

UNIVERSIDAD DE EL SALVADOR
FACULTAD DE CIENCIAS Y HUMANIDADES
DEPARTAMENTO DE IDIOMAS

"REESTRUCTURACION 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 PAIS"

TRABAJO DE GRADUACION PARA OPTAR EL TITULO DE
LICENCIATURA EN EL IDIOMA INGLES

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I N T R O D U C T I O N

The human being lives in a world of words. He talks to his family, workmates, people in the street, friends, and also to his enemies. He even talks to himself. Consequently, hardly any moment of his life is free from words. He lives in constant communication with his fellowmen.

This social need to communicate urges man to learn languages, so as to understand and communicate not only with people who speak his native language, but also with those whose cultural and language experience is different from his own. This need is greater when man wants to share his new discoveries with the rest of mankind. This sharing of knowledge is made easy by written and oral communication. To achieve good communication it is essential to conquer the language barrier through the acquisition of new language skills.

Learning a language is learning to communicate. Communication skills are vital in a rapidly changing world, including the world of jobs. And, as language skills have declined there has been an increasing demand for those who can read and write well in a foreign language. This great demand for foreign language learning has created the necessity to develop language teaching techniques and methods which are being used in various combinations by schools, colleges, universities, language teaching centers, TV courses, private language teachers, etc.

In El Salvador, the need to acquire foreign language skills has become more important than ever during the last twenty years, not only in the scientific field, but also in the political, economic, and social fields. This great demand for language learning created the necessity to develop language teaching centers using modern methods. It was at this point that the University of El Salvador created the Language Department in order to satisfy this need in a professional manner. This gave birth to two new courses leading to Licenciatura en el Idioma Inglés and Profesorado en Educación para la Enseñanza del Inglés.

The main objective of this Department was to enable the graduate students to use English as a living opportunity. Unfortunately, about fourteen years after its creation, the Language Department has only graduated a very small percentage of students, several of whom learned English abroad. Most of these professionals are working in the teaching and administrative fields, since preparation in the linguistic, literary or commercial fields has not been available.

The purpose of the work that is being introduced is to contribute to the progress of our country and to improve the academic level of the students of the University of El Salvador's Foreign Language Department by redefining the objectives of that Department so as to make them achievable, restructuring the careers now being offered, and by proposing new specialities. These new options will be adequate to the necessities and requirements of our country, and will come to satisfy the demand of English knowledge in other fields where English skills are required.

This work has been divided into seven chapters. The first one mainly gives a historical perspective of the Foreign Language Department since its beginning. It includes data regarding students who have already graduated and of those who have completed courses but have not yet obtained a degree. This section has been based on data gathered through a questionnaire given to people related to the Foreign Language Department and on information kindly provided by the Central Academic Administration of the University of El Salvador.

Chapter number two analyzes the reasons why most graduates from the Foreign Language Department do not achieve a full knowledge of the English language. It also contains the results of a survey among several enterprises to investigate job opportunities for people operating within the domain of the English language.

Chapter number three states the main results of this research as it contains the proposal of new curricula which will open the door for new specialities or careers. Before structuring these careers, curricula from various national and foreign colleges and universities were studied. Also, professionals with experience in education planning and

curriculum have been consulted.

The fourth chapter offers objectives, programs and bibliography for each subject contained in the proposed curricula with the purpose of helping the Foreign Language Department to provide a standard education.

Chapter number five points out some deficiencies in the Foreign Language Department's current curricula which are overcome by the proposed curricula. The only purpose of this section is to justify the new proposal and to contribute to a better functioning of the Foreign Language Department.

Chapter number six contains the basic human and physical requirements for an effective teaching-learning environment, and at the same time gives some ideas on how to improve the existing facilities for the same purpose.

Finally, conclusions have been developed together with a summary of the paper's recommendations.

The methodology used in this research has comprised interviews, questionnaires, and bibliographical research. Some limitations have been the lack of specialists in University study planning and the lack of reference books in some subjects such as, Translation and Interpretation Techniques, and Contrastive Analysis of Spanish and English. Another limitation has been the difficulty of getting in touch with people related with the Language Department such as, graduates and undergraduates living abroad.

C H A P T E R I

ANTECEDENTS OF THE FOREIGN LANGUAGE DEPARTMENT OF THE UNIVERSITY OF EL SALVADOR

During the years of 1958 until 1968 (approximately), the Foreign Language Department offered its first career, "Translator-Interpreter". This career comprised 16 subjects (62 credits) which were given in a period of four years at a rate of four subjects per year. The main objective of this career was to enable students to translate written material and to perform as interpreters. According to statistical data, twenty-two students graduated from 1961 up to 1968.¹

In 1971 the Foreign Language Department created a new career, the B. A. in English ("Licenciatura en el Idioma Inglés") which is still being offered nowadays. This career is programmed to last ten terms until obtaining 148 credits after which the student is given the quality of undergraduate.²

In order to get the degree the student must write a thesis which contributes to the cultural achievement of the University and the country. It is very important to make notice that the enrollment in this career has increased significantly every year. This fact is evident in the records of the Ministry of Education which show that in 1973/74, 241 students began to study this career and that in 1974/75 the number of students increased by more than 100% (227 students). In 1978/79 the enrollment increased three times its original number.³

Moreover, although the University of El Salvador has not been functioning normally since 1980, the enrollment for "Licenciatura en el Idioma Inglés" was of 330 students who will start to study in February the 14th, 1983.⁴ This figure represents the second place in student

¹See Table 1, page 7.

²See Appendix N, page 242.

³See Appendix A, page 219.

⁴Data provided by the Central Academic Administration of the University of El Salvador in December, 1982.

enrollment in the School of Sciences and Humanities. It has to be mentioned that although some students began their studies in the Foreign Language Department in 1971, there is neither statistical information about this fact nor about those who began before the same year.

Another data that is missing is the number of students who were studying other careers and that later transferred to the B. A. in English.

It was not until 1976 that the first three students of the Foreign Language Department graduated. They had begun to study before 1970. Later, in 1978 and 1980 three more graduated making a total of six. It is important to point out that only one of these students learned English at the Foreign Language Department of the University of El Salvador.⁵

In 1973/74 the School of Sciences and Humanities of the University of El Salvador created various technical careers, including the "Profesorado en Educación para la Enseñanza del Idioma Inglés" which is still being offered. The students obtain the degree after having studied six terms at the University (96 credits). The graduates⁶ from this career do not have to write a thesis and can work at a high school level only, like the ones from "Escuela Normal Superior" or from the "Bachillerato Pedagógico." From 1977 to 1980, 31 students have obtained their teaching degree.⁷

In comparing the totals in Table No. 1 it is noticeable that the number of B. A. graduates is not at all representative since this career has had the second place in student enrollment in the School of Sciences and Humanities.⁸

There is still one more important fact. At present there are fifteen undergraduate students from the B. A. in English and only seven

⁵See Table 2, page 8.

⁶See Appendix N, page 242.

⁷See Table 1, page 7.

⁸See page 7.

of them have learned English at the Foreign Language Department of the University of El Salvador. Thirteen of these students are working as English teachers and only one in the administrative field. Besides, three of the six B. A. graduates are also working as teachers, making a total of 16 people working in this field. This represents a 76.1% of the total number of graduate and undergraduate students.⁹ This shows that the working field for the Foreign Language Department students is very limited and that there is a need to expand work fields.

Although the program of the B. A. in English requires five years of study, Table No. 3 shows that the time media for the students to graduate is of 9.5 years.¹⁰ Table No. 4 shows that the average study time for the already graduate students to become an "egresado" was of 7.3 years.¹¹ Table No.5 shows that the study time media for the B. A. undergraduates has been of 7.8 years.¹²

The data on the tables mentioned proves that the study time media for a B. A. at the Foreign Language Department is not of five years as it has been stated in the curriculum of that Department. The main factors for this delay have been:

1. By 1970 there were no approved study plans.
2. The University of El Salvador has been closed by the government three times during the period 1972-1982.

⁹See Table 2, page 8.

¹⁰See page 9.

¹¹See page 10.

¹²See page 11.

T A B L E 1

B. A. GRADUATES AND UNDERGRADUATES; ENGLISH TEACHERS; AND INCORPORATES OF THE FOREIGN LANGUAGE DEPARTMENT OF THE UNIVERSITY OF EL SALVADOR - 1961-1980

YEAR	D E G R E E						Sub- Total
	Translator- Interpreter <u>1/</u>	B. A. IN ENGLISH		English Teachers <u>2/</u>	Incorporates		
		B.A. Graduates	B.A. Undergrad.				
1961	1						1
1962	3						3
1963	6						6
1964	6						6
1965	3						3
1967	2						2
1968	1						1
1970				1			1
1975				1			1
1976		3	1	1			5
1977						8	8
1978		1	2			9	12
1979		1	12			9	22
1980		1				5	6
TOTAL	22	6	15	3		31	77

1/ This career is not given at present.

2/ English teachers are not allowed to work at a university level.

Source: Elaborated by the authors with data from the University of El Salvador.

T A B L E 2

B.A. GRADUATES AND UNDERGRADUATES' CURRENT WORK FIELDS AND PLACE WHERE THEY LEARNED ENGLISH - 1976-1980

D E G R E E	W O R K F I E L D			P L A C E W H E R E H E / S H E L E A R N E D E N G L I S H		S U B - T O T A L
	Teaching	Administration	Unknown	University of El Salvador	Others	
B.A. Graduates	3	2	1*	1	5	6
B. A. Under-graduates	13	1	1*	7	8	15
T O T A L	16	3	2	8	13	21

* People were not personally interviewed, but data was acquired through secondary sources.

Source: Elaborated by the authors of this research with data gathered by means of personal interviews.

B. A. GRADUATES OF THE FOREIGN LANGUAGE DEPARTMENT
(PER REGISTRATION YEAR AND YEAR WHEN BECAME UNDER-GRADUATES)

Year when became Undergraduate	1975	1976	1977	TOTAL
1968		1 (9)*		1
1969	2 (7)*	1 (8)*		3
1973			1 (5)*	1
T O T A L	2	2	1	5

Source: Elaborated by the authors of this research with data obtained through a questionnaire.

* Data in parenthesis represents the number of years it took the student to become an undergraduate.

B. A. GRADUATES OF THE FOREIGN LANGUAGE DEPARTMENT
(PER REGISTRATION AND GRADUATION YEAR)

Registration Year \ Graduation Year	1976	1978	1979	1980	TOTAL
1968		1 (11)*			1
1969	2 (8)*			1 (12)*	3
1973			1 (7)*		1
TOTAL	2	1	1	1	5

*Data in parenthesis represents the number of years it took the student to graduate.

Source: Data obtained through a questionnaire.

B. A. UNDERGRADUATES OF THE FOREIGN LANGUAGE DEPARTMENT
(PER REGISTRATION YEAR AND YEAR WHEN BECAME UNDERGRADUATES)

Year when Undergraduate Registration Year	1976	1977	1978	1979	TOTAL
1969				1 (11)*	1
1971			1 (8)*	2 (9)*	3
1972				3 (8)*	3
1973			1 (6)*	5 (7)*	6
1974				1 (6)*	1
TOTAL			2	12	14

Source: Elaborated by the authors of this research with data obtained through a questionnaire.

* Data in parenthesis represents the number of years it took the student to become an undergraduate.

C H A P T E R I I
DEFENSE OF THE NEED TO RESTRUCTURE THE CAREERS
BEING OFFERED BY THE FOREIGN LANGUAGE DEPARTMENT

Experience has shown that the majority of the students of the Foreign Language Department do not graduate with a complete knowledge of the English language. "Complete knowledge" is understood to mean the fact that the student is able to understand, speak, read, and write a language fluently and automatically.

There are several factors that have been analyzed in this work to explain this problem. First it has to be stated that the Foreign Language Department has not established an obligatory ability language test, to detect in time, whether a student has physical disabilities which would impede him in learning a new language.¹³ With an ability test a student can avoid future problems and frustrations.

Another reason is that the Foreign Language Department has not provided the necessary support to the teachers of the basic language courses. The best prepared teachers should be appointed to the basic English levels since they are the pillars which support the whole career. Students face a sad reality when they reach the fifth term and find out they cannot cope with the material taught in the upper levels. Consequently, the graduate student is prepared to teach at a high-school level only, since a requisite to work at the Foreign Language Department of the University of El Salvador is to have a complete knowledge of the English language.

Furthermore the Foreign Language Department has not offered any extra curricular aids for those students who wish to practice the language outside the classroom, such as conversation and practice clubs, a library stocked with books, records and tapes which the students could borrow to read or listen to at home, nor has the University joined clubs which would provide English-spoken movies to the students, at least once a month.

¹³See Appendix H, page 227.

Work fields for the graduates of the Foreign Language Department are very limited due to the fact that the careers have been geared mainly towards teaching. The first option for a graduate student is to teach at the University of El Salvador, but very few are qualified. It was not until recently that the Evangelical and Technical Universities started a Language Department, opening in this way more job opportunities; other universities also offer English courses but not as an obligatory subject for all careers. However, teachers are not required to have a University degree, which limits the opportunity for the graduate students of the Foreign Language Department of the University of El Salvador. Furthermore, there are various bilingual educational centers functioning in the city which offer a rather limited opportunity to local teachers since the majority of the posts are covered by staff hired from abroad.

Private and public schools also offer English as a Second Language Programs but the majority of the teachers who work there have graduated from the "Escuela Normal Superior." There are also several private and government enterprises which offer English courses as part of their training programs. The requisites to teach at these places are to speak English fluently and to have some teaching experience.

The Binational Center is another field where the Foreign Language Department graduates can work since regular and intensive English programs are offered continuously. This center prepares a group of native English speakers or people with a complete mastery of the language and who would like to try teaching; these training courses are offered once a year. The Center also offers an annual seminar to keep its staff up to date with the new teaching methods and techniques for teaching English. It is in this way that the Center enables many people to teach English and furthermore gives them the opportunity to practice teaching at every level, which is another advantage that the Foreign Language Department graduates lack since they do not practice in real teaching situations.

The teachers prepared by the Binational Center offer great competition for the graduates of the Foreign Language Department, since they limit even more the already limited work fields available.

The Foreign Language Department of the University of El Salvador has not offered any alternatives for those students who lack teaching abilities, and would like to work in the scientific field.

In order to support this fact, the authors considered it necessary to interview a group of upper level students of the Foreign Language Department, so as to collect data concerning their opinion on the accomplishment of the Department's objectives, and suggestions as to how to overcome the identified deficiencies.

Twenty students, which represent 50% of the total number of students in the upper levels, were interviewed. The questionnaire was divided into three parts. Heading the questionnaire was a list of the Foreign Language Department's objectives, followed by three questions related to those objectives.¹⁴ Students were also asked to supply information about the career in which they were enrolled.

Results

For question number one which refers to the accomplishment of the Foreign Language Department's objectives, 55% of the interviewed students were "partly" in agreement (choices b & c) that the Foreign Language Department's objectives were being met, while 45% of the student respondents totally disagreed (choice d).¹⁵

For questions number two and number three, students could give one or two answers. The answers gathered in question number two provided reasons students gave for responses to question number one and were tabulated as follows:¹⁶

Poor preparation of teachers and lack of a proper administration and organization.	26.9 %
Programs geared only towards teacher preparation.	19.2 %
Poor preparation in the basic levels of English.	7.7 %

¹⁴See Appendix I, page 231.

¹⁵See Table 6, page 244.

¹⁶See Table 7, page 244.

The curricula for the B.A. in English does not offer an area of specialization. 46.2%

Responses to question No. 3 were suggestions students gave in order to overcome the identified deficiencies. The answers varied as follows:

Create new technical careers at an intermediate level and careers of specialization 31.2%

Restructure the curricula of the Foreign Language Department to include achievable goals for the subjects proposed. 53.1%

Hire well prepared personnel 9.4%

Obtain scholarships for training courses in English speaking countries. 6.3%

As a result of this survey, data that confirmed the thesis of this investigation was gathered. Out of the total number of students interviewed, 53.1% thought that the current curricula of the Foreign Language Department has to be restructured, 31.2% that programs for new technical careers have to be created and not one of the students thought that the objectives of the Foreign Language Department have been completely fulfilled.

On the other hand, and in order to prove scientifically the need for professionals of the English language, the authors of this research designed another questionnaire so as to interview personnel of different types of enterprises.¹⁷ Appointments were scheduled with the personnel managers of ninety enterprises covering the commercial, banking, private, and governmental areas, and also with personnel of bilingual schools, language centers and private universities.

This questionnaire was filled in by the interviewer and it was comprised of the following areas:

Question No. 1 related to the need for bilingual personnel in the enterprise.

¹⁷See Appendix J, page 233.

Question No. 2 related to the languages required of personnel by the enterprise.

Question No. 3 related to the employment levels where this skill was needed.

Question No. 4 related to future projection for the need for bilingual personnel.

Question No. 5 related to the opinion of the respondent on the availability of specialized personnel for bilingual posts.

Population

A random sample group of 90 enterprises was taken from the total number of big and medium enterprises. Small enterprises were excluded because they usually cannot afford bilingual personnel. Commercial, banking, private and governmental enterprises were chosen from the lists submitted by the Commercial and Industrial Directory and from the Association of Salvadoran Industrials Directory.

Results

For question No. 1 related to the need for bilingual staff, two choices were submitted:

1. Yes
2. No

For question No. 2 related to the languages required, four choices were submitted:

1. English
2. French
3. German
4. Others

For question No. 3 related to the areas of employment, the following choices were given:

1. Technical area
2. Administrative area
3. Teaching area
4. Other areas

For question No. 4 related to a possible future need of bilingual staff two choices were given:

1. Yes
2. No

And finally, for question No. 5 related to the lack of specialized personnel for bilingual posts, the two choices were:

1. Yes
2. No.

The results obtained were as follows:

For question No. 1 a 68.9% answered YES, and 31.1% answered NO.¹⁸

For question No. 2, 71.0% of the enterprises needing bilingual personnel chose English as the most needed language, 19.3% chose French, 8.1% chose German, and only 1.6% selected "OTHERS".¹⁹

Question No. 3, determined that 43.5% needed bilingual administrative staff; 27.4% bilingual technical personnel; 24.2 bilingual teachers, and 4.8% needed bilingual personnel to cover other areas.²⁰

For question No. 4, 57.1% of enterprises not currently in need of bilingual personnel answered they might need bilingual staff in the future and 42.9% answered negatively.²¹

For question No. 5, 84.4% answered YES and 15.6% answered NO.²²

By results of this survey it can be stated that there is a great need for bilingual personnel (68.9%), and that the predominant language requested is English (71%). Furthermore, this investigation proves the fact that professional bilingual administrative staff is greatly needed (43.5%) including secretaries, administrators, public relations assistants, administrative assistants, etc. That technical bilingual personnel such as operators, technicians, translators, and interpreters are needed by a 27.4% of enterprises followed by the need for teachers with 24.2%. All this supports the need for diversifying the Foreign Language

¹⁸See table 9, page 246

¹⁹See table 10, page 246

²⁰See table 11, page 247

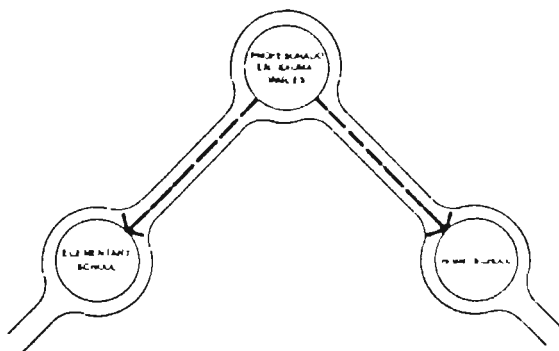
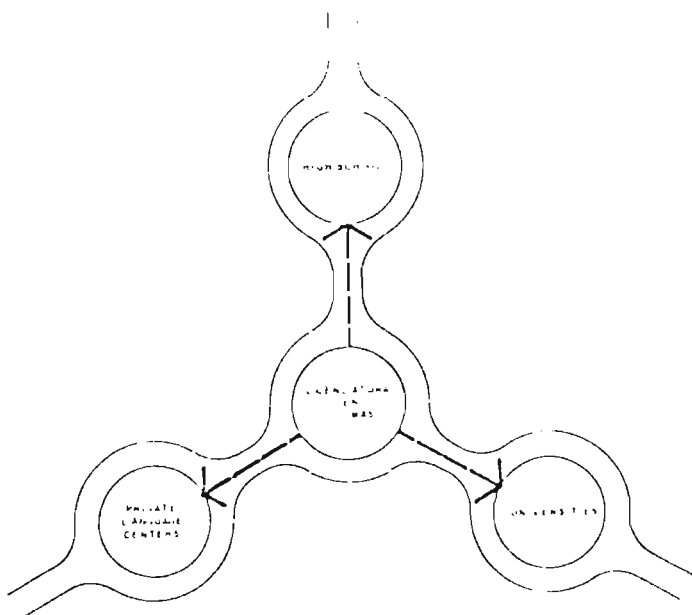
²¹See table 12, page 247

²²See table 13, page 248

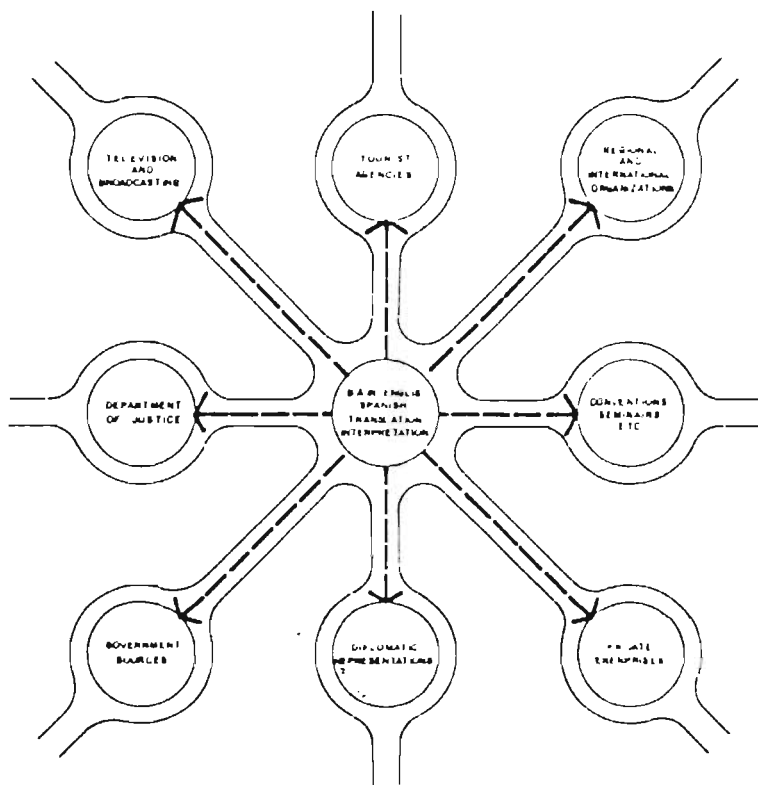
Department by offering new careers that would fulfil these needs, and therefore contribute to the benefit of students and the country in general.

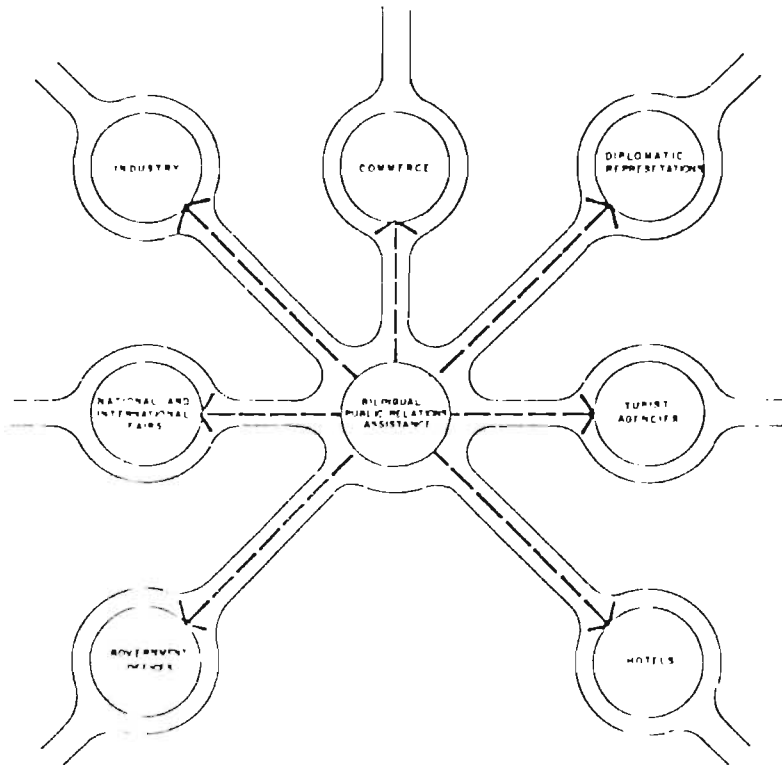
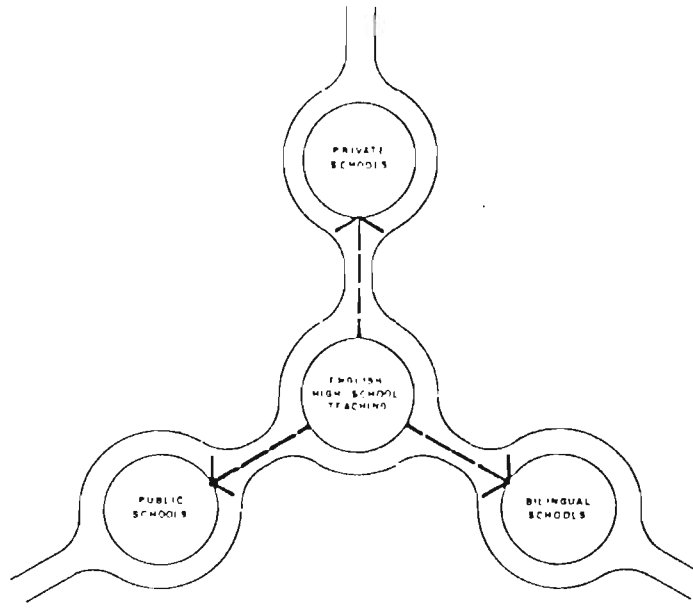
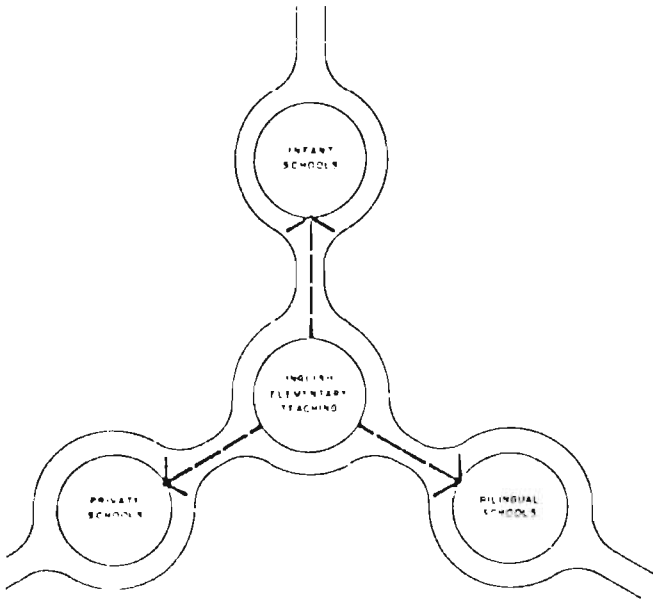
With the data above mentioned, the following graphics were elaborated in order to illustrate current and possible work fields:

CURRENT WORK FIELDS



OPENING WORK FIELDS





CHAPTER III

PROPOSAL OF NEW CURRICULA

Introduction

The survey on work fields for people with a domain of two languages shows that the main job sources for persons with skills in foreign languages are banking, commerce, industry, aid agencies, international organizations, bilingual schools, and embassies.

Besides, this investigation has served to confirm that enterprises not only require somebody who is able to converse and write in English and Spanish, but also to manage other skills. Among these skills are: translation, interpretation, typing, knowledge and mastery of management techniques, ability to carry out public relations activities, ability to submit reports or to write articles, letters, bulletins etc. Employers need bilingual people with a specialization.

This has been the main reason for proposing a restructuring of the Foreign Language Department of the University of El Salvador. If English courses are oriented towards a specific area, students will have more job opportunities which will satisfy not only employers but the graduates themselves.

The careers designed are four: a) B. A. in English-Spanish Translation/Interpretation; b) English Elementary Teaching (K-6th); c) English High School Teaching (7th to 12th); and d) Public Relations Assistance.

Following there is a description of each career together with its curricula and graphics showing subject flood. Also, achievable objectives for the Foreign Language Department have been stated.

Foreign Language Department's Objectives

General Objective. The purpose of the Language Department is to further the objectives of the University of El Salvador by providing qualified curricula so that students can attain domain of a foreign language and make of this a means of livelihood.

Specific Objectives.

- a) To offer technical careers that will enable students to use English in commerce, industry, and governmental sectors.
- b) To offer English as a second language courses with specialization in Elementary and High School levels.
- c) To provide opportunity for using English in everyday situations.

B. A. in English-Spanish Translation/Interpretation

Description.

Name of the Career: B. A. in English-Spanish Translation/Interpretation.
 Degree Conferred: Licenciado en Traducción/Interpretación Inglés-Español.

This is a technical career within communication arts which offers a theoretical-practical study of English and Spanish with Spanish as the native language and English as the foreign language.

This career is oriented towards the formation of professional translator of correspondence, scientific, technical, and legal documents, reports, etc., and simultaneous interpreters of speeches, conferences, seminars, etc.

Objectives.

- a) Students will attain a full command of the English language.
- b) Students will specialize in the translation and interpretation fields where they can develop themselves as professionals.

Enrollment Requirements. To have obtained a high school, teaching or accounting diploma.

Enrollment Alternatives. There will be two enrollment possibilities:

- a) A proficiency test will be given at the beginning of each term for those students who have a domain of the English Language. The minimum grade for entering the fifth term will be 80%. Students who do

not fulfill this requirement will be placed in the adequate level.

b) An aptitude test will be given during periods of enrollment for those students who do not domain the English language. This test will show if the student has an ability for English language learning.

Study Time. This career will require five years of studies. Each year will be divided into two terms.

Study Programming. The curriculum for this career will be rigid. This means that the student will take all the subjects determined for each term without any alternative for election.

Student's Personal Characteristics. For translating: ability to concentrate and to remember facts, full knowledge of Spanish, ability to develop a silent mental work, and ability in reading and comprehension skills. For interpreting: ability to concentrate and to remember facts, full knowledge of Spanish, auditory and oral skills, emotional stability, and good human relations.

Graduation Requirements. The Foreign Language Department will appoint advisors for those students who have completed the ten semesters stated in the curriculum and who want to submit graduation works.

The students can either graduate by means of a thesis or by a graduation seminar. Those who choose the first will use their final research paper (Special Investigation Project) as the basis for their thesis. For the second group, the coordinator of the seminar will set the requisites of team formation, topic selection and development of the work following the requirements stated by the University of El Salvador.

Curriculum

NAME OF THE CAREER: B. A. IN ENGLISH-SPANISH TRANSLATION/INTERPRETATION

P R E R E Q U I S I T E	S U B J E C T	C R E D I T S	S E M E S T E R
N o n e	Basic Intensive English	6	I
N o n e	Theory of Language	4	I
	SUB-TOTAL	10	
Basic Intensive English	Intermediate Intensive English I	6	II
N o n e	General Sociology	4	II
	SUB-TOTAL	10	
Intermediate Intensive English I	Intermediate Intensive English II	6	III
General Sociology	General Psychology	4	III
	SUB-TOTAL	10	
Intermediate Intensive English II	Advanced Intensive English	6	IV
N o n e	Introduction to Latin American Literature	4	IV
	SUB-TOTAL	10	
English Proficiency Test	Advanced English Grammar and Composition I	4	V
English Proficiency Test	Readings & Conversation in English I	4	V
English Proficiency Test	History of Art	4	V
English Proficiency Test	General Linguistics	4	V
English Proficiency Test	Communication Theory	4	V
	SUB-TOTAL	20	

(Continued)

(B. A. IN ENGLISH-SPANISH TRANSLATION/INTERPRETATION-CURRICULUM)

P R E R E Q U I S I T E	S U B J E C T	C R E D I T S	S E M E S T E R
Advanced English Grammar and Composition I	Advanced English Grammar and Composition II	4	VI
Readings & Conversation in English I	Readings & Conversation in English II	4	VI
History of Art	American & British Civilizations	3	VI
General Linguistics	English Phonetics	4	VI
N o n e	Elementary French for Foreign Students	4	VI
	SUB-TOTAL 19	4	VII
Advanced English Grammar and Composition II	Technical Writing	4	VII
Readings & Conversation in English II	American Literature I	4	VII
Advanced English Grammar and Comp. II	Methods & Techniques for Interpreting/Translating	4	VII
Readings & Conversation in English II	History of the English Language	4	VII
Elementary French for Foreign Students	Low Intermediate French for Foreign Students	4	VII
	SUB-TOTAL 20		

(Continued)

(B. A. IN ENGLISH-SPANISH TRANSLATION/INTERPRETATION-CURRICULUM)

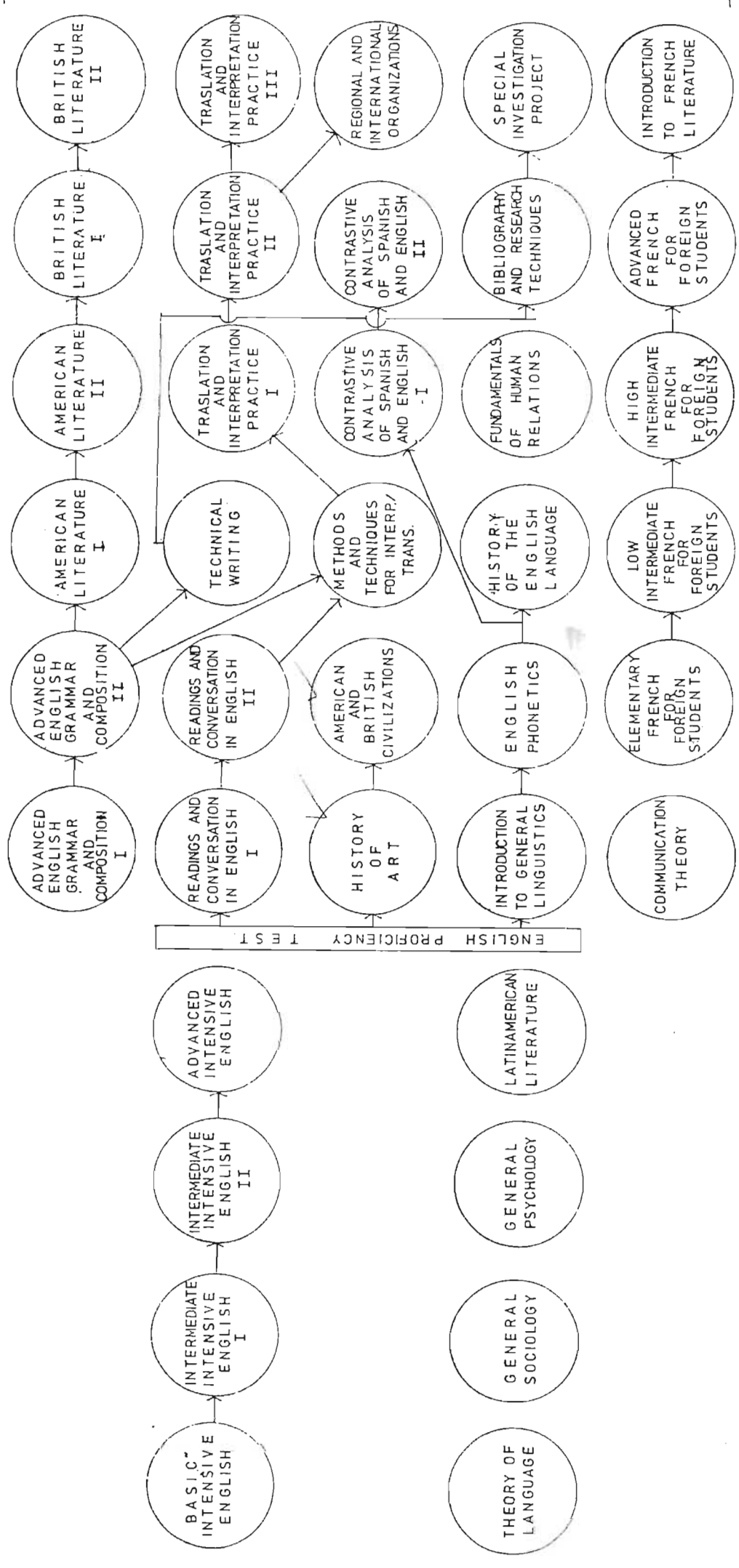
P R E R E Q U I S I T E	S U B J E C T	C R E D I T S	S E M E S T E R
American Literature I	American Literature II	4	VIII
Methods & Techniques for Interpreting/Translating	Translation and Interpretation Practice I	4	VIII
English Phonetics	Contrastive Analysis of Spanish and English I	4	VIII
N o n e	Fundamentals of Human Relations	4	VIII
Low Intermediate French for Foreign Students	High Intermediate French for Foreign Students	4	VIII
	SUB-TOTAL	20	
American Literature II	British Literature I	4	IX
Translation and Interpretation Practice I	Translation and Interpretation Practice II	4	IX
Contrastive Analysis of Spanish and English I	Contrastive Analysis of Spanish and English II	4	IX
Technical Writing	Bibliography and Research Techniques	4	IX
High Intermediate French for Foreign Students	Advanced French for Foreign Students	4	IX
	SUB-TOTAL	20	

(Continued)

(B. A. IN ENGLISH-SPANISH TRANSLATION/INTERPRETATION-CURRICULUM)

P R E R E Q U I S I T E	S U B J E C T	C R E D I T S	S E M E S T E R
British Literature I	British Literature II	4	X
Translation and Interpretation Practice II	Translation and Interpretation Practice III	4	X
Translation and Interpretation Practice II	Regional and International Organizations	3	X
Bibliography & Research Techniques	Special Investigation Project	4	X
Advanced French for Foreign Students	Introduction to French Literature	<u>4</u>	X
	SUB-TOTAL	<u>19</u>	
	GRAND-TOTAL	<u>158</u>	
		====	

I II III IV V VI VII VIII IX X



English Elementary Teaching (K-6th)

Description

Name of the Career: English Elementary Teaching.

Degree Conferred: Profesor en Educación para la Enseñanza del Inglés a Nivel de Primaria (K-6o.).

This career is oriented towards the formation of professional teachers with a good technical command of English and of a modern methodology for teaching English at an Elementary level (K-6th).

Objectives.

- a) Students will attain a full command of the English language.
- b) Students will specialize in the teaching of English professionally at an elementary level through the mastering of instructional materials and new technology in English teaching appropriate for that level.

Enrollment Requirements. To have obtained a high school or teaching degree.

Enrollment Alternatives. There will be two enrollment possibilities:

a) A proficiency test will be given at the beginning of each term for those students who have a domain of the English language. The minimum grade for entering the fifth term will be 80%. Students who do not fulfill this requirement will be placed in the adequate level.

b) An aptitude test will be given during periods of enrollment for those students who do not domain the English language. This test will show if the student has an ability for English language learning.

Study Time. This career will require three years of studies. Each year will be divided into two terms.

Study Programming. The curriculum for this career will be rigid. This means that the student will take all the subjects determined for each term without any alternative for election.

Student's Personal Characteristics. To be emotionally stable and to have a pedagogical vocation so as to be capable of conducting the process of integral development of his/her students.

Graduation Requirements. Students who have passed all the subjects stated in the curriculum will graduate automatically.

Curriculum

NAME OF THE CAREER: ENGLISH ELEMENTARY TEACHING (K-6th)

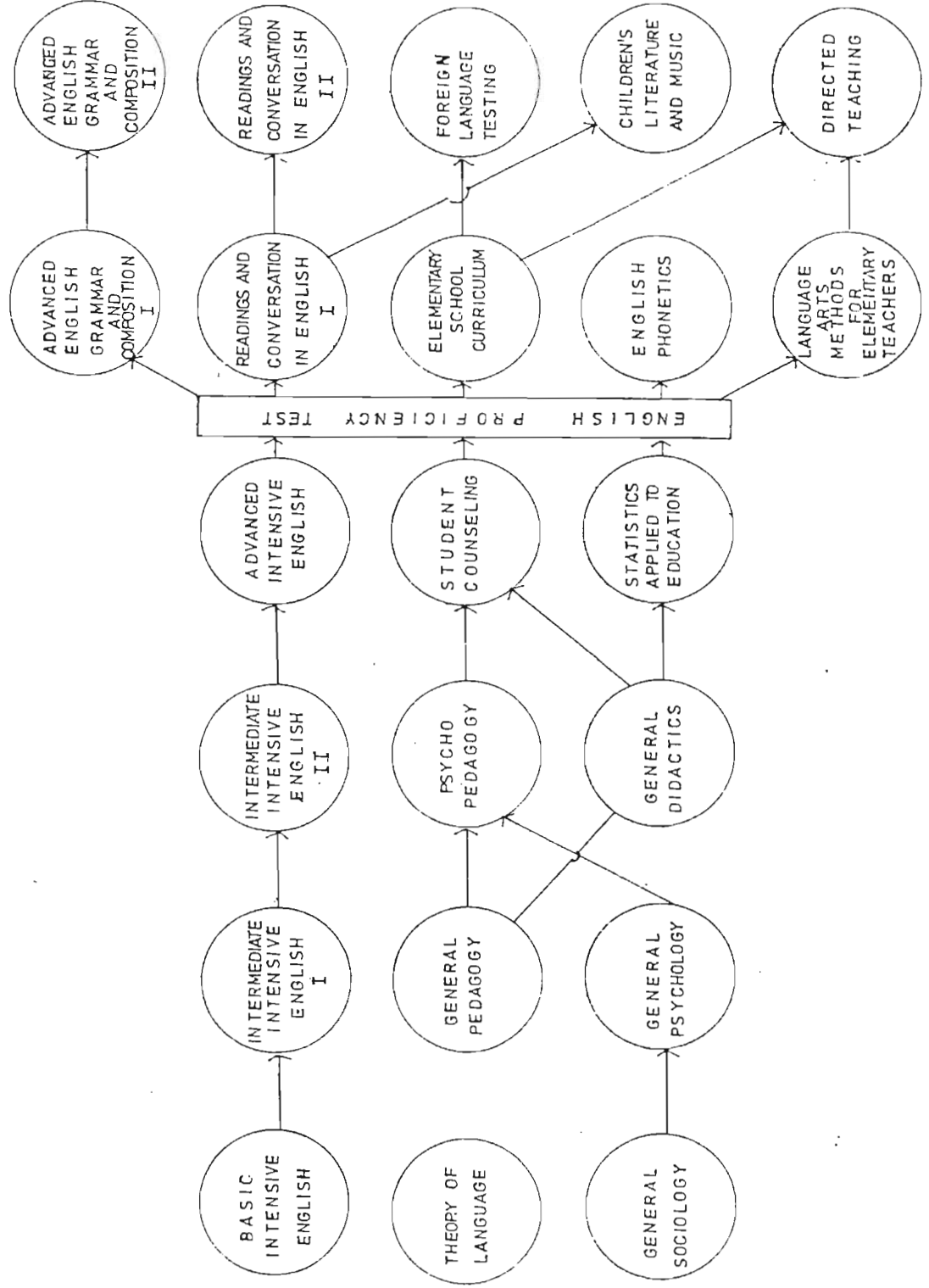
P R E R E Q U I S I T E	S U B J E C T	C R E D I T S	S E M E S T E R
N o n e	Basic Intensive English	6	I
N o n e	Theory of Language	4	I
N o n e	General Sociology	4	I
	SUB-TOTAL	14	
Basic Intensive English	Intermediate Intensive English I	6	II
N o n e	General Pedagogy	4	II
General Sociology	General Psychology	4	II
	SUB-TOTAL	14	
Intermediate Intensive English I	Intermediate Intensive English II	6	III
General Pedagogy and General Psychology	Psychopedagogy	4	III
General Pedagogy	General Didactics	4	III
	SUB-TOTAL	14	
Intermediate Intensive English II	Advanced Intensive English	6	IV
Psychopedagogy and General Didactics	Student Counseling	4	IV
General Didactics	Statistics Applied to Education	4	IV
	SUB-TOTAL	14	

(Continued)

(ENGLISH ELEMENTARY TEACHING [K-6th] - CURRICULUM)

P R E R E Q U I S I T E	S U B J E C T	C R E D I T S	S E M E S T E R
English Proficiency Test	Advanced English Grammar & Composition I	4	V
English Proficiency Test	Readings & Conversation in English I	4	V
English Proficiency Test	Elementary School Curriculum	4	V
English Proficiency Test	English Phonetics	4	V
English Proficiency Test	Language Arts Methods for Elementary School	4	V
	SUB-TOTAL	20	
Advanced English Grammar and Composition I	Advanced English Grammar & Composition II	4	VI
Readings & Conversation in English I	Readings & Conversation in English II	4	VI
Elementary School Curriculum	Foreign Language Testing	4	VI
Readings & Conversation in English I	Children's Literature and Music	4	VI
Elementary School Curriculum & Directed Teaching	Directed Teaching	4	VI
Language Arts Methods for Elementary School			
	SUB-TOTAL	20	
	GRAND-TOTAL	96	
		=====	

I II III IV V VI



English High School Teaching (7th-12th)

Description.

Name of the Career: English High School Teaching (7th-12th).

Degree Conferred: Profesor en Educación para la Enseñanza del Inglés a Nivel de Secundaria (7o. - 12o.).

This career is oriented towards the formation of professional teachers with a good command of English and of a modern methodology for teaching English at a high school level.

Objectives.

- a) Students will attain a full command of the English language.
- b) Students will specialize in the teaching of English professionally at a high school level through the mastering of instructional materials and new technology in English teaching appropriate for that level.

Enrollment Requirements. To have obtained a high school or teaching diploma.

Enrollment Alternatives. There will be two enrollment possibilities:

a) A proficiency test will be given at the beginning of each term for those students who have a domain of the English language. The minimum grade for entering the fifth term will be of 80%. Students who do not fulfill this requirement will be placed in the adequate level.

b) An aptitude test will be given during periods of enrollment for those students who do not domain the English language. This test will show if the student has an ability for English language learning.

Study Time. This career will require three years of studies. Each year will be divided into two terms.

Study Programming. The curriculum for this career will be rigid. This means that the student will take all the subjects determined for each term without any alternative for election.

Student's Personal Characteristics. To have a pedagogical vocation so as to be capable of conducting the process of integral development of his/her students and to be emotionally stable.

Graduation Requirements. Students who have passed all the subjects stated in the curriculum will graduate automatically.

Curriculum

NAME OF THE CAREER: ENGLISH HIGH SCHOOL TEACHING (7th-12th)

P R E R E Q U I S I T E	S U B J E C T	C R E D I T S	S E M E S T E R
None	Basic Intensive English	6	I
None	Theory of Language	4	I
None	General Sociology	4	I
	<u>SUB-TOTAL</u>	<u>14</u>	
Basic Intensive English	Intermediate Intensive English I	6	II
None	General Pedagogy	4	II
General Sociology	General Psychology	4	II
	<u>SUB-TOTAL</u>	<u>14</u>	
Intermediate Intensive English I	Intermediate Intensive English II	6	III
General Pedagogy and General Psychology	Psychopedagogy	4	III
General Pedagogy	General Didactics	4	III
	<u>SUB-TOTAL</u>	<u>14</u>	
Intermediate Intensive English II	Advanced Intensive English	6	IV
Psychopedagogy and General Didactics	Student Counseling	4	IV
General Didactics	Statistics Applied to Education	4	IV
	<u>SUB-TOTAL</u>	<u>14</u>	

(Continued)

(ENGLISH HIGH SCHOOL TEACHING [7th-12th]-CURRICULUM)

P R E R E Q U I S I T E	S U B J E C T	C R E D I T S	S E M E S T E R
English Proficiency Test	Advanced English Grammar and Composition I	4	V
English Proficiency Test	Readings & Conversation in English I	4	V
English Proficiency Test	High School Curriculum	4	V
English Proficiency Test	English Phonetics	4	V
English Proficiency Test	Language Arts Methods for High School Teachers	4	V
	SUB-TOTAL 20		
Advanced English Grammar and Composition I	Advanced English Grammar & Composition II	4	VI
Readings & Conversation in English I	Readings & Conversation in English II	4	VI
High School Curriculum	Foreign Language Testing	4	VI
Readings & Conversation in English I	Literature for High School	4	VI
High School Curriculum & Language Arts Methods for High School Teachers	Directed Teaching	4	VI

SUB-TOTAL 20

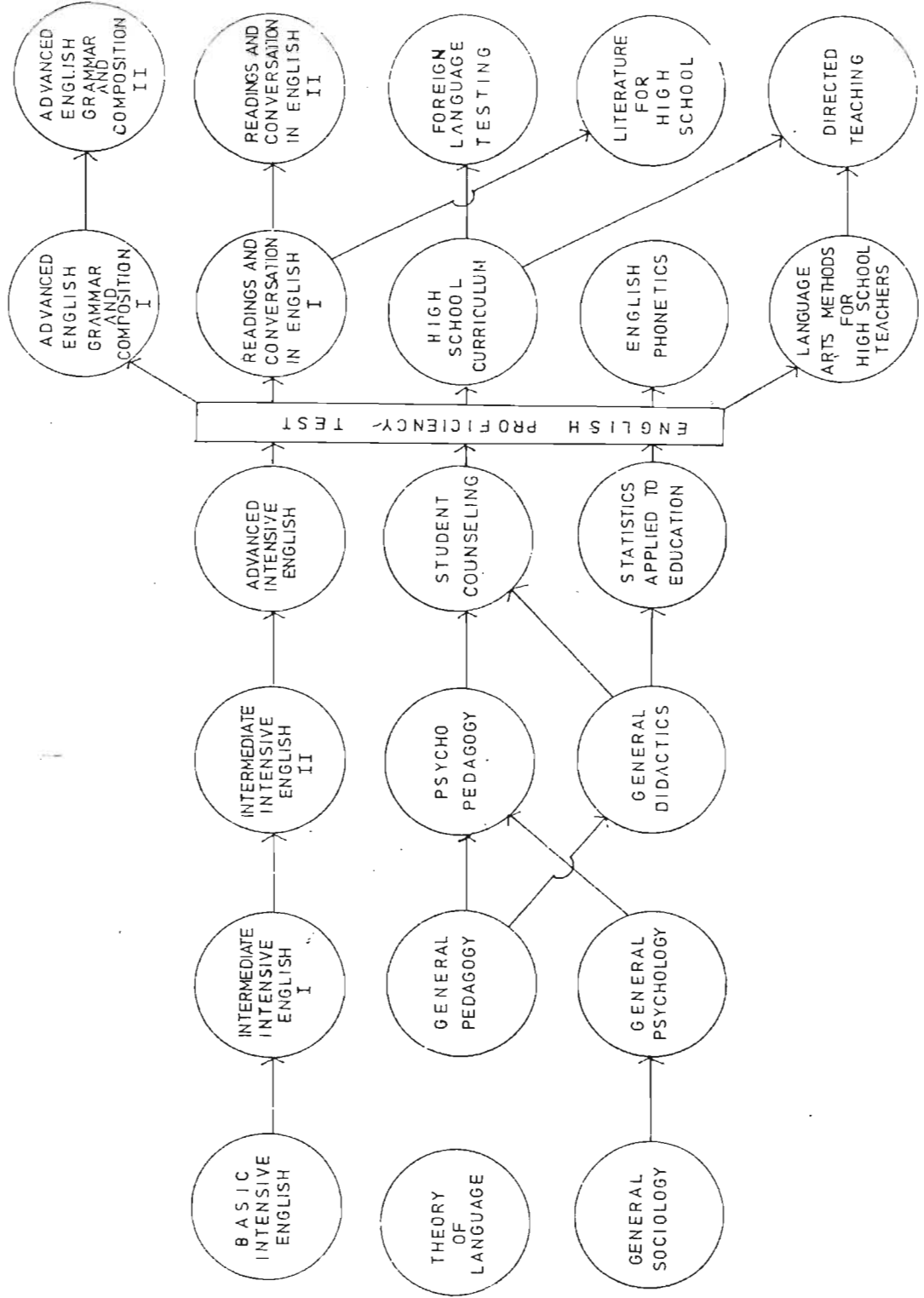
GRAND-TOTAL 96

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E N G L I S H H I G H S C H O O L T E A C H I N G (7 t h - 1 2 t h)

I II III IV V VI



Bilingual Public Relations Assistance

Description.

Name of the Career: Bilingual Public Relations Assistance.

Degree Conferred: Asistente Bilingüe en Relaciones Públicas.

This is a technical career within the management field. It is oriented towards the formation of professional assistants. They will be capable of assisting executives in their everyday duties in any enterprise or organization where a full command of English is needed. This career has been created based on the necessity that industry, commerce, private or public institutions, and international organizations have of that kind of professionals.

Objectives.

- a) Students will attain a full command of the English language.
- b) Students will specialize in assisting top executives through the mastering of management and public relations techniques.

Enrollment Requirements. To have obtained a high school, teaching, accounting or secretary diploma.

Enrollment Alternatives. There will be two enrollment possibilities:

a) A proficiency test will be given at the beginning of each term for those students who have a domain of the English language. The minimum grade for entering the fifth term will be of 80%. Students who do not fulfill this requirement will be placed in the adequate level.

b) An aptitude test will be given during periods of enrollment for those students who do not domain the English language. This test will show if the student has an ability for English language learning.

Study Time. This career will require three years of studies. Each year will be divided into two terms.

Study Programming. The curriculum for this career will be rigid. This means that the student will take all the subjects determined for each term without any alternative for election.

Student's Personal Characteristics. Interest in the process of management; ability to communicate and to work in a group; good memory; good human relations and appearance.

Graduation Requirements. A diploma will be granted to all those students who have fulfilled the requirements of the curriculum.

Curriculum

NAME OF THE CAREER: BILINGUAL PUBLIC RELATIONS ASSISTANCE

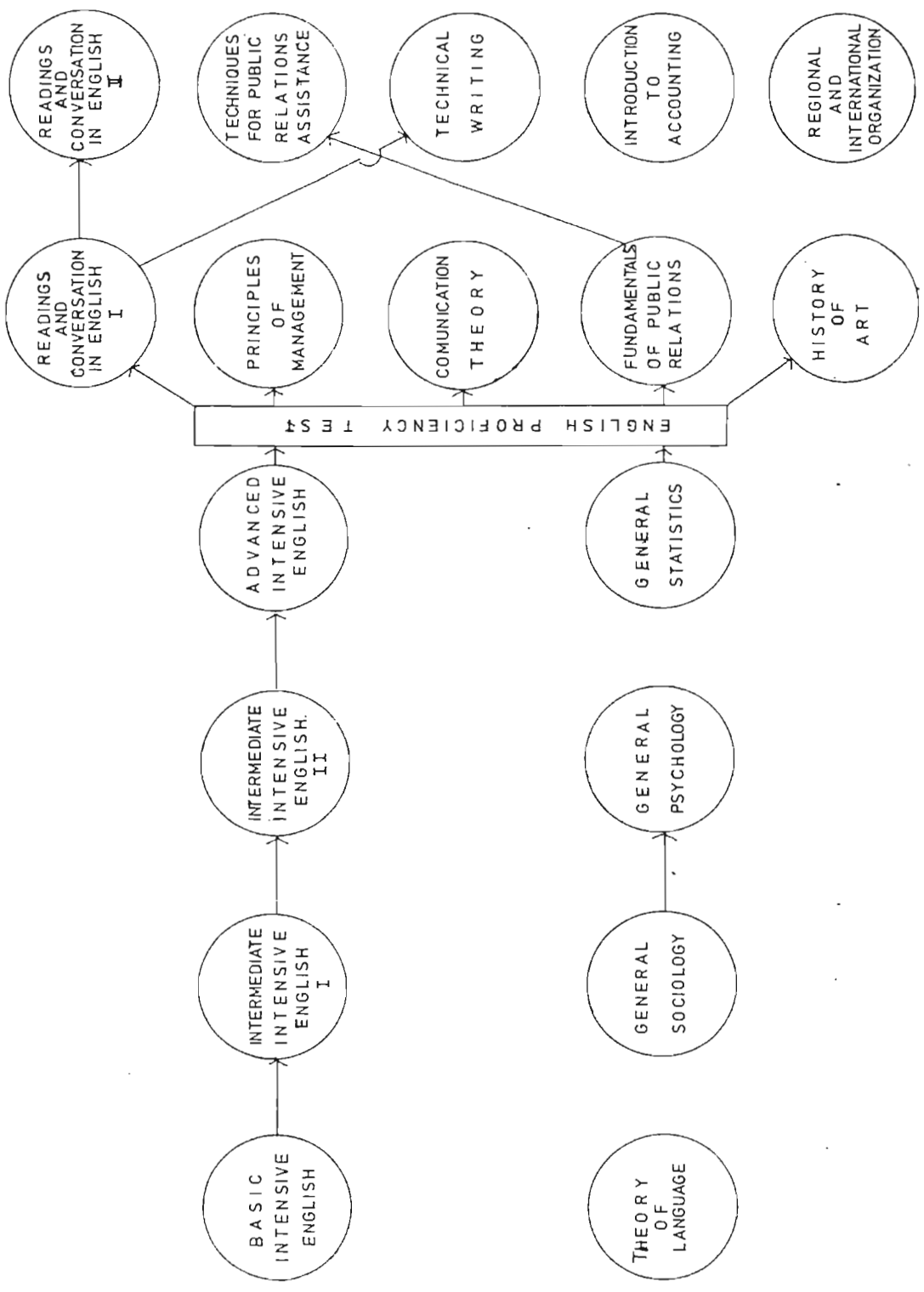
P R E R E Q U I S I T E	S U B J E C T	C R E D I T S	S E M E S T E R
N o n e	Basic Intensive English	6	I
N o n e	Theory of Language	4	I
	SUB-TOTAL	10	
Basic Intensive English	Intermediate Intensive English I	6	II
N o n e	General Sociology	4	II
	SUB-TOTAL	10	
Intermediate Intensive English I	Intermediate Intensive English II	6	III
General Sociology	General Psychology	4	III
	SUB-TOTAL	10	
Intermediate Intensive English II	Advanced Intensive English	6	IV
N o n e	General Statistics	4	IV
	SUB-TOTAL	10	
English Proficiency Test	Readings & Conversation in English I	4	V
English Proficiency Test	Principles of Management	4	V
English Proficiency Test	Communication Theory	4	V
English Proficiency Test	Fundamentals of Public Relations	4	V
English Proficiency Test	History of Art	4	V
	SUB-TOTAL	20	

(continued)

(BILINGUAL PUBLIC RELATIONS ASSISTANCE-CURRICULUM)

P R E R E Q U I S I T E	S U B J E C T	C R E D I T S	S E M E S T E R
Readings & Conversation in English I	Readings & Conversation in English II	4	VI
Fundamentals of Public Relations	Techniques for Public Relations Assistance	4	VI
Readings & Conversation in English I	Technical Writing	4	VI
N o n e	Introduction to Accounting	4	VI
N o n e	Regional and International Organizations	4	VI
	SUB-TOTAL	20	
	GRAND-TOTAL	80	
		=====	

I II III IV V VI



CHAPTER IV
PRESENTATION OF PROGRAMS BY SUBJECT

Introduction

In order to accomplish one of the objectives of this research which is "to formulate standard programs for each course based on bibliographies," an analysis of programs used by local and foreign universities has been made, as well as of reading bibliography. The output of this analysis is reflected in the programs being submitted, which will be of help for the Foreign Language Department. Very few of the current programs have been incorporated in this research.

Codified Subject List

- 01 Basic Intensive English.
- 02 Intermediate Intensive English I.
- 03 Intermediate Intensive English II.
- 04 Advanced Intensive English.
- 05 Advanced English Grammar and Composition I.
- 06 Advanced English Grammar and Composition II.
- 07 Readings and Conversation in English I.
- 08 Readings and Conversation in English II.
- 09 History of Art.
- 10 Introduction to General Linguistics.
- 11 Communication Theory.
- 12 American and British Civilizations.
- 13 English Phonetics.
- 14 American Literature I.
- 15 American Literature II.
- 16 British Literature I.
- 17 British Literature II.
- 18 Technical Writing.
- 19 History of the English Language.
- 20 Methods and Techniques for Interpreting/Translating.
- 21 Translation and Interpretation Practice I.
- 22 Translation and Interpretation Practice II.
- 23 Translation and Interpretation Practice III.

- 24 Fundamentals of Human Relations.
- 25 Contrastive Analysis of Spanish and English I.
- 26 Contrastive Analysis of Spanish and English II.
- 27 Bibliography and Research Techniques.
- 28 Special Investigation Project.
- 29 Regional and International Organizations.
- 30 Elementary French for Foreign Students.
- 31 Low Intermediate French for Foreign Students.
- 32 High Intermediate French for Foreign Students.
- 33 Advanced French for Foreign Students.
- 34 Introduction to French Literature.
- 35 Elementary School Curriculum.
- 36 High School Curriculum.
- 37 Foreign Language Testing.
- 38 Children's Literature and Music.
- 39 Literature for High School.
- 40 Language Arts Methods for Elementary Teachers.
- 41 Language Arts Methods for High School Teachers.
- 42 Directed Teaching.
- 43 Principles of Management.
- 44 Fundamentals of Public Relations.
- 45 Techniques for Public Relations Assistance.
- 46 Introduction to Accounting.

I. Generalities

- A. Subject: BASIC INTENSIVE ENGLISH.
- B. No. 01
- C. School: Sciences and Humanities.
- D. Prerequisites: None.
- E. Time: Three hours daily from Monday through Friday.
- F. Duration: Eighteen to twenty weeks.
- G. Credits: Six upon successful completion of course.

II. Description

Beginning course of graded lessons acquainting the student with elements of English grammar through oral and written exercises focusing attention to ear training and oral practice.

III. Primary Aim

Students will achieve a b a s i c command of the English language.

IV. Objectives

- a) Students will be able to converse about everyday topics, such as formal and informal greetings, weather, asking for directions, etc.
- b) Students will be able to read and write simple dialogues.

V. Evaluation

Four parciales: 60% - 2 oral exams: 30%; 2 written exams: 30%
Quizzes, classwork and homework: 40%

VI. Contents

- A. 1. Use of the demonstrative pronouns this and that.
- 2. Use of a and an.
- 3. Word order in statements and in questions.
- 4. Use of what's and it's.
- 5. Negative statements.
- 6. The regular plural of nouns (-s).
- 7. Uses of the determiner the.
- 8. Uses of the prepositions on and in.
- 9. The verb be (is, are).

10. Use of the interrogative word where.
 11. Pronunciation drills /i/ /e/

 /I/ /ε/
- B.
1. Plural of nouns (-es).
 2. Demonstrative pronouns these, those.
 3. Subject pronouns it and they.
 4. Use of or in questions.
 5. Uses of there is and there are.
 6. Use of what as subject in questions.
 7. Pronunciation drills /e/ /æ/

 /ε/ /a/
 8. Cardinal numbers (1-10).
 9. The irregular plural form of nouns.
 10. Verb be, Present Tense.
 11. Uses of the preposition at.
 12. Use of the interrogative words who and what.
 13. Pronunciation drills /æ/ /ɔ/

 /a/ /o/
- C.
1. Cardinal numbers (11-20).
 2. What time is it?
 3. The progressive form.
 4. The omission of the determiner the.
 5. The negative contractions isn't, aren't.
 6. Uses of the preposition to, near.
 7. Pronunciation drills /ɔ/ /o/, /ʊ/ /u/
 8. Cardinal numbers (21-100).
 9. Affirmative Imperative sentences.
 10. Uses of where and who with the -ing present.
 11. Pronunciation drills /ʊ/ /u/, /ə/ /ɜ/, /ai/ /au/ /i/
- D.
1. Uses of be + adjective complement.
 2. The Simple Present Tense of regular verbs.
 3. Uses of the verb like.
 4. Uses of how many.
 5. Pronunciation drills /p/ /b/, /t/ /d/, /θ/ /ð/, /h/, /r/

6. Uses of adjectives in sentences.
 7. The Simple Present Tense - third person singular forms (negative).
 8. Uses of the frequency words always, often, usually.
 9. Uses of who + the simple present tense.
 10. Uses of the Simple Present Tense and the -ing present.
 11. Pronunciation drills /t/ /v/, /s/ /z/, /ʃ/ /ʒ/, /tʃ/ /dʒ/
- E.
1. Uses of the subject pronoun it.
 2. Cardinal numbers.
 3. Position of frequency words with the verb be.
 4. Possessive determiners.
 5. Expressions of place and time.
 6. Interrogative words.
 7. Ordinal numbers and dates.
 8. Pronunciation drills /k/ /g/ /l/ /m/ /n/ /ŋ/ /y/ /w/ /hw/
- F.
1. Possessive form of nouns.
 2. Use of whose.
 3. Future time be + going to.
 4. Object pronouns.
 5. Use of the prepositions from, with, about, in, at, to.
 6. Pronunciation drills: Vowel sounds /æ/ /a/ /ə/
Consonant sounds /s/ /θ/ /t/
 7. Short answers with be and do.
 8. Use of the verb do.
 9. Uses of the expression how to.
 10. The omission of the determiner the.
 11. Uses of the prepositions: in, on, at, for, like, near, far from, a long way from.
 12. Pronunciation drills: Vowel sounds /i/ /I/ /ə/
Consonant sounds /s/ /z/ /ʒ/
- G.
1. Negative questions.
 2. Uses of ever, never and seldom.
 3. A noun modifying another noun.
 4. Infinitives as complements.

- 5. Use of the prepositions: from... to, before, after, during.
- 6. Pronunciation drills: Vowel sounds /e/ /ɛ/ /ə/
Consonant sounds /t/ /d/ /ð/
- 7. Use of the auxiliary can.
- 8. Count and mass nouns.
- 9. Uses of some and any, much and many, a lot (of).
- 10. Uses of how much and how many.
- 11. Pronunciation drills: Vowel sounds /ɛ/ /æ/ /ə/
Consonant sounds /p/ /b/ /k/ /g/.

- H. 1. Past tense of verb be.
- 2. Uses of there was and there were.
- 3. Expressions of past time.
- 4. Pronunciation drills: Vowel sounds /o/ /ɔ/ /i/
Consonant sounds /ʃ/ /tʃ/ /dʒ/
- 5. Negative imperative sentences.
- 6. The simple past tense of regular verbs (affirmative, interrogative and short answers).
- 7. The simple past tense of some irregular verbs.
- 8. Questions with interrogative words.
- 9. Uses of other, another and others.
- 10. Weather expressions.
- 11. Pronunciation drills: Vowel sounds /ɔ/ /ə/ /o/
Consonant sounds /ʒ/ /dʒ/ /y/

- I. 1. Uses of possessive pronouns.
- 2. The negative form of the simple past tense.
- 3. More irregular verbs - simple past tense.
- 4. Position of indirect and direct objects.
- 5. The verbs say and tell.
- 6. Uses of the intensifiers very and too.
- 7. Pronunciation drills: Vowel sounds /u/ /ʊ/ /ə/
Consonant sounds /f/ /v/ /b/

- J. 1. The present perfect of regular verbs.
- 2. The present perfect of irregular verbs.
- 3. Comparative and superlative forms of adjectives and adverbs.

4. Uses of for and since with the present perfect.
5. Uses of the prepositions by, for and since.
6. Pronunciation drills: Vowel sounds /i/ /e/ /o/ /a/ /ai/ /au/
Consonant sounds /v/ /w/ /hw/ /s/ /ʃ/
/ʒ/

VII. Bibliography

- Brinton, Ethel, et al. Junior Active Context English. London: MacMillan Education Ltd., 1976.
- Finocchiaro, Mary. Teaching English as a Second Language. New York: Harper and Row Publishers, 1969.
- Frank, Marcella. Modern English: A Practical Reference Guide. Englewood Cliffs, N. J.: Prentice Hall, Inc., 1972.
- Fries, Charles, C. Teaching and Learning English as a Foreign Language. Ann Arbor: University of Michigan Press, 1945.
- Jespersen, Otto. Essentials of English Grammar. University, Alabama: University of Alabama Press, 1964.
- Kane, John, and Mary Kirkland. Contemporary Spoken English. New York: Thomas Y. Crowell Co., Inc., 1967.
- Van Syoc, Bryce W. Let's Learn English - Beginning Course. New York: American Book Company, Inc., 1971.

I. Generalities

- A. Subject: INTERMEDIATE INTENSIVE ENGLISH I.
- B. No. 02
- C. School: Sciences and Humanities.
- D. Prerequisites: Basic Intensive English.
- E. Time: Three hours daily from Monday through Friday.
- F. Duration: Eighteen to twenty weeks.
- G. Credits: Six upon successful completion of course.

II. Description

Review of salient points of elementary grammar and introduction of more complex ones. Continued progress in understanding, speaking, writing and vocabulary building.

III. Primary Aim

Students will achieve an intermediate command of the English language.

IV. Objectives

- a) Students will be able to understand simple lectures in English.
- b) Students will be able to converse about everyday topics with a native speaker.
- c) Students will be able to read material of average difficulty and mature content.

V. Evaluation

Four Parcialis: 60% - 2 oral exams: 30%; 2 written exams: 30%
Classwork and homework: 40%

VI. Contents

- A. 1. Use of the modal auxiliaries will and shall.
- 2. Use of different modifiers of the noun.
- 3. Intensifiers: quite, very, too, rather.
- 4. Pronunciation: Word drill /i/ /I/ /e/ /E/
Sentence drill - sound, stress and intonation.
- 5. The present and the future continuous tense.
- 6. Use of attached questions with will and can.
- 7. Use of adjectives after linking verbs.

8. Use of the linking verb become + noun.
 9. Use of linking verbs + like + noun phrase.
 10. Use of the irregular nouns people and news.
 11. Noun clauses as direct complements.
 12. Pronunciation: Word drill /u/ /ʊ/ /o/ /ɔ/

Sentence drill - sound, stress and intonation.
- B.
1. Future time with the simple present tense.
 2. Use of proper names and titles.
 3. Use of attached questions with the verb be in the present and past tense and with there.
 4. Use of polite requests.
 5. Pronunciation: Word drill /æ/ /a/ /ə/ /ɚ/

Sentence drill - sound, stress and intonation.
 6. Use of the expression used to.
 7. Use of still and anymore.
 8. Use of attached questions with the present continuous tense.
 9. Use of the prepositions in and on with time expressions.
 10. The indirect object.
 11. Pronunciation: Word drill /aɪ/ /aʊ/ /ɔɪ/

Sentence drill - sound, stress and intonation.
- C.
1. Use of expressions of definite or indefinite quantity.
 2. Inseparable and separable two-word verbs.
 3. Use of adverbs of place.
 4. Use of attached questions with the simple present or past tense.
 5. Use of the impersonal subject it.
 6. Pronunciation: Word drill /p/ /b/ /t/ /d/ /k/ /g/ /tʃ/

/dʒ/

Sentence drill - sound, stress and intonation.
 7. Names of countries, nationalities and languages.
 8. Use of adverbs of time.
 9. Use of a noun + for + pronoun + infinitive.
 10. Use of infinitives after adjectives.
 11. Use of the prepositions from ... to, from ... through.

12. Pronunciation: Word drill /f/ /v/ /θ/ /ʒ/ /s/ /z/ /ʃ/ /ʒ/
Sentence drill - sound, stress and intonation.
- D. 1. Use of adverbs of manner.
2. Use of attached questions in the imperative form.
3. Use of the past continuous tense with when and while.
4. Use of the interrogative words: who (m) and whose.
5. Pronunciation: Word drill /m/ /n/ /ŋ/
Sentence drill - sound, stress and intonation.
6. Use of for, since, and how long in the present perfect continuous verb form (statements and questions).
7. Use of attached questions with the present perfect tense.
8. Use of adverbs of degree and measure.
9. Use of the prepositions for, with and from.
10. Use of the pronoun one.
11. Pronunciation: Word drill /r/ /y/ /w/ /h/
Sentence drill - sound, stress and intonation.
- E. 1. Use of the simple past and the past perfect.
2. Use of expressions of time with the past perfect.
3. Use of attached questions with the past perfect.
4. Use of adjective clauses with who, which and that as subjects, and whom, which and that as objects of the clause.
5. Use of single-word adverbs and adverb phrases of frequency.
6. Pronunciation: Word drill /ɪr/ /ɛr/ /ɑr/ /ɔr/ /ʊr/ /ɜr/
Sentence drill - sound, stress and intonation.
7. Indirect discourse.
8. Use of the emphatic do.
9. Use of compound pronouns.
10. Use of compound adverbs.
11. Questions of reason.
12. Comparison of adjectives and adverbs.
13. Pronunciation: Word drill /tr/ /dr/ /fr/ /sp/ /st/ /str/
Sentence drill - sound, stress and intonation.

- F.
1. Use of already, just, and yet.
 2. Expressions of comparison.
 3. Use of whose as interrogative possessive pronoun.
 4. Use of possessive phrases.
 5. Use of the emphatic be.
 6. Use of the exclamatory what.
 7. Pronunciation: Word drill /pr/ /pɫ/ /br/ /bɫ/ /kr/ /kɫ/
/gr/ gɫ/
Sentence drill - sound, stress and intonation.
 8. The forms and uses of reflexive pronouns.
 9. Use of emphatic pronouns.
 10. The forms of irregular plural nouns.
 11. Use of prepositions of place and motion.
 12. Pronunciation: Word drill /kw/ /sw/ /θr/ /fl/ /sk/ /sm/
Sentence drill - sound, stress and intonation.
- G.
1. Use of double objects in sentences.
 2. Use of the modal auxiliary would.
 3. Sentences including a short clause.
 4. Pronunciation: Word drill /nt/ /pt/ /kt/ /ft/
Sentence drill - sound, stress and intonation.
 5. Use of verbs do and make.
 6. Verb forms after an object (infinitive, simple form, -ing form)
 7. Use of the modal auxiliary would rather.
 8. Use of too, so, either, and neither.
 9. Pronunciation: Word drill /st/ /ft/ /tʃt/ /rt/ /lt/
Sentence drill - sound, stress and intonation.
- H.
1. Use of the modal auxiliaries can, could, may, might.
 2. Use of prepositions or adverbs after certain verbs (about, to, out, over, for, under).
 3. Pronunciation: Word drill /md/ /nd/ /ld/ /rd/
Sentence drill - sound, stress and intonation.
 4. Use of other modal auxiliaries: must, should, ought to, had better.

5. Use of attached questions with modal auxiliaries.
 6. Pronunciation: Word drill /vd/ /zd/ /dʒd/ /ns/

Sentence drill - sound, stress and intonation.
- I.
1. Use of modal auxiliaries with the perfect forms.
 2. Pronunciation: Word drill /ps/ /ts/ /ks/ /θs/ /ts/

Sentence drill - sound, stress and intonation.
 3. Use of conditional sentences.
 - a. Possible conditions in future time.
 - b. Conditions contrary to fact in present or past time.
 - c. Negative conditions.
 - d. Use of unless in conditional sentences.
 - e. Conditions with modal auxiliaries.
 4. Pronunciation: Word drill /mz/ /nz/ /ŋz/ /lz/

Sentence drill - sound, stress and intonation.
- J.
1. Uses of the -ing verb form.
 - a. In all tenses.
 - b. In noun positions.
 - c. In adjective positions.
 2. Pronunciation: Word drill /bz/ /dz/ /gz/ /rz/

Sentence drill - sound, stress and intonation.
 3. Use of the passive voice.
 - a. In the continuous verb forms.
 - b. With modal auxiliaries.
 4. Use of the past participle in adjective positions.
 5. Use of be used to and get used to.
 6. Pronunciation: Word drill /ðz/ /vz/ /sk/ /rk/ /ŋk/

Sentence drill - sound, stress and intonation.
- K.
1. Use of noun clauses.
 - a. In subject position.
 - b. As complement of be.
 - c. In object position.
 2. Special uses of the verb take.

3. Pronunciation: Word drill /rɪm/ /rɪs/ /nəθ / /lɪf/
Sentence drill - sound, stress and intonation.
4. Use of adjective clauses.
 - a. With who, whom, which and that.
 - b. With whose.
 - c. With when and where.
 - d. With prepositional phrases.
5. Use of certain adjectives with certain prepositions (about, at, for, in, of, to, with).
6. Pronunciation: Word Drill /kts/ /sts/ /rts/ /rks/
- L. 1. Two-word verbs, unseparable and separable.
2. Use of adverb clauses.
 - a. With when, as soon as, before, after, until, since and while.
 - b. With although and though.
 - c. With as, since, and because.
 - d. With so that.
 - e. With so, so ...that and such ...that.
3. Pronunciation: Word drill /ndz/ /rdz/ /ldz/ /rɪmz/
Sentence drill - sound, stress and intonation.
4. Use of the subjunctive.
 - a. In possible situations.
 - b. In situations contrary to fact.
5. Use of the verbs have and get.
6. Pronunciation: Word drill /nts/ /ŋks/ /sks/ /nəθ s/
Sentence drill - sound, stress and intonation.

VII. Bibliography

- Bowen, J. Donald. Patterns of English Pronunciation. Rowley, Mass.: Newburry House, Inc., 1975.
- Brinton, Ehtel, et al. Junior Active Context English. London: Macmillan Education Ltd., 1976.
- Davidson, Walter. Sound to Speech: A Pronunciation Manual for English as a Foreign Language. Pittsburgh: University Center for International Studies, University of Pittsburgh Press, 1973.

- Frank, Marcella. Modern English: Exercises for Non-Native Speakers. Part I: Parts of Speech. Englewood Cliffs, N. J.: Prentice-Hall Inc., 1972.
- Kane, John, and Mary Kirkland. Contemporary Spoken English. New York: Thomas Y. Crowell Co., Inc., 1967.
- Leech, Geoffrey N. Meaning and the English Verb. London: Longman Group Ltd., 1971.
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- Morley, Joan. Improving Spoken English: An Intensive Personalized Program in Perception, Pronunciation, Practice in Context. 2 vols. Ann Arbor: University of Michigan Press, 1978.
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- Van Syoc, Bryce W. Let's Learn English - Books 3 and 4. New York: American Book Co., Inc., 1971.

I. Generalities

- A. Subject: INTERMEDIATE INTENSIVE ENGLISH II.
- B. No. 03
- C. School: Sciences and Humanities.
- D. Prerequisites: Intermediate Intensive English I.
- E. Time: Three hours daily from Monday through Friday.
- F. Duration: Eighteen to twenty weeks.
- G. Credits: Six upon successful completion of course.

II. Description

This course is a continuation of Intermediate Intensive English I with an introduction into writing simple compositions. Students will practice idiomatic expressions through different types of drills and dialogues.

III. Primary Aim

Students will achieve a higher intermediate command of the English language.

IV. Objectives

- A. Students will understand more complex lectures in English by passing tests on content.
- B. Students will understand and use idiomatic expressions of the English language.
- C. Students will be able to give a short speech on everyday topics with fluency and correctness.

V. Evaluation

Four parciais: 60% - 2 oral exams: 30%; 2 written exams: 30%
Quizzes, classwork and homework: 40%

VI. Contents

- A. 1. Use of the noun determiners.
 - a. Complex.
 - b. Predeterminers.
- 2. Noun derivatives (words ending in -er, -or, -ness, -ist, -ism).
- 3. Capitalization and punctuation.

4. Paragraph construction.
5. Use of modifiers following determiners.
6. Noun derivatives (words ending in -ation, -ment, -ion, -ship).
7. Use of the prepositions after, against, opposite, underneath.
8. Transition techniques for writing.
9. Pronunciation: Word drill /i/ /e/ /I/ /ε/ /æ/
Sentence drill - sound, stress and intonation.

- B.
1. Use of adjectives as nouns.
 2. Use of adverbs as subjects.
 3. Use of verbs which modify other verbs.
 4. Noun derivatives (-ance, -ence, -cy, -hood, -dom).
 5. Use of the prepositions about, like, unlike.
 6. Paragraph construction.
 7. Determiners used as noun substitutes.
 8. Use of the prepositions before, till, for, since.
 9. More about punctuation.
 10. Using an incident to develop a topic sentence.
 11. Pronunciation: Word drill /æ/ /a/ /ə/ /ʊ/ /ɪ/ /ə/ /ɔ/
Sentence drill - sound, stress and intonation.

- C.
1. Use of postnominal modifiers.
 - a. Participles.
 - b. Infinitive constructions.
 - c. Appositives.
 - d. Adjectives.
 - e. Non-restrictive constructions.
 2. Compound nouns.
 3. Use of the prepositions: up, down, below, beyond.
 4. Punctuation, nonrestrictive and restrictive modifiers.
 5. Using comparison to develop topic sentences.
 6. Compound modifiers.
 - a. Participle constructions.
 - b. Miscellaneous modifiers written with hyphens.
 7. Use of gerund constructions as subjects.
 8. Adjective derivatives (words beginning with in-, inter-, mis-, and un-).

9. The use of argument to develop a topic sentence.
 10. Pronunciation: Word drill /ɔ/ /o/ /u/ /I/ /i/
Sentence drill - sound, stress and Intonation.
- D.
1. Clauses used as nouns.
 2. Prepositional phrases used as nouns.
 - a. In subject position.
 - b. In complement position.
 3. Verbs used as nouns.
 4. Noun derivatives (words ending in -ee, -ity, -ce).
 5. Adjective derivatives (present and past participles, words ending in -like, and certain words ending in -ly).
 6. Use of prepositions as, during, concerning.
 7. Pronunciation: Word drill /ai/ /au/ /ɔi/ /æ/ /ai/ /a/ .
Sentence drill - sound, stress and intonation.
- E.
1. Spelling.
 - a. Consonant, vowels, some helpful spelling rules.
 - b. Plural forms of nouns.
 2. Verb derivatives.
 - a. Words ending with -ate, -en, -ize, -ish, -ify.
 - b. Words beginning with re-, un-, be-, en-.
 3. Expanded verb complements.
 4. Adjective complements.
 5. Use of the prepositions by, but, at, near.
 6. Pronunciation: Word drill /z/ /s/ /g/ /k/ /gz/ /ks/ /d/ /t/
/dz/ /ts/.
Sentence drill - sound, stress and intonation.
- F.
1. Sentences with compound predicates.
 2. Verbs with two direct objects.
 3. Use of indirect objects with the passive voice.
 4. Use of perfect infinitives.
 5. Modal constructions.
 - a. Partial.
 - b. Complex.

6. Verb derivatives. Words beginning with dis-, over-, pre-, and under-.
 7. Pronunciation: Word drill /b/ /p/ /bz/ /ps/ /gd/ /kt/ /bd/ /pt/ /
Sentence drill - sound, stress and intonation.
- G.
1. Yes-No question transformations.
 - a. With modals and perfect verb constructions.
 - b. With conditional clauses.
 - c. With passive sentences.
 2. Nouns used as verbs.
 3. Questions containing a choice.
 4. Use of the adjective derivatives.
 5. Use of the prepositions: past, beneath, together with, on account of.
 6. Pronunciation: Word drill /l/ /r/ /v/ /w/ /θ/ /f/ /t/ /s/
Sentence drill: sound, stress and intonation.
- H.
1. Wh-question transformations.
 - a. With continuous tenses.
 - b. With perfect verb forms.
 - c. With modal and partial modals.
 - d. With subject complements.
 - e. With direct and indirect objects.
 2. Adjective derivatives.
 3. Use of the prepositions:
 - a. Away from + noun.
 - b. Across from + noun.
 - c. Across + noun + from + noun.
 - d. Down from + noun.
 4. Pronunciation:
Word drill: /θ/ /v/ /d/ /z/ /-əs/ /-ɪz/ /-fs/ /-vz/
Sentence drill - sound, stress and intonation.
- I.
1. Transformation of:
 - a. Wh-questions in passive sentences.
 - b. Statements with "there".

2. Negative transformations.
 - a. With perfect verb forms.
 - b. With modals plus perfect verb forms in subjunctive sentences.
 3. Use of adjective derivatives.
 4. Use of the prepositions: except for, in spite of, in between, throughout.
 5. Pronunciation: Word drill /ʃ/ / /tʃ/ /-s/ /ft/ /tʃ t/ /-st/ /n/ /l/ /b/ /v/.
Sentence drill - sound, stress and intonation.
- J.
1. Use of negative questions with.
 - a. Have been + V (ing).
 - b. Modals + the simple form of the verb with modals + be or with a linking verb + a past participle, with modals + have been + V (ing).
 - c. Passive sentences.
 - d. Prepositions + V (ing) as predicate modifiers.
 2. Use of the multiple adverbial modifiers and coordinate adverbial modifiers.
 3. Use of the presentence modifiers.
 4. Use of compound verbs.
 5. Pronunciation: Word drill /-m/ /-n/ /-ŋ/ /-ts/ /-tʃ / /-dz/ /-dʒ/
Sentence drill - sound, stress and intonation.
- K.
1. Use of medial sentence modifiers and terminal sentence modifiers.
 2. Formation of adverb derivatives.
 3. Use of the prepositions: over to, upon, up to, up with.
 4. Use of presentence modifiers: adjective + infinitive constructions.
 5. Use of coordinate connectors.
 6. Use of subordinated clauses and their connectors.
 7. Punctuation of coordinated sentences.
 8. The for + noun + infinitive transformation.

9. Writing

- a. Simple narrations.
- b. Description of places.
- c. Paragraphs based on pictures.
- d. Paragraphs based on personal experiences.
- e. Simple compositions on selected topics.
- f. Summaries.

VII. Bibliography

Davidson, Walter. Sound to Speech: A Pronunciation Manual for English as a Foreign Language. Pittsburgh: University Center for International Studies, University of Pittsburgh Press, 1973.

Frank, Marcella. Modern English: Exercises for Non-Native Speakers. Part II. Sentences and Complex Structures. Englewood Cliffs, N. J.: Prentice-Hall Inc., 1972.

Kane, John, and Mary Kirkland. Contemporary Spoken English. New York: Thomas Y. Crowell Co., Inc., 1967.

Quirk, Randolph, et al. A Grammar of Contemporary English. New York: Seminar Press, 1972.

Van Syoc, Bryce W. Let's Learn English - Books 5 and 6. New York: American Book Co., Inc., 1971.

I. Generalities

- A. Subject: ADVANCED INTENSIVE ENGLISH.
- B. No. 04
- C. School: Sciences and Humanities.
- D. Prerequisites: Intermediate Intensive English II.
- E. Time: Three hours daily from Monday through Friday.
- F. Duration: Eighteen to twenty weeks.
- G. Credits: Six upon successful completion of course.

II. Description

An advanced course for students who have mastered the fundamentals of the language. This course will stress reading comprehension, near-native listening and the higher level of fluency and accuracy in speaking and writing.

Note: Conducted entirely in English.

III. Primary Aim

Students will develop skills which will enable them to communicate effectively in English.

IV. Objectives

- A. Students will be exposed to some of the branches of language learning, i.e., linguistics, literature, creative writing, and thereby help them to choose their specialization.
- B. Students will develop self-teaching skills for independent study.
- C. Students will be able to review material covered in previous courses and prepare for taking the English Proficiency Test.

V. Evaluation

Four Paricals: 60% - 2 oral exams: 30%; 2 written exams: 30%
Quizzes, classwork and homework: 40%

VI. Contents

A. GRAMMAR.

1. Word Order.

- a. Basic word order.
- b. Position of modifiers of nouns.
- c. Position of modifiers of verbs, adverbs and adjectives.
- d. Patterns of connected statements.

2. Verbs.
 - a. Principal parts and tense forms.
 - b. Use of tenses.
 - c. Sequence of tenses.
 - d. The passive construction and auxiliary verbs.
 - e. Verb forms in clauses involving wishes, demands, and conditions.
 - f. Troublesome verbs.
 3. Articles.
 - a. Definite.
 - b. Indefinite.
 4. Prepositions.
 - a. Uses of prepositions.
 - b. Prepositions in phrased combinations.
 5. Nouns and Pronouns.
 - a. Forms.
 - b. Agreement.
 6. Adjectives and Adverbs.
 - a. Comparison.
 - b. Constructions of comparisons.
 7. Punctuation.
- B. COMMUNICATION SKILLS.
1. Drills.
 2. Listening comprehension exercises.
 3. Reading comprehension exercises.
 4. Dictation exercises.
 5. Oral reports.
 6. Dramatization of role playing.
 7. Free conversation.
 8. Games.
 9. Songs.
 10. Directed and independent reading.
- C. WRITING SKILLS
1. Writing Paragraphs.
 - a. Paragraph defined.
 - b. Topic sentence.

- c. Paragraph unity.
- d. Paragraph development and organization.
- 2. Writing Letters.
 - a. Friendly letters.
 - b. Sending invitations.
 - c. Answering invitations.
 - d. Thank-you notes.
- 3. Writing Compositions.
 - a. Selecting the subject.
 - b. Limiting the subject.
 - c. Outlining.
 - d. Introduction, body, conclusion.

VII. Bibliography

- Alexander, L. G. Fluency in English. London: Longman Group, Ltd., 1968.
- Alexander, L. G., and R. H. Ringsburry. Mainline. London: Longman Group Ltd., 1968.
- Bernard, Helen. Advanced English Vocabulary. Workbooks 1-3. Rowley, Mass.: Newbury House Inc., 1971.
- Dixon, Robert J. Essential Idioms in English. New York: Simon and Schuster Inc., 1951.
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- Franklin, Harry B., Herbert G. Meikle, and Jerris E. Strain. Vocabulary in Context. Ann Arbor: University of Michigan Press, 1968.
- Hayden, Rebecca E., et al. Mastering American English. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1956.
- McCallum, George P. Idiom Drills. New York: Thomas Y. Crowell, 1970.
- Osman, Neile. Word Formation and Dictionary Use: A Workbook for Advanced Learners of English. London: Oxford University Press, 1965.
- Pittman, G. A. Activating Advanced English Vocabulary. London: Longman Group Ltd., 1965.

I. Generalities

- A. Subject: ADVANCED ENGLISH GRAMMAR AND COMPOSITION I.
- B. No. 05
- C. School: Sciences and Humanities.
- D. Prerequisites: English Proficiency Test.
- E. Time: One hour daily, four days a week.
- F. Duration: Eighteen to twenty weeks.
- G. Credits: Four upon successful completion of course.

II. Description

An intensive review of the fundamentals of English grammar with practice in correct and effective expository writing.

III. Primary Aim

The student will be acquainted with the mechanisms, the grammatical forms and the techniques used in writing short compositions in English.

IV. Objectives

- A. The student will produce several short essays to demonstrate his ability to do research on a variety of subjects.
- B. The student will be able to apply grammar structures effectively in writing.

V. Evaluation

Four parciales: 60%
Quizzes, homework and classwork: 40%

VI. Contents

- A. GRAMMAR.
 - 1. The Parts of Speech.
 - a. The noun.
 - b. The pronoun.
 - c. The adjective.
 - d. The verb.
 - e. The adverb.

- f. The preposition.
 - g. Prepositional phrases.
 - h. Conjunction.
 - i. Interjection.
 - j. Determining parts of speech.
2. The Parts of a Sentence.
- a. Sentence Defined.
 - b. Subject: simple compound.
 - c. Predicate: simple compound.
 - d. Verb: compound.
 - e. Complement: direct, indirect.
3. Phrases and Clauses.
- a. Prepositional phrases.
 - b. Object of preposition.
 - c. Adjective phrase.
 - d. Adverb phrase.
 - e. Participle phrase.
 - f. Gerund phrase.
 - g. Infinitive phrase.
 - h. Main clause.
 - i. Subordinate clause.
 - j. Adjective clause.
 - k. Adverb clause.
 - l. Noun clause.
4. Writing Complete Sentences.
5. Agreement.
- a. Singular and plural.
 - b. Verb and subject.
 - c. Pronouns.
 - d. Subject and verb nominative.
 - e. Pronoun and antecedent.
6. Correct Use of Verbs and Pronouns.
- a. Regular Verbs.
 - b. Irregular Verbs.

- c. Constancy of tense.
 - d. Case of pronouns.
 - 7. Correct Use of Modifiers.
 - a. Comparison.
 - b. Comparative and superlative degrees.
 - c. Double comparison.
 - d. Dangling modifiers.
 - e. Misplaced modifiers.
- B. COMPOSITION.
- 1. Paragraph and composition writing.
 - 2. Transitional devices between paragraphs.
 - 3. Writing summaries.
 - 4. Narrative compositions.
 - 5. Descriptive compositions.
 - 6. Biographical compositions.
 - 7. Historical compositions.
 - 8. Free compositions.

VI. Bibliography

- Allen Harold B., et al. New Dimensions in English. Cincinnati, Ohio: Mc Cormick - Masters Publishing Company, Inc., 1968.
- Dart, Allan K. ESL Grammar Workbook 1 and 2. Englewoods Cliffs, New Jersey: Prentice-Hall Inc., 1978.
- Hopper, Vincent, and Cedric Gale. Essentials of English. Woodbury, New York: Barron's Educational Series, Inc., 1973.
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- Lawrence, Mary S. Reading, Thinking, Writing. Ann Arbor: University of Michigan Press, 1975.
- Paulston, Christina B., and Gerald Dykstra. Controlled Composition in English as a Second Language. New York: Regents Publishing Company, Inc., 1973.
- Praninskas, Jean. Controlled Composition on Teaching English to Speakers of Other Languages. Ed. V. F. Allen. Champaign, Illinois: National Council of Teachers of English, 1965.
- Wariner, John E. English Grammar and Composition. New York: Harcourt, Brace and World, Inc., 1958.

I. Generalities

- A. Subject: ADVANCED ENGLISH GRAMMAR AND COMPOSITION II.
- B. No. 06
- C. School: Sciences and Humanities.
- D. Prerequisites: Advanced English Grammar and Composition I.
- E. Time: One hour daily, four days a week.
- F. Duration: Eighteen to twenty weeks.
- G. Credits: Four upon successful completion of course.

II. Description

Analysis of structural patterns and intensive exercises in writing English through literary translation and composition.

III. Primary Aim

All students successfully completing this course will be capable of writing an original expository essay free of minor mechanical and grammatical faults.

IV. Objectives

- A. The student will be able to organize and develop his thoughts logically.
- B. The student will be able to write an essay with clarity, unity and coherence.
- C. The student will be able to apply the grammatical rules previously studied.

V. Evaluation

Four parciais: 60%

One essay: 20%

Quizzes, classwork and homework: 20%

VI. Contents

A. GRAMMAR AND USAGE.

1. Sentence structure.
2. Sentence connection.
3. Diction.
4. Coordination and apposition.
5. Word formation.

6. Punctuation.
 7. Stress, rythm and intonation.
 8. Mechanics (capitalization, abbreviation, etc.)
- B. COMPOSITION.
1. Paragraphs.
 2. The composition.
 3. The essay.
 4. Summaries and paraphrasing.
- C. THE RESEARCH PAPER.
1. Types of research paper.
 2. Choosing a subject.
 3. Preparing a bibliography and bibliographical form.
 4. Note-taking.
 5. Stating the problem or thesis.
 6. Outlining the paper.
 7. Writing the paper.
 8. When and how to footnote.
 9. Presenting the finished paper.

VII. Bibliography

- Arapoff, Nancy. Writing Through Understanding. New York: Holt, Reinhart and Winston Inc., 1970.
- Baskoff, Florence. Guided Composition. Philadelphia: Center for Curriculum Development, 1971.
- Conlin, A. David, and George R. Herman. Resources for Modern Grammar and Composition. New York: American Book Company, 1965.
- Cox, Martha H. A Reading Approach to College Writing. San Francisco, Cal.: Chandler Publishing Co., 1968.
- Curme, George O. English Grammar. New York: Barnes and Noble, Inc., 1966.
- Jacobs, Roderick A., and Peter S. Rosenbaum. English Transformational Grammar. Boston, Mass.: Xerox College Publishing, 1968.
- Lawrence, Mary S. Writing as a Thinking Process. Ann Arbor: University of Michigan Press., 1972.

Leslie, Anabella. Written English Today. London: Macmillan
Educational Limited, 1971.

I. Generalities

- A. Subject: READINGS AND CONVERSATION IN ENGLISH I.
- B. No. 07
- C. School: Sciences and Humanities.
- D. Prerequisites: English Proficiency Test.
- E. Time: One hour daily, four days a week.
- F. Duration: Eighteen to twenty weeks.
- G. Credits: Four upon successful completion of course.

II. Description

This course provides a wide range of reading material with emphasis on developing comprehension and vocabulary and on increasing reading speed.

III. Primary Aim

The student will be able to read effectively and efficiently in English analyzing what he has read and demonstrating his understanding through oral discussion.

IV. Objectives

- A. The student will be able to speak and read idiomatic English.
- B. The student will improve his understanding of spoken as well as written English, and will learn to communicate his ideas clearly and concisely and to defend his point of view.

V. Evaluation

Four parciais: 40%

Oral reports, class participation and homework: 40%

Quizzes: 20%

VI. Contents

A. SHORT STORIES (1,500 to 3,000 Words).

1. The Island of Truth, George P. McCallum.
2. Heat Spell, John L. Hayword.
3. The Cop and the Anthem, O'Henry (William Sidney Porter).
4. The Open Window, Saki (H. H. Munro).
5. The Lady or the Tiger? Frank R. Stockton.
6. The Adventure of the Dancing Men, Sir Arthur Conan Doyle.

B. HUMOROUS STORIES.

1. Little Stories for Big People, Sol Gonshack.
2. Extracts from Adam's Diary, Mark Twain.
3. Nothing Difficult About a Cow, A. B. Guthrie, Jr.
4. Madame Rossette, Ronald Dahl.
5. For Penelope, John E. McMillin.
6. These Intelligence Tests, Frederick Lewis Allen.

C. DEBATES.

1. World Governments Should Conduct Serious Campaigns Against Smoking.
2. The Younger Generation Knows Best.
3. Examinations Exert a Pernicious Influence on Education.
4. The Tourist Trade Contributes Absolutely Nothing to Increasing Understanding Between Nations.
5. Childhood is Certainly not the Happiest Time of Your Life.

D. READING IMPROVEMENT EXERCISES.

1. Increasing Word Recognition Speed.
2. Increasing Word Comprehension Speed.
3. Increasing Sentence-Comprehension Speed.

E. WORD GAMES.

1. Scrambled Words.
2. Anagrams.
3. Word Squares.
4. Mixed-up Words.

VII. Bibliography

- Allen, Virginia F. People in Livingston: A Reader for Adults Learning English. New York: Thomas Y. Crowell Inc., 1957.
- Allen, Walter Powell. Selecting Reading Materials for Foreign Students: A Technique for Selecting Reading Materials Which Provide Cultural Background for Learning English. Rockville Md. : Washington Educational Research Associates, Inc., 1956.
- Brooks, Nelson. Language and Language Learning. 2nd ed. New York: Harcourt Brace & World, 1964.
- Clark, Virginia P., et al. Language: Introductory Readings. 2nd ed. New York: St. Martin's Press, 1977.

- Collier MacMillan English Readers. The Island of Truth. New York: Collier MacMillan International Inc., 1964.
- Dobson, Julia M. Effective Techniques for English Conversation Groups. Rowley, Mass.: Newbury House Inc., 1974.
- Finochiaro, Mary, and Violet Lavenda. Growing in English Language Skills. New York: Regents Publishing Co., Inc., 1977.
- . Selections for Developing English Learning Skills. New York: Regents Publishing Co., Inc., 1970.
- Goushach, Sol. Little Stories for Big People. New York: Regents Publishing Co., Inc., 1976.
- Harris, David P. Reading Improvement Exercises for Students of E. S. L. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1966.
- Pank, Walter, and Josephine Wilson. Reading for Ideas. New York: David Mc Kay Co., Inc., 1974.

I. Generalities

- A. Subject: READINGS AND CONVERSATION IN ENGLISH II.
- B. No. 08
- C. School: Sciences and Humanities.
- D. Prerequisites: Readings and Conversation in English I.
- E. Time: One hour daily, four days a week.
- F. Duration: Eighteen to twenty weeks.
- G. Credits: Four upon successful completion of course.

II. Description

This course will provide additional practice in speaking and understanding English through listening to recordings of natives from various parts of the English-speaking world and talks based on listening and reading material.

III. Primary Aim

In this course the students will be reading at a higher level and will be discussing with more confidence and fluency. The student will be asked to give oral presentations and to do independent research.

IV. Objectives

- A. The student will learn to be a better communicator and presenter when using the English language.
- B. The student will be able to develop the ability to read difficult writings with understanding.
- C. The student will reinforce and improve Grammar, vocabulary and pronunciation.
- D. The student will gain confidence in speaking openly in a group situation.

V. Evaluation

Four parciais: 40%

Oral reports, class participation and homework: 40%

Quizzes: 20%

VI. Contents

A. READING IMPROVEMENT EXERCISES.

1. Reading comprehension exercises.
2. Listening comprehension exercises.
3. Vocabulary exercises.
4. Reading paragraphs for central idea.
5. Reading paragraphs for full understanding.
6. Reading whole compositions.
7. Reading to locate specific information: scanning.
8. Dictionary exercises.

B. CONVERSATION WITH SPECIFIC CONTENT.

1. Social.
2. Technical.
3. Professional.

C. DEBATES.

D. SPEECHES.

VII. Bibliography

Alexander, L. G. For and Against. London: Longman Group Ltd., 1968.

Best, Robert. Pick and Choose. Multiple Choice Comprehension Passages. London: Longman Group Ltd., 1971.

Bhasker W. W. S., and Prablun N. S. English Through Reading. London: Longman Group Ltd., 1976.

Bird, Deirdre. Listening Comprehension for E. S. L. Using Tapes. Unpublished Paper, Program in English as a Second Language, University of Minnesota.

Bruder, Mary N. Developing Communicative Competence in English as a Second Language. Pittsburgh: University of Pittsburgh, University Center for International Studies, 1973.

Eskey, David. A Model Program for Teaching Advanced Reading to Students of English as a Foreign Language. New York: Regents Publishing Co., Inc., 1973.

Pittman, G. A. Activating Advanced English Vocabulary. London:
Longman Group Ltd., 1965.

Seelye, H. Ned. Teaching Culture: Strategies for Foreign Language
Educators. Stokie, Ill.: National Textbook Company, 1974.

I. Generalities

- A. Subject: HISTORY OF ART.
- B. No. 09
- C. School: Sciences and Humanities.
- D. Prerequisites: English Proficiency Test.
- E. Time: One hour daily, four days a week.
- F. Duration: Eighteen to twenty weeks.
- G. Credits: Four upon successful completion of course.

II. Description

The history of painting, sculpture, and architecture from pre-historic to modern times. It provides acquaintance with the forms of art typical of each period and indicates the aesthetic qualities which give them artistic significance. This course will be divided into two parts: History of Western Art and History of American Art.

III. Primary Aim

To acquaint the student with the causes and conditions which have determined the development of arts throughout time, enabling him to make a comparative analysis of the different art expressions, and their influence in other cultural aspects of society.

IV. Objectives

- A. The student will be able to understand the concepts of evolution and progress in art.
- B. The student will be able to recognize the different styles previously studied.
- C. The student will be able to analyze the main elements of each period.
- D. The student will be acquainted with the main artistic exponents of each period.
- E. The student will be able to relate social changes with art development.

V. Evaluation

Four parciais: 60%

Class work and quizzes: 40%

VI. Contents

A. HISTORY OF WESTERN ART.

1. Prehistoric: History of prehistoric art - use of color and tools in cave paintings.
2. Egyptian: History of painting, sculpture, and architecture with emphasis on pyramids and monuments.
3. Mesopotamian: History of painting, sculpture and architecture.
4. Greek: History of painting, sculpture, and architecture from the Bronze Age through the end of the Hellenistic period.
5. Roman: History of painting, sculpture and architecture of ancient Rome with major emphasis on the Late Republic and Early Empire.
6. Medieval: History of painting, sculpture, and architecture in the Latin west, from Hiberno-Saxon art of the 7th Century to the Romanesque abbeys of the 12th Century.
7. Gothic: Gothic painting, sculpture, and architecture with particular emphasis on the cathedrals of the 13th Century.
8. Renaissance: Developments in Renaissance painting and sculpture with emphasis on Leonardo, Michelangelo, Raphael the Van Eycks and other important masters of the high and late Renaissance. Important buildings and architectural theories.
9. Neoclassic: The revival and development of classicism, and the flowering of Romanticism, seen through the main exponents of that time.
10. Contemporary: Development of painting, sculpture, and architecture, from the 19th Century to our time.

B. HISTORY OF AMERICAN ART.

1. Pre-Colonial: Generalities, pyramids and monuments.
2. Colonial: Relationship between the religious factor as a changing element in colonial art and architecture.
3. Contemporary: Main exponents of Modern American painting, sculpture, and architecture.

VII. Bibliography

- Field, G. L. The Growth of Civilization. London: Macmillan Education, 1981.
- Fleming, William. Arte, Música e Ideas. México, D. F.: Editorial Interamericana, S. A. de C. V., 1971.
- Gene, Boix. El Arte en la Arquitectura. Barcelona: Editorial CEAC, 1963.
- Hauser, Arnold. The Social History of Art. Vol. IV. New York: Village Books, Inc., 1958.
- Jones, J. A. P. The Medieval World. London: Macmillan Education, 1980.
- Roberts, Martin. The Ancient World. London: Macmillan Education, 1981.
- Vincent, Jean Ann. History of Art. New York: Barnes and Noble, Inc., 1973.
- Woermann, Karl. Historia del Arte. Madrid: Editorial Guadarrama, 1968.
- Wolfflin, Heinrich. Principles of Art History. Translated by M. D. Hollinger. New York: Dover Publications, Inc., 1932.

I. Generalities

- A. Subject: INTRODUCTION TO GENERAL LINGUISTICS.
- B. No. 10
- C. School: Sciences and Humanities.
- D. Prerequisites: English Proficiency Test.
- E. Time: One hour daily, four days a week.
- F. Duration: Eighteen to twenty weeks.
- G. Credits: Four upon successful completion of course.

II. Description

A broad introduction to general linguistics: survey of phonological, morphological, syntactic, and semantic analysis, and of historical and comparative linguistics.

III. Primary Aim

The student will achieve a good understanding and knowledge of the basic concepts and principles for the scientific study of the human language.

IV. Objectives

At the end of the course the student will be able to:

- A. Understand and explain the linguistic concepts studied.
- B. Analyze morphologically and syntactically isolated words, and words within a sentence.
- C. Structure sentences applying various theories.
- D. Know the main concepts of different linguistic approaches such as historical-comparative linguistics, dialectal studies, psycholinguistics, phonology, morphology, etc.
- E. Understand and know the three main components of language: Phonetics and Phonology, Semantics, and Syntax. Be able to manipulate effectively the more specific details of these such as the phonetic alphabet, the concept of the phoneme and the allophone, the morpheme and the allomorph, phonological rules, morphological rules, etc.

V. Evaluation

Four parciales: 60%

Quizzes, classwork and homework: 40%

VI. Contents

A. BASIC CONCEPTS.

1. Introduction.
 - a. Linguistics and different linguistic approaches.
 - b. Definition and features of human language.
 - c. Communication.
 - d. History of language study.
2. An initial look at language.
 - a. Language acquisition.
 - b. Origin and species.
 - c. Sound and meaning.
 - d. Linguistic subsystems.
 - e. Grammar.
3. Language in Society.
 - a. Linguistic diversity.
 - b. Brief look at dialects.
 - c. Standardizing tendencies.
 - d. Writing.

B. LANGUAGE STRUCTURE.

1. Organization of grammar.
 - a. Concept of morpheme and the allomorph.
 - b. Morpheme types.
2. Syntactic systems: transformational grammar.
3. Phonological systems.
 - a. Articulatory phonetics.
 - b. The English phonemes and their patterns within the English Phonological system.

C. LINGUISTIC RELATIONSHIPS.

1. Language change.
2. Genetic relationships.
 - a. Language families.
 - b. The comparative method.
3. Universality of language design.

VII. Bibliography

- Aurback, Cook, et al. Transformational Grammar: A Guide for Teachers. Washington D. C.: Educational Research Associates, Inc., 1968.
- Bolinger, Dwight. Aspects of Language. New York: Harcourt, Brace, Jovanovich, Inc., 1968.
- Crystal, David. Linguistics. London: Penguin Books Ltd., 1971.
- De Saussure, Ferdinand. Course in General Linguistics. London: Peter Owen Ltd., 1960.
- Fromkin, Victoria, and Robert Rodman. An Introduction to Language. New York: Holt, Rinehart and Winston, 1974.
- Jacobs, Roderick, and Peter S. Rosenbaum. English Transformational Grammar. New York: John Wiley & Sons, Inc., 1908.
- Langacker, Ronald W. Language and its Structures. New York: Harcourt, Brace, Jovanovich, Inc., 1967.
- Minnis, Noel, ed. Linguistics at Large. Granada Publishing, Ltd., 1973.
- Stork, F. C., and Widdowson, J. D. A. Learning About Linguistics. London: Tutchison Educational Ltd., 1974.
- Sturbevant, E. H. An Introduction to Linguistics Science. New Haven and London: Yale University Press, Inc., 1947.
- Wardhaugh, Ronald. Introduction to Linguistics. New York: McGraw-Hill, 1972.

I. Generalities

- A. Subject: COMMUNICATION THEORY.
- B. No. 11
- C. School: Sciences and Humanities.
- D. Prerequisites: English Proficiency Test.
- E. Time: One hour daily, four days a week.
- F. Duration: Eighteen to twenty weeks.
- G. Credits: Four upon successful completion of course.

II. Description

A survey of the basic theories and concepts associated with human communication. This course will review research and theoretic positions on interpersonal and intrapersonal communication, small group communication, nonverbal and intercultural communication.

III. Primary Aim

The student will achieve a practical understanding of how the major variables of communication systems interact and how information is processed by individuals.

IV. Objectives

- A. To provide students with adequate knowledge and training in the field of communication.
- B. To provide students with an interdisciplinary overview of the study of communication.
- C. To apprise students of the significance of communication in human society both in the historical and modern context.
- D. To train students in critical evaluation of past and present social, political, and religious issues.

V. Evaluation

Four parciais: 60%

Quizzes, classwork and homework: 40%

VI. Contents

- A. COMMUNICATION: GOALS.
 - 1. Purpose of communication.
 - 2. Dimensions.

3. Function and Nature of Communication.
 - a. Transmission of communication.
 - b. Motivation.
 - c. Technological revolution of communication.
 - d. Development of communication.
- B. COMMUNICATION AS INFORMATION TRANSMITTER.
 1. Signal and meaning.
 2. Language mechanism.
 3. Linguistic expression.
 4. Linguistic content.
- C. THE PROCESS OF LINGUISTIC COMMUNICATION.
 1. Ordinary language and communication.
 2. Language and thought.
 3. Written language.
 4. Language as a reality and as a structure.
- D. LANGUAGE AS A MEANS OF COMMUNICATION.
 1. Mass communication.
 2. Proxemics.
 3. Non-linguistic communication.
- E. COMMUNICATION THEORY.
 1. Communication elements.
 - a. Source.
 - b. Message-media.
 - c. Destiny-receiver.
 - d. Characteristics of these factors.

VII. Bibliography

- Gumperz, John J. Directions in Sociolinguistics: The Ethnography of Communication. New York: Holt, Rinehart and Winston, 1972.
- Hall, Edward T. The Silent Language. New York: Doubleday and Co., 1966.
- Keating, Caroline. Nonverbal Aspects of Communication. Topics in Culture Learning. Honolulu, Hawaii: East West Center, 1976.

Miller, George A. Language and Communication. New York: McGraw-Hill Book Co., 1969.

Mortensen, David C. Communication: The Study of Human Interaction. New York: McGraw-Hill Book Co., 1972.

I. Generalities

- A. Subject: AMERICAN AND BRITISH CIVILIZATIONS.
- B. No. 12
- C. School: Sciences and Humanities.
- D. Prerequisites: History of Art.
- E. Time: One hour daily, three days a week.
- F. Duration: Eighteen to twenty weeks.
- G. Credits: Three upon successful completion of course.

II. Description

This course will cover the study of modern American and British life with special emphasis on the customs and daily life of the people. General aspects of these nations' art, literature, religion, and architecture will be discussed simultaneously with the related historical events.

III. Primary Aim

At the end of this course the student will have a general knowledge of the idiosyncrasy of the British and American cultures. This fact will help him to better understand the English language, the British and American people and their arts.

IV. Objectives

- A. The student will learn about the American and British folklore through the reading of proverbs, oral epic excerpts, historical songs, folktales, etc.
- B. The student will investigate these nations' arts, architecture and religion.
- C. The student will get familiar with the modern British and American civilizations through films that will show the aspects of both.

V. Evaluation

Four parciais: 60%
Quizzes, class work, and investigation homework: 40%.

VI. Contents

A. AMERICAN CIVILIZATION.

- . History: Concentrating on a broad overview of:

- a. Colonial America.
 - b. The American Revolution.
 - c. The American Civil War.
 - d. Recent American History.
2. Arts: Concentrating on particular aspects, such as:
 - a. Colonial and Georgian Art.
 - b. Modern Art.
 - c. Theater.
 3. Architecture: Concentrating on particular aspects, such as:
 - a. Colonial and Georgian styles.
 - b. Romantic style and 19th Century styles.
 - c. Modern architecture 20th Century style.
 4. Cultural Diversity:
 - a. Political structure.
 - b. Religion.
 - c. Social structure.
 - d. Traditional celebrations.
 - e. Etiquette: appointments, telephone calls, verbal taboos, table manners.
 - f. Onomatopoeic sounds.
 5. Non-verbal Cultural Devices.
 - a. Gestures.
 - b. Body movements.
 - c. Expressions of affection, aggression, derision, fear, etc.
 - d. The use of touch.
 - e. Proxemics.
- B. BRITISH CIVILIZATION: SELECTED ISSUES IN BRITISH CIVILIZATION.
1. History: Concentrating on a broad overview of:
 - a. Roman Conquest.
 - b. Glorious Revolution of 1688.
 - c. Victorian Britain.
 - d. Britain in the 20th Century.
 2. Arts: Concentrating on a broad overview of:
 - a. Ancient art.

- b. Medieval art.
 - c. Eighteenth Century Art.
 - d. Modern art.
 - e. Theater.
3. Architecture: Concentrating on a broad overview of:
 - a. Ancient.
 - b. Early Medieval: abbeys, cathedrals, castles.
 - c. Eighteenth century.
 - d. Modern.
 4. Cultural Diversity.
 - a. Political structure.
 - b. Religion.
 - c. Social structure.
 - d. Traditional celebrations.
 - e. Etiquette: appointments, telephone calls, verbal taboos, table manners.
 - f. Onomatopoeic sounds.
 5. Non-verbal Cultural Devices.
 - a. Gestures.
 - b. Body movements.
 - c. Expressions of affection, aggression, derision, fear, etc.
 - d. The use of touch.
 - e. Proxemics.

VII. Bibliography

- Benedict, Ruth. Patterns of Culture. New York: Houghton Mifflin Co., 1934.
- Bolt, Christine. History of the U. S. A. New York: Macmillan Co., 1980.
- Cook, Denys. Sixteenth Century England 1450-1600. London: Macmillan Education Series, 1981.
- Fast, Julius. Body Language. New York: Evans and Co., 1970.
- Hall, Edward T. The Silent Language. New York: Doubleday and Co., 1959.

- Keating, Caroline. Non-verbal Aspects of Communication. Topics in Culture Learning. Honolulu, Hawaii: East-West Center Co., 1976.
- Mills, Harry. Britain, Europe and Beyond: The Rise of Industrial Society. London: Macmillan Education Series, 1980.
- Post, Emily. Etiquette. New York: Funk and Wagnalls Co., 1960.
- Walsh, Margareth. The American Frontier Revisited. London: Macmillan Education Series, 1980.
- Waetzaltdt, Wilhelm. Tú y el Arte. Barcelona: Editorial Labor, S. A., 1964.
- Whiton, Sherrill. Elements of Interior Design and Decoration. New York: J. B. Lippincott Co., 1961.
- Wilson, Jose, and Arthur Leaman. Architecture U. S. A. New York: The Macmillan Co., 1965.

I. Generalities

- A. Subject: ENGLISH PHONETICS.
- B. No. 13
- C. School: Sciences and Humanities.
- D. Prerequisites: General Linguistics.
- E. Time: One hour daily, four days a week.
- F. Duration: Eighteen to twenty weeks.
- G. Credits: Four upon successful completion of course.

II. Description

A scientific study of English pronunciation based on phonetics. Exercises in diction and phonetic transcription. Correction of individual faults in pronunciation.

III. Primary Aim

At the end of this course the student will be able to produce, recognize, and transcribe the English language sounds.

IV. Objectives

- A. The student will understand how the physiological mechanism that produces speech works.
- B. The student will improve his proficiency in the English language through the practice of the sound patterns of English.
- C. The student will be capable of applying the fundamentals of Phonetics to the teaching and learning of languages.
- D. The student will be able to employ the phonetic alphabet in the following way:
 - 1. Reading words and phrases written in phonetic transcription.
 - 2. Transcribing words and phrases using the phonetic alphabet.
- E. The student will be able to give the correct stress and intonation to words and sentences.

V. Evaluation

Four Parcial: 60%

Quizzes, classwork, homework: 30%

Investigation: 10%

VI. Contents

A. WHAT IS LANGUAGE?

1. Linguistics.
2. Philology.
3. Phonology: The Phonological System.
4. Phonemes and Allophones.
5. Phonetic transcription.
6. Other common terms in Phonetics.

B. THE SOUND OF LANGUAGE.

1. The phonetic alphabet and transcription of English sounds.
2. Articulatory Phonetics:
 - a. The speech mechanism.
 - b. The production of English sounds: articulatory description.
 - c. Phonetic features.

C. CLASSIFICATORY PHONETICS.

1. The classification of English consonants.
2. The classification of English vowels.

D. GUIDE FOR A GOOD PRONUNCIATION AND PHONETIC TRANSCRIPTION OF ENGLISH CONSONANTS.

1. Stops: Allophones of English voiceless stops.
2. Fricatives.
3. Affricates.
4. Sibilants.
5. Nasals.
6. Resonants.
7. Semiconsonants.
8. Consonant contrasts.
9. Initial and final consonant clusters.
10. Final consonant clusters involving suffixes. Endings -s and -ed.
11. Medial consonant clusters.
12. Syllabic consonants.

E. GUIDE FOR A GOOD PRONUNCIATION AND PHONETIC TRANSCRIPTION OF ENGLISH - VOWELS.

1. Unstressed or neutral vowels.
2. Front vowels.
3. Back vowels.
4. Diphthongized vowels: diphthongs or glides.
5. Vowel contrasts.

F. TYPES OF DISTRIBUTION OF SOUNDS.

G. RULES FOR ENGLISH ALLOPHONES: PHONEMES, PHONES, ALLOPHONES AND ARCHIPHONEMES.

H. SUPRASEGMENTAL PHONEMES OR PROSODIC FEATURES OF THE ENGLISH LANGUAGE.

1. Stress: the importance of stress.
 - a. Types of stress: word stress; word accentual patterns.
 - b. Sentence stress and rythm: content words and function words.
2. Juncture.
3. Pitch and intonation. Basic patterns of English intonation.

VII. Bibliography

- Allen, Robert L., et al. English Sounds and Their Spellings. New York: Thomas Y. Crowell and Co., 1966.
- Bowen, J. Donald. Patterns of English Pronunciation. Rowely, Mass.: Newbury House, Inc., 1975.
- Ecroyd, Donald H. Voice and Articulation: Programmed Instruction. Atlanta, Georgia: Scott Foresman and Company, 1966.
- English Language Services. English Pronunciation: A Manual for Teachers. New York: The MacMillan Co., 1968.
- Ladefoged, Peter. A Course in Phonetics. New York: Harcourt Brace Jovanovich, Inc., 1975.
- Lewis, J. Windsor. A Concise Pronouncing Dictionary of British and American English. London: Oxford University Press, 1972.
- Nilsen, Don L., and Aleen P. Nilsen. Pronunciation Contrasts in English. New York: Regents Publishing Co., Inc., 1971.
- Prator, Clifford H., and Betty Wallace Robinett. Manual of American English Pronunciation. 3rd ed. New York: Holt Rinehart and Winston, 1972.

I. Generalities

- A. Subject: AMERICAN LITERATURE I.
- B. No. 14
- C. School: Sciences and Humanities.
- D. Prerequisites: Advanced English Grammar and Composition II.
- E. Time: One hour daily, four days a week.
- F. Duration: Eighteen to twenty weeks.
- G. Credits: Four upon successful completion of course.

II. Description

This course will trace the development of the literature of the United States of America from the time of early settlers(1607) up to the rise of the Twentieth-Century American Literature. An attempt will be made to describe and interpret American writing in relation to the characters and personal circumstances of the authors who wrote it and to the social and political tendencies which conditioned their writing.

III. Primary Aim

That the student be acquainted with ways of understanding, analyzing, and discussing authors and their works. Also, the student will broaden his general culture through reading.

IV. Objectives

- A. The student will be able to assess the American Literature's unique qualities, weaknesses and strengths.
- B. The student will be able to analyze in a correct way literature pieces, understanding its style and philosophy.
- C. The student will get well acquainted with the American scene, its way of life, American ideals and aspirations.
- D. The student will be able to apply elementary methods of analysis to literature in general.
- E. The student will understand how human character and emotion are influenced by natural, social and political surroundings.

V. Evaluation

- Oral class participation: 20%
- Written quizzes: 20%
- Four essays: 60%

VI. Contents

A. EARLY COLONIAL WRITING.

1. Historical background.
2. Early Writings about Virginia.
George Percy: Discourse of the Plantation of the Southern Colony in Virginia by the English.
3. Early writings of New England.
4. Puritan Literature.
 - a. Puritan Histories.
William Bradford: Of Plimouth Plantation.
 - b. Puritan Theocracy and Theology.
Thomas Hooker: Survey of the Summe of Church Discipline.
 - c. The New England Way.
John Eliot: The Christian Commonwealth.

B. THE COLONIAL CENTURY.

1. Historical Background. Decay of Puritanism.
2. Puritan Poetry.
Edward Taylor: Upon What Base?
3. Quakers and Pietists.
William Penn: Letter to the Committee of the Free Society of Traders.
4. The Great Awakening.
Jonathan Edwards: Sinners in the Hands of an Angry God.

C. THE REVOLUTIONARY GENERATION.

1. The intellectual and political backgrounds.
Benjamin Franklin: The Whistle.
2. Political Sermons.
Jonathan Mayhew: Discourse Concerning Unlimited Submission.
3. Political Journalism.
John Adams: A Dissertation on the Canon and the Feudal Law.

D. THE RISE OF A NATIONAL LITERATURE.

1. Historical background. Sentiment of Nationality.
2. Early Sentimental Novels.
Susanna Rowson: Charlotte Temple.

3. The Knickerbocker Era. Age of Journalism.
Washington Irving: The Camp of the Wild Horse.
4. Writers of Sentimental Songs.
Samuel Woodworth: The Bucket.
William Cullen Bryant: Thanatopsis.

E. AMERICA'S GOLDEN DAY.

1. Historical Background: Writers expressed two great interests in their works. The world of nature and the world of human affairs.
2. Philosophers.
Henry David Thoreau: The Battle of the Ants, Civil Disobedience.
Ralph Waldo Emerson: Self-Reliance.
3. Poetry.
Henry Wadsworth Longfellow: The Arsenal at Springfield.
4. Fiction.
Nathaniel Hawthorne: The Scarlet Letter.

F. CONFLICT.

1. Historical background: War Between the States.
2. Walt Whitman: Song of Myself.
3. Paul Hamilton Hayne: Aspects of the Pines.
4. Abraham Lincoln: Second Inaugural Address.

G. NEW OUTLOOKS.

1. Historical background.
2. Edgar Allan Poe: The Raven.
3. Samuel Clemens: The Adventures of Huckleberry Finn.
4. Stephen Crane: A Mystery of Heroism.
5. Emily Dickinson: I'll Tell You How the Sun Rose.

VII. Bibliography

- Abel, Darrel. American Literature. Vol. I. Woodbury, New York: Barron's Educational Series, Inc., 1963.
- Bode, Carl ed. The Great Experience in American Literature. New York: Doubleday, Doran and Co., Inc., 1954.

Maclohn, Cowley, and Howard E. Hugs. The Lesson of the Masters.
An Anthology of the Novel from Cervantes to Hemingway. New
York: Charles Scribner's Sons, 1971.

Pooley, Robert C. ed. The United States in Literature. Glenview,
Illinois: Scott, Foresman & Co., 1968.

I. Generalities

- A. Subject: AMERICAN LITERATURE II.
- B. No. 15
- C. School: Sciences and Humanities.
- D. Prerequisites: American Literature I.
- E. Time: One hour daily, four days a week.
- F. Duration: Eighteen to twenty weeks.
- G. Credits: Four upon successful completion of course.

II. Description

A course complementing American Literature I to study the development of the Twentieth-Century American Literature along with its historical background. An attempt will be made to describe and interpret American writing in relation to the characters and personal circumstances of the authors whose lives had been affected by: two world wars, a great depression, advanced technology, and the increasing urbanization of life.

III. Primary Aim

That the student be acquainted with ways of understanding, analyzing, and discussing authors and their works. Also, that the student broaden his general culture through reading.

IV. Objectives

- A. The student will be able to apply elementary methods of analysis to literature in general.
- B. The student will be able to relate the historical scene to the style and content of the author's writing.
- C. The student will be able to understand and analyze the special vocabulary used in poetry.

V. Evaluation

- Class participation: 20%
- Short essay: 20%
- Long essay: 20%
- Mid-term Essay Partial: 20%
- Final Essay Partial: 20%

VI. Contents

A. HISTORICAL BACKGROUND.

1. Changes that took place in America between the Civil War and the First World War.
 - a. The rise of wealth.
 - b. The growth of the city.
 - c. Immigration.
 - d. Reform.
 - e. Education.
 - f. The growth of science and a naturalistic test of truth.
 - g. Technology.
2. The Sages of Society.
3. The Rise and Relevance of Mass Literature.
4. The Transformation of Nineteenth-Century Man.

B. THE MODERN SHORT STORY. Its characteristics.

1. F. Scott Fitzgerald: This Side of Paradise.
The Great Gatsby.
Tender is the Night.
2. Ernest Hemingway: The Sun Also Rises.
For Whom the Bell Tolls.
The Old Man and the Sea.
3. Stephen Crane: The Open Boat.
The Red Badge of Courage
Maggie: A Girl of the Streets.
4. John Steinbeck: Tortilla Flat.
Of Mice and Men.
The Grapes of Wrath.
5. Stephen Vincent Benét: The Beginning of Wisdom.
The Devil and Daniel Webster.
6. Irwin Shaw: Bury the Dead.
The Young Lions.
The Dry Rock.
7. William Faulkner: The Sound and the Fury.
The Fable.
The Bear

C. MODERN AMERICAN POETRY: Differences between Modern American Poetry and the Nineteenth-Century American Poetry.

1. Robert Frost: Birches.
Stopping by Woods on a Snowy Evening.
2. Carl Sandburg: Jazz Fantasia.
Chicago.
3. Edwin A. Robinson: Miniver Cheevy.
Richard Cory.
Cliff Klingenhagen.
4. Edgar Lee Masters: Lucinda Matlock.
Fiddler Jones.
5. Elizabeth Bishop: Little Exercise at Four A. M.

D. ARTICLE AND ESSAY: Contrast between the article and the informal essay.

Reading and analysis of articles and short essays appearing in magazines and newspapers edited in English.

E. BIOGRAPHY: Characteristics of biographical writing.

1. Jesse Stuart: Country Schoolteacher.
2. Catherine Drinker B.: John Adams and the American Revolution.
3. Carl Sandburg: Abraham Lincoln: The Prairie Years.

F. MODERN DRAMA: Characteristics of Modern American Drama.

1. Eugene O'Neill: Ile.
2. Tennessee Williams: The Glass Menagerie.

VII. Bibliography

Bode, Carl. ed. The Great Experience in American Literature. Great Britain: Windmill Press, Ltd., 1961

MacLohn, Cowley, and Howard E. Hughs. The Lesson of the Masters. An Anthology of the Novel from Cervantes to Hemingway. New York: Charles Scribner's Sons, 1971.

Martin, Jay. Harvests of Change: American Literature 1865-1914. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1967.

Morley, Christopher. The Panorama of Modern Literature. New York: Doubleday, Doran and Co., Inc., 1954.

Pooley, Robert C. ed. The United States in Literature. Glenview,
Illinois: Scott, Foresman & Co., 1968.

I. Generalities

- A. Subject: BRITISH LITERATURE I.
- B. No. 16
- C. School: Sciences and Humanities.
- D. Prerequisites: American Literature II.
- E. Time: One hour daily, four days a week.
- F. Duration: Eighteen to twenty weeks.
- G. Credits: Four upon successful completion of course.

II. Description

A course designed to study English Literature from its origins to 1785. There will be a survey of major representative writers as well as of literary forms of the specified period.

III. Primary Aim

That the student be acquainted with ways of understanding, analyzing, and discussing authors and their works. Also that the student broadens his general culture through reading.

IV. Objectives

- A. The student will be able to assess British Literature's unique qualities, weaknesses and strengths.
- B. The student will understand historical and literary trends in critically distinct periods of English writing through the study of the works of one or various major authors of each.
- C. The student will understand how human character and emotion are influenced by natural, social and political surroundings.

V. Evaluation

Oral class participation: 20%

Written quizzes: 20%

Four essays: 60%

VI. Contents

- A. INTRODUCTION TO ENGLISH LITERATURE.
 - 1. Overview of English history.
 - a. Celtic influences.
 - b. Anglo-Saxon influences.

- c. Norman-French influences.
2. Review of the various critical approaches to Literature.
- B. THE OLDEST ENGLISH EPIC: BEOWULF.
- C. CHAUCER'S ENGLAND.
 1. Historical background.
 2. A New Age.
 3. Chaucer and his times.
 4. The Canterbury Tales.
 5. Other authors of this period: Marchette Chute - The Innocent Wayfaring.
- D. SHAKESPEARE'S ENGLAND.
 1. Historical background: A period of rapid change.
 2. Understanding the Sonnet Form.
 3. Elizabethan Sonnets and Songs.
 - a. William Shakespeare: "Song-Sigh No More."
 - b. Spencer - "Faerie Queene."
 4. Elizabethan Drama.
 - a. Understanding Drama and Theater.
 - b. Shakespeare: King Lear and Macbeth.
- E. PURITAN AND CAVALIER - 17th CENTURY.
 1. Historical background.
 2. Cavalier Poets.
 - a. Richard Lovelace- "To Lucasta or Going to the Wars."
 - b. Sir John Suckling- "The Constant Lover."
 3. Puritan Literature.
 - a. John Milton - Paradise Lost.
 - b. The King James Bible - The Good Samaritan.
- F. THE RESTORATION AND THE AGE OF DRYDEN.
 1. Historical background (1660-1700).
 2. The Age of Dryden.
 - a. John Dryden - The Hind and the Panther.
 - b. Thomas Shadwell - Epsom Wells.
 3. The Age of Pope and Swift (1700-1750).
 - a. Alexander Pope - The Rape of the Lock
 - b. Jonathan Swift - Gulliver's Travels.

4. The Age of Johnson (1750-1785).
 - a. Samuel Johnson - The Rambler.
 - b. Oliver Goldsmith - She Stoops to Conquer.
- G. THE EIGHTEENTH-CENTURY NOVEL (1700-1800).
 1. Daniel Defoe - The Education of Women.
 2. Fanny Burney - Cecilia, or Memoirs of an Heiress.

VII. Bibliography

- Day, Martin S. History of English Literature 1660-1837. Garden City, New York: Doubleday & Co., Inc., 1963.
- Ford, Bores, ed. The Pelican Guide to English Literature: From Dryden to Johnson. Harmondsworth, Middlesex, England: Penguin Books Ltd., 1977.
- . The Pelican Guide to English Literature: The Age of Chaucer. Harmondsworth, Middlesex, England: Penguin Books Ltd., 1977.
- . The Pelican Guide to English Literature: The Age of Shakespeare. Harmondsworth, Middlesex, England: Penguin Books Ltd., 1977.
- . The Pelican Guide to English Literature: From Donne to Marvel. Harmondsworth, Middlesex, England: Penguin Books Ltd., 1977.
- Pooley, Robert C. ed. England in Literature. Chicago, Illinois: Scott, Foresman and Co., 1957.
- Rees, R. J. English Literature - An Introduction for Foreign Readers. London: Macmillan Education Ltd., 1973.
- Smith, David Nichol. Essays on the 18th Century. London: Oxford University Press, 1945.

I. Generalities

- A. Subject: BRITISH LITERATURE II.
- B. No. 17
- C. School: Sciences and Humanities.
- D. Prerequisites: English Literature I.
- E. Time: One hour daily, four days a week.
- F. Duration: Eighteen to twenty weeks.
- G. Credits: Four upon successful completion of course.

II. Description

A continuation of English Literature I to cover the study of British Literature from 1785 to the 19th century. Emphasis will be made in the study of the dynamics of perception, understanding, and creative process within both the writer and the reader.

III. Primary Aim

That the student be acquainted with ways of understanding, analyzing, and discussing authors and their works. Also, the student will broaden his general culture through reading.

IV. Objectives

- A. The student will be able to assess British Literature's unique qualities, weaknesses and strengths.
- B. The student will understand the stylistic and philosophical characteristics of the 19th century and contemporary British literature.
- C. The student will develop a personalized approach when reading British poetry.
- D. The student will be able to relate the historical scene to the style and content of the author's writing.

V. Evaluation

- Class participation: 20%
- Short essay: 20%
- Long essay: 20%
- Mid-term essay parcial: 20%
- Final essay parcial: 20%

VI. Contents

- A. PRE-ROMANTICISM AND THE AGE OF BLAKE (1785-1800).
 1. Historical background.
 2. The Age of Blake.
 - a. George Crabbe - "The Parish Register."
 - b. William Blake - "The Lamb" and "New Jerusalem."
- B. THE FIRST GENERATION OF ROMANTIC POETS (1800-1814).
 1. Historical background.
 2. The Poetry of William Wordsworth.
 - a. "In the Frosty Season."
 - b. "Intimations of Immortality."
 3. The Poetry and Prose of Samuel Taylor Coleridge.
 - a. "The Eolian Harp."
 - b. "The Nightingale."
 4. The Poetry of Sir Walter Scott.
 - a. "The Lay of the Last Minstrel."
 - b. "Marmion."
 5. Diaries and Memoirs of the Period.
 - a. Dorothy Wordsworth - Recollections of a Tour Made in Scotland.
 - b. Henry Crabb Robinson - Diary, Reminiscences, and Correspondence.
 6. Non-Romantic and Satiric Poetry.

Horace Smith and James Smith - "Rejected Addresses" or "New Theatrum Poetarum."
- C. THE SECOND GENERATION OF ROMANTIC POETS (1815-1837).
 1. Historical background.
 2. The Poetry of George Gordon Noel Byron.
 - a. "Ode to Napoleon Buonaparte."
 - b. "The Prisoner of Chillon."
 3. The Poetry of Percy Bysshe Shelley.
 - a. "Prometheus Unbound."
 - b. "The Spirit of Solitude."
 4. The Poetry of John Keats.

"Endymion: A Poetical Romance."

5. Autobiography, Memoirs, and Travel Accounts.
 - a. Benjamin Robert Haydon - Autobiography and Journals.
 - b. Sir John Franklin - Narrative of a Journey to the Shores of the Polar Sea in the Years 1819-22.
- D. THE EARLY NINETEENTH-CENTURY NOVEL (1800-1837).
 1. Historical background.
 2. Novels Continuing the 18th Century Tradition.
 - a. James Austin - Lady Susan.
 - b. John Galt - The Annals of the Parish.
 3. The Romantic Novel of the Period.
 - a. Sir Walter Scott - Ivanhoe.
 - b. Thomas Hope - Anastasius or Memoirs of a Greek.
 4. The Non-Romantic Novels of the Period.
 - a. Thomas Love Peacock - Nightmare Abbey.
 - b. Mary Russel Mitford - Our Village.
- E. THE ESSAYISTS AND OTHER PROSE WRITERS OF THE ROMANTIC PERIOD (1800-1837).
 1. The Beginning of Modern Magazines.
 - a. Historical background.
 - b. The London Magazine.
 - c. The Liberal.
 2. The Great Essayists of the Period.
 - a. Charles Lamb - Tales from Shakespeare.
 - b. William Hazlitt - Lectures on the English Poets.
 3. The Theater (1800-1837).

James Sheridan Knowles - "Virginus."

VII. Bibliography

- Day, Martin S. History of English Literature 1660-1837. Garden City, New York: Doubleday & Co., Inc., 1963.
- Ford, Bores, Ed. The Pelican Guide to English Literature: From Blake to Byron. Harmondsworth, Middlesex, England: Penguin Books Ltd., 1977.
- The Pelican Guide to English Literature: From Dickens to Hardy. Harmondsworth, Middlesex, England: Penguin Books Ltd., 1977.

Pooley, Robert C. Ed. England in Literature. Chicago, Ill.:
Scott, Foresman and Co., 1957.

I. Generalities

- A. Subject: TECHNICAL WRITING.
- B. No. 18
- C. School: Sciences and Humanities
- D. Prerequisites: Advanced English Grammar and Composition II.
- E. Time: One hour daily, four days a week.
- F. Duration: Eighteen to twenty weeks.
- G. Credits: Four upon successful completion of course.

II. Description

Training in practical writing for industry, business, and any kind of research, with emphasis on the special requirements and techniques for a professional report.

III. Primary Aim

At the end of this course the student will be able to write reports on special assignments, write dissertations, bulletins memoranda, yearbooks, and a variety of technical manuscripts in a professional manner.

IV. Objectives

- A. The student will learn to write technical documents in a way that clearly communicates his thinking.
- B. The student will learn how to develop his ideas through language and to choose an adequate means of expression to be used.

V. Evaluation

Four parciais: 60%
Written assignments: 40%

VI. Contents

- A. PRACTICAL APPLICATION OF BASIC COMMUNICATION THEORY.
 - 1. What is communication.
 - 2. Technical terms used in communication and their importance.
 - 3. Obstacles in the communication process.
 - 4. How to satisfy the reader's wants.

B. OBSTACLES TO CLEAR COMMUNICATION.

1. Inaccuracy.
2. Unclear reason for writing.
3. Incompleteness.
4. Overwriting.
5. Lack of candor.
6. Lack of empathy.
7. Omission of summary.

C. 1. LEARNING TO WRITE FORMS AND THEIR USES.

- a. Business letters.
- b. Reports.
- c. Memoranda.
- d. Orders of development (orders).

2. QUALITIES AND WEAKNESSES OF PARAGRAPHS.

D. CHARACTERISTICS OF LETTERS.

1. Characteristics of letters.
 - a. Overall layout.
 - b. Margins.
 - c. Parts of a letter.
 - d. Special devices and techniques.
2. Requests, inquiries, and replies.
3. Orders and invitations to bid.
4. Claims and complaints; replies.
5. Notices, announcements, and other information giving letters.

E. MISCELLANEOUS

1. Memos and informal reports.
2. Formal reports and proposals.
3. The job application.
4. The résumé.
5. The covering letter.

VII. Bibliography

Coffey, B., and J. Smith. English for Study Purposes. New York: MacMillan Press, 1980.

- Kench, Abe. The Language of English Business Letters. New York: MacMillan Press, 1981.
- Lackstrom, J. E., et al. Grammar and Technical English. Philadelphia: R. G. Lughton, 1970.
- Moore, Brendan. English for the Office. New York: MacMillan Press, 1980.
- Moore, Brendan, and Chris Parsons. English for Business Studies. New York: MacMillan Press, 1980.
- Richards, Jack C., ed. Teaching English for Science and Technology. Anthology Series No. 2. SEAMO Regional Language Center, 1976.
- Rossner, R., and J. Taylor. Technical English Readers. New York: MacMillan Press, 1981.
- Russon, E., et al. The Administrative Secretary. 2nd ed. New York: Gregg Division Mc Graw-Hill Book Co., 1976.
- Thorndike, E. L., and I. Lorge. The Teachers Word Book of 30,000 Words. New York: Teachers College, Columbia University, 1944.

I. Generalities

- A. Subject: HISTORY OF THE ENGLISH LANGUAGE.
- B. No. 19
- C. School: Sciences and Humanities.
- D. Prerequisites: English Phonetics.
- E. Time: One hour daily, four days a week.
- F. Duration: Eighteen to twenty weeks.
- G. Credits: Four upon successful completion of course.

II. Description

This course will contain history and rationale of the scientific study of English and a survey of the development of English sounds, grammatical structures and vocabulary from Old English to Modern English.

III. Primary Aim

The student's mastery of English will be enhanced by an in-depth understanding of the phonetic, morphological, and syntactical changes of the English language.

IV. Objectives

- A. To familiarize the student with the main historical events that have altered the development of the English language.
- B. To make the student aware of the phonological, morphological, and syntactical changes which have occurred during the process of development of the English language.

V. Evaluation

Four parciais: 60%
Quizzes, class work and homework: 40%

VI. Contents

- A. THE BACKGROUNDS OF ENGLISH.
 - 1. Linguistics misconceptions.
 - 2. Some data about the English Writing System.
 - 3. The sounds and spelling of current English.
 - 4. The Indo-European Origins of English.

B. THE OLD ENGLISH PERIOD (449-1100).

1. The most important events in the history of Anglo-Saxon culture.
2. The Old English Dialects.
3. The pronunciation of Old English.
4. Other differences between Old English and Modern English.
 - a. Nouns.
 - b. Demonstrative pronouns.
 - c. Adjectives.
 - d. Adverbs.
 - e. Personal pronouns.
 - f. Interrogative pronouns.
 - g. Verbs.

C. THE MIDDLE ENGLISH PERIOD (1100-1500).

1. The Norman Conquest and its influence.
2. The Rise of a London standard.
3. The principal consonantal changes.
4. The Middle English vowels.
5. Changes in diphthongs.
6. The loss of grammatical gender.
7. The inflection of nouns.
8. The loss of Schwa in final syllables.
9. Personal pronouns loss of the dual number.
10. Demonstrative pronouns.
11. Interrogative pronouns.
12. Relative pronouns.
13. Verbs.

D. THE MODERN ENGLISH PERIOD (1500-1800).

1. Sounds and Spellings.
 - a. The Great Vowel Shift.
 - b. The Early Modern English Consonants.
 - c. Quantitative changes.
2. Forms and Syntax.
 - a. The genitive case.
 - b. Grammatical changes.

- c. The influence of the schoolmaster.
- d. Eighteenth-century attitudes toward language.

E. RECENT BRITISH AND AMERICAN ENGLISH (1800-Present).

- 1. The Conservatism of American English.
- 2. Vocabulary changes in American English.
- 3. British and American spelling.

VII. Bibliography

Havelock, Eric A. Origins of Western Literacy. Ontario: The Ontario Institute for Studies in Education, 1974.

King, Robert D. Historical Linguistics and Generative Grammar. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1969.

I. Generalities

- A. Subject: METHODS AND TECHNIQUES FOR INTERPRETING/TRANSLATING.
- B. No. 20
- C. School: Sciences and Humanities.
- D. Prerequisites: Advanced English Grammar and Composition II & Readings and Conversation in English II.
- E. Time: One hour daily, four days a week.
- F. Duration: Eighteen to twenty weeks.
- G. Credits: Four upon successful completion of course.

II. Description

A course that provides the student with a knowledge of the different methods and techniques used for the translation and interpretation of material from the different sciences. Discussion of these techniques, procedures, methodology, and the art of translation and interpretation.

III. Primary Aim

At the end of this course the student will have the theoretical basis necessary for the accurate and simultaneous interpretation/translation of different types of material.

IV. Objectives

- A. The student will learn to apply the different methods and techniques for interpreting/translating.
- B. The student will improve his understanding of the English language through the study of the idiosyncrasy of that language.
- C. The student will be conscious of the importance of an accurate translation/interpretation.

V. Evaluation

Four parciales: 60%

Quizzes, homework and class discussion: 40%

V. Contents

A. INTERPRETING

1. PSYCHOLOGICAL PREPARATION FOR AN ACCURATE INTERPRETATION.
2. RESEARCH TECHNIQUES: Facts and general information about topic.

3. LISTENING TECHNIQUES.

- a. Distinguishing main ideas from subordinate ideas.
- b. Distinguishing ideas from illustrations.
- c. Looking for words that signal the lecturer's point and plan of development.
 - Attention on expressions such as "in other words..."
 - "let me repeat..."
 - Attention on number words.
 - Attention on phrases that determine the lecturer's intention.
 - Attention on phrases that signal contrast.
 - Attention on phrases that signal cause and effect relationship.
 - Attention on phrases that signal time relationship.

4. VOCABULARY BUILDING TECHNIQUES: cognates, technical vocabulary, suffixes, prefixes, etc.

5. PROBLEMATIC GRAMMAR POINTS.

6. MAIN CONTRASTIVE FEATURES OF ENGLISH AND SPANISH.

B. TRANSLATING

1. RESEARCH TECHNIQUES: Facts and general information about topic.

2. READING TECHNIQUES.

- a. Reading whole text.
- b. Evaluating content: selecting main idea, cue words, etc.
- c. Selecting unknown or problem words.
- d. Re-reading for comprehension.

3. TRANSLATING TECHNIQUES.

- a. Maintaining main idea.
- b. Translating whole thoughts not word by word.
- c. Maintaining coherence, unity and clarity.
- d. Maintaining meaning and topic development.
- e. Using the style of the target language.

4. WRITING TECHNIQUES.

- a. Following appropriate mechanics: writing legibly, using a loose-leaf notebook, etc.
- b. Avoiding overwriting.
- c. Common errors in grammar and punctuation.
- d. Using dictionaries.

5. REVIEW TECHNIQUES: WHEN AND HOW.

- a. Searching for gaps and ambiguities.
- b. Searching for vital points that might have been overlooked.
- c. Searching for grammar violations.
- d. Searching for word misuse.

VII. Bibliography

Cruz, E. Brinton, and R. Ortiz. Translation Strategies. New York: Macmillan Co., 1980.

Ferguson, Charles A. Contrastive Analysis and Language Development. Washington D. C.: Georgetown University Press, 1968.

Stockwell, Robert, et al. The Grammatical Structures of English and Spanish. Chicago: The University of Chicago Press, 1965'

I. Generalities

A. Subject: TRANSLATION/INTERPRETATION PRACTICE I.

B. No. 21

C. School: Sciences and Humanities.

D. Prerequisites: Methods and Techniques for Interpreting/
Translating.

E. Time: One hour daily, four days a week.

F. Duration: Eighteen to twenty weeks.

G. Credits: Four upon successful completion of course.

II. Description

A course offering an opportunity for the student to put into practice the theory he has learned in interpreting/translating. The material to be translated/interpreted will have a simple construction and vocabulary, e.g. short stories, speeches, articles from newspapers and magazines, and material from the social sciences.

III. Primary Aim

At the end of the course the student will be able to translate/interpret basic material using the skills previously learned.

IV. Objectives

A. The student will be able to translate short paragraphs within a set time.

B. The student will be able to interpret simultaneously simple paragraphs prepared by the teacher.

C. At the end of the course the student will be able to compare his improvement in speed and skill in translating and interpreting.

V. Evaluation

INTERPRETATION: Four simultaneous interpretations given 50 % by the teacher.

TRANSLATION: Four timed translations of texts given 50 % by the teacher.

VI. Contents

- A. Short paragraphs in both Spanish and English, covering literary, journalistic and technical material.
- B. Short dialogues with current expressions, in both English and Spanish.
- C. Service instructions for different kinds of machines, appliances, and devices, in both English and Spanish.
- D. Letters following the format for both English and Spanish.
- E. Exercises using common abbreviations in both English and Spanish.
- F. Short articles from magazines and newspapers in both English and Spanish.
- G. Covering letters and résumés in both English and Spanish.
- H. Legal papers such as birth certificates, wills, university forms, and others.

VII. Bibliography

Brinton, E., et als. Translation Strategies: Advanced/Very Advanced; Adult/Teacher. New York.

I. Generalities

- A. Subject: TRANSLATION/INTERPRETATION PRACTICE II.
- B. No. 22
- C. School: Sciences and Humanities.
- D. Prerequisites: Translation/Interpretation Practice I.
- E. Time: One hour daily four days a week.
- F. Duration: Eighteen to twenty weeks.
- G. Credits: Four upon successful completion of course.

II. Description

A continuation of Translation/Interpretation Practice I progressing in difficulty, in which the student will have to translate more difficult passages and oral interventions. It will also introduce translation of modern fiction and simultaneous interpretation of longer speeches previously recorded, covering different topics.

III. Primary Aim

At the end of the course, the student will be able to translate/interpret more difficult material, such as modern fiction and longer speeches.

IV. Objectives

- A. The student will be able to translate more difficult material within a set time.
- B. The student will be able to interpret simultaneously speeches previously recorded.
- C. The student will improve his skills in translating modern fiction.

V. Evaluation

INTERPRETATION: Four simultaneous interpretations from previously taped texts	50%
TRANSLATION: Four timed translations of texts	50%

VI. Contents

- A. Longer and more complex paragraphs in both English and Spanish covering literary, journalistic and technical material.
- B. Complete articles covering literary, journalistic, and technical

material in both English and Spanish.

- C. Technical reports, formal and informal, in both English and Spanish.
- D. Letters of inquiries, requests and replies; claims, complaints and replies; notices, announcements, and other information giving letters, in both English and Spanish.
- E. Material gathered from the different embassies in our country.
- F. Material gathered from the U. N. agencies in our country.
- G. Material gathered from diverse professional associations established in our country.
- H. Previously taped speeches, essays and articles.

VII. Bibliography

Brinton, E., et als. Translation Strategies: Advanced/Very Advanced; Adult/Teacher. New York.

Hernández, Carmen María de. Professional Translator for the United Nations.

I. Generalities

- A. Subject: TRANSLATION/INTERPRETATION PRACTICE III.
- B. No. 23
- C. School: Sciences and Humanities.
- D. Prerequisites: Translation/Interpretation Practice II.
- E. Time: One hour daily, four days a week.
- F. Duration: Eighteen to twenty weeks.
- G. Credits: Four upon successful completion of course.

II. Description

Supervised translation of materials from current American and British publications in the humanities and social sciences. Native English professionals covering different fields of study will be invited to the class to give speeches in order to increase the opportunity of supervised interpretation. Comparative and contrastive analysis of problems encountered in translating/interpreting fiction and factual material will also be discussed.

III. Primary Aim

At the end of this course the student will be able to translate/interpret any kind of material from English to Spanish and vice-versa simultaneously with a high grade of accuracy.

IV. Objectives

- A. The student will master the skills of translating/interpreting, through a wide range of exercises and practices.
- B. The student will acquire a better understanding of the differences between English and Spanish, previously studied in "Contrastive Structure of English and Spanish."

V. Evaluation

- INTERPRETATION: Simultaneous interpretation of lectures given by an invited professional. 50%
- TRANSLATION: Timed translation of 4 texts covering the same topic but taken from different sources. 50%

VI. Contents

- A. Complete texts covering literary, journalistic and technical

- material, in both English and Spanish.
- B. Parallel texts and texts on the same subject from different sources, in both English and Spanish.
 - C. Written and taped speeches covering material of the different sciences, in both English and Spanish.
 - D. Written and taped essays, in both English and Spanish.
 - E. Material from different governmental sources, such as:
 - 1. National Park Service
 - 2. Fish and Wildlife Service
 - 3. Soil Conservation Office
 - 4. Weather Bureau
 - 5. Bureau of the Census
 - 6. Education Ministry
 - 7. National Museum
 - 8. Ministry of Health
 - F. Material gathered from the private industry.
 - G. Special research reports.
 - H. Oral interventions given by especially invited professionals.

VII. Bibliography

Brinton, E., et als. Translation Strategies: Advanced/Very Advanced; Adult/Teacher. New York.

I. Generalities

- A. Subject: FUNDAMENTALS OF HUMAN RELATIONS.
- B. No. 24
- C. School: Sciences and Humanities.
- D. Prerequisites: None.
- E. Time: One hour daily, four days a week.
- F. Duration: Eighteen to twenty weeks.
- G. Credits: Four upon successful completion of course.

II. Description

A course offering the basic concepts and techniques in Human Relations: its theories, methods and practice, and their application in industry, government, education, social welfare agencies and other institutions.

III. Primary Aim

At the end of this course the students will have a better awareness and understanding of universal human needs. Recognizing these needs will give them an insight into their own behavior and that of others.

IV. Objectives

- A. The student will be able to solve problems by putting into practice basic concepts and techniques particular to Human Relations.
- B. The student will improve his human relations abilities recognizing the four basic needs of human beings: the need for security, the need to belong and to feel needed, the need for esteem, and the need for personal growth and fulfillment.

V. Evaluation

Four parciales: 60%

Quizzes, class work and discussions: 40%

VI. Contents

- A. THE HUMAN FACTOR IN ORGANIZATIONS.
 - 1. Adaptation of man to work.
 - 2. Adaptation of work to man.

B. THE GROUP.

1. What is a social group?
2. Structure of social groups.

C. THE INDIVIDUAL.

1. Sympathy.
2. Formation of individual.
3. The interest for group activity.
4. Attitudes that help to develop a good "social environment."

D. HOW TO PARTICIPATE IN A WORK GROUP.

1. Know your company or organization.
2. Know your bosses.
3. Know your workmates.
4. Know yourself.
5. How to be promoted.
6. How to participate in a meeting.
7. How to get control of oneself.

E. HOW TO LEAD A GROUP.

1. Need for a leader.
2. What is a leader?
3. The management triangle.
4. Different kinds of bosses.
5. Boss counterbalance in front of work environment.
6. How to get cooperation from our leader group
7. Some general principles of working relations.

F. HUMAN RELATIONS BETWEEN GROUPS.

1. Human relations between workteams.
2. Work division between workteams.
3. Coordination meetings between different groups.
4. The case of groups that know each other.
5. Team integration.
6. Difficulties and conflicts between groups.
7. Company boss role in group relations.
8. Sociometry.

G. THE ADMINISTRATIVE LINK BETWEEN GROUPS.

H. RELATIONS BETWEEN SOCIAL SERVICE ORGANIZATIONS.

1. Cooperation between social and educational services.
2. Main psychosocial obstacles for cooperation between institutions.

I. LEADING A MEETING.

1. Importance of meetings in the administrative process.
2. Different kinds of meetings and their objectives.
3. Intellectual mechanism of a meeting.
4. Influence of a leader in a meeting.
5. Language and order while debating.
6. Different kinds of personalities in meetings.
7. Why certain meetings fail?

J. PROBLEMS AND ITS SOLUTIONS IN HUMAN RELATIONS.

1. Retirement of a group member.
2. Entering of a new member.
3. The "social distance."
4. Social environment.
5. Rivalry.
6. Limits of freedom.
7. Frustrations.
8. Relations between women and men.
9. Group pressure.
10. Group discussion of problems.
11. Change of environment.
12. Sociotheraphy.
13. Psychodrama and group dynamic.

VII. Bibliography

Bursk, Eduard C. Human Relations for Management. New York: Harper & Brothers, 1956.

Reyes Ponce, Agustín. Administración de Personal - Relaciones Humanas. México: Editorial Lemusa, 1975.

Weil, Pierre G. Human Relations Within the Family and Job. Paris: Editorial Dumond, 1973.

I. Generalities

- A. Subject: CONTRASTIVE ANALYSIS OF SPANISH AND ENGLISH I.
- B. No. 25
- C. School: Sciences and Humanities.
- D. Prerequisites: English Phonetics.
- E. Time: One hour daily, four days a week.
- F. Duration: Eighteen to twenty weeks.
- G. Credits: Four upon successful completion of course.

II. Description

A course offering theory and principles of determining grammatical differences and similarities between English and Spanish including their morphological characteristics. It will also include typical sentence pattern of the two languages and the enormous complexity of noun and verb phrases in English and Spanish.

III. Primary Aim

The student will acquire an excellent basis for the preparation of instructional materials, the planning of courses, and the development of actual classroom techniques through a careful contrastive analysis of English and Spanish.

IV. Objectives

- A. To enable the student to increase his understanding of and proficiency in English through a better understanding of its grammatical structure.
- B. To provide the student with an understanding of the grammatical structures of English and Spanish through a detailed study and comparison of both.

V. Evaluation

Four Parcial: 60%

Quizzes, classwork and homework: 40%

VI. Contents

- A. INTRODUCTION TO GRAMMATICAL ANALYSIS.
 - 1. What is Grammar.
 - 2. Signals Grammar or Taxonomic Grammar.

- a. Word order.
 - b. Intonation.
 - c. Function words.
 - d. Affixation.
3. Slot-and-substitution Grammar.
 4. Finite-state Grammar.
 5. Immediate Constituent Analysis of Phrase Structural Grammar.
 6. Transformational Grammar.
- B. COMPARISON OF TYPICAL PATTERNS OF THE TWO LANGUAGES.
1. Equational Assertion Pattern.
 2. Intransitive Assertion Pattern.
 3. Transitive Assertion Pattern.
 4. Transitive Receiver Assertion Pattern.
 5. Complement Assertion Pattern.
 6. Indefinite Equational Pattern.
- C. A SURVEY OF THE CATEGORIES OF WORD FORMATION THAT TYPIFY THE MORPHOLOGY OF EACH LANGUAGE.
1. Word formation.
 2. What is Morphology.
 - a. Stems.
 - b. Affixes.
 - c. What is Syntax.
 - d. Affixes: Inflectional and derivational.
 - e. Inflectional analysis and comparison of both languages.
 - f. Derivational analysis and comparison of both languages.
- D. STRUCTURE OF THE NOUN PHRASES IN THE TWO LANGUAGES.
1. External structure of phrases.
 2. Internal structure of phrases.
 3. Constituents of the noun phrases.
 4. What classes of words may replace the constituents.
 5. Optional and obligatory categories.
 6. Principal functions that the constituents serve within the structure of sentences.

E. STUDY OF THE VERB PHRASES.

1. Classification of verbs.
 - a. By theme class.
 - b. By the extent to which their paradigms can be predicted by general rules.
2. The Auxiliary.
3. Forms of Spanish and English regular and irregular verbs.

VII. Bibliography

Ferguson, Charles A. Contrastive Analysis and Language Development. Washington D. C.: Georgetown University Press, 1968.

Nash, Rose. Comparing English and Spanish: Pattern in Phonology and Orthography. New York: Regents Publishing Co., 1977.

Navarro, T. Tomas. Manual de Pronunciación Española. Madrid: Raycar, S. A., 1970.

Stockwell, Robert, et al. The Grammatical Structures of English and Spanish. Chicago: The University of Chicago Press, 1965.

Wardhang, Ronald. "The Contrastive Analysis Hypothesis." Tesol Quarterly. Issue # 4, 1970.

I. Generalities

- A. Subject: CONTRASTIVE ANALYSIS OF SPANISH AND ENGLISH II
- B. No. 26
- C. School: Sciences and Humanities.
- D. Prerequisites: Contrastive Analysis of Spanish and English I.
- E. Time: One hour daily, four days a week.
- F. Duration: Eighteen to twenty weeks.
- G. Credits: Four upon successful completion of course.

II. Description

A course in which the student will learn about the simple, complex, and compound sentence transformations in both languages, as well as its rules, the lexicon and the main difficulties the students may find when learning English.

III. Primary Aim

The student will improve his knowledge of analyzing English and Spanish comparatively. He will also increase his knowledge of the English language.

IV. Objectives

- A. To make the students aware of the fact that one of the major problems in the learning of a second language is the interference caused by the structural differences between the native language of the learner and the second language.
- B. To provide the student with an understanding of the grammatical structures of English and Spanish through a detailed study and comparison of both.

V. Evaluation

Four parciales: 60%

Quizzes, classwork and homework: 40%

VI. Contents

A.

1. Analysis of the verbs Ser and Estar
2. Analysis of the verb classes of Spanish.

- a. Transitive verb classes.
 - b. Transitive-intransitive verb classes.
 - 3. Non-verbal constituents of the verb phrase.
 - 4. Comparison of Noun Phrases in both languages.
 - a. As predicate after the verb ser.
 - b. As an object after a transitive verb.
 - c. As a complement construction.
 - 5. Use of Reflexive Pronouns.
 - 6. Use and formation of adverbs.
 - 7. Clitic Pronouns.
 - 8. Prepositions.
- B. COMMON TRANSFORMATIONS OF THE TYPE TO WHICH THE INTERROGATIVE BELONGS.
- 1. Conversion of different sentences.
 - a. By inversion.
 - b. By deletion.
 - c. By other simple modification.
 - 2. Typical errors when learning English or Spanish.
- C. TRANSFORMATION RULES
- 1. Comparison of complex and compound sentence transformation.
 - 2. Learning problems between English and Spanish sentences.
- D. INTRODUCTION TO THE MOST EXTENSIVE AREA OF COMPARISON BETWEEN ANY OF TWO LANGUAGES - THE LEXICON.
- 1. Syntactic Range.
 - 2. Morphological Range.
 - 3. Range of lexical co-occurrence.
 - 4. Denotative Range.
 - 5. Connotative Range.
 - 6. Circumstantial Range.
- E. PRINCIPAL DIFFERENCES AND ATTEMPTS TO ALIGN THEM BY THE DEGREE OF DIFFICULTY THEY CAUSE THE BEGINNING STUDENT.
- 1. Constants for making mistakes when learning a second language.
 - a. Propriety.

- b. Situational context.
- c. Cultural viability.
- 2. Negative correspondence in native language.
- 3. Functional/semantic correspondence, structural non-correspondence.
- 4. Negative correspondence in target language.
- 5. Structural correspondence by functional semantic non-correspondence.
- 6. Structural and functional/semantic correspondence.

VII. Bibliography

- Ferguson, Charles A. Contrastive Analysis and Language Development. Washington D. C.: Georgetown University Press, 1968.
- Nash, Rose. Comparing English and Spanish: Pattern in Phonology and Orthography. New York: Regents Publishing Co., 1977.
- Navarro, T. Tomas. Manual de Pronunciación Española. Madrid: Raycar, S. A., 1970.
- Stockwell, Robert, et al. The Grammatical Structures of English and Spanish. Chicago: The University of Chicago Press, 1965.

I. Generalities

- A. Subject: BIBLIOGRAPHY AND RESEARCH TECHNIQUES.
- B. No. 27
- C. School: Sciences and Humanities.
- D. Prerequisites: Technical Writing.
- E. Time: One hour daily, four days a week.
- F. Duration: Eighteen to twenty weeks.
- G. Credits: Four upon successful completion of course.

II. Description

This course will give the student the necessary tools to develop research skills in order to continue his own education. He will learn to use the knowledge acquired about a subject and apply it to new circumstances, to order and discipline his thinking, and to write objectively. He will learn to use a library; to take and preserve notes following methods, to evaluate and select materials, to master techniques for the economical recording of information; to document, to think from evidence to generalization and again back to confirming evidence and most important of all to recognize and deal with facts, providing him with the foundations for objective writing.

III. Primary Aim

The student will practice profitably some basic methods of research to prepare him for more advanced investigation and to learn more about objective, factual writing.

IV. Objectives

- A. The student will be able to plan his own investigation and to use specific techniques.
- B. The student will be able to organize, tabulate, analyze, and interpret data.
- C. The student will be able to submit reports.

V. Evaluation

Four parciais: 60%
Quizzes and classwork: 40%

VI. Contents

A. ASSIGNMENT AND THESES.

1. Assignment and term papers.
2. Theses and dissertations.
3. Conventions of writing - the question of style.

B. PLANNING THE ASSIGNMENT.

1. Definition of the problem.
2. Limiting the problem.
3. A time schedule.
4. Consulting source material.
5. Preparing a working bibliography.
6. Taking notes.
7. The outline.
8. The first draft.

C. PLANNING THE THESIS.

1. Selecting a topic.
2. Reviewing the literature.
3. Designing the study.
4. The chapter outline.

D. WRITING THE THESIS OR ASSIGNMENT.

1. The general format.
 - a. The preliminaries.
 - b. The text.
 - c. The reference material.
 - d. The abstract.
 - e. The final product.
2. Page and Chapter format.
 - a. Chapter divisions and subdivisions.
 - b. Spacing.
 - c. Pagination.
 - d. Margins.
 - e. Paragraph indentation.
 - f. Sample pages.

3. The use of quotations.
 - a. When to quote.
 - b. What to quote.
 - c. How to quote.
4. Footnotes.
 - a. Use of footnotes.
 - b. Placement of footnotes.
 - c. Format of footnotes.
 - d. Conventions of footnoting.
 - e. Problems in footnoting.
5. Tables and Figures.
 - a. Use of tables and figures.
 - b. Placement of tables and figures.
 - c. Numbering of tables.
 - d. Numbering of figures.
 - e. Table and figure captions.
 - f. Format of tables.
 - g. Format of figures.
 - h. Preparation of figures.
 - i. Footnotes to tables and figures.
 - j. Very large tables and figures.
 - k. Pagination and margins.
 - l. Spacing and alignment.
 - m. Abbreviations and special symbols.
 - n. Numbers.
6. Referencing.
 - a. Reference systems.
 - b. Essential information.
 - c. Spacing, capitalization, and underlining.
 - d. Alphabetical and chronological order.
 - e. Edited works.
 - f. Special cases.
7. Appendixes.
 - a. Use of appendix.
 - b. Format of appendix.

E. REVISING THE ASSIGNMENT OR THESIS.

1. Editing the final draft.
2. Evaluating the final draft.
3. Proofreading the final typed copy.

VII. Bibliography

Goerel, M. Robert, and Charlton Laird. Modern English Handbook.

4th ed. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1967.

Markman, Robert H., and Marie L. Waddell. Ten Steps in Writing the Research Paper. Woodbury, New York: Barron's Educational Series, Inc., 1971.

Ridout, Ronald, and D. Waldo Clark. A Reference Book of English: A General Guide for Foreign Students of English. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1972.

The MLA Style Sheet. New York: The Modern Language Association of America, 1970.

Vivian, Charles H., and Bernetta M. Jackson. English Composition. New York: Barnes and Noble Inc., 1962.

I. Generalities

- A. Subject: SPECIAL INVESTIGATION PROJECT.
- B. No. 28
- C. School: Sciences and Humanities.
- D. Prerequisites: Bibliographical and Research Techniques.
- E. Time: See procedures.
- F. Duration: Eighteen to twenty weeks.
- G. Credits: Four upon successful completion of course.

II. Description

A preliminary course designed to enable the student to carry out an independent research so as to prepare him to write his thesis. This paper will contain at least 3,000 words and will be done under the guidance of an advisor.

III. Primary Aim

To enable the student to carry out an independent research utilizing the scientific method, and the methodology and techniques for investigation. At the same time he will apply his knowledge of the English language.

IV. Objectives

- A. To have the student choose a problem and analyze it critically giving concrete and practical suggestions.
- B. To give the student an opportunity to broaden his knowledge of English through research.

V. Evaluation

- A. Coordinator: paper content and paper format 50%
- B. Advisor: consultation, outline, draft effort, paper content and paper format. 50%

VI. Procedures

Students will meet as class sessions for three weeks. During this time they will choose their research topic and prepare an outline following the procedures studied in "Bibliography and Research Techniques." Afterwards each student will work on his own supervised by a Department member with whom he will meet on a

weekly basis.

Tentative Schedule.

- | | | |
|----|--|--------------------|
| A. | Presentation and acceptance of topic with area of investigation. | 2 weeks |
| B. | Outline with working bibliography. | 1 week |
| C. | Rough draft with working bibliography. | 6 weeks |
| D. | Corrected draft. | 2 weeks |
| E. | Final paper. | last week of class |

NOTE: Approved research papers will be the basis for the student's thesis. This does not include those students who will take a graduation seminar.

VII. Bibliography

- Goerel, M. Robert, and Charlton Laird. Modern English Handbook. 4th ed. Englewood, Cliffs, N. J.: Prentice-Hall, Inc., 1967.
- Markman, Robert H., and Marie L. Waddell. Ten Steps in Writing the Research Paper. Woodbury, New York: Barron's Educational Series, Inc., 1971.
- Ridout, Ronald, and D. Waldo Clark. A Reference Book of English: A General Guide for Foreign Students of English. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1972.
- The MLA Style Sheet. New York: The Modern Language Association of America, 1970.
- Vivian, Charles H., and Bernetta M. Jackson. English Composition. New York: Barnes and Noble Inc., 1962.

I. Generalities

- A. Subject: REGIONAL AND INTERNATIONAL ORGANIZATIONS.
- B. No. 29
- C. School: Sciences and Humanities.
- D. Prerequisites: Translation and Interpretation Practice II.
- E. Time: One hour daily, three days a week.
- F. Duration: Eighteen to twenty weeks.
- G. Credits: Three upon successful completion of course.

II. Description

Examination of the origins, structure and functions of international organizations and their influence and importance to the contemporary world.

III. Primary Aim

To familiarize the student with the function and general framework of those organizations and at the same time enable him to better translate ... documents pertaining to them.

IV. Objectives

- A. The students will be acquainted with the factors that gave birth to the League of Nations and the UNO.
- B. The students will be acquainted with the different specialized agencies, their functions and general framework.
- C. The students will analyze the importance of International organizations not only in the political and economical aspects, but also in aspects of cooperation for social and humanitarian purposes.

V. Evaluation

Four parciais: 60%

Class discussion and homework: 40%

VI. Contents

- A. THE UNITED NATIONS.
 - 1. Constitutive letter.
 - 2. Principles.
 - 3. Country members.

4. Main office, liaison offices.
- B. ORGANISMS.
1. General Assembly.
 2. Security Council.
 3. Permanent Council.
 4. Secretariat.
 5. The International Court of Justice.
 6. Economic and Social Council.
 7. Trusteeship Council.
- C. SPECIALIZED AGENCIES OF THE UNITED NATIONS.
1. Main specialized agencies:
 - UNESCO (U.N. Educational, Scientific and Cultural Organization)
 - FAO (Food and Agricultural Organization)
 - WHO (World Health Organization)
 - ILO (International Labor Organization)
 - UNCTAD (U. N. Conference on Trade and Development)
 - CCPI (Consultative Committee on Public Information for the U. N.)
 - UNICEF (U. N. International Children's Emergency Fund)
 2. Framework for each one.
 3. Internal organization.
 4. Principles.
- D. REGIONAL ORGANISMS
1. Main regional organisms:
 - MCE, Warsaw Agreement,
 - NATO, OEA, Andean Pact,
 - ODECA, Nonaligned Countries,
 - OPEP, ALALC, CEPAL.
 2. Action fields.
 3. Constitutive principles.
 4. Internal organization

E. AGREEMENT OF INTERNATIONAL AGENCIES IN EL SALVADOR.

1. Ministry of Foreign Affairs.
2. Division of International agencies.
3. Regional Agencies with a Permanent Representative.
4. Document of legal agreements.

VII. Bibliography

Almanaque Mundial. "Organismos Internacionales." Panama: Editorial America, S. A., 1980.

Bailey, S. The United Nations. London: Pall Mall Press, 1977.

Gibbous, S. R., and P. Morican. The League of Nations and UNO. London: Longman Group Ltd., 1970.

Lee, M. The United Nations and World Realities. N. Y.: Pergamon Press, 1975.

I. Generalities

- A. Subject: ELEMENTARY FRENCH FOR FOREIGN STUDENTS.
- B. No. 30
- C. School: Sciences and Humanities.
- D. Prerequisites: None.
- E. Time: Five hours weekly.
- F. Duration: Eighteen to twenty weeks.
- G. Credits: Four upon successful completion of course.

II. Description

Elementary spoken structures, pattern practice, reading and writing in a wide range of exercises will be given.

III. Primary Aim

The student will achieve a satisfactory command of the French language.

IV. Objectives

- A. The student will be able to talk about everyday topics with correct usage of the basic structures.
- B. The student will be able to write short dialogues.
- C. The student will be introduced to some cultural patterns of the French people.

V. Evaluation

Four oral parciais: 60%
Class participation: 40%

VI. Contents

The authors of this research work suggest that the audio-visual method used before the closing of the University of El Salvador be continued, since it has proved to be efficient. But if for any reason it were impossible to continue with this method, it could be replaced by the Mauger series.

VII. Bibliography

Mauger, G. Course de Langue et de Civilisation Française. Tome I.
Paris: Librairie Hachette, 1959.

I. Generalities

- A. Subject: LOW INTERMEDIATE FRENCH FOR FOREIGN STUDENTS.
- B. No. 31.
- C. School: Sciences and Humanities.
- D. Prerequisites: Elementary French for Foreign Students.
- E. Time: Five hours weekly.
- F. Duration: Eighteen to twenty weeks.
- G. Credits: Four upon successful completion of course.

II. Description

Low intermediate spoken structures, pattern practice, reading and writing in a wide range of exercises will be given.

III. Primary Aim

The student will achieve a satisfactory command of the French language.

IV. Objectives

- A. The student will be able to master more complex grammar structures, and use them in simple conversations with a native speaker.
- B. The student will be able to understand material written in French.
- C. The student will be able to read material of average difficulty and mature content.
- D. The student will be able to write simple compositions with acceptable style and accuracy.

V. Evaluation

Four oral parciais: 60%
Class participation: 40%

VI. Contents

Course de Langue et de Civilisation Française. Tome II, by Mauger.

VII. Bibliography

Mauger, G. Course de Langue et de Civilisation Française. Tome II.
Paris: Librairie Hachette, 1969.

I. Generalities

- A. Subject: HIGH INTERMEDIATE FRENCH FOR FOREIGN STUDENTS.
- B. No. 32
- C. School: Sciences and Humanities.
- D. Prerequisites: Low Intermediate French for Foreign Students.
- E. Time: Five hours weekly.
- F. Duration: Eighteen to twenty weeks.
- G. Credits: Four upon successful completion of course.

II. Description

This course is a continuation of Low Intermediate French for Foreign Students with increasing difficulty in spoken structures, pattern practice, reading and writing. The student will achieve a better command of the French language and at the same time learn about the French customs and way of life, comparing them with his own culture.

III. Primary Aim

The student will develop skills which will enable him to communicate effectively in French.

IV. Objectives

- A. The student will be able to understand more complex lectures in French.
- B. The student will be able to read longer passages and prove his understanding of the material by answering questions.
- C. The student will be able to write longer, controlled and free compositions demonstrating his competence in the logical organization of ideas, the usage of linking devices, emotive tone and others.
- D. The student will be able to portray the French people, their customs ways of life in the city and countryside, and compare cultural patterns.

V. Evaluation

- Four oral parciais: 60%
- Class participation: 40%

VI. Contents

Course de Langue et Civilisation Française. Tome III, by Mauger.

VII. Bibliography

Mauger, G. Course de Langue et de Civilisation Française. Tome III. Paris: Librairie Hachette, 1969.

I. Generalities

- A. Subject: ADVANCED FRENCH FOR FOREIGN STUDENTS.
- B. No. 33
- C. School: Sciences and Humanities.
- D. Prerequisite: High Intermediate French for Foreign Students.
- E. Time: Five hours weekly.
- F. Duration: Eighteen to twenty weeks.
- G. Credits: Four upon successful completion of course.

II. Description

An advanced course for students who have mastered the fundamentals of the language. It will stress Advanced Grammar and spelling in a wide range of exercises including the multiple forms of conjugation, confusing aspects of certain structures and spelling rules. Advanced practice in oral activities will be provided.

III. Primary Aim

Students will develop skills which will enable them to communicate effectively in an oral and written form.

IV. Objectives

- A. The student will be able to apply grammar structures effectively in writing.
- B. The student will be able to read and understand selected literary works, short stories and scripts.

V. Evaluation

Four parciais: 60% - 2 oral exams and 2 written exams.
Class participation: 40%.

VI. Contents

Course de Langue et Civilisation Française. Tome IV, by Mauger.

VII. Bibliography

- Mauger, G. Course de Langue et Civilisation Française. Tome IV. Paris: Librairie Hachette, 1969.
- Bled, E. & O. Cours d'Orthographe: Cours Mauger. Classe de Fin d'Etudes. Paris: Librairie Hachette, 1954.

I. Generalities

- A. Subject: INTRODUCTION TO FRENCH LITERATURE.
- B. No. 34
- C. School: Sciences and Humanities.
- D. Prerequisites: Advanced French for Foreign Students.
- E. Time: Five hours weekly.
- F. Duration: Eighteen to twenty weeks.
- G. Credits: Four upon successful completion of course.

II. Description

A course designed to introduce the student to the great literary figures of the French culture through reading, analysis, and discussion of selected works by writers of the Renaissance and Modern periods.

III. Primary Aim

At the end of this course the student will have a general knowledge and understanding of the main figures of the French literature and their literary work.

IV. Objectives

- A. To stimulate and train the reader's appreciation of French literature.
- B. To develop the student's understanding of the main literary movements that have affected French literature.
- C. To increase the student's reading skills in the French language.

V. Evaluation

Four parciais: 60%

Quizzes, homework and class participation: 40%

VI. Contents

- A. SELECTED LITERARY WORKS OF FRENCH ROMANTIC AUTHORS.
 - 1. Balzac.
 - 2. Hugo.
 - 3. Saint-Beuve.
 - 4. Stendhal.

B. SELECTED LITERARY PIECES OF MODERN AND CONTEMPORARY FRENCH
AUTHORS.

1. Saint-Exupéry.
2. Simone de Beauvoir.
3. Albert Camus.
4. Françoise Sagan.
5. Jean Paul Sartre.
6. Marcel Proust.
7. André Gide.

C. SELECTED POEMS WHICH OFFER HIGH LITERARY QUALITY AND GOOD USAGE
OF THE FRENCH LANGUAGE.

1. Victor Hugo.
2. Paul Eluard.
3. Louis Aragon.
4. Jacques Prévert.
5. Rimbaud.

D. DIRECTED READING OF ONE COMPLETE BOOK THAT WILL BE SELECTED FOR
ITS SIMPLE STRUCTURE AND GOOD USAGE OF THE FRENCH LANGUAGE.

VII. Bibliography

- Abry, E. C., et al. Histoire Illustrée de la Littérature Française.
Paris: Librairie Henry Didier, 1930.
- Cassella et Gaubert. La Nouvelle Littérature. Verviers, Belgique:
Gerard et Co., 1964.
- Parmentier, Florian. Histoire Contemporaine de Lettres Françaises.
Paris: J. J. Pauvert, 1970.
- Smith, H. A. Main Currents of Modern French Drama. New York:
Harper and Row Publishers, 1975.
- Van Bever et Leautaud. Poètes D'aujourd'hui. Paris: J. J. Pauvert,
1972.

I. Generalities

- A. Subject: ELEMENTARY SCHOOL CURRICULUM.
- B. No. 35
- C. School: Sciences and Humanities.
- D. Prerequisites: English Proficiency Test.
- E. Time: One hour daily four days a week.
- F. Duration: Eighteen to twenty weeks.
- G. Credits: Four upon successful completion of course.

II. Description

A course related to the basic concepts of curriculum, the relation of foundation areas to the problems of curriculum development, modern trends in developing educational programs for children.

III. Primary Aim

At the end of this course the student will be able to elaborate modern educational programs for children (grades K-6th) based on the basic concepts of curriculum and in accordance with the Salvadoran reality.

IV. Objectives

- A. The student will be able to elaborate adequate programs for elementary school following modern trends in education.
- B. The student will be able to relate the programs to the reality of our country.
- C. The student will be able to plan, implement, and evaluate daily lessons.
- D. The student will be able to organize the physical classroom space to facilitate instruction.

V. Evaluation

Four parciais: 60%
Quizzes, classwork and homework: 20%
Elaboration of programs: 20%

VI. Contents

- A. RATIONALE FOR THE SCHOOL CURRICULUM.
 - 1. Underlying principles.

2. Aims.
 3. Learning through experience.
 4. Modes of teaching and learning activities.
 5. Values and attitudes.
 6. Skills.
 7. Modes of expression.
- B. PLANNING THE CURRICULUM.
1. Problem One: Matching the curriculum and child achievement.
 2. Problem Two: Identifying obstacles.
 3. Problem Three: Organizing and planning.
 4. Problem Four: Curriculum improvement.
 5. Problem Five: Available resources and materials. Organizing classroom space, equipment, information centers.
 6. Problem Six: Making a time table.
- C. MONITORING THE CURRICULUM.
1. Pupils view of the curriculum.
 2. Analyzing content.
 3. Time.
 4. Increasing child's productivity.
 5. Continuity and progression.
 6. Evaluation procedures.
 7. Staff utilization.

VII. Bibliography

- Brown, James W., et al. Instruction: Media and Methods. New York: McGraw-Hill Book Co., 1969.
- Mager, Robert F. Preparing Instructional Objectives. Palo Alto, Calif.: Fearon and Co., 1967.
- McLuhan, Marshall. Understanding Media. New York: McGraw-Hill Book Co., 1964.
- Pipe, Peter. Practical Programming. New York: Holt, Rinehart and Winston, Inc., 1966.
- Schools Council Working Paper. "Growth and Response: Curricular Basis." London: Evans Brothers Limited, 1972.

I. Generalities

- A. Subject: HIGH SCHOOL CURRICULUM.
- B. No. 36
- C. School: Sciences and Humanities.
- D. Prerequisites: English Proficiency Test.
- E. Time: One hour daily four days a week.
- F. Duration: Eighteen to twenty weeks.
- G. Credits: Four upon successful completion of course.

II. Description

This course will deal with the functions of the Secondary School, recent trends and historical backgrounds, the classroom studies approaches to integration and balance in the curriculum.

III. Primary Aim

At the end of this course the student will be able to elaborate well planned Secondary School programs in accordance with the reality of our country.

IV. Objectives

- A. The student will be able to elaborate adequate programs for High School following modern trends of education.
- B. The student will be able to relate the programs to the reality of our country.
- C. The student will be able to plan, implement, and evaluate daily lessons.
- D. The student will be able to organize the physical classroom space to facilitate instruction.

V. Evaluation

Four parciais: 60%
Quizzes, classwork and homework: 20%
Elaboration of programs: 20%

VI. Contents

- A. Planning a balanced curriculum.
 - 1. Number of subjects.
 - 2. Syllabus banks.

3. Balance and relevance.
 4. Vocationally oriented programs.
- B. Specification of Instructional Objectives and Selection of Content.
 1. Type of learning to be achieved.
 2. Quality and extend of learning to be achieved.
 3. Relevant content.
 - C. Selection of Appropriate Methods.
 - Strategies and procedures.
 - D. Selection of Appropriate Learning Experiences.
 - confering, listening, discussing, reporting, reading, writing, editing, interviewing, outlining, taking notes, creating, constructing, displaying, exhibiting, graphing, charting, mapping, demonstrating, etc.
 - E. Selection of Materials, Equipment and Facilities.
 1. Textbooks: checklist.
 2. Audio-visual materials.
 3. Displays, charts, etc.
 4. Tape-recorder, projector, overhead projector, etc.
 - F. Curriculum Improvement: Procedures.
 - G. Evaluation Procedures.
 - H. Assignment of Personnel Roles.
 - I. Relationship Between the Curriculum and Examinations.

VII. Bibliography

- Allen, William H. Medium Stimulus and Type of Learning. Boston, Mass.: Houghton Mifflin, Inc., 1964.
- Banathy, Bella. Instructional Systems. Palo Alto, Calif.: Fearon and Co., 1968.
- Briggs, Leslie J., et al. Instructional Media: A Procedure for the Design of Multi-Media Instruction. New York: Doubleday and Co., Inc., 1979.
- Gagné, Robert M. The Conditions of Learning. New York: Holt, Rinehart and Winston, Inc., 1965.

Hoban, Charles F. Or and Curriculum Planning. New York: Harcourt, Brace and World, Inc., 1968.

Schools Council Working Paper. "The Practical Curriculum." London Methuen Educational, 1981.

Skager R., and Dave R. H. Curriculum Evaluation for Lifelong Education. New York: Pergamon Press Inc., 1977.

I. Generalities

- A. Subject: FOREIGN LANGUAGE TESTING.
- B. No. 37
- C. School: Sciences and Humanities.
- D. Prerequisites: High School Curriculum.
- E. Time: One hour daily, four days a week.
- F. Duration: Eighteen to twenty weeks.
- G. Credits: Four upon successful completion of course.

II. Description

Theory and practice of foreign language test construction including item writing, item analysis, reliability, validity, scoring, and interpretation. Attention is given to current evaluation practices with emphasis on procedures appropriate to each level.

III. Primary Aim

The student will develop the skill to formulate adequate tests for measuring achievement in foreign language learning.

IV. Objectives

- A. The student will be able to formulate clear items.
- B. The student will be capable of analyzing test scores and item responses statistically.
- C. The student will learn to write test items that deal not only with the relevant content but also with the process involved.

V. Evaluation

Four parciales: 60%
Test formulation: 40%

VI. Contents

A. TYPES OF TESTS.

- 1. Standardized tests.
- 2. Classroom tests.

B. QUALITIES OF TESTS.

- 1. Validity: meaning, empirical validity and face validity.
- 2. Reliability: meaning, types of estimates, reliability of speedy tests, the question of satisfactory reliability.

3. Practicality: meaning.

C. PURPOSES FOR WHICH TESTS ARE USED.

- 1. General proficiency.
- 2. Achievement.
- 3. Aptitude or prognostic.
- 4. Placement.

D. SCORING.

- 1. Interpretation of scores.
- 2. Special factors affecting scores.
- 3. Test scores as evidence of skills improvement.

E. TYPES OF TEST ITEMS.

- 1. Written.
 - a. Free response.
 - b. Selection: completion, matching, multiple choice, true-false.
- 2. Oral Production.
 - a. Structured speech samples.
 - b. Using pictures as stimulus.
 - c. Unstructured interviews.

F. PRINCIPLES OF TEST CONSTRUCTION AND ADMINISTRATION.

- 1. Determining test content.
- 2. Preparing test directions.
- 3. Item review.
- 4. Pretesting.
- 5. Item analysis.
- 6. Assembling the final form.
- 7. Use of answer sheets.
- 8. Test administration.

G. Improving classroom tests and their use.

H. Description of available tests of English for Speakers of other languages.

I. Exercises.

VII. Bibliography

- Allen, J. P. B., and Alan Davies (eds.). Testing and Experimental Methods. London: Oxford University Press, 1977.
- Bière, Eugène J., and Richard H. Brown. "Norming Tests of ESL Among Amerindian Children." Tesol Quarterly. Issue # 5, 1971.
- Carroll, John B. Fundamental Considerations in Testing English Language Proficiency of Foreign Students. Washington, D. C.: Center for Applied Linguistics, 1961.
- Carroll, Sapon. Modern Language Aptitude Test. New York: The Psychological Corporation Ltd., 1959.
- Dacanay, Fe R. Techniques and Procedures in Second Language Teaching. Dobbs Ferry, N. Y.: Oceana Publications, 1963.
- Davies, Alan (ed.). Language Testing Symposium: A Psycholinguistic Approach. London: Oxford University Press, 1973.
- Harries, David P. Testing English as a Second Language. New York: Mc Graw-Hill Co., 1969.
- Heaton, J. B. Writing English Language Tests: A Practical Guide for Teachers of English as a Second Language. London: Longman Group Ltd., 1975.
- Jones, Randall, and Bernard Spolsky (eds.). Testing Language Proficiency. Washington, D. C.: Center of Applied Linguistics, 1975.
- Lado, Robert. Language Testing: The Construction and Use of Foreign Language Tests. London: Longman Green Ltd., 1961.
- Test and Management System Specimen Tests. Reading 720 Rainbow Edition. Lexington, Mass.: Ginn and Co., 1977.
- Valette, Rebecca M. Modern Language Testing: A Handbook. 2nd ed. New York: Harcourt Brace and World, 1977.

I. Generalities

- A. Subject: CHILDREN'S LITERATURE AND MUSIC.
- B. No. 38
- C. School: Sciences and Humanities.
- D. Prerequisites: Readings and Conversation in English I.
- E. Time: One hour daily, four days a week.
- F. Duration: Eighteen to twenty weeks.
- G. Credits: Four upon successful completion of course.

II. Description

This course will provide the student an opportunity to discuss and evaluate current research related to children's literature and music, and to identify and evaluate appropriate materials. It will comprise two aspects: a) Extensive reading of children's literature as well as evaluation, selection and use of current publications for children. Modes of presentation including storytelling; b) Basic musical experience including elementary music skills and songs for children. Principles and procedures of teaching music and directing singing.

III. Primary Aim

Familiarize the student with the different literary sources and music especially written for children. The student will be able to interrelate children's literature and songs with the grammar structures to be studied in class.

IV. Objectives

- A. The student will be able to select and use material according to the specific aims of the program.
- B. The student will be able to select and evaluate reading material according to the child's needs.
- C. The student will be able to apply his knowledge of this subject by making-up stories of his own.
- D. The student will be able to manufacture simple musical instruments.

V. Evaluation

Four parciais: 60%

Quizzes, class participation and homework: 20%

Special activities: 20%

VI. Contents

A. NURSERY RHYMES.

Aims

1. To develop auditory discrimination skills and to improve auditory memory skills.
2. To use intonation and rhyming elements.
3. To identify sounds in initial, middle or final position.
4. To dramatize and pantomime feelings.

B. STORIES.

Aims

1. To have the child discover the ways in which the characters of the story become involved in various situations and assume responsibilities for solving problems.
2. To identify characters, setting, action, vocabulary, relate main idea to oneself, and predict an ending.
3. To understand logical sequence.
4. To extend word and sentence meaning.
5. To understand the terms "problem" and "solution" as they relate to the logic of a type of story development.
6. To use the story as a stimulus for questions.
7. To use illustrations as stimulus for description.
8. To understand the elements of stories: title, author, beginning, ending.
9. To develop pupils' abilities for creative thinking.
10. To develop pupils' abilities for listening and reading.

C. POEMS.

Aims

1. Identify emotions.
2. Identify rhyming words.
3. Analyze poems for sensory details and images.

4. Dramatization and pantomiming of feelings.

D. SAYINGS, JOKES AND RIDDLES.

E. METHODS, TECHNIQUES AND ACTIVITIES FOR DEVELOPING SKILLS IN STORY-TELLING AND STORY-LISTENING.

1. Finishing the story.

2. Retelling the story.

3. Completing sentences.

4. Emphasizing expression.

5. Read-along activities with children anticipating events, retelling events in correct sequence, discussing personal experiences related to the story.

6. Ordering pictures into story sequence.

7. Selecting stories, and evaluating content.

F. MUSIC TEACHING.

Aims

1. To improve auditory skills.

2. To develop the number concept.

3. To develop vocabulary.

4. To reinforce child's creativity.

Contents

1. Creative musical experiences.

2. Music and rhythmic movements.

3. Identification of musical instruments.

4. Manufacturing of some musical instruments.

VII. Bibliography

Beginner Books Series: First, Then (50-100 words), and And Then (175-300 words). London: William Collins Sons & Co. Ltd., 1964.

Dr. Seuss' Stories. Beginning Beginner Books, Beginner Books and Other Stories. London: William Collins.

First Topic Books. London: MacMillan Educational Ltd., 1974.

Gadsby, David, and Beatrice Harrop. Ta-ra-ra- Boom-de-ay. Songs for Everyone. London: A B C Black Ltd., 1977.

- Harrop, Beatriz, Peggy Blakely, and David Gadsby. Apusskido Songs for Children. London: A B C Black Ltd., 1978.
- Leach, Silvia M. My Toys and Other Poems. Anthology for Infants. London: E. J. Arnold & Son Limited Leeds, 1965.
- Matterson, Elizabeth. This Little Puffin ... Nursery Songs and Rhymes. London: A B C Black Ltd., 1977.
- Opie, Iona, and Peter Opie. The Puffin Book of Nursery Rhymes. Harmondsworth, Middlesex, England: Puffin Books, Penguin Books Ltd., 1975.
- Pictureback Series for Children. New York: Random House, Inc., 1978.
- Richards, Jack, and Michael Pologuin. English Through Songs: A Songbook for E. S. L. Rowley, Mass.: Newbury House Inc., 1972.
- Starters Long Ago Books. London: Macdonald Educational, 1972.
- Starters Nature Books. London: Macdonald Educational, 1972.
- Starters People Books. London: Macdonald Educational, 1975.
- Starters Legend Books. London: Macdonald Educational, 1975.
- Starters Activities Books. London: Macdonald Educational, 1975.
- Wignall, Mary, Read and Act Rhymes. London: Philograph Publications Ltd., 1972.
- Woodgate, Leslie. The Puffin Song Book. Harmondsworth, Middlesex, England: Puffin Books, Penguin Books Ltd., 1975.
- RECORD ALBUMS
- Sunday Afternoon. London: Longman Group Ltd., 1973.
- Walt Disney Recordings. Los Angeles, Cal.: Walt Disney Productions, Sesame Street, 1975.

I. Generalities

- A. Subject: LITERATURE FOR HIGH SCHOOL.
- B. No. 39.
- C. School: Sciences and Humanities.
- D. Prerequisites: Readings and Conversation in English I.
- E. Time: One hour daily four days a week.
- F. Duration: Eighteen to twenty weeks.
- G. Credits: Four upon successful completion of course.

II. Description

This course introduces the student to the wide range of good literary works for Juniors and Seniors ("Tercer Ciclo" and "Bachillerato") including classical and contemporary works. There is also training for the evaluation, selection, and use of current publications for adolescents and mode of presentation.

III. Primary Aim

At the end of this course the student will be familiar with famous stories whose quality of entertaining value has stood the test of time and will be able to evaluate and make a good presentation of them.

IV. Objectives

- A. The student will develop a sound criteria for the selection of literary works.
- B. The student will learn to present literature for Secondary School in an effective way.
- C. The student will be able to select appropriate materials for the program.

V. Evaluation

Four parciais: 60%

Quizzes, class participation and homeworks: 20%

Special activities: 20%

VI. Contents

- A. ELEMENTARY METHODS OF ANALYSIS: INTERPRETATION OF AUTHOR'S INTENT.
 - 1. Theme.

2. Plot.
3. Character.
4. Style.
5. Setting.
6. Symbolism.
7. Historical perspectives.
8. Poetic vision.
9. Purpose.
10. Structure: The relationship of the various parts of the literary piece and their contribution to the overall theme.

B. METHODS OF CLASSIFICATION.

1. Chronological development.
2. Structural and lexical levels of difficulty.
3. Fact.
 - a. Adventure.
 - b. Humour.
 - c. Science-fiction/supernatural.
 - d. Crime.
 - e. Romance/human interest.
 - f. Folk tales.
 - g. Biographies.
 - h. Travel Exploration.
4. Fiction.
 - a. Travel/Exploration.
 - b. Poems.
 - c. Novels.
 - d. Short story.
 - e. Narrative poetry: epic, ballads.
 - f. Myths.
 - g. Classics: drama, satire, comedy.
 - h. Essay.
 - i. General topics.

C. RELATION BETWEEN LITERATURE AND OTHER ARTS: HISTORY, SOCIOLOGY, PSYCHOLOGY, ANTHROPOLOGY, ETC.

D. MOTIVATIONAL TECHNIQUES: TO OFFER MAXIMUM PARTICIPATION AND TO INDUCE INDIVIDUAL READING.

1. Brief descriptions of content.
2. Brief descriptions and/or films about author's life.
3. Discussions relating literary content with historical events.
4. Presentation of charts, films, cut out booklets, worksheets, tapes, etc.

E. INSIGHT INTO THE DEVELOPMENT OF CIVILIZATION THROUGH LITERATURE: DISCUSSION OF THE SOURCES OF EVIDENCE ON WHICH OUR KNOWLEDGE OF TIME IS BASED ON.

F. METHODS FOR LITERARY DISCUSSION.

1. Oral discussions.
2. Panel forums.
3. Round tables.
4. Debates.
5. Investigation projects.

VII. Bibliography Classified According to Structure and Lexical Levels of Difficulty.

FACT

Adventure

450 Words

Armstrong. The Cash on the Nail. London: Macmillan Press, 1981.

Cox. Flying Doctor. London: Macmillan Press, 1981.

Jarvis. The Black Rock. London: Meister & Nation, 1981.

800 Words

Butcher. The Bridge at Benbarra.

Chamberlain and Mulelly. The Terrorist Attack!

Christian. Nurse Campbell.

Moody. Held to Ransom.

1,150 Words

Butcher. The President Lives.

Ross. Rescue at Sea.

1,500 Words

Evans. A Crack in the Dam.

Mock. Mystery in Malacca.

1,850 Words

Border, Daredevils.

Didley. The Flight of the Condor.

Humour

450 Words

Armstrong. Every Dog Has His Day.

800 Words

Aston. June and Augustus.

Aston. Up the Creek.

Crime

450 Words

Cox. The Chase.

Woods. Catman in London.

800 Words

Newland. The Diamond Suggler.

Ross. Forest Fire.

1,150 Words

Hounsel & Roberts. The Case of Kate Webster.

1,850 Words

Cox. Police Patrol.

Cox. Sky Pirates.

Science/Fiction-Supernatural

450 Words

Conway. Maggi and the UFFO.

800 Words

Atkinson. Harry's Twin.

1,150 Words

James. The Ghost of Beestley 200.

1,500 Words

Shelley. The Story of Frankenstein.

Biography

2,200 Words

Border. Five Great Inventors.

Border. Six Great Scientists.

Christian. More People of Our Time.

Christian. Great People of Our Time.

2,700 Words

Booth. Talks with Japanese Artist.

Christian. Famous Women of the 20th Century.

Romance/Human Interest

450 Words

Christian. Juan's Eyes.

800 Words

Applin. The Appleby Fair.

Deadman. The Watchkeeper.

1,500 Words

Butcher. More Than a Game.

1,850 Words

Griffiths. Love Forever.

Keane. Runaway.

Folk

1,500 Words

Cox. Stories From the Morning of the World.

2,200 Words

Irving. The Legend of the Sleepy Hollow.

FICTION

Travel/Exploration

1,500 Words

Tarrant. Introducing Britain.

1,850 Words

Macintosh. Exploring Space.

Macintosh. Exploring Our Past.

Macintosh. Exploring Our World.

Melrose. Journey Through Japan.

Melrose. Visiting the U. S. A.

Classics (Novels, Short Stories, Poems).

Macmillan's Student Series. ed. Dr. C. A. Bitter. London: Macmillan Press, 1981.

Stories to Remember. ed. DR. C. A. Bitter. London: Macmillan Press, 1981.

I. Generalities

- A. Subject: LANGUAGE ARTS METHODS FOR ELEMENTARY TEACHERS.
- B. No. 40
- C. School: Sciences and Humanities.
- D. Prerequisites: English Proficiency Test.
- E. Time: One hour daily, four days a week.
- F. Duration: Eighteen to twenty weeks.
- G. Credits: Four upon successful completion of course.

II. Description

Study of the problems, research and current methods of teaching the four major areas of the language arts in the infant and junior school: listening, speaking, reading and writing.

III. Primary Aim

The student will be aware of the process of children's language acquisition leading towards the development of reading and writing skills. The student will attend workshop activities for the development of teaching skills.

IV. Objectives

The student will be able to prepare creative material for children through the study of various techniques and methods for each of the four areas of learning.

V. Evaluation

Three parciais: 50%

Quizzes, classwork and homework: 30%

Expository class: 20%

VI. Contents

A. LISTENING.

1. Instruction in literal comprehension focusing on the four major skill areas.
 - a. Recognizing sentence meaning.
 - b. Recognizing and recalling details.
 - c. Recognizing main ideas.
 - d. Recognizing and recalling sequence.

2. Instruction in inferential comprehension stressing eight skill areas.

- a. Inferring main ideas.
- b. Inferring supporting details.
- c. Inferring comparisons.
- d. Predicting outcomes.
- e. Relating cause and effect.
- f. Inferring character.
- g. Distinguishing between fact and opinion.
- h. Distinguishing between reality and fantasy.

3. Materials and methodology.

Instruction on the use of listening comprehension materials, and current procedures for developing auditory discrimination, and listening skills.

B. SPEAKING.

1. Vocabulary.

- a. Selecting and teaching basic words for each lesson.
- b. Selecting and teaching enrichment words.
- c. Selecting and teaching decodable words.
- d. Selecting and teaching specialized vocabulary.
- e. Techniques for exposing the child to the oral vocabulary of conceptualization to establish relationships of color, shape, size, position, location, time sequence and function.
- f. Methods for teaching a child to apply this vocabulary in discussions and practice.
- g. Materials: the use of vocabulary games, puzzles, songs, etc.

2. Language.

- a. Language and Socialization: Guiding the child in social growth, by means of oral communication.
- b. Language and emotional adjustment: Recognizing indicators of a child's maladjustments and psychological needs.
- c. Language and mental growth: Using language behavior to measure intelligence.

- d. Language development and reading: Understanding of the relation between language and the effective teaching of reading.
- e. Language experiences: Relating sensory impressions and language.
- f. Methods and techniques for instruction in language developing activities.
- g. Instruction in the teaching of grammar in the elementary school.
- h. Methods and materials: Preparation and usage.
- i. Methods and techniques in evaluating grammar achievement.

C. READING.

- 1. Principles of teaching reading.
- 2. Objectives of beginning reading instruction.
- 3. Children as readers: The importance of cultural differences.
- 4. Assessing and developing readiness for reading.
- 5. Phonics instruction.
- 6. Diagnosis of reading ability: Diagnostic reading tests.
- 7. Linguistics and reading.
- 8. Methods and materials in reading instruction: locating information, effective use of books, use of library, evaluating and preparing material.
- 9. Working with reading problems in the classroom.
- 10. Use of teaching devices and equipment.

D. WRITING.

- 1. Spelling.
 - a. Diagnostic and remedial spelling.
 - b. Teaching and testing spelling.
- 2. Writing.
 - a. Techniques and methods in developing writing skills.
 - b. Guidelines in teaching composition in elementary school.
 - c. Preparation of material.
 - d. Use of materials and equipment.

E. PRACTICE TEACHING.

Students will give one demonstration class.

VII. Bibliography

Croft, J. Roseau, and Robert D. Hess. An Activities Handbook for Teachers of Young Children. New York: Houghton Mifflin Co., 1972.

Chastain, Kenneth. Developing Second-Language Skills: Theory to Practice. 2nd ed. Chicago: Rand McNally Inc., 1976.

Phillips, Nina. Conversational English for the Non-English Speaking Child. New York: Teachers College Press, 1972.

Piaget, Jean. The Language and the Thought of the Child. 3rd ed. London: Routledge and Kegan Paul Inc., 1959.

Seelye, H. Ned. Teaching Culture: Strategies for Foreign Language Educators. Skokie, Ill.: National Textbook Co., 1974.

VIII. Textbooks

English Around the World Series, Levels 1-5. Glenview, Ill.: Scott, Foresman and Co., 1970-1975.

"Go", Series. London: Longman Group Ltd., 1976.

Ladybird Key Words Reading Scheme, Series. Leicestershire, England: Ladybird Books, Ltd., 1964.

Language: Ginn Language Program. Levels 1 through 6. Lexington, Mass.: Ginn and Co., 1979.

On Target, Series. London: Macmillan Education Ltd., 1977.

Reading 720 Rainbow Edition. Levels 1 through 15. Lexington, Mass.: Ginn and Co., 1979.

Reading to Some Purpose, Series. Edinburgh: Oliver and Boyd, 1971.

I. Generalities

- A. Subject: LANGUAGE ARTS METHODS FOR HIGH SCHOOL TEACHERS.
- B. No. 41
- C. School: Sciences and Humanities.
- D. Prerequisites: English Proficiency Test.
- E. Time: One hour daily four days a week.
- F. Duration: Eighteen to twenty weeks.
- G. Credits: Four upon successful completion of course.

II. Description

This course will help the student to develop an understanding of the basic principles and techniques of effective instruction in the four major areas of language arts at a secondary level.

III. Primary Aim

The student will be able to apply different methods and techniques in teaching language arts for secondary schools, selecting appropriate teaching materials.

IV. Objectives

- A. Students will be able to develop a lesson plan.
- B. Students will be able to apply their knowledge of the course content in the forms of a practice class.

V. Evaluation

- Three parciais: 50%
- Quizzes, classwork and homework: 30%
- Expository class: 20%

VI. Contents

A. READING.

1. Analysis of reading problems of High School students: causes and solutions.
2. Materials and procedures for identifying the reading attainments and needs of the individual.
3. Basic principles and techniques for improving reading skills.
4. Teaching critical reading.
 - a. Study of current research in critical reading.

- b. Identifying and evaluating instructional materials.
 - c. Techniques for developing interest through purposeful reading.
5. Teaching reading study skills.
 - a. Locating information.
 - b. Effective use of books.
 - c. Using the library.
 - d. Evaluating and interpreting material.
 6. Techniques for Testing Reading Comprehension.
 - a. Global Questions: covering the overall organization of the passage.
 - b. Local Questions: drawing attention to detail.
- B. LANGUAGE; SPEAKING AND WRITING.
1. Strategies and Techniques for Teaching English.
 - a. Listening and speaking comprehension.
 - b. Reading and writing.
 - c. Writing and using dialogues.
 - d. Writing and using drills.
 - e. Vocabulary expansion.
 - f. Grammar.
 2. Lesson Planning.
 - a. Introduction of material.
 - b. Objectives.
 - c. Motivation.
 3. Material Development.
 - a. Audio materials.
 - b. Graphic materials.
 - c. Transparencies for overhead projection.
 - d. Films.
 - e. Television.
 - f. Displays.
 - g. Inexpensive supplementary materials.
- C. WRITING.
1. Teaching functional skills: relating the writing to a specific purpose or subject.
 2. Teaching organizational skills: clear and logical

organization of ideas, linking techniques and paragraphing.

3. Teaching stylistic skills: choosing the right degree of formality and emotive tone.
4. Preparation of material.
5. Use of materials and equipment.

D. PRACTICE TEACHING.

Student teaching: Students will give one demonstration class.

VII. Bibliography

Brigs, Leslie J., and others. Instructional Media: A Procedure for the Design of Multi-Media Instruction. Pittsburgh: American Institute for Research, 1967.

Brown W. James, Richard B. Lewis, and Fred F. Harcleroad. A. V. Instruction: Media and Methods. New York: McGraw-Hill, Inc., 1969.

Gagné, Robert M. The Conditions of Learning. New York: Holt Inc., 1965.

Loughary, John W. Man-Machine System in Education. New York: Harper & Row Co., 1966.

Mager, Robert F. Preparing Instructional Objectives. Palo Alto, California: Fearon Inc., 1961.

Trump, J. Lloyd, and Dorsey Baynham. Focus On Change: Guide to Better Schools. Chicago: Rand McNally, 1961.

I. Generalities

- A. Subject: DIRECTED TEACHING.
- B. No. 42
- C. School: Sciences and Humanities.
- D. Prerequisites: High School Curriculum and Language Arts
Methods for High School Teachers.
- E. Time: See Procedures.
- F. Duration: Eighteen to twenty weeks.
- G. Credits: Four upon successful completion of course.

II. Description

This course will offer an opportunity to relate theory to practice; to deal with problems that arise in student teaching; to discuss accomplishments, progress, and topics of interest for teacher candidates. There will be an included seminar on the problems of teaching. The teaching practice will take place in public schools according to the level chosen by the teacher candidate.

III. Primary Aim

To give the student an opportunity to apply the teaching techniques that he has learned. This practice will be under the guidance and supervision of an advisor and will start after a month of class observation.

IV. Objectives

- A. To give students an opportunity to practice teaching in a planned, supervised and evaluated manner.
- B. To help the student develop his own techniques for teaching.
- C. To relate with and locate the student in the Salvadorean educational system.

V. Evaluation

- Class observation: 20%
- Lesson plans: 20%
- Class presentations: 50%
- Final written report: 10%

VI. Procedures

The student will be guided by the teacher in charge of this subject through the whole term.

During the first two weeks, the teacher and the students will review the methods and didactic procedures previously studied in the subjects "Language Arts Methods for Elementary Teachers" and "Language Arts Methods for High School Teachers."

The student-teacher will observe classes during four weeks in a predetermined school and level. During this time he will act as a teacher aid. He will help to correct quizzes and exams, to prepare class visual aids, etc.

After observing, the student-teacher will teach six weeks in a predetermined school and level. He will present his lesson plans to the classroom teacher for their approval. They will include written and oral exercises, vocabulary, grammar, pronunciation exercises, and appropriate audiovisual aids.

The classroom teacher will be present during the time the student-teacher gives his classes.

The student-teacher will be observed and evaluated by the classroom teacher and by the coordinator of Directed Teaching.

During the next three weeks the student-teachers and coordinator will meet as a class. They will analyze their own experiences through out workshops in which they will discuss about the different problems in teaching and how they overcame them, their accomplishments and other general topics of interest for the group.

During the last three weeks the students will turn in a written report including general conclusions about the seminar.

VII. Bibliography

Allen, Harold B. (ed.). Teaching English as a Second Language: A Book of Readings. New York: McGraw-Hill, Inc., 1965.

Brooks, Nelson. Language and Language Learning. New York: Harcourt, Brace, Jovanovich, Inc., 1964.

- Finocchiaro, Mary. English as a Second Language: From Theory to Practice. New York: Regents Publishing Company, Inc., 1964.
- Huebner, Theodore. How to Teach Foreign Languages Effectively. Rev. ed. New York: NYU Press, 1965.
- Lado, Robert. Language Teaching: A Scientific Approach. New York: McGraw-Hill, Inc., 1964.
- Stevick, Earl W. Helping People Learn English: A Manual for Teachers of English as a Second Language. New York: Abingdon Press, 1967.

I. Generalities

- A. Subject: PRINCIPLES OF MANAGEMENT.
- B. No. 43
- C. School: Sciences and Humanities.
- D. Prerequisites: English Proficiency Test.
- E. Time: One hour daily, four days a week.
- F. Duration: Eighteen to twenty weeks.
- G. Credits: Four upon successful completion of course.

II. Description

This course will offer a study of the characteristics of the professional manager and some of the management principles that are more frequently applied.

III. Primary Aim

At the end of this course the student will have a complete understanding of the characteristics of the professional manager, the differences between technical and administrative work and he will master the four administrative functions that are planning, organizing, leading and controlling.

IV. Objectives

- A. The student will be able to distinguish administrative work from technical work.
- B. The student will be able to understand administration as a profession that has unified and integrated functions and activities, and a common vocabulary.
- C. The student will master the concepts, principles and techniques that norm its expedition.
- D. The student will be able to formulate objectives based on the principles of administration.

V. Evaluation

Four parciais: 60%

Quizzes, classwork and class participation: 40%

VI. Contents

- A. BASIC CONCEPTS OF MANAGEMENT.
 - 1. Principles of management.
 - 2. Characteristics of management.
 - 3. Importance of management.
 - 4. Management: science and art.
 - 5. Application of Management Principles.
- B. MANAGEMENT OBJECTIVES.
 - 1. Definition of management objectives.
 - 2. Importance of objectives.
 - 3. Management problems.
 - 4. Managing by objectives.
- C. CHANGES IN MANAGEMENT.
 - 1. Creative management.
 - 2. Management and innovation.
 - 3. Innovation and creativity.
- D. MAKING MANAGEMENT DECISIONS.
 - 1. Nature of decision making.
 - 2. Criteria for decision making.
 - 3. Different kinds of decisions.
 - 4. Who makes decisions.
 - 5. Basis for decision making.
- E. SCHOOLS OF MANAGEMENT THOUGHT.
 - 1. School of Scientific Management.
 - 2. School of Human Behavior.
 - 3. School of Social System.
 - 4. School of System Management.
 - 5. School of the Theory of Decision.
 - 6. School of Quantitative Measurement.
- F. MANAGEMENT PLANNING.
 - 1. Planning and management procedure.
 - 2. Importance of planning.
- G. PREMISES AND RESTRICTIONS OF PLANNING.
 - 1. Feasible limits of planning.
 - 2. Prediction vs. planning.

3. Facts and planning.
 4. Planning premises.
 5. Economical predictions.
 6. Sociological factors.
 7. Industry demand.
 8. Attitudes and behavior of public.
 9. Restrictions and planning.
- H. LONG AND SHORT RANGE PLANNING.
1. Long and short range programs.
 2. Integration of long and short range planning.
 3. Common objectives of long and short range planning.
 4. Steps to follow in long range planning.
- I. IMPLEMENTING AN ADMINISTRATIVE PLANNING.

VII. Bibliography

- Leffingwell, William H., and Edwin M. Robinson. Textbook of Office Management. New York: McGraw-Hill Book Co., Inc., 1950.
- Reyes Ponce, Agustin. Administración de Empresas. Mexico: Editorial Limusa, 1973.
- Solaro, R., et al. La Administración Dinámica. San Salvador, El Salvador: UCA Editores, 1981.
- Terry, George R. Principios de Administración. Mexico: Cía. Editorial Continental, SIA., 1975.

I. Generalities

- A. Subject: FUNDAMENTALS OF PUBLIC RELATIONS.
- B. No. 44
- C. School: Sciences and Humanities.
- D. Prerequisites: English Proficiency Test.
- E. Time: One hour daily, four days a week.
- F. Duration: Eighteen to twenty weeks.
- G. Credits: Four upon successful completion of course.

II. Description

This course has been created in order to teach the student how to develop the social aspect of an organization in an effective and professional way. It will also show the different ways a Public Relations Department can project the image of the whole organization, internally and throughout the external environment.

III. Primary Aim

The student will learn to prepare a Public Relations' program so as to promote and maintain effective relations, within and outside the organization by using adequate media and resources.

IV. Objectives

- A. The student will be able to plan, organize, direct, execute and control a Public Relations program.
- B. The student will be able to select and use adequate media and sources.
- C. The student will be able to deal with different kinds of public.

V. Evaluation

Four parciais: 60%
Program elaboration: 40%

VI. Contents

- A. BASIC PRINCIPLES OF PUBLIC RELATIONS.
 - 1. Human Relations and Public Relations.
 - 2. Public Relations and its location within the Social Sciences.
 - 3. Public Relations' Ethics.
 - 4. Public Relations in Modern Enterprises.

B. ORGANIZATION OF THE PUBLIC RELATIONS DEPARTMENT AND ITS PLACEMENT WITHIN THE ENTERPRISE.

1. Diagram of the organization.
2. Main activities to be accomplished.
3. Functions of the Commercial Relations Manager: Relationship with customers and providers.
4. Functions of the Internal Relations Manager.
 - a. Communications.
 - b. Personnel services.
 - c. Transportation.
 - d. Communities.
 - e. Investors.
 - f. Information and Broadcasting Media.

C. COMMUNICATION MEDIA.

1. Outdoor Action: interviews, mail, telephone, etc.
2. Internal Rules: bulletins, memos, conferences, etc.
3. General Communications.
 - a. Printed: newspapers, magazines, yearbooks, catalogs, books, bulletins, memos, charts, annual reports, graphics.
 - b. Auditory: radio networks, disc recordings, tapes, speeches, conferences, round tables.
 - c. Visual: films, film strips, neon signs, murals, charts, slides.
 - d. Audio-visual: television, motion pictures.
4. Public Activities: concerts; entertainments; athletic, literary and artistic contests; press conferences; conventions; attending visitors; seminars; training courses; contributions to the community.
5. Gifting: diplomas, medals, trophies; trips; badges, distinctions; remembering special dates and events.

D. COMMUNICATION AND PUBLIC RELATIONS.

1. Definition.
2. Methods and procedures.
3. Communication media and its usage in Public Relations.

E. EVALUATING COMMUNICATION EFFECTIVENESS.

F. PLANNING AND DEVELOPMENT OF A PUBLIC RELATIONS PROGRAM.

VII. Bibliography

Chaumely, Jean, and Denis Huisman. Les Relations Publiques. Paris, France: Presses Universitaires de France, 1962.

Fernandez E., Fernando M. Dirección y Organización de Empresas Privadas y Públicas. Córdoba, Buenos Aires: Ediciones Machi, S. A., 1973.

Meggison, L. Personnel: A Behavioral Approach. Homewood, Ill.: Irwin and Co., 1967.

McLuham, F. The Medium is the Message. Baltimore: Penguin Books, Ltd., 1970.

Robinson, E. J. Communication and Public Relations. Indianapolis, Ind.: Bobbs-Merrill Co., Inc., 1966.

Ross, Irving. The Fabulous World of Public Relations. N. Y.: Doubleday and Co., Inc., 1965.

----- . The Image of Merchants. New York: Doubleday and Co., Inc., 1959.

Simon, M. Public Relations Law. N. Y.: Meredith Corp., 1969.

I. Generalities

- A. Subject: TECHNIQUES FOR PUBLIC RELATIONS ASSISTANCE.
- B. No. 45
- C. School: Sciences and Humanities.
- D. Prerequisites: Fundamentals of Public Relations.
- E. Time: One hour daily four days a week.
- F. Duration: Eighteen to twenty weeks.
- G. Credits: Four upon successful completion of course.

II. Description

This course will offer a guidance for a good performance of the role of the Public Relations Assistant. It will also be an opportunity to put into practice the Fundamentals of Public Relations, as the student will learn to plan and make the necessary arrangements for the celebration of meetings, conferences, and conventions. He will learn the art of receiving and escorting visitors, to arrange travel itineraries and other techniques related to the job of Public Relations.

III. Primary Aim

At the end of this course the student will master the techniques necessary for developing and keeping the goodwill of the public and people with whom a company or organization deals as well as of the executives and personnel in it.

IV. Objectives

- A. The student will be capable of planning and organizing meetings, conventions, conferences, and other activities relevant to Public Relations.
- B. The student will master the rules of protocol and parliamentary procedures for the celebration of meetings, conventions and conferences.
- C. The student will be capable of making the necessary travel arrangements and elaborating travel itineraries for executives in a professional manner.

V. Evaluation

Four paricals: 60%

Quizzes, classwork and homework: 40%

VI. Contents

A. FUNCTIONS WITH SECTORS DIRECTLY RELATED TO THE ORGANIZATION.

1. Staff Members.
 - a. Organize and support sport teams.
 - b. Organize and support hobbies.
 - c. Scholarships.
 - d. Additional social services.
 - e. Grant prizes.
 - f. Theater, parties, movies, etc.
2. Shareholders.
 - a. Written communication.
 - b. Organization and execution of annual assemblies.
 - c. Mail periodical publications.
3. Providers.
 - a. Give preference to habitual providers.
 - b. Verify correct timing of orders.
 - c. Remember special dates.
 - d. Offer receptions.
 - e. Work in agreement with the Purchase and Accounting Depts.
for a better relation with providers.
4. Merchandisers.
 - a. Attend complaints.
 - b. Mail information.
 - c. Organize conventions.
 - d. Create incentives and prizes.
 - e. Organize meetings.
 - f. Others.
5. Customers.
 - a. Give prompt attention to complaints.
 - b. Keep an efficient communication.
 - c. To raffle prizes among customers during special occasions.

- d. Annual gifts.
- e. Others.

B. FUNCTIONS WITH SECTORS INDIRECTLY RELATED TO THE ORGANIZATION.

1. Public.
 - a. Keep public well-informed.
 - b. Inform public about the social function of the organization.
 - c. Inform public about changes.
 - d. Motivate public to participate in activities.
 - e. Contribute in social, sport and folk affairs.
 - f. Keep public informed about new products.
2. Government.
 - a. Invite official sectors to inaugurations, etc.
 - b. Communicate official sectors about financial state of organization.
 - c. Inform about objectives, merchandize, etc.
 - d. Congratulate authorities for special events.
 - e. Give technical and economical cooperation.
3. Competitors.
 - a. Interchange information.
 - b. Promote grouping agreements.
 - c. Propose the creation of collective funds.
 - e. Others.
4. Press.
 - a. Cooperate.
 - b. Give periodic press conferences.
 - c. Give documentation concerning the organization and its objectives.
 - d. Congratulate during special events, or dates.
 - e. Entertain.
5. Cultural, social, sportive, scientific, educational, and charitable institutions.
 - a. Offer scholarships.
 - b. Create training centers.
 - c. Give donations.
 - d. Sponsor such activities.

VII. Bibliography

Darrow, Forrestal, and Cookman. Public Relations Handbook.

Chicago, Ill.: Dartnell and Co., 1968.

McLuham, F. The Medium is the Message. Baltimore: Penguin Books, Ltd., 1970.

Meggison, L. Personnel: A Behavioral Approach. Homewood, Ill.:

Irwin and Co., 1967.

Ross, Irving. The Image of Merchants. New York: Doubleday and Co., Inc., 1959.

I. Generalities

- A. Subject: INTRODUCTION TO ACCOUNTING.
- B. No. 46
- C. School: Sciences and Humanities.
- D. Prerequisites: None.
- E. Time: One hour daily, four days a week.
- F. Duration: Eighteen to twenty weeks.
- G. Credits: Four upon successful completion of course.

II. Description

An introduction to the principles and concepts underlying financial reports, such as the income statement, profit-and-loss statement, and the funds statement, and to the uses of such reports. No prior accounting is assumed.

III. Primary Aim

At the end of this course the student will have a general understanding of the main accounting matters that may at some time be related to his work.

IV. Objectives

- A. Students will get a general understanding of the process involved in accounting.
- B. Students will be able to understand and submit accurate financial statements.

V. Evaluation

Four parciales: 60%

Quizzes, classwork and homework: 40%

VI. Contents

- A. THE ACCOUNTING EQUATION.
 - 1. Accounting and Bookkeeping.
 - 2. Accountancy as a profession.
 - a. Public accounting.
 - b. Private accounting.
 - c. Governmental accounting.

3. The Fundamental Accounting Equation: Effect of transactions on the Accounting Equation.
- B. THE RECORDING OF TRANSACTIONS.
 1. Accounts Commonly Used.
 - a. Asset accounts.
 - b. Liability accounts.
 - c. Owner equity accounts.
 - d. Debit and credit.
 - e. Mechanics of Double-Entry Bookkeeping.
 - f. Transactions illustrating the rules of Debit and Credit.
- C. ADJUSTING ENTRIES AND STATEMENT PREPARATION.
 1. The Income Statement.
 2. The Balance Sheet.
 3. Classification of Balance Sheet Items.
- D. THE WORKING SHEET AND CLOSING PROCESS.
 1. The Balance Column Account.
 2. Clearing Entries.
- E. MERCHANDISING TRANSACTIONS.
 1. Merchandising Accounts.
 2. Special Methods in Merchandising Accounts.
- F. PROCEDURES FOR CONTROLLING PURCHASE AND SALES TRANSACTIONS.
 1. Business papers and procedures.
 2. Controlling purchase in small and large businesses.
- G. METHODS AND TECHNIQUES FOR MATCHING REVENUES AND EXPENSES.
- H. INTERNAL CONTROL AND THE CONTROL OF CASH.
 1. Methods and procedures.
 2. The Voucher System.
 3. Bank reconciliation.
- I. TRANSACTIONS INVOLVING NOTES AND INTEREST.
 1. Procedures.
 2. Calculating interest.
- J. MERCHANDISE INVENTORY.
 1. Methods for matching costs with revenues.
 2. Comparison of methods.
 3. Inventory systems.

- K. FIXED ASSETS AND DEPRECIATIONS.
 - 1. Types of assets.
 - 2. Methods for allocating depreciation.
- L. TRANSACTIONS OF A MANUFACTURING CONCERN.
 - 1. Elements of manufacturing costs.
 - 2. Accounts peculiar to a manufacturing company.
 - 3. Manufacturing statement.
 - 4. Worksheet for a manufacturing company.
- M. PAYROLL TRANSACTIONS.
 - 1. Payroll deductions.
 - 2. Recording the payroll.
- N. TYPES OF ACCOUNTING SYSTEMS.
 - 1. Manual.
 - 2. Mechanical.
 - 3. Electronic.

VII. Bibliography

- Alianza para el Progreso. Manual de Contabilidad y Costos. México, D. F.: Publicidad Artística Litográfica, S.A., 1970.
- Anthony, Robert N. Management Accounting. Homewood, Ill.: Learning Systems Company, 1974.
- Gillespie, Cecil Merle. Curso Completo de Contabilidad. México, D. F.: Unión Tipográfica Editorial Hispanoamericana, 1950.
- Pyle, William. Elementary Accounting. Homewood, Ill.: Learning Systems Company, 1970.
- Pyle, Witham W. Programmed Learning Aid for Elementary Accounting. Homewood, Ill.: Learning Systems Company, 1970.

C H A P T E R V

DEFICIENCIES THAT THE NEW CURRICULA OVERCOME

General Overview of the Deficiencies

Basically the current study plans that the Foreign Language Department offers are well structured because they cover subjects in a logical sequence and attempts have been made to provide the student with a general cultural background.

The factors which have motivated the writers of this research to the proposal of new plans are the following:

1. Current study plans for the "Licenciatura" do not offer any fields of specialization. Students just acquire skills in the English language, become familiarized with American and British cultures, and receive basic teaching instruction that does not enable them to develop themselves as English teachers.
2. Objectives for the "Licenciatura" are not accomplished. A scientific formation is not provided because research methods and techniques are not included in the curriculum. Graduates do not qualify for working in linguistic and literary research because Literature courses are a minimal part of the plan and there is also lack of training in methods for literary research. The plan of the "Licenciatura" includes less subjects from the Education Department than the plan for the "Profesorado." The Licenciatura requires four and the Profesorado six.
3. The plan for the "Licenciatura" does not include subjects related to administration and management essential for a good development in commerce, industry and banking.
4. Graduates from the "Profesorado" are enabled to teach the English language but without specialization in a specific level. Techniques and methods for teaching a foreign language at the elementary level are different from those for teaching at a secondary level.

5. There are no standard programs for courses within the plans so as to set a common basis to be followed by teachers. Every teacher designs his own program.

Deficiencies that Have Been Overcome by the New Curricula.

Lack of a Specialization. With the curricula to be proposed students will be able to choose among four fields of specialization. The chosen field will give the student the opportunity of working in an area of his liking and at the same time earn a living.

Lack of Standard Programs. Standard programs have been designed for each subject in order to avoid a diversification of programs. A wide range of bibliography has been used to cover all essential items. Also, professionals have been asked to give a critical point of view of these programs.

Lack of Achievable Objectives for the Foreign Language Department and the Careers Currently Offered. Clear and specific objectives have been stated for the Foreign Language Department and the careers to be offered so as to make them achievable.

Lack of Methods for Student Selection. An Aptitude Test to select students who will enter the Foreign Language Department has been formulated to avoid future frustrations. Not everybody has the ability to learn a new language at a professional level.

Also, a Proficiency Test is being proposed so as to ensure a full knowledge of the English language avoiding in this way heterogeneous groups. Experience has shown that this type of groups require extra effort from the teacher.

Overrepetition of Grammatical Structures. Grammar and Composition will be given as one subject so as to avoid unnecessary repetition of structures. It will also give the student the opportunity to apply grammatical structures in writing.

Lack of a Good Training for Thesis Writing. The current curricula does not include a subject directly related to investigation, and

consequently the student has great difficulty when writing a thesis. In order to overcome this deficiency the proposed curriculum for the B. A. includes two different investigation subjects: "Bibliography and Research Techniques," and "Special Investigation Project."

Graduation Thesis. For those students who choose to write a thesis as a means for graduation, the subject "Special Investigation Project" will provide the basis for their theses, since the students will only have to broaden the range of their investigation.

Insufficient Provision of General Culture. The subjects "History of Art," "Communication Theory," "Introduction to French Literature," "American and British Civilizations," "Introduction to Latinamerican Literature," "Fundamentals of Human Relations," and "Fundamentals of Public Relations" will come to enrich the students' cultural background and consequently help them to develop themselves as professionals.

Lack of Specialization in the Teaching Fields. In the current plan for English as a Second Language Teaching, the subjects included are not oriented towards teaching in a special level and besides those subjects which specialize in teaching are offered only by the Education Department.

Based on the fact that different techniques and procedures have to be followed in teaching Element. and High School levels, the programs to be submitted include two fields of specialization, one for each of these areas. Those areas that are particular to English teaching such as Elementary and High School Curriculum will be given by the Language Department.

After making the observations previously mentioned, it is necessary to analyze each subject being proposed so as to give specific reasons for their proposal.

Analysis per Subject

01 THROUGH 04 - BASIC, INTERMEDIATE AND ADVANCED INTENSIVE ENGLISH

These four levels are truly intensive courses, since what has been taught in four terms will now be covered in three.

Advanced Intensive English will review all the Grammar structures studied in the previous courses (01-03) and will prepare the student for the English Proficiency Test. The Advanced course comprises the following aspects: listening-comprehension, vocabulary, grammar, reading-comprehension and writing skills. Speaking will be given throughout the four courses.

The authors of this research consider of great importance a three-hour daily schedule for the English courses as it was some years ago. Reasons for this are that since we live in a non-English speaking environment, the only opportunity for students to practice the foreign language is in the classroom.

A specific textbook has not been recommended due to the lack of books in the country, but the bibliography for English courses contains a list of well-known quality books.

ENGLISH PROFICIENCY TEST

After having completed the four English courses, students will be required to take the Proficiency Test that will be offered by the Language Department at the beginning of each term. A minimal grade of 80% will be obligatory for entering the fifth term. Students who do not fulfill this requirement will have to enroll for a midterm English course. This course will be of three hours daily and will cover speaking, reading and writing skills. The minimal grade for passing this course will be 80%. Students who do not pass this midterm course will have to repeat Advanced English.

05 & 06 - ADVANCED ENGLISH GRAMMAR AND COMPOSITION I & II

In the plan to be proposed English Grammar and Composition is given as one subject avoiding in this way a monotonous repetition of grammatical structures previously studied in the first three terms and reinforced in Advanced Intensive English. In these courses grammatical structures will be applied to the writing of graded compositions.

07 & 08 - READINGS AND CONVERSATION IN ENGLISH I & II

Due to the lack of pre-established programs at present each teacher

formulates his own according to his criteria. This has caused that in some courses essential practices, such as debates and speeches, have not been included.

The programs to be proposed include graded stories by well-known authors which will introduce the students to literary works. Also, debates and speeches will give the student an opportunity to read and speak of a variety of topics and to express and defend his point of view in a group.

The reading improvement exercises will be used by the teacher as a means for correcting certain deficiencies detected among students, and at the same time they will read with a definite purpose. These reading improvement skills will also be a basis for translating.

09 - HISTORY OF ART

This subject has been included in the curriculum for B. A. in English-Spanish Translating/Interpreting and in Public Relations Assistance in order to broaden the student's general culture. It will be taken in the first term of the upper level courses as an introduction to American and British civilizations. History of Art will also help the student locate himself in time when taking American and British literatures.

10 - INTRODUCTION TO GENERAL LINGUISTICS

The word "general" has been added to the name of this course in order to differentiate it from Applied Linguistics. Linguistics is a very broad subject whose contents cannot be covered in one term.

The program to be proposed will comprise a survey of phonological, morphological, syntactic, and semantic analysis, and of historical and comparative linguistics.

Linguistics has been located before Phonetics since the former includes the basic principles to be studied in the last one.

11 - COMMUNICATION THEORY

This subject has been included in the curriculum for the B. A. in

English-Spanish Translating/Interpreting and in Public Relations Assistance because it is compulsory that professionals in these two fields domain the art of an effective communication.

12 - AMERICAN AND BRITISH CIVILIZATIONS

An English/Spanish translator or interpreter has to be aware of the cultural diversity between English spoken countries and be able to relate them to his own culture. Also, a good knowledge of American and British civilizations will help the translator or interpreter to accomplish an accurate job.

13 - ENGLISH PHONETICS

In this subject emphasis will be placed in the correction of pronunciation by means of a wide range of exercises. As part of this course the student will carry out an investigation that will help him gain understanding in the origin and usage of sounds, prefixes, suffixes and affixes.

14 THROUGH 17 - AMERICAN AND BRITISH LITERATURES I & II

Up to now each Literature teacher provides his own program for these subjects, emphasizing those authors which he likes best or which he knows more about or considers most important.

With the programs to be proposed, heterogeneous planning will be avoided. These programs have been formulated through the study and investigation of several sources in order to give students a general overview including the main authors of each period.

18 - TECHNICAL WRITING

This subject is necessary for a B. A. in English-Spanish Translating/Interpreting and Public Relations Assistance because although, students have acquired writing skills throughout Composition I and II, they still need training in specific areas of specialization, such as report, bulletin, and memoranda writing.

19 - HISTORY OF THE ENGLISH LANGUAGE

In the current curricula this subject is known as "Origins of the English Language," but the writers of this research thought more appropriate to name it "History of the English Language" since the program covers not only the origins of the language, but also the historical process until our times.

This subject is fundamental for a B. A. in the Language Department since it acknowledges students with the main changes in English, and through these changes guides them to a better understanding of this language.

20 - METHODS AND TECHNIQUES FOR INTERPRETING/TRANSLATING

This subject is the core of the B. A. in English-Spanish Translating/Interpreting, since it will give the principles, techniques and procedures for translating and interpreting. Due to the lack of bibliography, the program to be proposed is the result of the investigation and personal experiences of the authors of this research.

21, 22 & 23 - TRANSLATION & INTERPRETATION PRACTICE I, II & III

These subjects together with Methods and Techniques for Interpreting/Translating will enable students to become professional translators and interpreters. The programs have been formulated so as to develop simultaneously skills in both translating and interpreting.

The programs have been formulated taking into consideration the material available and organizations existing in our country. Three levels of practice are being proposed in order to enable the student to translate/interpret any kind of material at different levels of difficulty.

24 - FUNDAMENTALS OF HUMAN RELATIONS

This subject has been included in the B. A. in English-Spanish Translating/Interpreting because it is necessary for learning how to deal with different types of personalities, and for solving problems and satisfying needs of people which are essential requirements to be

fulfilled by professionals in this field.

25 & 26 - CONTRASTIVE ANALYSIS OF SPANISH & ENGLISH I & II

This subject has been included in the B. A. since a correct analysis of English and Spanish is essential for an accurate translation or interpretation. The knowledge of differences in structure and vocabulary between both languages will give the student a better understanding of their idiosyncrasy.

Up to now the main objective of this subject has not been accomplished since each teacher focuses on his field of specialization.

27 - BIBLIOGRAPHY AND RESEARCH TECHNIQUES

The current program for "Special Investigation Project" includes one month of theory in research techniques before writing the research paper. The authors of this research consider that one month of class meeting is not enough to cover all the necessary techniques and procedures for writing a thesis or research paper. Students have not been given orientation in investigation methods before.

In the curriculum being proposed, "Bibliography and Research Techniques" will give the theory and "Special Investigation Project" the practice.

28 - SPECIAL INVESTIGATION PROJECT

As it was previously mentioned this subject will give the student the opportunity to put into practice what he learned in No. 27. The approved research paper will be the basis for the student's thesis. Students will be free to choose their topic.

29 - REGIONAL & INTERNATIONAL ORGANIZATIONS

Job opportunities for people with foreign language skills are mainly provided by international organizations. This subject has been included in the B. A. to make students aware of the nature and function of organizations of this type.

30 THROUGH 33 - FRENCH FOR FOREIGN STUDENTS

In the current curricula, the student can choose the Second Foreign

Language among those served by the Foreign Language Department. But since in the past the demand rate for French has been significantly higher than for other second language choices, the authors of this research consider this to be the Second Foreign Language.

Until now the curricula for the Second Foreign Language is covered in three semesters of daily one and a half hour sessions. In the curricula to be proposed students will receive one hour daily throughout four semesters, and besides, to reinforce second language acquisition, the subject "Introduction to French Literature" will be offered.

34 - INTRODUCTION TO FRENCH LITERATURE

This subject has been included in the curricula submitted in order to give the student the opportunity to acquire French reading and conversation skills and at the same time to broaden his culture.

35 & 36 - ELEMENTARY AND HIGH SCHOOL CURRICULUM

In the current curriculum for "Profesorado," the subject "Planning and Programming," which is equivalent to 35 and 36 is listed under the Education Department's Elective subjects. The authors of this research are proposing this subject as an obligatory one and given by the Language Department.

The reason for this proposal is to enable the teacher candidate to write purposeful programs oriented towards the teaching of English as a Foreign Language.

37 - FOREIGN LANGUAGE TESTING

In the current curriculum of the Foreign Language Department, the subject "Methods and Materials for Teaching English" covers the testing area. In the curriculum to be proposed the subject "Foreign Language Testing" has been included separately from Methods for Teaching, since the authors consider that these two areas merit to be treated thoroughly.

38 & 39 - CHILDREN'S LITERATURE AND MUSIC & LITERATURE FOR HIGH SCHOOL

These subjects are essential to accomplish the objective of this

research which is to offer specialization. The current curriculum does not offer Literature courses for the ESL teachers, although English Literature and music are obligatory in bilingual schools.

Through literature teachers accomplish objectives which are essential for a child and youngster such as to bring him to the liking of artistic words, facilitate communication, creativity, speaking about feelings, logical order of ideas, critical judgments, etc.

Literature also broadens the child and youngster's vocabulary and helps to detect articulatory, phonetic, auditory and respiratory problems. It is for these reasons that teachers must domain the techniques for structuring, narrating, adapting and classifying stories and books according to the student's age and level and to evaluate results.

Together with Literature, teachers of Elementary School must know the techniques for teaching music in order to develop the instinctive and genuine inclination that children have towards rithym, to use language and to socialize.

40 & 41 - LANGUAGE ARTS METHODS FOR ELEMENTARY AND HIGH SCHOOL TEACHERS

In the current curricula of the Foreign Language Department, the subject "Methods and Materials for Teaching English," covers the general techniques for teaching English to foreign students. In the curricula to be presented the subjects "Language Arts Methods for Elementary and High School Teachers" cover all the modern methods, techniques, and procedures for teaching English in either one of these specialized areas.

42 - DIRECTED TEACHING

In this course students will apply in a real situation the concepts previously learned in "Language Arts Methods" and "Elementary and High School Curriculum." In the curricula to be presented, the students will meet as a class after completing the time scheduled for class observation and presentation. During this time, experiences and problems will be analyzed and to conclude, students will write a final report covering the whole experience.

43 - PRINCIPLES OF MANAGEMENT

A Public Relations Assistant must be acquainted with the principles of management, since his position in an enterprise will oblige him to deal with top executives and thus help them in planning, organizing, leading and controlling.

44 - FUNDAMENTALS OF PUBLIC RELATIONS

This subject is essential for a Public Relations Assistant since he has to domain the techniques to project a good image of the enterprise he works for, and at the same time, to deal with a demanding public.

45 - TECHNIQUES FOR PUBLIC RELATIONS ASSISTANCE

The art of public relations requires a wide range of significant activities that if carried out properly, ensures the success of the enterprise. This course will help the student learn technical English vocabulary pertaining exclusively to the administration field.

46 - INTRODUCTION TO ACCOUNTING

A Public Relations Assistant must have a general understanding of the main accounting principles as he is periodically involved in the preparation of budgets, financial reports, and presentation of balance sheets to shareholders.

CHAPTER VI
MINIMAL RESOURCES FOR THE FUNCTIONING OF THE
FOREIGN LANGUAGE DEPARTMENT.

Introduction

The contents of this chapter have been written down taking into account the current limitations that the Foreign Language Department is facing, and with the hope that the University of El Salvador will continue operating.

Based on this assumption the requirements to be fulfilled by teachers giving the subjects in the proposed careers have been set out, and ideal physical teaching situations and modern aids have been analyzed.

Requirements to be Fulfilled by Teachers

A well planned curriculum loses a great deal of its pedagogical value when teachers do not fill the necessary requirements for the area and level to be taught. Aware of this fact the University of El Salvador has stated general requirements for teachers. The writers of this research, on the other hand, consider that the following are also essential for a successful development of the courses to be followed by the Foreign Language Department:

1. Ability to understand all types of standard English speech, such as lectures, news broadcasts, and movies.
2. Ability to talk in English at a normal speed with good pronunciation, intonation and with a command of vocabulary.
3. Ability to read any kind of material written in English almost as easily as in his native language.
4. Ability to write on any kind of subjects with clarity and accuracy.
5. A good knowledge and understanding of the American and British cultures and people.

6. A knowledge of the written and spoken difference between the native and foreign language.
7. Ability to apply modern teaching methods and techniques known for their effectiveness.
8. Ability to establish close rapport with the students.
9. Show respect towards students' individual differences.

Learning Facilities

Along with well prepared teachers, adequate learning spaces are also essential for an effective development of courses. They should be planned taking into account the educational objectives of the programs expected to be housed in the building, the instructional methods to be employed, the number of students, the location of facilities, etc.

Aware of the necessity to improve the physical facilities of the Foreign Language Department of the University of El Salvador, the authors of this research have included a study of general requirements for learning spaces, and some ideas for improving the already existing ones. Among these requirements are the following:

1. Artificial Light Control. Artificial light control should be properly diffused and shadow free in all the classroom. According to the Institute of American Architects the minimum light level recommended is of 30 foot candles for classrooms and study halls, laboratories, offices and art rooms.²³
2. Natural Light Control. Natural light may be handled by drapes, full-closure venetian blinds, roller blinds or by the complete elimination of windows in the so called windowless classrooms.

Windows, when any, should be placed on only one wall, and should swing outwards. Air conditioning ventilation units should not interfere with natural light controls, and finally sky lights should be avoided.

²³ José Wilson and Arthur Leaman, Decoration U. S. A. (New York: The Macmillan Co., 1965), p. 143.

3. Size and Color. Classroom size may vary, but the usual recommended size for a medium-sized group of fifteen to twenty-five students is 350 square feet, and for large sized groups 3,000 to 3,600 square feet.²⁴ In order to provide optimum viewing conditions as well as increased intimacy in the teaching situation, stepped or sloped floors are recommended with circulation spaces out of the viewing area.

With reference to color, a careful selection should be made taking under consideration the orientation of the room. Pastel colors are generally suggested to help with lighting and light control. Where all possible natural light is needed, ceilings should be painted of a light reflecting shade of ivory. For rooms with southern exposures, cool colors, such as green are recommended and for rooms with northern exposures, warmer tones such as light yellow are best. In general, pastel colors will cut down illumination contrasts that would otherwise interfere with visual tasks.

4. Accoustical Conditioning. The fact that more and more teachers are using audio and audio-visual devices makes it necessary to provide adequate accoustical conditioning of teaching areas. There are certain materials such as accoustical tile and plaster wall coverings, which improve room accoustics. Rugs on floors are used for the same purpose.

A teacher can easily check if reverberation is high in the classroom by asking the students to clap loudly, and if an echo is heard, there is too much reverberation and accoustical improvement is necessary.

5. Wiring. There should be at least three double outlets in each wall for a medium sized classroom,²⁵ in this way a teacher may use the necessary equipment such as tape recorders, overhead projectors, film projectors, and others with no difficulty.

²⁴Information provided by Luis Alas, Architect who designed the project for the new "Escuela Americana" building.

²⁵James Brown, et als., A. V. Instruction Media and Methods. (New York: McGraw-Hill Book Co., 1969), p. 73.

6. Reflective Surfaces. A surface of about 70 x 70 inches to project visuals should be available, this size is adequate for a medium sized classroom.²⁶ Reflective surfaces can be fixed or mobile but in each case they should be located in order to provide good visibility. Artificial light control should be no more than 1/10 of a foot candle, this is more or less the amount of light which would permit someone to read a newspaper with difficulty.
7. Chalkboard. The chalkboard is a widely used visual aid, and for this reason designers should plan enough space for two 16 to 20 linear feet chalkboards on different walls.²⁷ This will allow the teacher to write, in advance, the material to be covered during the class, and at the same time provide enough space for other types of chalkboard material. Several colors of chalkboards are used, but the one most highly recommended is light green.
8. Seating. It is generally agreed that desks, seats, or tables should be movable to allow flexible grouping within the class. Seating should be comfortable, and equipped for note taking.

Improving Existing Classrooms.

The Foreign Language Department has been operating in very inadequate areas, where teachers and students have suffered the effects of poor facilities. After having gone through the several requirements for learning spaces, the writers of this research felt that the three physical factors which demand immediate control are: artificial and natural light, and accoustical conditioning.

Artificial and Natural Light Control. The main problem with light in the area where English classrooms are located is the lack of adequate artificial light, and the fact that there is too much natural light for projection and too little for good class teaching.

Artificial light control can be improved by following the recom-

²⁶Information provided by Luis Alas, Architect who designed the project for the new "Escuela Americana" building.

²⁷Ibid.

mendations previously stated, allowing a minimum of 30 foot candles per classroom, avoiding in this way poor illumination on work surfaces and on other surfaces in the field of study.

In reference to natural light, the lack of adequate illumination can be overcome by good artificial lighting. More planners and teachers nowadays prefer windowless classrooms, relying entirely on artificial light to avoid interference with visual tasks. However this type of construction has one major disadvantage for our environment; it would increase the building cost since air conditioning would be mandatory.

Some ways in which teachers can control light, at a low cost are:

1. Covering windows with wooden frames, covered by tar paper or another opaque material, which the Foreign Language Department can have made.
2. Hanging dark drapes.
3. Covering windows with sheets of black paper.
4. Painting windows a dark color.
5. Having shadow boxes made, so instead of darkening the whole classroom the boxes cut direct sunlight by shading the screen.

Accoustical Control. The rooms where the Foreign Language Department has been giving classes have poor accoustics, and consequently this leads to poor learning and teaching since students are distracted by the noise and teachers feel tense. There are several sound absorbent materials available to improve accoustics, but if for some reason, the Foreign Language Department cannot obtain them, the following is a list of techniques which can be used to deaden sound:

1. Covering walls of classroom with corrugated paper.
2. Placing aluminum foil throughout the ceiling of the classroom.
3. Hanging burlap or muslin in strategic places in the room.
4. When projecting material, covering the back of the projector with a blanket or cloth.
5. Placing cardboard egg containers on walls and ceiling.

In conclusion, recent trends in physical facilities reflect the growing use of new educational media for teaching and learning. Spaces are now functionally designed for large, medium and small groups and therefore need adequate artificial and natural light control, power supplies, acoustical conditioning, reflective surfaces for projection, air control, seating and/or table surfaces. Of course, not all teachers will be assigned classrooms containing the latest improvements, some will have none. In this last case relatively inexpensive improvements can be made to facilitate the teacher's task.

Material and Equipment for Learning Experiences

Nowdays, teachers perform more functions than to merely inform and test. Therefore it is necessary that they develop skills and knowledge in order to meet these changing requirements. Among the functions to be performed by teachers in these present times are those of creating, selecting and using audio-visual aids, and other instructional materials and techniques. Teachers must always keep in mind the purpose for which materials are used, the characteristics and special needs of students and bases for selecting the material according to the objectives to be achieved. In other words, teachers must be prepared to decide when to use, what to use, with whom, for what purpose, and finally, with what effect to use materials.

With regards to educational media printed, audiovisual or real, a teacher must be aware of the following:

1. No one process is sufficient for learning all structures.
2. No one process is sufficient for acquiring all skills.
3. No teacher can use every instructional material or device invented; the goal is to choose the best for a specific purpose.

The following is a list of the variety of equipment and materials which can be used by the teacher.²⁸

²⁸ Brown, pp. 31 & 33.

Equipment. Record players, tape recorders, radios, slide and film strip projectors, overhead projectors, motion-picture projectors, video-tape recorders, players, teaching machines, television receivers, electronic laboratories, audio/video/access and interaction devices, telephones with or without other media accessories, microimage systems, microfilm, microcard and microfiche.

Materials. Textbooks, supplementary books, reference books, encyclopedias, magazines, newspapers, documents, clippings, duplicated materials, programmed materials, motion picture films, television programs, radio programs, recordings (tape and disk), flat pictures, drawings and paintings, slides and transparencies, flimstrips, microfilms, microcards, stereographs, graphs, charts, diagrams, posters, cartoons, models, flannel board materials, drawing materials, and display materials.

From these lists a teacher can choose the appropriate materials and equipment according to the objectives to be fulfilled, since each may have certain limitations in terms of effectiveness and especially concerning the Foreign Language Department's case, availability and financial support.

Another very important function that teachers have to perform is to adapt, create and substitute material according to objectives, and student's needs. For instance when a material or equipment is not available, too expensive, or too sophisticated, the teacher has to use simpler material or equipment.

When there is no language laboratory, the teacher could have the students sit in a circle and place a tape recorder in the middle so as to ensure clear listening. It would be even better to provide each student with a tape recorder and the teacher to walk around the classroom evaluating the students' pronunciation and repetition.

Certain material such as charts, posters, graphs, flannel boards, pocket charts, pictures, transparencies and others can be easily made by teachers.

Finally, teachers could write to the Foreign Language Departments of American universities asking for material, or use governmental and private agencies which sponsor free or inexpensive material. Professional associations can also be of considerable help, and in general teachers have to become familiar with sources of inexpensive instructional material, and other sources which could provide educational media.

CHAPTER VII

CONCLUSIONS AND RECOMMENDATIONS

The research carried out among graduates, undergraduates, upper level students and personnel managers of various enterprises, confirms that the restructuring of the courses currently offered by the Foreign Language Department of the University of El Salvador is essential in order to meet the demand for professionals with a better command of English.

Based on the analysis of interviews, answers to questionnaires, bibliographical research and statistical data, the following conclusions have been made:

1. The objectives of the careers as well as of the Foreign Language Department are not being accomplished, since students do not acquire a full command of the English language, essential linguistic knowledge is not provided, and graduates are prepared for teaching at a high school level only.
2. The two careers currently offered by the Foreign Language Department do not fulfill the demand for bilingual professionals in the commercial, industrial, banking and governmental fields, since students have not been specialized.
3. The Foreign Language Department has graduated a very small number of students, in spite of having one of the largest enrollments figures.
4. Graduate and undergraduate students do not have the same academic level since programs have not been standardized.
5. The lack of an Aptitude Test does not allow students to find out in time, whether they have the necessary ability for acquiring a foreign language.
6. It is necessary to standardize the level of knowledge by giving a Proficiency test before entering the upper level.

7. Students should be trained in specific areas in order to manage other skills that will enable them to work in a wider range of fields.
8. A general teaching degree does not enable a teacher to develop himself effectively in every level.

Even though recommendations have been given throughout the whole research paper, a summary of the main ones follows:

1. The current objectives of the Foreign Language Department have to be restructured in order to make them achievable.
2. The Foreign Language Department should offer careers of specialization in the administrative and technical fields, in order to fulfill the demand of private and governmental enterprises.
3. The Foreign Language Department should provide each teacher with a manual of standardized programs.
4. The "Profesorado para la Enseñanza del Idioma Inglés" should be divided into specific areas of teaching, since each level follows different techniques and procedures.
5. The personnel of the Foreign Language Department should receive periodic training on the new instructional media for the teaching of English as a Foreign Language.
6. Learning facilities should fulfill the basic requirements essential for an effective teaching-learning situation.
7. The Foreign Language Department should have a language laboratory, in order to provide students with the opportunity of listening to English and French out of the classroom. It is recommended that teachers use a tape recorder in the classroom when a language laboratory is not feasible.
8. An Aptitude Test is compulsory in order to avoid future frustrations.
9. A Proficiency Test is needed in order to standardize the level of English knowledge.

The purpose of this investigation has not only been to prove the need to restructure the Foreign Language Department, but also to analyze the curricula and syllaba of national and foreign universities. This analysis has made it possible to formulate adequate programs for each subject included in the proposed curricula, and to submit achievable goals for them too.

Throughout the whole research recommendations have been proposed in order to contribute to the improvement of the language department and to the progress of our country.

The criticism made has been constructive, and has emerged from the personal experience of the authors and other graduates and undergraduates, who, conscious of the need for people with a full command of English, have expressed the wish of broadening the study and work fields where these professionals can develop themselves.

Concluding, it can be said that the English language is becoming more important each day in our country, and that its knowledge can open many new job opportunities. Therefore the Foreign Language Department must make changes in order to meet the growing demand for bilingual professionals.

The authors of this research propose as a field for further investigation the unique speech sounds of Spanish spoken in El Salvador, so as to contrast them with English sounds. This will be the basis for formulating a new program for the subject "Contrastive Analysis of Spanish and English."

Furthermore, curricula for careers relating to journalism, hotel management and tourist guides, and others which require the domain of the English language, could be formulated and implemented.

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A P P E N D I X E S

**ALUMNOS MATRICULADOS EN UNIVERSIDADES
MATRICULA INICIAL POR CENTROS: NACIONAL Y PRIVADOS**

Por Facultad y Carrera — Años 1971 a 1979

UNIVERSIDAD, FACULTAD Y CARRERA	1971 (R)	1972	1973/74	1974/75	1975/76	1976/77	1977/78	1978/79
Ciencias Y Profesiones	809		1,766	2,977	3,725	...	3,434	3,526
en Física	...	...	33	49	58	...	...	...
en Matemáticas	...	...	138	211	212	...	...	...
en Biología	...	...	241	406	482	...	578	536
en Química	...	...	91	155	196	...	...	...
en Filosofía	...	...	23	45	59	...	50	45
en Sociología	...	...	126	199	220	...	206	215
en Psicología	...	...	412	625	907	...	1,077	1,169
en Letras	...	...	72	101	122	...	111	126
en Periodismo	...	...	62	98	114	...	112	114
en Idioma Inglés	...	...	241	468	630	...	651	662
de Física	...	...	8	6	8	...	...	...
de Matemáticas	...	...	33	35	38	...	...	8
de Química	...	...	30	17	18	...	...	3
de Biología	...	...	75	98	94	...	80	63
de Letras	...	...	46	82	105	...	95	87
de Idioma Inglés	...	...	42	92	111	...	121	87
de Ciencias de la Educación	...	...	73	176	223	...	227	273
de Ciencias Sociales	...	...	...	72	91	...	96	128
de Bibliotecario	...	...	19	35	38	...	30	18
Honorado	...	...	1	6	...	...	...	...
GRADO	...	...	2	5	...	...	...	...
CARRERAS BASICAS COMUNES: (+)	1,363							
Universitario San Salvador	...	...	...	...	...	...	...	...
Universitario Occi- dente (Santa Ana)	733	...	...	...	...	...	...	...
Universitario Orien- te (San Miguel)	60	...	...	...	...	...	...	...
ALUMNOS EN EL CENTRO UNIVERSITARIO DE EL SALVADOR:								
U. San Salvador	9,220	...	13,756	17,834	21,143	...	21,313	20,636
U. Occidente	733	...	1,100	1,444	1,517	...	1,488	1,469
U. Oriente	630	...	1,314	1,461	1,401	...	1,502	1,037

Source: Ministry of Education. "Educación Universitaria en Cifras."

(CONTINUA)

San Salvador, El Salvador, October/81.

A P P E N D I X B

QUESTIONNAIRE ADMINISTERED TO GRADUATE AND UNDERGRADUATE
STUDENTS OF THE FOREIGN LANGUAGE DEPARTMENT OF THE UNI-
VERSITY OF EL SALVADOR

No. 1

DEAR FRIEND:

The purpose of this questionnaire is to gather accurate data concerning graduate and undergraduate students of the B. A. in English at the Foreign Language Department of the University of El Salvador.

1. Name: _____
2. a) B. A. Graduate b) B. A. Undergraduate
3. When did you enter the Foreign Language Department of the University of El Salvador?
Year _____
4. When did you become an "undergraduate"?
Year _____
5. If you are a graduate, when did you get your degree?
Year _____
6. Where did you learn English?
 - a. Foreign Language Dept. of the University of El Salvador.
 - b. Escuela Normal Superior
 - c. Centro Cultural
 - d. Abroad
 - e. Others (specify)
7. What is your actual field of work?
 - a. Administration
 - b. Teaching
 - c. Others (specify)
8. Do you practice the English language in your actual job?
 - a. Yes
 - b. No

A P P E N D I X C

LIST OF "TRANSLATOR-INTERPRETER" GRADUATES²⁹

<u>Year</u>	<u>N a m e</u>
1961	Bulnes, Rosa de
1962	Barrientos, César Napoleón
1962	Oliva, María Luisa
1962	Villacorta Giannini, Fernando Edgar
1963	Alegría, Carlos Alfredo
1963	Alemán, Leonora
1963	Cruz, María Cristina
1963	Hernández Ramírez, Mateo Mauricio
1963	Lara de Luna, Irma
1963	Solís Rodas, Regina
1963	Yudice de Alegría, Elsie
1964	Arévalo, Margarita
1964	Crisonino, Vera de
1964	Chinchilla Menéndez, Francisco
1964	Martínez, José Angel
1964	Soundy, Josefina
1964	Villalta, Concepción de
1965	Alarcón, José Manuel
1965	Barneod, Carmen
1965	Brito, Gonzalo Rafael
1967	Artiga Mejía, Félix Ariel
1967	Martínez Uribe, Clara Milagro
1968	Miranda de Amaya, Ana Leticia

²⁹Information provided by the Central Academic Administration of the University of El Salvador

A P P E N D I X D

LIST OF GRADUATES IN "LICENCIATURA EN EL IDIOMA INGLES"
FROM 1977 UNTIL 1980³⁰

<u>Year</u>	<u>N a m e s</u>
1977	Cáceres Chávez, Mario Stanley
1977	Marengo Escobar, Gustavo Adolfo
1977	Zavaleta Guzmán, Emilio Edgardo
1978	Mena de Palomo, Gloria Armida
1979	Suncín Cordero, Alvaro Alfredo
1980	Urey Peñate, Víctor Manuel

³⁰ Information provided by the Central Academic Administration of the University of El Salvador.

A P P E N D I X E

LIST OF GRADUATES IN "PROFESORADO EN EDUCACION PARA
LA ENSEÑANZA DEL IDIOMA INGLES" FROM 1977 UNTIL 1980³¹

<u>Year</u>	<u>Name</u>
1977	Calderón Osorio, Jorge Alberto
1977	Cierra Flores, René
1977	Ordóñez Castillo, José Daniel
1977	Peraza Morán, Efraín Arturo
1977	Sierra Torres, René
1977	Valdez Alas, Carlos Alberto
1978	Avila Hernández, Hugo Alberto
1978	Castro, José Rolando
1978	Cerritos Alvarado, José David
1978	Contreras de Barrera, Ana Cristina
1978	González Galdámez, Daniel Aurelio
1978	Henríquez, Daniel Ricardo
1978	Mauricio, María Margoth
1978	Morán Díaz, José Alfonso
1978	Olmedo Crespo, Edgar Alexis
1979	Clará Mármol, Mabel del Carmen
1979	Luna Blanco, Irene
1979	Lobo Hernández, Ana Ruth
1979	Morán Guzmán, Rualdo Alfredo
1979	Moreno, Lilitiana Margarita
1979	Quintanilla Alfaro, Carlos Alberto
1979	Romero Hernández, José Mauricio
1979	Valdez, José Francisco
1979	Valle Soriano, Nelson Manuel
1980	Contreras Castellanos, Mirna
1980	Fiallos, José Mario

³¹Information provided by the Central Academic Administration of the University of El Salvador.

<u>Year</u>	<u>Name</u>
1980	Mata Celis, Ricardo Humberto
1980	Portillo, Roberto Enrique
1980	Zelaya Osegueda, Roberto Antonio

A P P E N D I X F

LIST OF UNDERGRADUATES IN "LICENCIATURA EN EL IDIOMA INGLES"
FROM 1976 UNTIL 1982 ³²

<u>Year</u>	<u>N a m e s</u>
1976	Marcenaro, Rosa
1978	Blandón Rodríguez, Norma Cecilia
1978	Medrano, Miriam Estela
1979	Acevedo de Umaña, Mercedes
1979	Benítez de Morales, Isilma
1979	Castellanos de García, Frieda
1979	Damas de Arévalo, María Teresa
1979	Labrador, Rolando
1979	Luna Huevo, Olga Carmen
1979	Machón, Gil
1979	Morataya Rodríguez, José Amílcar
1979	Quijano, Carlota
1979	Turish, Ramón Arístides
1979	Vásquez de Gómez, Sara Alicia
1979	Yáñez, Jorge Homero

³² Information provided by the Central Academic Administration of the University of El Salvador.

A P P E N D I X G

LIST OF INCORPORATES TO THE FOREIGN LANGUAGE DEPARTMENT
OF THE UNIVERSITY OF EL SALVADOR

<u>Year</u>	<u>N a m e s</u>
1970	Cañas, Francisco Edgar
1975	Castro, Orlando de Jesús
1976	Méndez Gómez, Sara

A P P E N D I X H

APTITUDE TEST³³I. Directions

Each problem consists of a "test word" followed by five other words, one of which is exactly the same as the "test word." Find which one it is and underline it. You have five minutes to complete the exercise.

Cada problema consiste de una "palabra clave" seguida de cinco palabras más, de las cuales una es exactamente igual a la palabra clave." Encuentre dicha palabra y subráyela. Ud tiene cinco minutos para completar el ejercicio.

Example: Test word "got" - get - pot - hot - god - got

Ejemplo: Palabra clave "got" - get - pot - hot - god - got

Key Word

1. home	whom	hone	hum	home	some
2. class	clasp	claps	class	close	clash
3. ship	ship	sheep	hips	shop	chip
4. least	list	lost	feast	last	least
5. cheap	chip	cheap	ship	sheep	cheat
6. break	brake	brick	break	bleak	broke
7. spot	stop	sport	pots	spot	shot
8. part	port	past	trap	dart	part
9. know	knew	no	know	now	known
10. done	dome	poem	done	bone	dune
11. saw	sew	saw	was	law	sat
12. lack	lock	luck	lark	lack	look
13. taste	toast	tossed	test	task	taste
14. moon	moan	noon	moon	none	man
15. chop	shop	chap	shod	chop	shad
16. best	bets	pest	desk	best	pets

³³David P. Harris, Reading Improvement Exercises for Students of English as a Second Language. (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1966) page 23.

17.	peer	deep	beer	deer	deed	peer
18.	beat	peat	deep	beet	pate	beat
19.	split	spilt	spits	split	spill	slips
20.	coast	cost	coast	coats	cast	cots

II. Directions

Each problem consists of a "test word" which you will listen to twice, this word will be followed by five other words, one of which sounds exactly the same as the "test word." Circle the correct position number of this word.³⁴

Cada problema consiste de una "palabra clave" la cual Ud. escuchará dos veces; seguidamente escuchará cinco más de las cuales una suena exactamente igual a la palabra clave. Encierre en un círculo el número que indique la posición en que está la palabra correcta.

Example: sing (sink). (sins) (sang) (sign) (sing)

Ejemplo:

Instructor's Key

coves	caves	doves	cover	coves	cores
slip	sleep	slip	spill	slid	lips
robe	robs	rope	robe	rode	lobe
pain	gain	paint	pin	pain	pair
books	books	hooks	boots	looks	cooks
mild	mile	wild	mill	mind	mild
stars	stair	start	stars	store	stir
pole	pore	pole	bole	pale	polo
fought	sought	bought	fought	taught	naught
same	sane	shame	save	came	same
rate	mate	rats	rate	rote	late
lost	lots	last	lost	loss	lose
sets	sits	test	sees	sets	eats
four	your	four	tour	for	flour

³⁴Students will be given a list with numbers from one to five.

boast	roast	boats	toast	boots	boast
fired	fired	tired	tried	tied	tiled
dark	dart	darn	dark	dark	hark
slaps	slaps	lapse	claps	slays	slabs
ripe	ride	rope	rips	ripe	ribs

III. Directions

In each problem you are given a pair of phrases. Sometimes both phrases are exactly the same; sometimes they are different. If the two phrases are the same, underline the letter "I". If the two phrases are different, underline the letter "D".³⁵

En cada problema Ud. escuchará dos frases. Algunas veces ambas frases sonarán exactamente igual, otras diferente. Si las dos frases suenan igual, circule la letra "I" y si suenan diferente circule la letra "D".

	<u>K E Y</u>		<u>S T U D E N T</u>
1. Poor day		Poor pay	I D
2. Farm house		Farm house	I D
3. New chair		New chair	I D
4. Next door		Next store	I D
5. Choose one		Choose one	I D
6. Live alone		Leave alone	I D
7. Not yet		Not wet	I D
8. Quick trip		Quick trip	I D
9. Bus stop		Bus top	I D
10. Wait longer		Wait longer	I D
11. Try hard		Try hard	I D
12. Pay day		Play day	I D
13. Write back		Light back	I D
14. Empty pen		Empty pan	I D
15. Fresh paint		Fresh paint	I D

³⁵ David P. Harris, Reading Improvement Exercises for Students of English as a Second Language. (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1966), p. 31.

16. Digs down	Digs down	I	D
17. Hold tight	Hold right	I	D
18. Wants more	wants more	I	D
19. Fast train	Last train	I	D
20. Quiet night	Quite right	I	D

IV. Directions

Listen to the following words as your Instructor says them, then repeat them as best as you can.³⁶

Escuche las siguientes palabras y frases dictadas por su Instructor y luego repítalas pronunciando lo más claramente posible.

Instructor's key

1.	live	leave	1	2
2.	pill	poll	1	2
3.	day	they	1	2
4.	not	note	1	2
5.	black	block	1	2
6.	shook	should	1	2
7.	smile	small	1	2
8.	seem	same	1	2
9.	do	two	1	2
10.	this	these	1	2
11.	those	chose	1	2
12.	coat	caught	1	2
13.	pair	poor	1	2
14.	class	glass	1	2
15.	half	have	1	2
16.	food	foot	1	2
17.	match	much	1	2
18.	meal	mile	1	2
19.	met	meet	1	2
20.	word	work	1	2

³⁶Robert Lado, and Charles C. Fries, English Pronunciation. (Michigan: The University of Michigan Press, 1967), p. 177, 178.

A P P E N D I X I

QUESTIONNAIRE ADMINISTERED TO THE SAMPLE RANDOM GROUP OF
 UPPER LEVEL STUDENTS OF THE FOREIGN LANGUAGE DEPARTMENT
 OF THE UNIVERSITY OF EL SALVADOR

 No. 2

ESTIMADO COMPAÑERO:

Con el objeto de apoyar nuestro trabajo de graduación, el cual versa sobre la reestructuración del Departamento de Idiomas de la Universidad de El Salvador, estamos pasando este cuestionario el cual solicitamos contestar con toda sinceridad.

C U E S T I O N A R I O

Los objetivos específicos del Departamento de Idiomas son los siguientes:

1. Proporcionar una formación científica y humanística.
2. Proporcionar un conocimiento lingüístico esencial a fin de dar una posibilidad de especialización en ese campo.
3. Proporcionar el conocimiento literario esencial a fin de dar una posibilidad de especialización en ese campo.
4. Preparar profesionales para la enseñanza del idioma Inglés en los niveles de primaria, secundaria y nivel universitario.
5. Capacitar a personas con conocimientos del idioma Inglés para que se desenvuelvan en la banca, comercio y la industria.

1. ¿Cree Ud. que están siendo alcanzados los objetivos antes mencionados?

- a. Completamente de acuerdo.
- b. Medianamente de acuerdo.
- c. Poco acuerdo.
- d. Totalmente en desacuerdo.

2. Razones para su respuesta son: _____

3. Si su respuesta corresponde a la alternativa b, c, ó d de la pregunta número uno (1), por favor sugiera cómo se podrían superar las deficiencias que Ud. encuentra.

¡GRACIAS POR SU COOPERACION!

Por favor indique en qué carrera está inscrito:

1. Licenciatura en el Idioma Inglés .
2. Profesorado en Educación para la Enseñanza del Idioma Inglés.

A P P E N D I X J

QUESTIONNAIRE ADMINISTERED TO THE SAMPLE RANDOM GROUP OF No. 3
DIFFERENT TYPES OF ENTERPRISES

INVESTIGACION DE OPORTUNIDADES DE
TRABAJO PARA PERSONAS CON COMPLE-
TO DOMINIO DEL IDIOMA INGLES

1. ¿Hay necesidad de personal bilingüe en su empresa o institucion?
 - a. // Sí
 - b. // No
2. Si hay necesidad, por favor marque los idiomas requeridos, indicando con números el orden de prioridad.
 - a. Inglés ()
 - b. Francés ()
 - c. Alemán ()
 - d. Otros ()
3. ¿Para qué áreas se requiere esta clase de personal?
 - a. Administrativa ()
 - b. Técnica ()
 - c. Enseñanza ()
 - d. Otros ()
4. Si no tiene necesidad por el momento, cree que la tendrá en un futuro inmediato?
 - a. // Sí
 - b. // No
5. ¿Considera Ud. que hay insuficiencia de personal calificado para puestos bilingües?
 - a. // Sí
 - b. // No

NOMBRE DE LA EMPRESA: _____

PERSONA ENCUESTADA: _____
Nombre

_____ Carga que Desempeña

A P P E N D I X K

CURRICULUM FOR THE "LICENCIATURA EN EL IDIOMA INGLÉS"
 WHICH IS CURRENTLY OFFERED BY THE FOREIGN LANGUAGE
 DEPARTMENT OF THE UNIVERSITY OF EL SALVADOR³⁷

Career Description

The graduates of the B. A. in English will be able to work in the teaching field, linguistic and literary investigation, commerce, industry, banking, etc. The curricula will be structured in such a way that the student will be able to practice English continuously from the very beginning, but it is not until the fifth term that all the subjects are given in English.

Requisites for Enrollment

1. To have a high school diploma in the pedagogical or sciences speciality, or the official teaching degree.
2. All other requirements stated in the Statute of the University of El Salvador.

Conferred Degree and Diploma

Degree: "Licenciatura en el Idioma Inglés."

Diploma: "Licenciado en el Idioma Inglés."

Normal Study Time: 5 years = 10 terms.

Specific Objectives

1. To provide a scientific and humanistic formation.
2. To provide essential linguistic knowledge so as to give a possibility of specialization in that field.
3. To provide the essential literary knowledge so as to give a possibility of specialization in that field.
4. To prepare professionals for the teaching of the English language in the elementary, secondary and university levels.

³⁷Translation made by the authors of this research.

5. To enable people with a knowledge of English language to develop themselves in banking, commerce and industry.

Curriculum

<u>Obligatory Subjects</u>	<u>Credits</u>	<u>Prerequisites</u>
Term I		
Basic Intensive English	6	N o n e
General Pedagogy	4	N o n e
Theory of Language	4	N o n e
Term II		
Intermediate Intensive English I	6	Basic Intensive English
General Didactics	4	General Pedagogy
General Psychology	4	N o n e
Term III		
Intermediate Intensive English II	6	Intermediate Intensive English I
Psychology Applied to Education	4	General Psychology and General Pedagogy
Audiovisual Aids	4	General Didactics
Term IV		
Advanced Intensive English	6	Intermediate Intensive English II
Readings & Conversation in English I	4	" "
School Evaluation	4	General Didactics
Term V		
Readings & Conversation in English II	4	Readings & Conversation in English I
Introduction to Linguistics	4	Advanced Intensive English
English Composition I	4	" "
English Grammar I	4	" "
Term VI		
English Phonetics	4	Introduction to Linguistics

<u>Obligatory Subjects</u>	<u>Credits</u>	<u>Prerequisites</u>
English Grammar II	4	English Grammar I
English Composition II	4	English Composition I
Great Figures of British Literature I	4	English Composition I
Term VII		
Origins, Development & History of the English Language.	4	Introduction to Linguistics & English Phonetics.
Contrastive Analysis of English & Spanish I (audio-oral).	4	" "
Great Figures of British Literature II	4	Great Figures of British Literature I
Methods and Materials for Teaching English as a Foreign Language.	4	English Composition II
Term VIII		
Contrastive Analysis of English and Spanish II (reading-writing).	4	Contrastive Analysis of English and Spanish I
Great Figures of American Lit. I	4	English Composition II
Basic Intensive Second Foreign Language	6	N o n e
Term IX		
Intermediate Intensive Second Foreign Language	6	Basic Intensive Second Foreign Language.
Great Figures of American Lit. II	4	Great Figures of American Literature I
Special Research Project	5	Methods and Materials for Teaching English as a Foreign Language.
Term X		
Advanced Intensive Second Foreign Language	6	Intermediate Intensive Second Foreign Language
Teaching Practice	5	Methods & Materials for Teaching English as a Foreign Language.

<u>Obligatory Subjects</u>	<u>Credits</u>	<u>Prerequisites</u>
Elective Subject*	4	(Pending)
	<hr/>	
TOTAL	148 Credits	
	=====	

* Subjects offered by other Departments of the School of Sciences and Humanities which have been authorized by the Coordination of the Language Department and ratified by the Head of that Department.

A P P E N D I X L

CURRICULUM FOR THE "PROFESORADO EN EDUCACION PARA LA ENSEÑANZA DEL IDIOMA INGLES" WHICH IS CURRENTLY OFFERED BY THE FOREIGN LANGUAGE DEPARTMENT OF THE UNIVERSITY OF EL SALVADOR³⁸Career Description

The E. S. L. Teaching degree will enable students in the usage of that language as a profession. This means to master the English language in such a way that the graduate students may develop themselves professionally within this field. The curriculum is structured in such a way so as to provide the student with a constant and continuous practice of the language from the very beginning. After the fifth term all the subjects will be served in English.

Requisites for Enrollment

To have the official teaching degree or a high school diploma.

Conferred Degree and Diploma

Degree: "Profesorado en Educación para la Enseñanza del Idioma Inglés."

Diploma: "Profesor en Educación para la Enseñanza del Idioma Inglés."

Normal Study Time: 3 years = 6 terms.

Curriculum:

<u>Obligatory Subjects</u>	<u>Credits</u>	<u>Prerequisites</u>
Term I		
Basic Intensive English	6	N o n e
General Pedagogy	4	N o n e
Theory of Language	4	N o n e

³⁸ Translation made by the authors of this research.

<u>Obligatory Subjects</u>	<u>Credits</u>	<u>Prerequisites</u>
Term II		
Intermediate Intensive English I	6	Basic Intensive English
General Didactics I	4	General Pedagogy
General Psychology	4	N o n e
Term III		
Intermediate Intensive English II	6	Intermediate Intensive English I
Psychology Applied to Education	4	General Psychology and General Pedagogy
Educational Counseling	4	General Didactics
Term IV		
Advanced Intensive English	6	Intermediate Intensive English II
Readings & Conversation in English I	4	" "
School Evaluation	4	Educational Counseling
Term V		
Readings & Conversation in English II	4	Readings and Conversation in English I
Introduction to Linguistics	4	Advanced Intensive English
English Composition I	4	" "
English Grammar I	4	" "
Term VI		
English Phonetics	4	Introduction to Linguistics
English Grammar II	4	English Grammar I
English Composition II	4	English Composition I
Methods and Materials for Teaching English as a Foreign Language & Student Teaching	4	Advanced Intensive English
Two Elective Subjects (Education Department)	8	
TOTAL	96	Credits
	=====	

Elective Subjects (choose 2):

History of Education

Audiovisual Aids

Philosophy of Education

Planning and Programming

Statistics Applied to Education

Research Techniques

A P P E N D I X M

STATISTICAL FORMULA EMPLOYED TO DETERMINE THE
NUMBER OF ENTERPRISES TO BE INTERVIEWED

$$n = \frac{Z^2 PQN}{(N-1)E^2 + Z^2 PQ}$$

S i m b o l o g y :

n = Size of sample.

z = Area under the normal curve.

p = Proportion that something occurs in a determined event.

q = Proportion that something does not occur in a determined event.

N = Population of enterprises to be interviewed.

E = Error.

A P P E N D I X N

GLOSSARY OF TERMS

1. CURRICULUM: All of the courses required in order to graduate in a specific career.
2. CAREER: A profession or occupation which one trains for. Examples: B. A., teaching, assistance.
3. ELECTIVE SUBJECT: Optional subjects in the current curricula.
4. GRADUATE: The student at the Foreign Language Department who has fulfilled the curriculum, has submitted a thesis, and has been granted a degree.
5. INCORPORATES: Those students who have studied equivalent careers to those offered by the University of El Salvador, and have been legally admitted as part of the body of Foreign Language professionals.
6. PROGRAM: The syllabus of each subject offered by a Department.
7. RIGID: The curricula offered by the Foreign Language Department will be non-flexible. The student will have to take all subjects required in a term as it has been previously stated.
8. TERM: It is the name given to the division of the school year which generally comprises eighteen to twenty weeks.
9. UNDERGRADUATE: The student at the Language Department who has fulfilled the curriculum, but who has not submitted a thesis and has not been granted a degree yet.

T A B L E S

T A B L E 6

ANSWERS TO QUESTION No. 1 OF QUESTIONNAIRE No. 2

C H O I C E S		N U M B E R	P E R C E N T A G E
1	Completely in agreement	0	0.0
2	Partly in agreement	11	55.0
3	Great disagreement	9	45.0
4	Complete disagreement	0	0.0
TOTAL		20	100

T A B L E 7

ANSWERS TO QUESTION No. 2 OF QUESTIONNAIRE No. 2

C H O I C E S		N U M B E R	P E R C E N T - A G E
1	Poor preparation of teachers and lack of a proper administration and organization.	7	26.9
2	Programs geared only towards teaching	5	19.2
3	Poor preparation in the basic levels of English.	2	7.7
4	The curricula for the B. A. in English does not offer an area of specialization.	12	46.2
TOTAL		26	

T A B L E 8

ANSWERS TO QUESTION No. 3 OF QUESTIONNAIRE No. 2

C H O I C E S		N U M B E R	P E R C E N T - A G E
1	Create new technical careers at an intermediate level and careers of specialization.	10	31.2
2	Restructure the curricula of the Lang. Dept. including achievable goals for the subjects proposed.	17	53.1
3	Hire well prepared personnel.	3	9.4
4	Obtain scholarships for training courses in English spoken countries.	2	6.3
T O T A L		32	100

T A B L E 9
ANSWERS TO QUESTION No. 1 OF QUESTIONNAIRE No. 3

Q U E S T I O N 1 C H O I C E S		N U M B E R	P E R C E N T A G E
1	Y E S	62	68.9
2	N O	28	31.1
T O T A L		92	100

T A B L E 10
ANSWERS TO QUESTION No. 2 OF QUESTIONNAIRE No. 3

Q U E S T I O N 2 C H O I C E S		N U M B E R	P E R C E N T A G E
1	E N G L I S H	44	71.0
2	G E R M A N	5	8.1
3	F R E N C H	12	19.3
4	O T R O S (H E B R E W)	1	1.6
T O T A L		62	100

T A B L E 11

ANSWERS TO QUESTION No. 3 OF QUESTIONNAIRE No. 3

WORK FIELD		N U M B E R	P E R C E N T A G E
1	Administrative	27	43.5
2	Technical	17	27.4
3	Teaching	15	24.3
4	Others	3	4.8
T O T A L		62	100 %

T A B L E 12

ANSWERS TO QUESTION No. 4 OF QUESTIONNAIRE No. 3

C H O I C E S		N U M B E R	P E R C E N T A G E
1	Yes	16	57.1
2	No	12	42.9
T O T A L		28	100 %

TABLE 13

ANSWERS TO QUESTION No. 5 OF QUESTIONNAIRE No. 3

CHOICES	NUMBER	PERCENTAGE
YES	76	84.4
NO	14	15.6
TOTAL	92	100 %