major who were surveyed (35=81%). Spanish Grammar would be taught by the Foreign Language Department in order to adapt it to give the students of this major the bases for a better understanding of English Grammar.
- d. To divide the subject "METHODS AND MATERIALS FOR TEACHING ENGLISH

  AS A SECOND LANGUAGE AND TEACHING PRACTICE" into two subjects:
  - 1. "METHODS AND MATERIALS FOR TEACHING ENGLISH AS A SECOND LANGUAGE"; and
  - 2. "TEACHING PRACTICE"

This division would benefit the students of this major, since they would have more time to learn the methodology for teaching, and also for putting into practice what they have learned. Consequently,

the future graduates of this major would become better English teachers.

- e. To change the position of the subjects "READINGS AND CONVERSATION IN ENGLISH I" (4th term) and "READINGS AND CONVERSATION IN ENGLISH II" (5th term), to the 5th and 6th terms respectively. The students of this major have to study them after having completed the learning period of the English language, that is to say, after having studied the four intensive English levels.
- 6. To charge the position of the subjects "ENGLISH GRAMMAR I" (4th term) and "ENGLISH GRAMMAR II" (5th term), to the 5th and 6th terms, respectively. The reasons are the same given for Readings and Conversation's charge of position in the present curriculum. The pre-requisite to study Grammar I has to be "Intensive Advanced English" and "Spanish Grammar".

The suggested curriculum for the "PROFESORADO EN EL IDIOMA INGLES" major is detailed as follows:

# SUGGESTED CURRICULUM

I. NAME OF THE MAJOR:

Profesorado en el Idioma Inglés

II. DEGREE CONFERRED:

Profesor en Educación Media para la Enseñanza del Idioma Inglés diploma.

#### III. STUDY TIME:

3 years - 6 terms

# IV. ENROLLMENT REQUISITE:

High School Diploma or Teacher's Diploma

# V. GRADUATING REQUISITES:

- To fulfill the present course of studies, corresponding to the degree to be conferred; and
- 2. To fulfill the requisites for graduating according to the School of Sciences and Humanities regulation.

## VI. STUDY AREAS:

7.	Foreign Language Department (6	8	credits)
	Compulsory Subjects	8	credits
2.	Department of Education (2	4	credits)
	Compulsory Subjects	4	credits
3.	Department of Literature (	4	credits)
	Compulsory Subjects	4	credits
4.	Department of Psychology (	4	credits)
	Compulsory Subjects	4	credits
			164.
	GENERAL TOTAL 10	0	credits

#### VII. DESCRIPTION OF THE MAJOR:

This major is oriented towards the training of professional teachers with a good command of English and of a modern methodology for teaching English at a high school level. It is also aimed at mastering some techniques in teaching some high school subjects of the area of humanities.

#### VIII. OBJECTIVES:

- 1. To give technical and humanistic training.
- 2. To give basic linguistic knowledge which permits the possibility of specialization in this field.
- 3. To enable professionals to teach English in high school and third cycle, and to be in command of some techniques and knowledge for teaching high school and third cycle subjects of the area of Humanities other than English.

#### IX. SUBJECT DISTRIBUTION PER STUDY AREAS

# PROFESORADO EN EL IDIOMA INGLES

# A. FOREIGN LANGUAGE DEPARTMENT

	Compulsory Subjects	Credits	Pre-requisite
1.	Intensive Basic English	8	None
2.	Intensive Intermediate English I	8	Intensivive Basic English
3.	Intensive Intermediate English II	8	Intensive Interm. English I
4.	Intensive Advanced English	8	Intensive Inter. English II
5.	Readings and Conversation in English I	4	Intensive Advanced English
6.	Readings and Conversation in English II	4	Readings and Conversation in English I
7.	English Phonetics	4	Intensive Advanced English
8.	Spanish Grammar	4	None
9.	English Composition I	4	Intensive Advanced English
10.	English Grammar I	4	Intens. Adv. English and Spanish Grammar
11.	English Grammar II	4	English Grammar I

12.	Compulsory Subjects Methods and Materials for	Credits	Pre-requisite
	teaching English as a sec- ond language	4	Intens. Adv. English
13.	Teaching Practice	4	Methods and Mat. for teach-
13.	reading racace	4	ing English as a second lan- guage
	· SUBTOTAL	68	
В.	DEPARTMENT OF EDUCATION		
	Compulsory Subjects	Credits	Pre-requisite
1.	General Pedagogy	4	None
2.	General Didactics I	4	General Pedagogy
3.	General Didactics II	4	General Didactics I
4.	Psychology Applied to Education	4	General Pedagogy and General Psychology
5.	Teaching Techniques in Literature	2 4	General Didactics II
6.	Teaching Techniques in Social Studies	4	General Didactics II
	SUBTOTAL	24	
С.	DEPARTMENT OF LITERATURE		
	Compulsory Subjects	Credits	Pre-requisite
1.	Language Theory	4	None
	SUBTOTAL	4	
D.	DEPARTMENT OF PSYCHOLOGY		
	Compulsory Subjects	Credits	Pre-requisite
1.	General Psychology	4	None
	SUBTOTAL	4	
	GRAND-TOTAL	100 Credit	ts

# CHART 8: SUBJECT DISTRIBUTION PER SEMESTERS MAJOR: "PROFESORADO EN EL IDIOMA INGLES"

PRE-REQUISITE	CREDITS	SUBJECT	CREDITS	TERM
- None	-	-Intensive Basic English	8	1
- None	_	-General Pedagogy	4	I
- None	-	-General Psychology	4	I
		SUBTOTAL	16	
-Intensive Basic English	8	-Intensive Intermediate English I	8	11
-General Pedagogy	4	-General Didactics I	4	11
-General Pedagogy and General Psychology	4	-Psychology Applied to Education	4	11
		SURTOTAL	16	
-Intensive Intermediate English I	8	-Intensive Intermediate English II	8	111
-General Didactics I	4	-General Didactics II	4	111
-None.	_	- Language. Theory	4	111
		SUBTOTAL	16	

PRE-REQUISITE	CREDITS	SUBJECT	CREDITS	TERM
-Intensive Intermediate English II	8	-Intensive Advanced English	8	TV
-General Didactics II	4	Teaching Techniques in Social Studies	4	ΙV
-General Didactics II	4	-Teaching Techniques in Literature	4	11/
-None	-	-Spanish Grammar	4	1 V
		SUBTOTAL	20	
-Intensive Advanced English	8	-English Phonetics	4	V
-Intensive Advanced English	8	-Readings and Conversation in English I	4	(/
-Intensive Advanced English	8	-Methods and Materials for Teaching En-		
-Intensive Advanced English and Spanish Grammar	8 4	g€ish as a second language -English Grammar I 	4	V
-Intensive Advanced English	8	-English Composition I	4	VI
-Readings and Conversation in English I	4	-Readings and Conv <b>ersation</b> in English II	4	VI
-Methods and Materials for Teaching English as a second language	4	-Teaching Practice	4	VI
-English Grammar I	4	-English Grammar II SUBTOTAL	16	VI
	,	GRAND-TOTAL	100	

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DESCRIPTION OF THE SUBJECTS THE AUTHORS OF THIS PAPER SUGGEST TO BE IN-CLUDED IN THE PRESENT CURRICULUM

#### A. FOREIGN LANGUAGE DEPARTMENT

# Teaching Practice:

This subject offers an opportunity to relate theory to practice. It gives the student the chance of learning experimentally. It helps the student to face specific problems in the classroom. The teaching practice will take place in educational institutions of the area in accordance with the level chosen by the teacher of the subject.

# Spanish Grammar:

The purpose of this subject is the analogous and syntactical study of the Spanish language. The nine component parts of the sentence are studied in isolated form, but taken from the sentences in order to observe them in context (analogous study). The syntactical part studies the different parts of the sentence; the relation among them with respect to the nucleus of the sentence. It also gives the bases for studying composition.

#### B. DEPARTMENT OF EDUCATION

# Teaching Techniques in Social Studies

It studies the modern techniques to teach geography, history, sociology, civics, etc., in the middle and higher levels. It also gives the student the practice to make lesson plans.

# Teaching Techniques in Literature

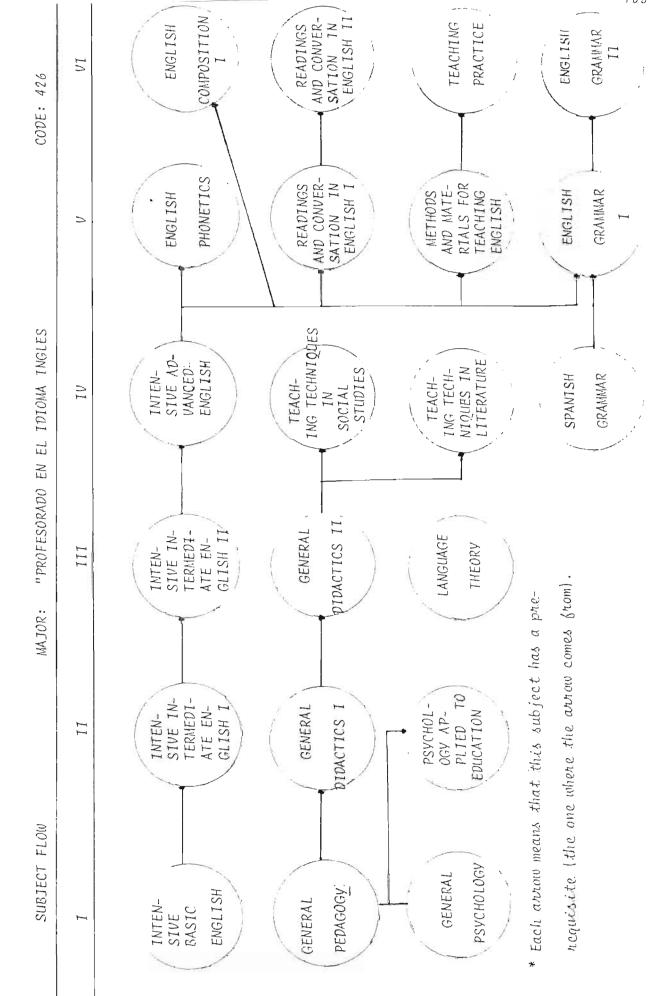
It starts with a brief introductory theoretical and practical study about the methodology and techniques of scientific investigation.

It introduces the student in the theory and literary criticism and in the problems of the literary genres. It studies modern techniques to teach



literature in the middle and higher levels. It also gives the student the practice to make lesson reans.

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The authors of this graduation paper want to make clear the differences between the present curriculum of the "PROFESORADO EN EL IDIOMA INGLES" and the suggested one. With this purpose the following comparison is made:

## "COMPARISON OF THE PRESENT AND THE SUGGESTED CURRICULA"

# Present Curriculum (1977)

- 1. It is made up of 20 subjects:
  - a) Language Department.... 13
  - b) Department of Education. . 5
  - c) Department of Literature...1
  - d) Department of Psychology...1
    TOTAL..... 20
- 2. It has 2 optional subjects of the Department of Education.
- 3. The number of credits to get the diploma is 96.
- The student is trained to teach 4.
   English.

5. English Grammar and Readings 5
and Conversation in English are studied without having a good command of the English language, since the students of this major

# Suggested Curriculum

- 1. It is made up of 21 subjects:
  - a) Language Department.... 13
  - b) Department of Education. 6
  - c) Department of Literature. . 1
  - d) Department of Psychology. 1

    TOTAL ..... 21
- All subjects in this curriculum are compulsory.
- The number of credits to get the diploma is 100.
- 4. The student is trained to teach

  English and other subjects of the

  area of humanities by studying Teach
  ing Techniques in Literature and So
  cial Studies.
- 5. English Grammar and Readings and Conversation in English are studied having a good command of the English language, since the students of this major have already studied the 4 inten-

are introduced to them when they are still studying the last intensive English level [Intensive Advanced English]; and as a cansequence, the acquisition of the knowledge is harder. These subjects are programmed for being taught in the 4th and 5th terms.

- 6. Methods and Materials for Teaching English as a second language and Teaching Practice is studied as one subject in one term. There is not enough time for the student to learn the methodology and techniques to teach English, and then to put them into practice.
- The student of this major has to study English Composition I and II.
- 8. The student has to study Intro-

sive English levels, and the acquisition of the knowledge is easier for them. These subjects are programmed for being taught in the fifth (5th) and sixth (6th) terms.

- 6. Methods and Materials for Teach—6. Methods and Materials for Teaching ing English as a second language and and Teaching Practice is studied

  as one subject in one term. There two (2) subjects:
  - Methods and Materials for Traching English as a second language,

2. Teaching Practice

- The objective is to give the students enough time to learn the methodology and techniques, and then to put them into practice.
- The student of this major has only to study English Composition I. Composition II is only taught for the Bachelor's degree major.
- 8. The student does not have to study

duction to Linguistics.

- The graduate of this major has currently problems when teaching subjects in addition to English.
- 10. The student has a lot of problems when studying English Grammar.
- This curriculum fulfills the objectives of this major.

- Introduction to Linguistics. This subject is only given for the Bachelor's degree major.
- The graduate of this major would have less problems when teaching subjects in addition to English.
- 10. The student would have less problems when studying English Grammar because he has already studied Spanish Grammar in the previous term.
- 11. This curriculum fulfills the objectives of this major.

The authors of this paper want to make some other recommendations for the Foreign Language Department to consider:

- a) To have meetings, seminars, and interviews periodically with the people involved in this major such as the high school teachers, who are teaching subjects other than English, professors of the Department of Education and of the Forcign Language Department of the University of El Salvador, and senior students of this major. Then to investigate the other subjects the English teachers have to teach, and design a curriculum which would cover the studies needed for teaching them.
- b) To analize the curriculum of this major more often in order to improve this major. The analyses to this curriculum should be made every two or three years to see the results and effects.

The authors of this graduation paper do not pretend that this work is the best or the only one, but other investigators might continue the analysis presented in this work. It is recommended for them to take into account that the Board of Education is giving the teachers in the different levels of the Salvadorean Educational System some seminars, little courses, and also bibliography related to the educational reality in order to improve the Salvadorean teachers' quality. Likewise, there are some private universities in which some syncializations are offered to get a teaching diploma, including English.

Many elementary school teachers (docentes 1, and 2) are studying in these private universities, and in the University of El Salvador, too, in order to become specialized people on a specific field, and to get the "DOCENCIA 3" by studying a Teaching Major ("PROFESORADO").

The suggested curriculum for the "PROFESORADO EN EL IDIOMA INGLES" major would be more functional than the present one, because it would give the new professional better training to face the working field.

Perhaps the future graduate would not be an excellent teacher of literature. sociology or philosophy, but he would have the tools to work with these subjects. Teaching would be easier for him, and he would be able to solve the problems he would meet. He would develop a better teaching work than those who did not have such a training.

Since the Foreign Language Department of the University of El Salvador is always interested in improving its majors in order to have a better academic level, it is sure that it will try to solve the problem presented in this paper by analyzing the present curriculum of the "PROFESORADO EN EL IDIOMA INGLES", and making the changes it considers necessary. The authors

of this work hope that some of their suggestions will be taken into consideration if these changes are done.

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A P P E N.D I X E S

# APPENDIX 1

# LOS PLANES DE ESTUDIO DE BACHILLERATOS DIVERSIFICADOS

Los Planes de Estudio de las diversas opciones o especialidades de bachillerato están organizados así:

- Asignaturas Comunes.
- Asignaturas Básicas o grupos de bachilleratos afines.
- Asignaturas Vocacionales de cada bachillerato.
- Las asignaturas o áreas de estudio comunes a los bachilleratos oscilan entre 33 y 35.
- De las 33 ó 35 asignaturas o áreas de estudio comunes que tiene cada bachillerato, el estudiante tiene la obligación de cursar un mínimo de 28.
- De las asignaturas o áreas de estudio comunes: será obligato rio que el estudiante curse y apruebe:
  - Tres Ciclos de Matemáticas.
  - Un Ciclo de Biología.
  - Un Ciclo de Física.
  - Un Ciclo de Química y
  - Un Ciclo de Estadística.
- El mínimo de 28 de las áreas de estudio comunes las completará eligiendo entre las restantes.
- El estudiante deberá cursar todas las asignaturas básicas en los casos que las haya, y todas las asignaturas vocacionales que aparecen en el Plan de Estudio de la especialidad de bachillerato que haya elegido.
- Debe tenerse mucho cuidado en el avance de la carrera elegida, por cuanto debe respetarse la secuencia de pre-requisitos. Al gunas asignaturas comunes tienen pre-requisitos entre ellas mismas. Algunas asignaturas básicas o grupos de especialidades pueden tener pre-requisito entre ellas mismas, pero pueden tenerlo entre las asignaturas comunes y lo mismo puede suceder con las asignaturas propias de cada especialidad.

MINISTERIO DE EDUCACION DIRECCION DE EDUCACION REDIA Y SUPERIOR

ASIGNATURAS DE CADA AÑO DE ESTUDIOS DEL BACHILLERATO ACADEMICO (Entró en vigencia a partir de 1976)

malado miada argitanialar	ASIGNATURAS SEGUN OPCION HUMANIDADES		SOCIOLOGIA PSICOLOGIA	SOCIOLOGIA PSICOLOGIA HISTORIA UNIVERSAL (Análisis de hechos rele- vantes)
VOCACIONALES idades de bachillerato)	ASIGNATURAS SEGUN DPCIUN MATEMATICA Y FISICA		MATEMATICA CIENCIAS FISICAS	MATEMATICA CIENCIAS FISICAS DEMOGRAFIA
-	ASTUNATURAS SEGUN UPCTUN CIENCIAS NATURALES		CIENCIAS BIOLOGICAS CIENCIAS QUIMICAS	CIENCIAS BIOLOGICAS CIENCIAS QUIMIÇAS ECOLOGIA
	ASTGNATURAS BASICAS DEL BACHILLERATO ACADEMICO	FILOSOFIA ESTADISTICA ASIGNATURA APLICADA	FILOSOFIA ESTADISTICA ASIGNATURA APLICADA	ASIGNATURA APLICADA
ASIGNATURAS COMUNES DE TODO BACHILLERATO	PRIMER AND	LETRAS ESTUDIOS SDCIALES INGLES HATEMATICAS CIENCIAS BIOLOGICAS CIENCIAS QUIMICAS EDUCACION ESTETICA	SEGUNDO AÑO LETRAS LETRAS ESTUDIOS SOCIALES INGLES MATEMATICA : CIENCIAS QUIMICAS CIENCIAS FISICAS EDUCACION ESTETICA	TERCER AÑO LETRAS INGLES MATEMATICA EDUCACION ESTETICA

. Según selección de cada Institución Educativa.

MINISTERIO DE EDUCACION Dirección de Educación Media y Superiro

ASIGNATURAS DE CADA AÑO DE ESTUDIOS DEL BACHILLERATO EN ARTES

ASIGNATURS BE LA ESPECIALIDAD   ASIGNATURS BE LETARS   ESPECIALIDAD   EXPRESION CORPORAL   ESTUDIOS SOCIALES   EGUNDAMENTOS DEL DISENO   EXPRESION CORPORAL   EGUNDAMENTOS DEL DISENO   EXPRESION CORPORAL   ESPECIALIDAD   EL ARTE EN AMERICA   HISTORIA DEL LA PLASTICA   HISTORIA DEL LA PLASTICA   HISTORIA DEL LA PLASTICA   EN HISTORIA DEL LA PLASTICA   HISTORIA DEL LA RATE   ECNICAS EDUCACION ESTETICA   HISTORIA DEL LA RATE   ECNICAS EL HISTORIA DEL LA RATE   ESPECIALIDAD	A S I G N A T U R A S — V O C A C I O N A L E S (Propias de la respectiva m <u>od</u> alidad de Bachillerato)	-
ALES OIBUJO FUNDAMENTOS DEL DISEÑO GEOMETRIA DESCRIPTIVA Y PERSPECTIVA HISTORIA DEL COLOR TECNICAS TEC	ASIGNATURAS DE LA ESPECIALIDAD ARTES ESCENICAS	ASIGNATURAS DE LA ESPECIALIDAD MUSICA
APRECIACION DEL ARTE EN AMERICA APRECIACION VISUAL DE LAS ARTES FUNDAMENTOS DEL DISEÑO ORIENTÁCION DE LAS INVESTIGACIONES TECNICAS II TECNICAS TECNICAS DIBUJO SOCIOLOGIA DEL ARTE SEMINARIO PEDAGORIA SA II ESPECIALIDAD	A ACROBACIA DRAMATICA EXPRESION CORPORAL EXPRESION ORAL TIVA Y PERSPECTIVA HISTORIA DEL TEATRO IMPROVISACION INTERPRETACION	APRECIACION MUSICAL CONJUNTO' OPTATIVA PRINCIPAL OPTATIVA SECUNDARIA PIANO GENERAL SOLFEO TECHICAS MUSICALES BASICAS
SOCIOLOGIA DEL ARTE SEMINARIO PEDAGORIA SA 11 ESPECIALIDAD	ARTĘSANIA TE-ITRAL ETICA E HISTORIA DRAMATICA EXPRESION ORAL Y CORPORAL INTERPRETACION TNYESTIGACION Y MONTAJE TECNICAS TEATRALES	DIRECCION BASICA HISTORIA Y LITERATURA DE LA HUSICA CONJUNTO METONOLOGIA DE LOS INSTRUMENTOS DE VIENTO OPTATIVA PRÍNCIPAL PEDAGOGIA GENERAL PIANO GENERAL OPTATIVA SECUNDARIA
HISTORIA DE LA DRAMA NONTAJE DE OBRAS	DIRECCION ESCENICA INTERPRETACION INVESTIGACION TEATRAL EXPRESION ORAL Y COPPORAL HISTORIA DEL ARTE HISTORIA DE LA DRAMATURGIA MONTAJE DE OGRAS	TECNICAS MUSICALES BASICAS CONJUNTO METOCOLOGIA DE LOS INSTRUMENTOS DE CUERDA OPTATIVA PRINCIPAL (Obligatoría) PEDAGCGIA GENERAL Y ESPECIAL PIANO GENERAL TECNICAS MUSICALES BASICAS

MINISTERIO DE EDUCACIÓN Ofrección de Educación Media y Superior

ASIGNATURAS DE CADA AÑO DE ESTUDIOS DEL BACHILLERATO EN SALUD

	ABLIGHATYRAS DE LA OPCION SAMEAMIENTO	SANEANIENTO AMBIENTAL	SANEANIENTO AMBIENTAL ELEMENTOS DE TOPOSRAFIA CONTROL DE ALINENTOS	ELEKENTOS DE TOPOGRAFIA SANEAMIENTO AMBIENTAL EDUCACION PARA LA SALUD HIGIEME INDUSTRIAL LEGISLACION SANITARIA
ASIGNATURAS VOCACIONALES (Propias de la respectiva modalidad de Bachillerato)	3 ASIGNATURAS DE LA OPCION ENFERHERIA	FUNDAMENTOS DE ENFERMERIA ANATONIA Y FISIOLOGIA	MEDICINA Y CIRUGIA NUTRICION Y DIETOTERAPIA	SALUD MATCRNO INFANTIL SALUD MENTAL
) I S A (	2 ASIGNATURAS BASICAS	ESTADISTICA MICROBIOLOGIA Y PARASITOLOGIA NUTRICION ETICA	PSICOLOGIA EPIDEMIOLOGIA EDUCACION PARA LA SALUD	DESARROLLO DE LA COMUNIDAD PRIMEROS AUXILIOS TEORIA ADMINISTRATIVA Y LEGISLACION SANITARIA BIOQUIMICA
ASIGNATURAS COMUNES DE TODO	BACHILLEKATU   PRIMER AÑO	LETRÁS ESTUDIOS SOCIALES INGLES MATEMATICAS CIENCIAS BUUCOGICAS CIENCIAS QUÍMICAS EDUCACION ESTETICA	SEGUNDO AÑO LETRAS ESTUDIOS SOCIALES INGLES MATEMATICA CIENCIAS QUINICAS CIENCIAS FISICAS EDUCACION ESTETICA	TERCER AÑO LETRAS INGLES MATEMATICAS CIENCIAS FISICAS EDUCACION ESTETICA

NOTA: A las asignaturas de las columnas Nos. 1 y 2, el estudiante agregará las asignaturas de las columna Nos. 3 y 4 segón opción, La opción hecha desde el primer año obliga a continuar con las respectivas asignaturas durante los otros años.

ASIGNATURAS DE CADA AÑO DE ESTUDIOS DEL BACHILLERATO EN HOSTELERIA Y TURISMO (PLAN 1977) NINISTERIO DE EDUCACION Dirección de Educación Media y Superior

A S I G N A T U R A S COMUNES DE TOOO BACHILLERATO	A S I G N A T U R A S VOCACIONALES (Proptas de la respectiva modalidad de Bachillerato)
LETRAS	GEOGRAFIA TURISTICA DE EL SALVADOR
ESTUDIOS SOCIALES	TECHICA TURISTICA
INGLES	INICIACION JURIDICA
MATEMATICA	NOCIONES DE ECONOMIA EMPRESARIAL
CIENCIAS BIOLOGICAS	NOCIONES DE CONTABILIDAD
CIENCIAS QUIMICAS	INGLES
EDUCACION ESTETICA	TECNICA HOSTELERA
SEGUNDO AÑO	
LETRAS	GEOGRAFIA TURISTICA DE CENTRO AMERICA
ESTUDIOS SUCIALES 11 .	HISTORIA GENERAL DESDE LA EFOCA FRECOLOMBINA (Cultura, Arto y Litoratura)
INGLES 11	TECKICA TURISTI <b>S</b> A
MATEMATICA 11	DERECHO PRIVADO DE APLICACION TURISTICA
CIENCIAS QUINICAS II	LEGISLACION LABORAL
CIENCIAS FISICAS	INGLES
EDUCACION ESTETICA	CONTABILIDAD DE EMPRESAS TURISTICAS
TERCER ARO	ADIBARIA TIPLOTIFIA DE MONTE Y CHO AMEDICA
INGLES 111	HISTORIA GENERAL DESDE LA EFOCA PRECOLOMBINA (Cultura, Arta y Literatura)
MATEMATICAS III	TECNICA TURISTICA
EDUCACION ESTETICA	PSICOLOGIA GENERAL APLICADA MERCANOTECHIA Y PUBLICIDAD
	INGLES TECKICA HOSTELERA

MINISTERIO DE EDUCACIÓN Dirección de Educación Media y Superior

ASIGNATURAS DE CADA AÑO DE ESTUDIOS DEL BACHILLERATO EN NAVEGACION Y PESCA (Entró en vigencia en 1977 y caducará en 1976)

BACHILLERATO		ASIGNATIRAS VOCACIONALES (Propias de la respectiva modalidad de Bachillerato)	ALIQUIATION OF THE FOOTONIA 1010	
PRIMER AND	ASIGNAIURAS UE LA ESPECIALIDAU MECANICA NAVAL	ASTUMATURAS OF LA ESPECTALIDAD PESCA Y HAVEGACTON	ASIGNATURAS DE LA ESPECTALTUAD PROCESAMIENTO	
LETRAS	CIENCIAS FISICAS	CIENCIAS FISICAS	CIENÇI YS CUINIC	
ESTUDIOS SOCIALES	CIENCIAS NAUTICO-PESQUERA	CIENCIAS NAUTICO PESQUERAS	CIENCIAS DE LA VIDA	
INGLES	CIENCIAS SOCIO ECONOMICAS	CIERCIAS SOCIO ECONOMICAS	CLENCIAS SOCIO ECONOMICAS	
MATERATICAS	CLENCIAS GRAFICAS	CLENCIAS GRAFICAS	CLENCIAS FISICAS	
CIENCIAS BIULUGICAS				
EDUCACION ESTETICA				
SEGUNDO AÑO				
LETRAS	CIENCIAS FISICAS	CIENCIAS FISICAS	CIENCIAS QUIMICAS	
ESTUDIOS SOCIALES	CIENCIAS DE LA TIERRA	CIENCIAS MAUTICO PESQUERAS	CIENCIAS NAUTICO PESQUERAS	
INGLES	CIENCIAS SOCIO ECONOMICAS	CIENCIAS DE LA TIERRA	CIENCIAS DE LA VIDA	
MATEMATICAS	CIEHCIAS NAUTICO PESQUERAS	CIENCIAS SOCIO ECONOMICAS	CIENCIAS DE LA TIERRA	
CIENCIAS QUIMICAS		CIENCIAS DE LA VIDA	CIENCIAS SOCIO ECONOMICAS	
CIENCIAS FISICAS				
EDUCACION ESTETICA				
TERCER AÑO				
LETRAS	CIENCIAS FISICAS	CIENCIAS NAUTICO PESQUERAS	CIENCIAS NAUTICO PESQUERAS	
INGLES		CIENCIAS DE LA TIERRA	CIENCIAS SOCIO ECONOMICAS	
HATEMATICA		CIENCIAS FISICAS	CIENCING DE LA VIDA	
CIENCIAS FISICAS			CIENCIAS FISICAS	
EDUCACION ESTETICA			CIENCIAS DE LA TIERRA	

# ASIGNATURAS DE CADA AÑO DE ESTUDIOS DEL BACHILLERATO INDUSTRIAL (PLAN 1977)

ASIGNATURAS COMUNES DE TODO BACHILLERATO		ASIGNATURAS VOC (Propias de la respectiva modali		
PRIMER AÑO	ASIGNATURAS DE LA ESPECAA LIDAD MECANICA	ASIGNATURAS DE LA ESPECIALIDAD AUTOMOTORES	ASIGNATURAS DE LA ESPECIALIDAD ELECTRICIDAD	ASIGNATURAS DE LA ESPECIALIDAD ELECTRONICA
LETRAS ESTUDIOS SOCIALES INGLES MATEMATICA CIENCIAS BIOLOGICAS CIENCIAS QUIMICAS EDUCACION ESTEIICA	DIBUJO TECNICO TECNOLOGIA (TEORIA) PRACTICA DE TALLER	DIBUJO TECNICO TECNOLOGIA (TEORIA) PRACTICA DE TALLER	DIRUJO TECNICO TECNOLOGIA (TEORIA) PRACTICA DE TALLER	DIBUJO TECNICO TECNOLOGIA (TEORIA) PRACTICA DE TALLER
SEGUNDO AÑO LETRAS II ESTUDIOS SOCIALES II INGLES II INATEMATICA II CIENCIAS QUINICAS II CIENCIAS FISICAS EDUCACION ESTETICA	DIBUJO TECNICO TECNOLOGIA (TEORIA) PRACTICA DE TALLER SEGURIDAD INDUSTRIAL	DIBUJO TECNICO TECNOLOGIA (TEURIA) PRACTICA DE TALLER SEGURIDAD INDUSTRIAL	DIBUJO TECNICO TECNOLOGIA (TEORIA) PRACTICA DE TALLER SEGURIDAD INDUSTRIAL	DIBUJO TECNICO TECNOLOGIA (TEORIA) PRACTICA DE TALLER SEGURIDAD INDUSTRIAL
TERCER AND LETRAS III INGLES III MATEMATICAS III CIENCIAS FISICAS II EDUCACION ESTETICA	DIBUJO TECNICO TECNOLOGIA (TEORIA) PRACTICAS DE TALLER LEGISLACION LABORAL ORGANIZACTON INDUSTRIAL	DIBUJO TECNICO TECNOLOGIA (TEORIA) PRACTICAS DE TALLER LEGISLACION LABORAL DRGANIZAÇION INDUSTRIAL	DIBUJO TECNICO TECNOLOGIA (TEORIA) PRACTICAS DE TALLER LEGISLACIÓN LABORAL ORGANIZACION INDUSTRIAL	DIBUJO TECNICO TECNGLOGIA (TEORIA) BRACTICAS DE TALLER LEGISLACIÓN LABORAL ORGANIZACION INDUSTRIAL

l. NOTA: A las asignaturas de la columna Nº 1 se sumarán las de las otras columnas, según la especialidad que previamente se haya tomado.

# ASIGNATURAS DE CADA AÑO DE ESTUDIOS DEL BACHILLERATO EN COMERCIO Y ADMINISTRACION (SISTEMA DIURNO) (Entra en vigencia a partir de 1975)

ASIGNATURAS COMUNES DE TODO BACHILLERATO	A SIGNATURAS YOCACIONALÉS (Propias de la respectiva modalidad de Bachillerato)				
PRIMER AND	ASIGNATURAS BASICAS DE LAS OPCIONES	ASIGNATURAS SEGUH OPCION CONTADURIA	ASIGNATURAS SEGUN OPCION SECRETARIADO		
LETRAS ESTUDIOS SOCIALES INGLES MATEMATICA CIENCIAS BIOLOGICAS CIEKCIAS QUIHICAS	CONTABILIDAD ADMINISTRACION DE EMPRESAS	PRACTICA DE MAQUINARIA	TAQUIGRAFIA MECANOGRAFIA		
SEGUNDO AÑO LETRAS ESTUDIOS SOCIALES INGLES MATEMATICA CIENCIAS QUIMICAS CIENCIAS FISICA8 EQUCACION ESTETICA	MATEMATICA FINANCIERA LEGISLACION	CONTABILIDAD (Costos Industriales) ADMINISTRACION DE EMPRESAS FRACTICA DE MAQUINARIA	TAQUIGRAFIA MECANCGRAFIA INGLES COMERCIAL		
TERCER ANO LETRAS INGLES HATEMATICA CIENCIAS FISICAS EDUCACION ESTETICA	ECONOMIA APLICADA AL COMERCIO, INOUSTRIA Y BANCA	CONTABILIDAD (Costos Bacarios y Agri.) FINANZAS FUBLICAS ESTADISTICA COMERCIAL HERCADEO PRACTICA DE MAQUINARIA	TAQUIGRAFIA MECANOGRAFIA REDACCION Y ARCHIVO INGLES COMERCIAL		

# ASIGNATURAS DE CADA AÑO DE ESTUDIOS DEL BACHILLERATO EN COMERCIO Y ADMINISTRACION (Sistema Nocturno) (Entró en vigencia a partir de 1975)

ASIGNATURAS COMUNES DE TCOO BACHILLERATO	ASIGNATURAS YOCACIONALES (Propias de la respectiva modalidad de bachillerato)			
PRIMER AÑO	ASIGNATURAS BASICAS DE LAS OPCIONES	ASIGNATURAS SEGUN OPCION CONTADURIA	ASIGNATURAS SEGUN OPCION SECRETARIADO	
LETRAS ESTUDIOS SOCIALES INGLES MATEMATICA CIENCIAS BIOLOGICAS CIENCIAS UNIHICAS EDUCACIUM ESTETICA	ADMINISTRACION DE EMPRESAS	PRACTICA DE MAQUINARIA	MECANUGRAFIA	
SEGUNDO AÑO ESTUDIOS SOCIALES LETRAS INGLES MATEMATICAS CIENCIAS QUÍMICAS CIENCIAS FISICAS EDUCACION ESTETICA	CONTABILIDAD	PRACTICA DE MAQUINARIA	TAQUIGRAFIA MECANOGRAFIA	
TERCER AÑO LETRAS INGLES MATEMATICAS CIENCIAS FISICAS IDUCACION ESTETICA	MATEMATICA FINANCIERA	CONTABILIDAD ADMINISTRACION DE EMPRESAS	TAGUIGRAFIA MECANOGRAFIA INGLES COMERCIAL	
CUARTO AGO	ECONOMIA APLICADA AL COMERCIO, LA IMPUSTRIA Y LA IANGA LEGISLACION	CONTABILIDAD FINANZAS PUBLICAS ESTADISTICA CONERCIAL MERCADEO PRACTICA DE MAGUINARIA	TAQUIGRAFIA MECAROGRAFIA REDACCION Y ARCHIVO INGLES COMERCIAL	

# PLAN DE ESTUDIOS DEL BACHILLERATO EN TECNICAS VOCACIGNALES

				_
ASIGNATURAS COMUNES PARA TODA MODALIDAD DE BACHILLERATO	ASIGNATURAS BASICAS DE LAS ESPECIALIDA- DES	ASIGNATURAS ESPECIALIDAD DE CULTOR DE BELLEZA	VOCACIONALES  ESPECIALIDAD DE ARTE Y DECORACION	ESPECIALIDAD DE ALTA COSTURA Y DISEÑO
Letras II Letras III Matemáticas III Matemáticas III Matemáticas III Inglés I Inglés I Inglés III Educación Estética I Educación Estética II Educación Estética III Ciencias Físicas I Ciencias Físicas I Estudios Sociales I Estudios Sociales II Ciencias Químicas I Ciencias Químicas II	Historia del Arte II Historia del Arte III Historia del Arte III Gimnasia I Gimnasia III Relaciones Humanas II Relaciones Humanas III Contabilidad	Teorfa y Práct. de Cosmeto- logía I Teorfa y Práct. de Cosmeto- logía III Teorfa y Práct. de Cosmeto- logía IV Teorfa y Práct. de Cosmeto- logía V Anat. Fís. e Hig. I AAnat. Fís. e Hig. II Gimnasia IV Gienasia V Teorfa del Color	Dibujo y Diseño II Dibujo y Diseño III Dibujo y Diseño III Teorfa del Color II Teorfa del Color III Teorfa del Color III Teorfa del Color III Teorfa y Práct. de Decoración II Teorfa y Práct. de Decoración III Teorfa y Práct. de Decoración III Teorfa y Práct. de Decoración III Teorfa y Práct. de Decoración IV Artes Ind. Aplicadas al Hogar I Artes Ind. Aplicadas al Hogar II Jardinerfa	Corté y Confección II Corte y Confección III Corte y Confección IV Bordado y Lab. I Bordado y Lab. II Bordado y Lab. III Dibujo y Diseño I Dibujo y Diseño II Dibujo y Diseño III Anatomía Gimnasia IV
	1			

# ASIGNATURAS DE CADA AÑO DE ESTUDIOS DEL BACHILLERATO AGRICOLA

ASIGNATURAS COMUNES DE TODO BACHILIERATO	ASIGNATURAS VOCACIONALES
PRIMER AND	(Propias de la respectiva modalidad de bachillerato)
LETRAS ESTUDIOS SOCIALES INGLES INGLES MATEMATICA CIENCIAS BIOLOGICAS CIENCIAS QUIMICAS EDUCACION ESTETICA	INTRODUCCION A LA AGRICULTURA SALVADOREÑA PRODUCCION AGROPECUARIA ADMINISTRACION AGRICOLA MECANIZACION Y TALLER AGRICOLA
SEGUNDO ARO LETRAS II ESTUDIOS SOCIALES II INGLES II MATEMATICA II CIENCIAS QUIMICAS II CIENCIAS FISICAS EDUCACION ESTETICA	PRODUCCION AGROPECUARIA II RECURSOS NATURALES RENOVABLES ADMINISTRACION AGRICOLA II MECANIZACION Y TALLER AGRICOLA II
TERCER AÑO LETRAS III INGLES III MATEMATICA III CIENCIAS FISICA II EDUCACION ESTETICA	PRODUCCION AGROPECUARIA III RECURSOS NATURALES REMOVABLES II ADMINISTRACION AGRICOLA III MECANIZACION Y TALLER AGRICOLA III RIEGOS Y DRENAJES

# ASIGNATURAS DE CADA AÑO DE ESTUDIOS DEL BACHILLERATO PEDAGOGICO

ASIGNATURAS COMUNES DE	The second secon	URAS VOCACIONALES de la respectiva modalidad de Bachillerato)	
TOOO BACHILLERATO 1	ASIGNATURAS BASICAS	ASIGNATURAS OPCION PARVULARIA	ASIGNATURAS OPCION EDUCACION ESPECIAL
PRIMER AND	2	3	4
LETRAS ESTUDIOS SOCIALES INGLES MATEMATICA CIENCIAS BIOLOGICAS CIENCIAS UNIMICAS EDUCACION ESTETICA	PSICOLOGIA HISTORIA Y FILOSOFIA DE LA EDUCACION DIDACTICA GENERAL ESTUDIOS DE LOS PROGRAMAS TECNICA DE ENSEÑANZA		•
SEGUNDO AÑO LETRAS 11 ESTUDIOS SOCIALES 11 INGLES 11 MATEMATICA 11 CIENCIAS QUIMICAS 11 CIENCIAS FISICA EDUCACION ESTETICA	ORIENTACION PSICOLOGIA II HISTORIA Y FILOSOFIA DE LA EDUCACION DIDACTICA GENERAL ESTUDIO DE LOS PROGRAMAS Y TECHICAS DE LA ENSEÑANZA	EDUCACION PARVULARIA	EDUCACION ESPECIAL
TERCER AND LETRAS III INGLES III MATEMATICA III CIENCIAS FISICAS II EDUCACION ESTETICA	PSICOLOGIA III SOCIOLOGIA ADMINISTRACION ESCOLAR ESTUDIO DE LOS PROGRAMAS Y TECULDE ENS. ESTADISTICA Y EVALUACION	EDUCACION PARYULARIA	EDUCACION ESPECIAL

NOTA: A las asignaturas de la columna Nº 1 se sumarán las de la columna Nº 2 y las de la Nº 3 o 4 según la opción. La opción hecha desde el comienzo de los estudios obliga a continuar hasta el final.

# ASIGNATURAS DE ESTUDIO DEL TERCER AÑO DE BACHILLERATO PEDAGOGICO (PLAN II)

ASIGNATURAS COMUNES DE TODO BACHILLERATO	ASIGNATURA VOCACIONALES PRIMER CICLO (18 Semanas)
LETRAS INGLES MATEMATICA CIENCIAS FISICAS EDUCACION ESTETICA	FUNDAMENTOS DE LA EDUCACION PSICOLOGIA Y ORIENTACION DESARROLLO DE LA COMUNIDAD ADMINISTRACION ESCOLAR I
LETRAS INGLES MATEMATICA CIENCIAS FISICAS EDUCACION ESTETICA	SEGUNDO CICLO (18 Semanas)  TECNICAS DE ENSEÑANZA DE IDIOMA NACIONAL TECNICAS DE ENSEÑANZA DE MATEMATICA TECNICAS DE ENSEÑANZA DE ESTUDIO DE LA NATURALEZA TECNICAS DE ENSEÑANZA DE ESTUDIOS SOCIALES EVALUACION
	PRIMER PERIODO DE VACACIONES (9 Semanas)  ADMINISTRACION ESCOLAR II  EVALUACION II  TECNICAS DE LA ENSEÑANZA DE LA EDUCACION ESTETICA  TECNOLOGIA EDUCATIVA

DOCENCIA CONTROLADA (21 Semanas)

Ejercicio docente en una escuela rural o urbana bajo el control técnico y administrativo de Educación Básica y - Ciudad Normal 'Alberto Masferrer'

SEGUNDO PERIODO DE VACACIONES (9 Semanas) Seminario (Análisis de experiencia y refuerzo)

. Se le denomina PLAN II, únicamente para diferenciarlo del Plan de Estudios regular de formación de Bachilleres en Pedagogía. Vigente desde 1975.

# APPENDIX 2

# CRITERIOS BASICOS PARA LA ADMINISTRACION DEL CURRICULO DEL NIVEL DE EDUCACION MEDIA

En el nivel de bachillerato, el currículo será administrado de acuerdo a los siguientes criterios operacionales básicos:

- Los planes y programas de estudio serán administrados en  $C\underline{I}$  CLOS TRIMESTRALES.
- Un CICLO TRIMESTRAL comprende: inscripción de asignaturas, evaluación diagnóstica, desarrollo del Programa de Estudio con evaluación formativa, evaluaciones sumativas y evaluaciones de recuperación de notas de ciclo.
- Una institución educativa puede ofrecer en el año hasta cua tro ciclos de estudio, según la demanda y los recursos huma nos y materiales con los que cuenta y los que le pueden proporcionar la comunidad.
- Se dará oportunidad de ingreso a los estudiantes al inicio de cada ciclo de estudio.
- La matrícula que cancele el estudiante le valdrá por tres ciclos de estudio, dentro del mismo año lectivo.
- Cada institución presentará a los estudiantes el listado de asignaturas que ofrecerá en cada ciclo.
- El estudiante inscribirá asignaturas, no ciclos de estudio; por lo tanto aprobará o reprobará asignaturas.
- El estudiante puede retirarse del sistema y volver a  $\ell\ell$  cuan do tenga oportunidades.
- La nota mínima de aprobación de una asignatura es de 5.0 la cual debe calcularse como un promedio de todas las evaluaciones realizadas durante el ciclo de estudios.
- Se dará oportunidad al estudiante de rendir un nuevo examen de la asignatura que repruebe, cuando éste lo solicite.



# APPENDIX 3

RIO DE EDUCACION

#### RESOLUCION No. 09/83

UNISTERIO DE EDUCACION: San Salvador, a las diez horas del día vointisia. o de enero de mil noveciontes echanta y tros.

#### CASIDERANDO:

- Quo el Ministorio de Educación, por Acuerdo No.4097 de fecha le -de noviembre do 1982, decidió doragar el Sistema de Administración
  Curricular por Ciclos Trimestrales y Autorizer al Nivel de Educación Medio para que durante 1983 administre el Currículum con la -codalidad de Años Escolares, solvo determinados excepciones;
- II.- Que medianto el mismo Acuerdo seignó a la Comisión Nacional Mixta y Permanente del Currículo de Educación Modia, entre etras, la res ponsabilidad de elaborar una Table de Equivalencias que parmita el paso del Sistemo de Cicles al de Años Escolares;
- III.- Que les situaciones de Administración Curricular ten variadas y -- complejas en su aplicación hacen difícil elaborar una tabla rígida de equivalencias entre los planes de estudio por Ciclos Trimestra-los y por Año Eccolares, para resolver la totalidad de los casos;
  - Que el sector catudiantil que curse estudios per ciclos desde 1981 podrá ser absorbido por el sistema de años escolaros, eclamente si — no pierde asignaturas;
  - Que os necesario dictar medidas constales que sirvan de apoyo Técnico, Legal y Administrativo que facilite a les Instituciones de -Educación Media, arreglar internamente el peso de Cicles Trimectralos a Años Escolares:

#### POR TANTO:

En base a los antes expuesto, el Director General da Educación ha dia y Superior,



#### RESULTIE

- 1.- Que los alumnos de nuevo ingreso en 1985 curson sus estudios por el Siriama de Años L. elerra.
- 2.- Autorizar la convercion del Sistema de Administración Curricular por Cicles el de Años Escolares, atendicone les riquientes critaries:
  - 2.1.— Tomar de base los Planes de Estudio por Años Escolaros vi çontus a partir do 1976 y come comparación, los cue se pu sigren-en practica duranto la vigencia de los equardos Nos. 3904 y 0000 de fecha 18 de agento de 1981 y 19 de enero de 1902, respectivamento;
  - 2.2.- Dado quo el Sicteme de Cioles introdujo ecignaturas nucumo, comunus a todos los Bachilleratos, en su mayoria do Cultura General, se faculta a las Cirecciones Regionales para que pueden sutorizar la equivalencia de dos asignaturas nuevas, aprobadas por el Sistema de Cicles, por una de la misma naturaleza del cictes de Rice Escolares;
  - 2.3.- Declaror equivalente toda asignatura comun I, II y III, inpartido por el Sistema de Cicles Trimestrales con la de -içual denominación correspondiente a 19, 20 y Sor. año respectivamente;
  - 2.4.- Todo estudiante que haya aprobado por el Sistema de Cíclea, asignaturas que no con del Plan de Estudios de la opción de Bachillorete que ha elegido se le derá por equivalente un Cicle de cualquier asignatura comun por una asignatura comun del Plan de Años Escolares; siempre y cuando sean es la misma área;
  - 2.5.- Para les asignaturas básicas a grupos de especialidades, si que vigente la Table de Equivalencias dada per la Dirección General de Educación Media y Suparior. (Anexo Nº 1).
  - 2.6.- Los alumnos podrán cursar cimultáneamente asignaturas de 1º, 2º y 3er años de las respectivos modelidades de Gachillerato a fin de completar Años Escolares, ceto será posible este si una asignatura no se prerrequisito de otra;
  - 2.7.- Les instituciones podrán elaborar planes de entudio especiales para completar edigenturas bésicas y vececionales impartidas per el Sistema de Ciclos, y de les autoriza para quepueden desarrollar cursos de niveleción.

- 3.- Que los estudientes a les que les falters une o des cicles per concluir sus estudies pueden continuer con diche Sistema durante 1983.
- 4.- Que los casos que no puedan resolverse con los criteries estable cidos en el presente Acuerdo, serán resueltos par los Directores Regionales, en coordinación con los Directores de Institutos Nacionales, debiendo quedar constancia do dicha solución en la Oficina de Registro Académica correspondiente.
  - Facultar a las Direcciones Regionales de Educación Medio y Superior, con los Directores de Institutos Nacionales, para que me-- dianta un instructivo emitido por la Dirección General, pueden nuterizar a las instituciones educativas a fin de que realicon evaluaciones extraordinarias de recuperación, por vía de gracia y de suficiencia que foc. Piten a los alumnos la prosecución de que estudios par el Sistema de Años Escolaros.
- 5.- Que los registros académicos, iniciados por el Sistema de Ciclos, se traclados, al de Años Escolores, atendiendo los critorios de-conversión, en los cacos en que haya necesidad de hacerlos.
- 7.- Que las presentes dispeniciones tendrán validoz transitoria mientras no se pongan en vicencia los planes y programas de estudio, del Nivel Redio y su respectiva reglamentación, los cuales as actualizarán conforme al literal b, numeral 4 del Acuardo Nº 4097—del 10 de noviembre de 1982, expedido por al Peder Ejecutivo en el Ramo de Educación.

Inn. Juci idallo Araujo Remagoza.Director General de Educación Media

y Superior.

JAAR .mem.

## APPELIDIX 4

## LIST OF GRADUATES OF THE "TRANSLATOR-INTERPRETER" MAJOR

- 1. Rosa de Bulnes
- 2. Leonor Aleman
- 3. César Napoleon Barrientos
- 4. Fernando Gianini Villacorta
- 5. Mateo Mauricio Hernández
- 6. Carlos Aláredo Alegría
- 7. Elsie Yúdice de Alegría
- 8. María Cristina Cruz
- 9. Irma Lara de Luna
- 10 .- Concepción Pineda Villalta
- 11. Regina Solís
- 12.- Jesefina Soundy
- 13.- Margarita Artvalo
- 14. Vera de Crisonino
- 15.- Francisco Chinchilla
- 16. Jonge A. Dunan
- 17.- José Angel Hartinez
- 18. Saúl Rivera Romero
- 19. Rodrige Alonse Hernandez Lila
- 20. Carlos Romeo Melendez
- 21.- José Braulio Hernández Urrutia
- 22.- Rosa Santillana
- 23. Rajael González Brito.

## APPENDIX 5

## LIST OF THE HIGH SCHOOLS AND THIRD CYCLES WHERE PRINCIPALS WERE INTERVIEWED

- 1. Instituto Nacional "La Periquera". (Santa Ana)
- 2. Instituto Nacional de "El Congo". (Santa Ana)
- 3. Instituto Tecnológico de Santa Ana. (Santa Ana)
- 4. Instituto Nacional de Chalchuapa (Tercer Ciclo) (Santa Ana)
- 5. Instituto Nacional de Santa Ana (Bachillerato) (Santa Ana)
- 6. Colegio "Santa Ana California" (Santa Ana)
- 7. Colegio "La Esperanza" (Santa Ana)
- 8. Instituto Nacional de Santa Ana (Tercer Ciclo) (Santa Ana)
- 9. Colegio Bautista (Santa Ana)
- 10. Instituto Nacional de Texistepeque (Santa Ana)
- 11. Instituto Medalla Milagrosa (Santa Ana)
- 12. Instituto Nocturno Oficial Santaneco (Santa Ana)
- 13. Instituto Tecnológico de San Salvador (San Salvador)
- 14. Instituto Nacional "Francisco Menéndez" (San Salvador)
- 15. Instituto Nacional "Alberto Masferrer" (Zacamil, Sn. Salvador)
- 16. Instituto Nacional "Francisco Morazán" (San Salvador)
- 17. Colegio "Acción Civica Militar" (San Salvador)
- 18. Colegio Bautista (San Salvador)
- 19. Instituto Nacional de Atiquizaya (Ahuachpán)
- 20. Instituto Nacional de Cuyultitán (La Paz)
- 21. Instituto Nacional de Juayúa (Sonsonate)

- 22. Instituto Tecnológico "Dr. Serbelio Navarrete" (Sn. Vicente)
- 23. Instituto Nacional de Santa Rosa de Lima (La Unión)
- 24. Instituto Nacional de Usulután (Usulután)
- 25. Instituto Nacional de Santiago de María (Usulután)

LIST OF HIGH SCHOOLS WHERE PRINCIPALS WERE CONTACTED

BUT NOT INTERVIEWED DUE TO THERE NOT HAVING ENGLISH

TEACHERS GRADUATED FROM THE UNIVERSITY OF EL SALVADOR

- 1. Instituto Nacional de Metapán (Santa Ana)
- 2. Instituto Nacional Agrícola "Llano de Doño María" (Ahuachapán)
- 3. Instituto Nacional "Alejandro de Humboldt" (Ahuachapán)
- 4. Instituto Nacional "Gral. e Ingeniero Jaime Abdul Gutierrez"
  (Sonsonate)
- 5. Instituto Nacional de Armenia (Sonsonate)
- 6. Instituto Nacional Diversificado"Thomas Jefferson (Sonsonate)
- 7. Instituto Nacional de Cuscatancingo(San Salvador)
- 8. Instituto Nacional de Chalatenango (Chalatenango)
- 9. Instituto Nacional de Morazán (Morazán)
- 10. Instituto Nacional Gerardo Barrios (San Miguel)
- 11. Instituto Nacional Diversificado de Ilobasco (Cabañas)
- 12. Instituto Tecnológico de Comercio (La Unión)
- 13. Instituto Nacional de San Juan Opico (La Libertad)
- 14. Instituto "José Damián Villacorta" (La Libertad)
- 15. Instituto Tecnológico de Comercio (Usulután)

## APPENDIX 6

## ENCUESTA PARA GRADUADOS DE LA CARRERA PROFESORADO EN EL IDIOMA INGLES DE LA UNIVERSIDAD NACIONAL DE EL SALVADOR

### Estimado Compañero:

Con el propósito de apoyar nuestro trabajo de graduación, el cual versa sobre el análisis del currículum de la carrera - PROFESORADO EN EDUCACION PARA LA ENSEÑANZA DEL 1DIOMA INGLES de la Universidad de El Salvador, estamos pasando esta encuesta - que le pedimos contestar con toda veracidad.

1. En qué año obtuvo su título de la Universidad Nacional de El

Salvador?	
En qué nivel comenzó a trabajar cuando	obtuvo su título?
- Tercer ciclo	
- Bachillerato	
- Estudios Superiores (no universitario:	s)
- Estudios Superiores (universitarios)	
En qué nivel comenzó a trabajar, cuándo	lo hizo con Inglés?
- Tercer ciclo	
- Bachillerato	
- Estudios superiores (no universitario:	s)
- Estudios superiores (universitarios)	
En qué nivel está trabajando ahora?	
- Tercer ciclo	
- Bachillerato	<del>-</del>

- Estudios superiores (no universitarios)

- Estudios superiores (universitarios)

5.	Se encuentra trabajando en su especialidad actualmento?  - Sí - No
6.	Ha trabajado solamente con Inglés desde que comencó a trabajar?
	- Sí
	- No
7.	Si su respuesta a la última pregunta fue negativa, señale
	las materias que Ud. tuvo que enseñar.
	- Educación Estética Letras
	- Estudios Sociales - Otras
	- Filosofía
	- Sociología
8.	Estaba Ud. técnicamente bien preparado para enseñar esas ma
	terias?
	- Sí No No sé
9.	Si su respuesta a la pregunta anterior fue`afirmativa, dón
	de se le preparó técnicamente para enseñar esas materias?
	- En la Universidad
	- En la Normal Superior
	- En la Unidad Pedagógica - Soy Autodidácta
10.	
	qué NO.
	- No recibí el adiestramiento adecuado
	- Deficiencia del Plan de Estudios
	- Tuve malos profesores
	- Otros

11.	¿Cuáles son los principales problemas que Ud. ha tenido - cuando trabaja con otras materias, además de Inglés?				
	- Problemas Metodológicos Problemas de Medio - Problemas de conocimiento Otros				
12.	¿Qué hizo para solucionar esos problemas?				
13.	¿En qué sector educativo está trabajando actualme - Público En ambos - Privado En ninguno	nte?			
14.	¿Ha tenido Ud. los mismos problemas en ambos camp - Sí - Sólo en el sector oficial - Sólo en el sector privado - No ha tenido ningún problema	os? 			
15.	¿Crée Ud. que el actual plan de estudios del Prof el Idioma Inglés, capacita a los profesores para con cualquier materia de la rama de Humanidades e rato?  - Sí Algo No sé	trabajar			
16.	¿Crée Ud. que el actual plan de estudios debería cado? - Sí No No sé	ser modifi-			
17.	Si la respuesta a la última pregunta fue afirmati forma considera Ud. que el actual plan de estudio ser modificado? - Quitando algunas materias que considera inneces - Agregando algunas materias humanísticas al pres plan de estudios	s debería arias			
	- Quitando algunas materias que considero no tan tantes, o incluyendo otras que considero más im	_			

	- Otras		-
18.	Si Ud. crée que algunas materias debieran ser quita	idas	del
	actual plan de estudios, cuáles sugiere?		
	- Inglés Básico Intensivo		
	- Inglés Intermedio Intensivo I		
	- Inglés Intermedio Intensivo II		
	- Inglés Avanzado Intensivo		
	- Lecturas y Conversación I		
	- Lecturas y Conversación II		
	- Gramática Inglesa I		
	- Gramática Inglesa II		
	- Composición Inglesa I		
	- Composición Inglesa II		
	- Fonética Inglesa		
	- Métodos y Materiales y Práctica Docente		
	- Introducción a la Lingüística		
	- Pedagogía General		
	- Teoría del Lenguaje		
	- Psicología General		
	- Psicología Aplicada a la Educación		
	- Didáctica General I		
	- Optativa del Departamento de Educación		
	- Optativa del Departamento de Educación		
19.	Si Ud. crée necesario incluir otras materias al act	tual	plan
	de estudios, cuáles sugiere?		
	- Técnica de la enseñanza de las Ciencias Sociales		
	- Técnica de la enseñanza de la Literatura Univer		
	sal - Técnica de la enseñanza de la Filosofía	-	
	- Gramática Española - Otras		
	- Otras		-



20.	Cuando Ud. tuvo dificultades en la enseñanza del In	glés,
	sintió que había sido preparado adecuadamente para	solven-
	tar tales dificultades?	
	- Sí Un pocc	
21.	Señale en qué materias considera Ud. que la Univers	idad lo
	preparó adecuadamente.	
	- Gramática Inglesa	
	- Fonética Inglesa	
	- Lecturas y Conversación	
	- Métodos y Mat. y Práct. Doc.	
	- Composición Inglesa	
	- Introducción a la Lingüística	
22.	Díganos su opinión acerca de las dos materias optat	tivas, -
	que son requeridas para obtener su título	
	- Deben mantenerse	
	- Deben sustituirse por otras que sean obligatorias	3
	- Me da lo mismo que se mantengan o desapareccan	
	- Deben desaparecer	
23.	Sugerencias:	

## ENCUESTA PARA DIRECTORES DE BACHILLERATOS OFICIALES

	cuánto tiempo bachillerato?	ha estado tr	abajando como d	lirector de
¿Cuán	tos profesores	de Inglés t	rabajan en su i	nstitución?
¿Está Inglé		cnicamente b	ien preparados	para enseñar
- Sí - No		Parcialme No lo sé	nte Al	gunos
le pr Inglé	epararon o les	prepararon	gunta fue afirm técnicamente pa	
- En - En - Se	la Normal Supe la Unidad Peda prepararon ell la Escuela Sup	rior gógica os mismos		
- Los - Los - Los	graduados de graduados de	la Universid Normal Super la Escuela Si las Unidades	uperior de Educ Pedagógicas	lor
-	ADO EN EL IDIO	MA INGLES, t	rsidad de El Sa rabajando en su Si hay, ¿Cu	u institución?
glés,	ahora?		otras materias	
- Sí		No	A. Ounta fue "sí"	l gunos

	este momento, y por qu	e estalii ensenando esas materi	uu.
	1.		
	3.		
	5.		
		materias porque	
9.	Si su respuesta a la p	regunta #7 fue negativa, por fa	rove
	diga si él o ellos han	enseñado alguna vez otras mate	erias
	además de Inglés, y cu	áles fueron esas materias?	
	- Sí	No Algunos	
	1.	2	
	3.		
	5.	_	
10.			
	•	tuvieron los graduados de la Ur n PROFESORADO EN EL IDIOMA INGI rias?	_
11.	sidad de El Salvador e que impartir esas mate	n PROFESORADO EN EL IDIOMA INGI	LES
	sidad de El Salvador e que impartir esas mate	n PROFESORADO EN EL IDIOMA INGI rias?	LES Salva-
	sidad de El Salvador e que impartir esas mate  . ¿Cree Ud. que los grad dor en PROFESORADO EN	n PROFESORADO EN EL IDIOMA INGIrias?  uados de la Universidad de El S EL IDIOMA INGLES están técnicar mpartir otras materias además o	Salva-
	sidad de El Salvador e que impartir esas mate  ¿Cree Ud. que los grad dor en PROFESORADO EN bien preparados para i glés, en bachillerato?	n PROFESORADO EN EL IDIOMA INGIrias?  uados de la Universidad de El S EL IDIOMA INGLES están técnicar mpartir otras materias además o	Salva- nente

13.	¿Ha detectado algunos problemas en los graduados	de la Uni
	versidad de El Salvador en PROFESORADO EN EL IDIO	MA INGLES
	cuando imparten otras materias además de Inglés?	
	- SÍ No	
14.	Si su respuesta a la última pregunta fue afirmati	va, qué -
	clase de problemas ha detectado Ud.?	
	1. Problemas metodológicos	
	2. Problemas de conocimiento	
	3. Problemas disciplinarios (de los estudiantes)	
	4. Problemas del medio ambiente	· <del></del>
	5. Otros	

# SURVEY FOR PROFESSORS OF THE FOREIGN LANGUAGE DEPARTMENT OF THE UNIVERSITY OF EL SALVADOR

How long have you been working in the Foreign Language Department					
of the University of El Salvador?					
Less than one year					
From 1 to less than 2 years					
From 2 to less than 3 years					
From 3 to less than 4 years					
From 4 to less than 5 years					
More than 5 years					
Has the "PROFESORADO EN EL IDIOMA INGLES" curriculum ever experienced					
any reorganization while you have been working at the university?					
Yes I do not know					
If your answer to the last question was affirmative, when was the last					
change in this cutriculum made?					
Do you know what criteria were taken in order to make that reorganization					
The head of the Foreign Language Department's decision					
The product of a seminar					
The product of surveys with the Foreign Language Department					
students					
The National University Planning Banastment's decision					
The National University Planning Department's decision					
I do not know					
I do not know					

What is your opinion abou	t that	last reorgan	uzatio	n to t	he cur	iiculum
of this major?						
I agree with that reorganization						
I disagree with that reorganization						
I am neither in agreement	nor i	n disagreemen	ıt			
with it						
What do you think the res	ults o	such a recr	igavizi	ation u	ere?	
Positive		Negativo		_		
Neither positive nor nega	itive			_		
Do you think the present	"PROFES	SORADO EN EL	I DI OMA	A INGLE	S" cur	riculum
fits the needs of:						
Our country	УES	NO	I	DO NOT	KNOW	
Our society	YES	NO	7	DO NOT	KNOW	
Our high school students	УES	NO	I	דטא טס	KNOW	
The graduates of this maj	or YES	NO	I	DO NOT	KNOW	
If you know, how do you k	inaw it	, what do you	ı base	your (	pinian	upon?
Do you consider that the	gradua	tes of the "T	rofes	ORADO 1	EN EL I	DIÓMA
INGLES" major are technically well-prepared to teach English in:						
Third cycle						
High School						
Higher studies (non-wrive	ersity)					
Higher studies (universit	tu)					
	٠.					

•	Have you been told by the graduates of this major, if they had to teach			
	subjects other than English in high school?			
	YesNo			
	How many told you that?			
	1 tc 5 6 tc 10 more than 10			
	Have you been told by the graduates of this major, if they had dif-			
	biculties in teaching those subjects?			
	YesNo			
	How many told you that?			
	1 to 5 6 to 10 more than 10			
	If the answer to question 13 was affirmative, have the graduates of			
	this major told you what kinds of problems they had?			
	Methodological problems			
	Knowledge problems			
	Disciplinary problems			
	Adjustment problems			
	Others			
	Do you think that the graduates of this major need to be trained to			
	teach subjects other than English in high school?			
	Yes No I do not know			
	If your answer to the last question was affirmative, what subjects do			
	you recommend are the least necessary, and possibly could be eliminated			
	to make room for including other subjects which will train high school			
	teachers to work with subjects other than English?			

18.	What do yo	u think about the	optional subjects which are required to
	get the di	ploma in the "PROF	ESORADO EN EL IDIOMA INGLES" major?
	They have	to be maintained	
	They have	to disappear	
	They have	ic be substituted	by ether
	compulsory	cnes	
	I do not c	are about them	
19.	De you con	sider necessary a	new reorganization to the present curric
	ulum of th	is major?	
	yes	No	I do not know
20.	If it were	in your hands, ho	ow would you make such a reorganization?
SUGGE	STIONS:		

#### APPENDIX 7

LIST OF GRADUATES OF THE "PROFESORADO EN EL IDIOMA INGLES" MAJOR OF THE UNIVERSITY OF EL SALVADOR FROM 1977 TO 1985

#### 1977

- 1. Carlos Alberto Valdez Alas
- 2. Efraín Arturo Peraza Morán
- 3. René Sichra Tohres
- 4. José Daniel Ordoñez Castillo
- 5. Jorge Alberto Calderón Oscrio

#### 1978

- 6. José Rolando Castro
- 7. Hugo Alberte Avila Hernández
- 8. José David Cerritos Alvarado
- 9. Daniel Aurelio González Galdámez
- 10. Daniel Ricardo Henríquez
- 11. José Alfanso Motán Díaz
- 12. Edgar Alexis Olmedo Crespo
- 13. Ana Cristina Contreras de Barrera
- 14. María Margoth Mauricio
- 15. Juan Figueroa Deras

- 16. Nelson Manuel Valle Soriano
- 17. Mabel del Carmen Clará Mármol
- 18. Irene Luna Blanco
- 19. Elmer Roberto Alvarez Lemus
- 20. Rualdo Algredo Mogán Guzmán



- 21. Liliana Margarita Moreno Vela
- 22. Ana Ruth Lobo Hernández
- 23. Enrique Rivera Cubas
- 24. José Mauricio Romero Hernández
- 25. Carlos Alberto Quintanilla Alfaro
- 26. José Francisco Valdez

### 1980

- 27. Rafael Antonio Alas Alfaro
- 28. Mirna Contreras Castellanos
- 29. José Mario Fiallos Escobar
- 30. Ricardo Humberto Mata Celis
- 31. Roberto Enrique Portillo
- 32. Roberto Antonio Zelaya Osegueda
- 33. Julio Antonio Estevez
- 34. Yolanda Angélica Lucha Aguirre
- 35. Virginia Quintana Salazar
- 36. Vilma Ulloa de Ramírez

## 1981

- 37. Moises Ever Zelaya López
- 38. José Trinidad Galdámez Saenz

## 1982

39. José Américo Solís Ceballos

- 40. Zoila Guillermina Alcántara de Francés
- 41. Salvador Aquino Hernández
- 42. Melba Rosa Benitez Hidalgo

- 43. José Aristides Cabrera Sánchez
- 44. José Mauricio Castillo Pimentel
- 45. Judith Calderón Flores de Maza
- 46. Oscar Gavidia Alvarado
- 47. Juana Francisca Osorio
- 48. Laura Isabel Pereira Mejía
- 49. Angela Josefina Rubio
- 50. Ana Dolores Villafranco Romero
- 51. Jorge Ernesto Angulo
- 52. Ryna Tomasa Calderón Herrera
- 53. Teresa de Jesús Ramírez Azcúnaga
- 54. Jaime Segundo Olano Noyola
- 55. Alma Yolanda Rivas García
- 56. Alexander Guardado Menjívar
- 57. José Harbert Espino Aparicio
- 58. Jorge Alberto Godoy
- 59. Nora Alicia Anzora
- 60. Sonia Elizabeth Díaz Avilés
- 61. Ana Vilma Zepeda Díaz
- 62. Juan Francisco Hidalgo Sandoval

- 63. <u>René Orlando Viscarra Mayorga</u>
- 64. María Elena Posada Barrientos
- 65. Alfredo Benjamín Molina Avila
- 66. Jorge Alberto Mejía Guidos
- 67. Ana Elvira Huezo Rivera

- 68. Lilian Haydee Carranza -
- 69. María Dolores Aguilar Guardado
- 70. Miguel Angel Zavala Núñez
- 71. Luis Lisandro Hernández Alfaro
- 72. Jonatán Cruz Díaz
- 73. Teresa de Jesús Riasco Cortez
- 74. Gloria Elizabeth Perdomo Gálvez
- 75. Pedro Aníbal Rivera Grijalva

- 76. Ana Estela Arce Hernández
- 77. Rubén Darío Moreno Escobar
- \* The underlined people from 1984 were surveyed before being graduates.
- \* Data obtained from Academic Administration of the University of El Salvador on January 1985.