

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



**HISTORY OF CURRICULAR CHANGES OF THE BACHELOR IN
ENGLISH TEACHING, FOREIGN LANGUAGE DEPARTMENT,
UNIVERSITY OF EL SALVADOR, FROM 1972 TO 2013.**

| PRESENTED BY | ID |
|---|---------|
| Blanco Martínez, Igmarr Mauricio | BM04041 |
| Martínez Castellón, Carmen Patricia Guadalupe | MC05144 |
| Ramírez, Gerber Mauricio | RR08041 |

**FINAL RESEARCH REPORT PRESENTED BY UNDERGRADUATE STUDENTS
IN ORDER TO OBTAIN THE DEGREE OF BACHELOR IN ENGLISH TEACHING**

Mti. Edgar Nicolás Ayala
ADVISOR

Mti. Edgar Nicolás Ayala
GENERAL COORDINATOR OF THE DEGREE PROCESSES

OCTOBER, 1st, 2013
MAIN CAMPUS, SAN SALVADOR, EL SALVADOR

AUTHORITIES OF THE UNIVERSITY OF EL SALVADOR

ING. MARIO ROBERTO NIETO LOVO
RECTOR

MTRA. ANA MARÍA GLOWER DE ALVARADO
ACADEMIC VICE RECTOR

IN PROCESS TO BE ELECTED
ADMISTRATIVE VICE RECTOR

DRA. ANA LETICIA ZA VALETA DE AMAYA
SECRETARY GENERAL

AUTHORITIES OF SCHOOL OF ARTS AND SCIENCES

LIC. JOSÉ RAYMUNDO CALDERÓN MORAN
DEAN

MTRA. NORMA CECILIA BLANDÓN DE CASTRO
VICE-DEAN

LIC. ALFONSO MEJÍA ROSALES
SECRETARY

AUTHORITIES OF THE FOREIGN LANGUAGE DEPARTMENT

MTRO. JOSÉ RICARDO GAMERO ORTÍZ
HEAD OF THE DEPARTMENT

MtI. EDGAR NICOLÁS AYALA
**GENERAL COORDINATOR OF
THE DEGREE PROCESSES**

MtI. EDGAR NICOLÁS AYALA
ADVISOR

TABLE OF CONTENTS

| | |
|--|---------|
| INTRODUCTION ----- | iv – v |
| CHAPTER I | |
| I. University of El Salvador----- | 1 |
| II. School of Arts and Sciences----- | 2 |
| III. Foreign Language Department----- | 3 |
| CHAPTER II | |
| IV. Curriculum 1977----- | 8 – 14 |
| CHAPTER III | |
| V. Curriculum 1996----- | 15 – 24 |
| CHAPTER IV | |
| VI. Curriculum 1999----- | 25 – 32 |
| CHAPTER V | |
| VII. Ongoing Curricular Update----- | 33 – 40 |
| FINAL WORDS ----- | 41 – 42 |
| REFERENCES ----- | 43 |
| APPENDICES ----- | 44 |
| A. 1972 curriculum’s first draft. | |
| B. Curriculum 1996 axis. | |
| C. Comparative Tables. | |
| D. Curricula profiles. | |
| E. Absorption plans. | |
| F. Questionnaires. | |
| G. Research Proposal. | |
| H. Pictures. | |

Introduction

Learning a language is learning to communicate, since it is been living in a world of words and numbers because human beings always have had the need to communicate their ideas and thoughts among themselves. The ability to communicate has always been an important piece in human life because this has allowed human beings to transmit their new discoveries with the rest of the world; here is where emerged the need to acquire new language skills that can allow people to break the barriers of language.

Since acquiring new language skills has been the necessity not only of one person but everybody, the idea arises as to find new ways to acquire these new abilities which lead to the creation of a new major tailored to supply this need. It was in this moment, when the University of El Salvador envisioned the importance of creating the Foreign Language Department to fulfill this need in the society. With the foundation of the Foreign Language Department, a Technical major was created named “Technical Major in Translation-Interpretation”, was served for a twelve-year period, from 1956 to 1968, being the year of 1972 when the

foundation of a new major was established: the B.A. in English that began to be offered in 1973 to the students of that time. In this year 2013, the major has more than 40 years of existence since its foundation.

This work has been divided into five chapters. The first chapter gives a historical perspective of the history of the University, the School of Sciences and Humanities and the Foreign Language Department. It includes historical information since their foundation with data gathered from different sources such as: historical documents and oral interviews from different personalities that were involved in some crucial moments of the history of the University, the School and the Foreign Language Department.

It is in this way that in the present work, it is sought to reconstruct the history of the different curricular changes in the B.A. in English, and at the same time identify which changes have been done along its history and leave a basis for future changes that the Foreign Language Department would make. Chapter number two analyzes the first curriculum of the major which was approved in 1972, the major of B.A. in English, and *Profesorado*

en Educación Media para la Enseñanza del Idioma Inglés were created with the purpose of preparing in a professional manner the students that were attending these majors. A year later, the curricula of these majors were approved along with the majors mentioned before.

It was in 1977 when *El Consejo de Administración Provisional de la Universidad de El Salvador (CAPUES)* approved the proposed modifications by the School of Sciences and Humanities of the curriculum of the B.A. in English.

Sixteen years went by before another change to the curriculum was made. Chapter number three analyzes this curriculum. It was 1993 when this new curriculum was implemented at the Foreign Language Department. One of these changes was that the curriculum subjects increased from 31 to 35 subjects, and it was at this point when the FLD's staff added subjects related to teaching. One of the reasons why they implemented these changes was because they realized that students were prepared only to speak the language, and the change they wanted to make was that students were ready not only to speak the language but also to teach it. Although, this curriculum was

implemented in 1993, it was not until 1996 that it was approved by the *Consejo Superior Universitario*.

Chapter number four analyzes the current curriculum of the major. Later, in 1999 another modification was made to the curriculum, but in this case it was different for the reason that only one more subject was added and the name of the major embodied a modification being from B.A. in English to B.A. in English Teaching, among other changes. It is important to mention that all these changes were made in a period of 6 to 8 months approximately.

Nowadays current authorities of the Foreign Language Department are working in the new curriculum and it is expected to be implemented in the near future, being the chapter five in which there is an analysis of the possible new study plan.

Finally, this research was done through the use of information collected from the different departments of the University of El Salvador and above all, the most valuable information that are oral interviews to the people that were part of all these important changes.

Chapter I

HISTORICAL BACKGROUND

University of El Salvador

It is important to mention what the term University means. This is a term that comes from the Latin “universitas, atis” whose understanding is multitude of all things.... The world, the universe...., this concept comes from the etymological conception of other Latin roots:

- a. Unus, a, um which translates to one, some.
- b. Verso, sare, which translates as back ... discuss.
- c. Versus, a, um, that is translated back, moved, changed.
- d. Verto, tere, which translates as take, return, convert.

Considering this concept, University is the completion of undergraduate and postgraduate education of multidisciplinary development, where multiple disciplines converge in one place. This was a new concept for the new world but not for a small group of intellectuals in colonial times. It was not until 1681 that the first university in Central America was

created in Guatemala under the name of University of San Carlos Borromeo (see figure 1.1) that during 160 years was in charge of the training of Central American people, specially Salvadorians.



Figure 1.1 University San Carlos Borromeo
Source: Stamp taken from internet.

Being the year of 1841 by initiative of doctors Antonio José Cañas, Isidro Menéndez and Narciso Monterrey supported by the general Francisco Malespín, who had an influence over the president Juan Lindo, the *Asamblea Constituyente* decreed in February 16th to establish a university in the city of San Salvador, El Salvador¹. It was in its first years that the University suffered precarious conditions because of the lack of help from the government. This was a hard situation for the priest and doctor Crisanto Salazar, (see figure 1.2) who was the rector in that time.

¹ Decreto Legislativo N° 138 del 16 de febrero de 1841, Asamblea Constituyente.

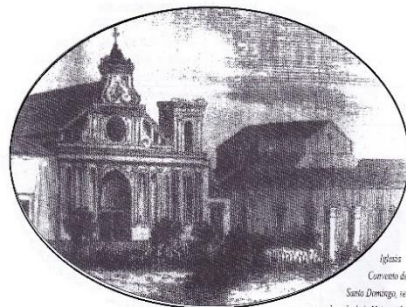


Figure 1.2 Crisanto Salazar

Source: Picture taken from “El Universitario, Universidad de El Salvador, 170 años, Edición 17”

In the beginnings the University of El Salvador consisted of only one building with the capacity for no more than 30 students and due to this in 1843 a quest was begun for a bigger place, the convent of Santo Domingo being the most appropriate, but it was not until December 8th 1844 that the University was moved to that place (see figure 1.3). Thanks to this new place it was possible to teach new subjects such as “*Derecho Civil and Canónico*”. By the year of 1847 the first school was created, the “*Facultad de Jurisprudencia y Ciencias Sociales*” being the first in its kind. On December 20th of the same year the statutes of the university were established.

Figure 1.3
Convento Santo Domingo
Source: Picture taken from “El Universitario, Universidad de El Salvador, 170 años, Edición 17”



Iglesia
Convento de
Santo Domingo, re-
quiere sede de la Universidad
de El Salvador a partir de 1844. Aquí nació
la Facultad de Ciencias y Farmacia en 1859,
entonces ubicada en el predio de la Catedral
metropolitana.

Despite all the difficulties that the university faced in its beginnings, it continued to grow academically which led to the creation of new schools such as the “*Facultad de Ciencias y Letras*” which was created in 1870 with the purpose of offering majors aimed at the humanistic side.

School of Sciences and Humanities

The “*Facultad de Ciencias y Humanidades*” was created under the name of “*Facultad de Ciencias y Letras*” in the decade of 1870. However, its creation was not completely successful because as soon as their founders passed away and some of them abandoned the facilities of the university, this caused that the school to disappear by the year of 1879.

After 69 years without a “*Facultad de Ciencias y Humanidades*” it was decided to try again to continue with the project to have a school, but this time was different because they changed the name of the school from “*Ciencias y Letras*” to “*Facultad de Humanidades*” proposed by the head master Doctor Carlos Llerena and Consejo Superior Universitario being its first dean Doctor Julio Enrique Ávila. The “*Facultad de Humanidades*” by that time

was organized by the schools and departments “*Filosofía y Letras*”, “*Ciencias de la Educación*” and “*Matemáticas y Ciencias Exactas*” this structure was kept until 1955. It was in this year when the Doctor Napoleon Rodriguez Ruiz as a Dean made a restructuration of the school that led to the creation of the schools of “*Psicología*”, “*Historia*” y “*Ciencias Sociales, “Periodismo” e “Idiomas*”. This caused the schools of “*Filosofía*” and “*Letras*” to split and the school of “*Matemáticas y Ciencias Exactas*” disappeared.

Eight years went by to have another restructuration led by Dr. Alejandro Dagoberto Marroquín, which led to the fusion of some schools that ended in the next way:

a) “*Escuela de Filosofía, Letras, Periodismo e Idiomas*”, made up of the departments of Philosophy, Letters, Languages and Journalism.

b) “*Escuela de Psicología y Ciencias de la Educación*”.

c) “*Escuela de Ciencias Sociales y Políticas, con los departamentos de Sociología, Arqueología e Historia y el de Ciencias Políticas*”.

But it was until the year of 1969 by agreement of the Consejo Superior Universitario that they decided to rename it from “*Facultad de Humanidades*” to “*Facultad de Ciencias y Humanidades*”, by this year the school suffered a third restructuration under the new administration which led to the creation of “*Institutos de Humanidades y Ciencias Sociales*” y el de “*Ciencias Naturales y Matemáticas*”. The first one was constituted by “*Filosofía, Psicología, Periodismo, Ciencias Sociales, Letras, Ciencias de la Educación e Idiomas Extranjeros*” and the second one by “*Departamentos de Física, Matemáticas Biología y Química*”.

Foreign Language Department

It was in 1948 when the language academy was founded with the main purpose to teach foreign languages such as English and French, but in a complementary way for other schools as an optional subject. This remained until the year of 1955 when the first restructuration of the “*Facultad de Humanidades*” was made which led to the creation of school of languages, but it was until one year later that the Foreign

Language Department was founded. The same year the Foreign Language Department offered its first Technical Major which was “*Técnico en Traductor-Interprete*” which lasted 4 years consisting of 16 subjects (see table 1.1). This Technical major was served for 12 years in the Foreign Language Department. The reason why this was no longer taught was that there were not many professionals in this field to teach the subjects, and there were not so many students and, finally, it was expensive because of all these things. The Technical major did not last more than 12 years, and only 28 students graduated from it (Salazar & Rodríguez, 1998).

In 1968 when the technical major disappeared, there was a period of 2 years in which the Foreign Language Department almost disappeared because it only worked giving support to other schools of the university. It was not until 1970 when B.A. Sara Méndez and B.A. Orlando de Jesús Castro were assigned the task to create new majors in the Department because worldwide the necessity for teaching new languages was emerging, this was not an easy task and at that time they were professionally prepared to do that since they graduated from an American University.

It was in 1972 that some projects were presented about the creation of the major “Bachelor in English”, but unfortunately the same year there was a military intervention and this caused a delay in the approval of the curriculum. It was not until one year later that the *Consejo Superior Universitario*, on August 13th, 1973² approved the “*Licenciatura en Idioma Inglés*” and the “*Profesorado en Idioma Inglés*”. At the moment this took place, it was a hard time for the Department since there was not a specific place for teaching

| Curriculum 1956 | | Technical Major Translator - Interpreter | |
|-----------------|---|---|-----|
| I | *Fonética y Entonación *Gramática Comparada de los Idiomas *Lectura y Resumen Oral *Composición y Traducción Escrita | *Instituciones e Historia de los Países donde se habla el idioma *Redacción de Artículos Periodísticos *Traducción Especializada (en ambos idiomas) *Métodos de Interpretación | III |
| | *Redacción de Informes y Cartas Comerciales *Gramática Superior del Idioma Extranjero *Traducción (en ambos idiomas) *Modismos del Vernáculo y del idioma extranjero | *Estadística *Redacción Técnico-Científica *Traducción Literaria *Interpretación Libre y Especializada | |

Table 1.1 Curriculum Technical Major Translator-Interpreter
Source: CSU, June 5, 1956

² Consejo Superior Universitario. (1973, August) Aprobación de Carreras de las distintas Facultades. (Acta No. 7) University of El Salvador.

classes. In this period the Foreign Language Department was located in cabins, which were not an appropriate place neither to teach classes nor even to teach a foreign language. Then it was for this reason that the Foreign Language Department was moved to the first floor of the current building of "*Letras y Periodismo*". After that, it was moved to the "*Centro de Idiomas*".

The Foreign Language Department went through its most critical moments in the beginnings of 1980 due to the new closing of the university by the government, which led to a period of 4 years of exile. Because of this the Department was located in different places such as: Colegio Stanford, Edificio Saca, Edificio Nieto, Colegio Sagrado Corazón de Jesús, Instituto El Salvador and Colegio Celestino Castro. By the year 1984, the Foreign Language Department's offices were located in the building of "Psicología y Educación". By that time Licenciado Alvaro Suncín took office as Head of the Department.

Moreover, by the end of the 80's decade "*La Asamblea General Universitaria*" established as a requirement to get the degree that it was

necessary to do a social service that consisted of 700 hours for students of "Licenciaturas" and 500 hours for students of "Profesorados" additionally, students from "Licenciaturas" have to do a graduation work (thesis). As a result every Department from "La Facultad de Ciencias y Humanidades" decided to create "Las Sub-Unidades de Proyección Social" just to guarantee that the students fulfill this new requirement.

Another important aspect about the Department is when M.A. Norma Blandón de Castro was the Head of the Department, she supported not only the teachers to have a specialization abroad but also students to finish their studies in universities from United States of America. These students after finishing their studies they came back to El Salvador and began to work as teachers in the Department.

After the resignation of M.A. Norma de Castro due to the political situation in the country, a new election was held in order to elect the new Head of the Department that in this case was M.A. Rolando Labrador. During the administration of M.A. Labrador different academic programs began, being one them the creation of "Sub-Unidad de Proyección

Social that was led by M.A. Pedro Antonio Salazar. The purpose of this unit was to work in different areas, public and private fields, which were implemented the “Cursos Linguísticos - Metodológicos” Initially these courses were created for middle school teachers (Salazar, interview, 2013); a few months later, these courses were the basis for the creation of Free English Courses that later on turned into an Academy named CENIUES.

Later in the first semester of 1993, a new curriculum was implemented for “Licenciatura en Idioma Inglés”; but it was until October 2nd, 1996 that “Consejo Superior Universitario” (Act No. 49-95-99, October 2, 1996) approved the curriculum. By this time M.A. Rolando Labrador retired from the Department and this entailed M.A. Ana Maria Glower to be elected as the new director of the Foreign Language Department. In the administration of M.A. Glower de Alvarado, the teachers from the Foreign Language Department continued with their specialization inside and outside the country which led to the necessity to create a master degree program. This kind of proposal had been included in the work

plan of M.A. De Alvarado in the beginnings of 1997.

After considering many possibilities as to what kind of program could be created for a master specialization, the M.A. in Translation was created in 1998, being the designers of this M.A. program B.A. Victorino Barahona and Claudia Georgina Muñoz since they had studies as translators, for that reason they were assigned this task. In the same year, the “Ministerio de Educación” (MINED) began the new “*Profesorado en Inglés para Tercer Ciclo de Educación Básica y Educación Media Plan MINED*”

With the new curriculum proposed by the Ministry of Education, the Foreign Language Department began the query in order to have a modification of the *Licenciatura en Idioma Inglés Opción Enseñanza’s* curriculum which was completed and put into action in the second semester from the year 1999 (CSU, Act No. 164-95-99 (uv17-b) October 23, 1999). After three years, a new major was created and named *Licenciatura en Lenguas Modernas: Especialidad Francés e Inglés*, totaling three majors that are under the administration of the Foreign Language Department.

Later in 2007, a new Master's degree major was created "*Maestría en Didáctica del Idioma Inglés*" being the designer of this the M.A. Rodolfo Alexander Sibrian during the administration of MtI. Edgar Nicolás Ayala, not only a master degree's program but also a "*Diplomado en Traducción*

Inglés/Español Español/Inglés" being this one in charge of M.A. José Ricardo Gamero, and the "*Diplomado en Metodología para la Enseñanza del Idioma Inglés*" and for this one B.A. Mauricio Contreras, M.A. Ludwig Cornejo, and M.A. César Guzmán

At present, a new proposal is on the table that was sent in 2012 to the Board of Directors of the School of Arts and Sciences that will lead to the change and restructuring of the Foreign Language Department to start a new beginning as a Language School.

More important to mention is the fact that along with this new proposal to transform the Foreign Language Department into the Language School, there is also a revision of the curriculum of the B.A. in English Teaching that began in 2012 as well.



Source: Picture taken from internet.

Chapter II

CURRICULUM 1977

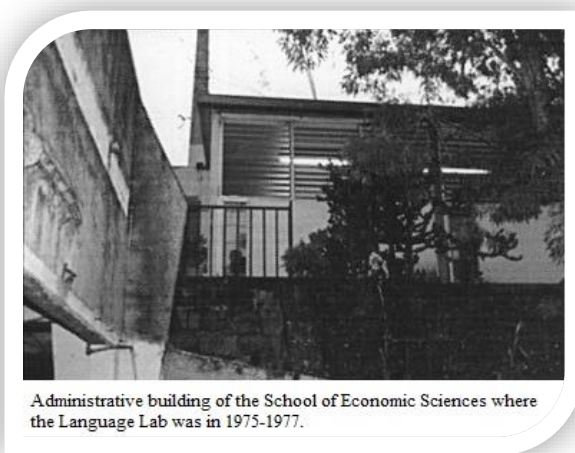
The curriculum that was implemented in 1973 and approved in 1977 will be presented in this chapter, but before doing the analysis of this curriculum it is necessary to define what the word curriculum means: “A list of all the courses of study offered by a school or college”³

It was 1968 when the Foreign Language Department almost disappeared just after the Technical Major in Translator-Interpreter was offered for the last time because of all the conflicts that the university lived in that period of time previously mentioned in chapter 1. By the year 1970 the B.A. Sara Méndez (see figure 1.4) became part of the Foreign Language Department just in the right

moment that the Department was preparing to offer a new major, according to the social needs of that time. In that case it was the learning of new languages, due to all that it was given the task of creating the new major and its curriculum to the B.A.s Sara Méndez and Orlando Castro in 1972 because they had previous knowledge about it since they had recently finished their studies in foreign universities in USA.

This was not an easy task since there was not a previous curriculum of the major, so it was necessary to start it from scratches, it is important to mention at this

point there was a document of a curriculum approved in February of 1972 by the “*CONSEJO TECNICO*” of “*INSTITUTO DE HUMANIDADES Y CIENCIAS SOCIALES*” that appears to indicate that someone or a group of people was working in the curriculum, but despite that the B.A.s Sara Méndez and Orlando Castro did not have knowledge about that



Administrative building of the School of Economic Sciences where the Language Lab was in 1975-1977.

Source: Departamento de Idiomas Extranjeros su historia 1956-1998. Salazar & Rodríguez

³ <http://www.thefreedictionary.com/curriculum>

document (see appendix A). As it was mentioned before the creation of the curriculum of the B.A in English was not an easy task, the curriculum took a year to be completed since this was the deadline for the curriculum to be presented.



Figure 1.4 B.A. Sara Méndez
Source: Picture taken on April, 2013

However, it was until 1973 that the B.A in English was approved along with all the majors of the different schools of the university (CAPUES, Act No. 16 VII-G June 27,1977) due to in 1972 the university was closed by the government because of the political situation that the country was going through at that time.

After the closing previously mentioned and the approval of the majors

Table 1.2

| Year | 1973/74 | 1974/75 | 1975/76 | 1976/77 | 1977/78 | 1978/79 |
|--------------|---------|---------|---------|---------|---------|---------|
| Total | 241 | 468 | 630 | N/A | 631 | 662 |

Source: Ministry of Education. "Educacion universitaria en cifras" San Salvador, El Salvador, October 1981

along with its curricula, it came the time to implement them. It was in 1973 when the major B.A in English received its first students, being 241 students registered in the major (see table 1.2), (Blandón et al, thesis, p. 219) who had met with the necessary requirements to attend the major, which were to be awarded with a high school diploma and all other lay down by the statutes of the University; despite of all requirements for the entry profile, it was proposed to do a proficiency test (Méndez, interview 2013), but it was never implemented. Despite the fact that the major had been created to be completed in five years, that consisted in 10 semesters, the average student finished his studies in 10 years because of different situations, being the Civil War in El Salvador one of them (Blandón et al, thesis, p. 6). The first promotion of the B.A. in English was in 1977, being three students that got their diploma after completing all the necessary requirements. (see table 1.3) (Blandón et al, thesis, p. 223)

By that time, it was a hard beginning for the Department since it was the first time a B.A. in English was offered; moreover, the Department consisted only in a crew of 12 to 15 teachers (Méndez, interview 2013). Another important aspect to be mentioned is that the B.A. in English started being taught in classes of 5 hours, something that was changing through time because of different reasons this was reduced to 4 hours, then 3 until the schedule known today which is 2 hours per class (Méndez,

interview 2013), all of this was for the intensive courses, for that reason, and other aspects, there were classes in morning, afternoon and at night. Most of the students had to attend classes the whole day due to the political situation previously mentioned. Before the student has completed his or her studies and after gave them the status of undergraduate students, they had to meet another requirement which consisted in writing a thesis work, something that has not changed until these days.

Table 1.3

| Year | Names |
|------|---------------------------------|
| 1977 | Cáceres Chávez, Mario Stanley |
| 1977 | Marengo Escobar, Gustavo Adolfo |
| 1977 | Zavaleta Guzmán, Emilio Edgardo |

Source: Information provided by the Central Academic Administration of the University of El Salvador

As it was said before, in this chapter the Foreign Language Department had never had a B.A. in English language. For that reason it was a big challenge for the B.A. Sara Méndez and Orlando Castro in choosing the correct subjects for the major in order to give the correct ending

profile to the student that completes the B.A. in English.

The curriculum of the B.A. in English was focused in a communicative and linguistic way that attempted to prepare the students in the complete domain of the English language (Méndez, interview 2013), in this sense the students

had to take many English subjects that were centered in that from basic level to the advanced level. The students received classes of 5 hours as it was previously mentioned in this chapter ending in classes of 3 hours. An important point to mention is that one of the advantages that students had in that time, was that the Foreign

Language

Department had a staff of foreign teachers that helped with the learning process of the students because they had a real contact with the language in a

way, and even by that time the Head of the Department was a foreign person.

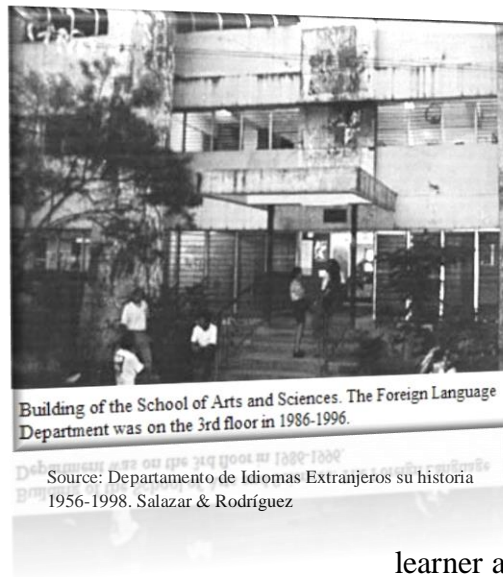
Being the curriculum focused on the communicative and linguistic aspects, another point that can reinforce this theory are the following subjects: English Phonetics, Introduction to Linguistics, Contrastive Analysis of English and Spanish I and II. All these subjects helped the students to achieve the goal of the curriculum which was to prepare them to

speak the language in a correct way by providing them with the necessary tools, being the main goals of all these subjects: that the student achieved a good understanding and knowledge of basic concepts and principles through the scientific study of the human language at the same time recognize, produce and

transcribe the English language sounds; by doing this, students at the end of these courses were aware of the facts that one of the major problems in the learning of the second language is the interference caused by the structural differences between the native language of the

learner and the second language (Blandón et al, thesis, 1983).

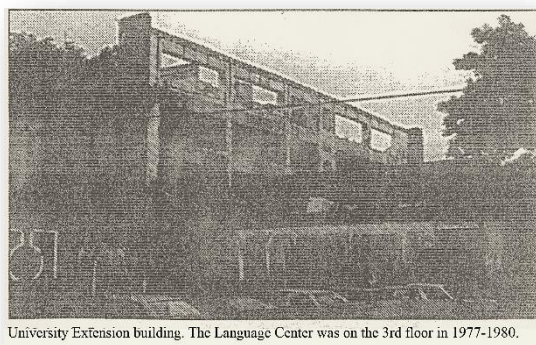
Subjects such as Grammar I and II, English Composition I and II were also taught in this curriculum, with these subjects it was pretended that the students were capable not only to speak the language but also be acquainted with the mechanisms, the grammatical forms in the techniques used in writing short compositions in English. All this was carried out by asking the students to write



essays in an accurate and free of minor mechanical and grammatical faults. Reinforcing the communicative aspect the curriculum had subjects in which the students could be in touch with general culture of the target language by taking subjects like Readings and Conversation I and II, American Literature I and II, and finally British Literature I and II; all these subjects sought to prepare the students to read effectively and efficiently in English by analyzing and discussing authors and their works also the students broadened their general culture through reading (Blandón et al, thesis, 1983).

As it can be seen this curriculum tried to prepare the students in the communicative area mainly, although there is an important point to be mentioned as well and it is the fact that according to the curriculum of 1977 and the people that were in charge of the preparation of the curriculum in this case the B.A. Sara Méndez and B.A. Orlando Castro, the major tried to prepare students in different

areas and one of them is in the teaching field, in the study plan of 1977, it can be seen that students had subjects that attempted to prepare them in this area as well , it has one Teaching Practice and Methods and Materials for Teaching English as Foreign Language, General Didactics and General Pedagogy,



University Extension building. The Language Center was on the 3rd floor in 1977-1980.

Source: Departamento de Idiomas Extranjeros su historia 1956-1998. Salazar & Rodríguez

with these subjects was pretended to give a short view for the students how the teaching field works, that is the reason why, it is only one Teaching Practice in contrast with the actual curriculum of the major, it is good to mention at this point that most of the students when they finished their major most of them were led to work as teachers. Although, this was an inconvenient at the beginning since the first option they had to work as a teacher was in the same University of El Salvador, and it was not until new universities emerged in our country that most of them had the chance to get a job as a teacher (Blandón et al, thesis, p.13).

There were many other subjects as well that tried to help to reach goal in the curriculum as the subject Special Research Project, which pretended to prepare the students with the basis of investigation in order for the students to be ready at the time they had to write their thesis work. Although having this subject related to the research, that subject did not cover all the necessary tools for a complete investigation and it is here where the student had to do a bigger effort for completing his or her thesis work successfully in order to get their diploma. Teachers of the Foreign Language Department at that time were foreign teachers mainly, as it was said before, in this sense the evaluation and teaching of each of these subjects depended exclusively of each teacher in which skill they wanted to focus (Méndez, interview 2013).

Despite the fact that all these subjects in this curriculum tried to prepare the students in the management of the

English language, there was an empty space in the major specially because the study plan did not offer any field of specialization. Previously in this chapter it was stated that the study plan was thought in a way that allows to prepare the students

in many areas, so that at the end they can work in field such as banks, commerce, teaching etc., but despite all these most of the students at the end of the major looked for a job as teachers, but the major itself did not count with a specialization for this area (Blandón et al, thesis, p.192). This is an

important aspect to be mentioned since nowadays the major that is being offered in the Department has a specialization in the teaching area, but at that time it did not and, as it was mentioned previously in this chapter, most of the students got jobs in the teaching field.

At this point the major suffered of some deficiencies as the one mentioned before, and it is important to mention as well that every teacher designed his own syllabus (Blandón et al, thesis, p. 193).



Some graduates from the Curriculum 1977 that then became part of the staff of the FLD

Source: Picture taken from the autobiography of M.A. Jorge Llanes

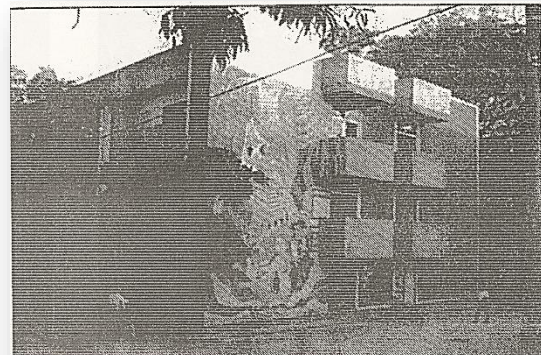
This was at some extent an inconvenient for the students because not all students received the same material and information. This led at the end that not all students might had the same academic level, being that the reason why few students got a job at the UES at the end of the major.

Although one of the goals of the major was that the graduate at the end of his studies could develop in the industry, commerce and the bank (Curriculum, 1977), it cannot be seen in the curriculum subjects related to these fields, this can lead to think that in some way the major did not achieve the goals for what it was created.

As it was seen in this chapter, this curriculum was very ambitious since its creation in some ways it can be said that the curriculum accomplished some of its goals like in the learning of a new language in this case English. Through time, the number of students of the major increased, at this point it was necessary also to hire new teachers for the Department. Mentioned earlier in this chapter the major showed deficiencies that were seen and lived by the students and teachers as well. All of these events were

in the eighties and a new query began in order to improve the curriculum could be improved for the new generations of students.

For all these reasons, it was decided to implement a new curriculum which was in 1993 giving a new perspective for the major itself and for the students as well.



Psychology-Education's building. The Foreign Language Department was there in 1984-1986

Source: Departamento de Idiomas Extranjeros su historia 1956-1998. Salazar & Rodríguez

Chapter III

CURRICULUM 1996

In 1992 was a year that marked the history of El Salvador since it was the year in which the Peace Agreements were signed, not only for our country but also for the University of El Salvador was an important moment that marked its history as well. It was in this period, under the administration of Dr. Fabio Castillo, that an educational reform took place, it was in this time when some curricular changes took place in many majors, especially in the B.A. in English from the Foreign Language Department.

The Foreign Language Department had been offering the B.A. in English for about a 20-year period through which were many students who graduated from this major, and many of them became part of the Foreign Language Department's staff. As any other major, the B.A. in English embodied a sort of deficiencies which led to start a query in the eighties in order to overcome them. Many students who graduated from the curriculum of 1977 dealt with these deficiencies along all the study process, most of the students

graduated with a lower level in the domain of the English language, doubts in some humanistic subjects and methodological subjects. There were also subjects that could be implemented for another major, also students who graduated with a high domain of the grammatical structure, but in the oral area were really deficient. Due to all these deficiencies, among others, was that the Foreign Language Department's staff identified the necessity to implement changes in the curriculum of 1977 (Labrador, interview 2013).

It was amidst eighties that started to value in which way the curriculum of 1977 could be improved (Labrador, interview 2013), but it was not until the administration of M.A. Rolando Labrador (see figure 1.5) as the Head of the Department that these curricular changes came true, an important fact to be mentioned about him is that he has a M.A. in Linguistics and an extensive experience in the teaching field, helped him to be elected for that position. The task to improve the curriculum of the B.A. in English was carried out not only by M.A. Rolando Labrador but also there were many teachers involved in this task such as: Pedro Salazar, Guillermo Escobar, Israel Oliva, Ricardo Garay,

Grace Gómez, Norma de Castro, Jorge Homero Llanes, Sara Méndez, Ana María Glower, Jorge Lemus among others (Labrador, interview, 2013).



Figure 1.5 M.A. Rolando Labrador
Source: Picture taken on March, 2013

One might think that a task of this magnitude could have a lot of opposition because of new changes. Although the working methodology that was implemented caused the meetings to be held in a peaceful environment with almost no opposition due to everybody's opinion was taken into account that helped to be in agreement with the changes. However, in some situations it was necessary to take the leadership and make the important decisions (Labrador, interview 2013). This was an important aspect that determined the time that it took to implement the changes to the new curriculum. As previously mentioned, these changes started amidst eighties, but

it was not until the first semester of 1993 that the curriculum was offered to the students that were already in the major and the newcomers. There was enough time to prepare and get this curriculum ready due to the war period that was taking place in our country, being no less than 6 years in getting the study plan ready.

Mainly this curriculum was thought in a way that the student could choose among three specializations in the major, which were: Teaching, i.e., focusing on methodological formation on the teaching of a foreign language, in this case English; Translator, i.e., concentrating in translation techniques for English/Spanish – Spanish/English, and Linguistics, i.e., aiming at the linguistic research formation, all these specializations were designed to be followed from the seventh semester on (Catálogo Académico, UES, 1996). As the revision of this curriculum was going through, the decision to study just one specialization was made. In order to establish a communicative and integrative viewpoint in the teaching area classes, it was decided to have two professors for each class. This experiment implied an agreement between the two professors,

which was not easy (Labrador, interview 2013). All these innovations were carried out during a period of three years and in a permanent discussion with the curricular committee and the teacher's staff from the Department.

Staff from the FLD in the 90's



Source: Picture provided by the Foreign Language Department.

It was in 1996 when it was taken into account to change the name of the major to B.A. in English Teaching, but at the end was approved under the name of B.A. in English, and was ready to be approved (CSU, Act No. 49-95-99(IV.1) October 2, 1996) consisting of 35 subjects, passing from 148 credits to 172 credits, and three axes subdivided in six curricular areas being all these:

- ❖ Linguistic axis.
- ❖ Research axis.
- ❖ Methodological axis.

And the curricular areas:

- ❖ Area of development for linguistic skills.
- ❖ Linguistic area.
- ❖ Research area.
- ❖ General formation area.
- ❖ Methodological/theoretical area.
- ❖ Methodological/practical area.
(see appendix B)

➤ Linguistic axis:

1. Area of development for linguistics skills

In this area the students were led to use their linguistic skills in daily activities that could take them to the real communication among themselves. By means of the video playback, the student could have the opportunity to associate visual messages, and develop homework assignments. With all these elements, the personal participation and the group work as well would be stimulated. All these activities were meant to be achieved with an important element as the language lab.

2. Linguistic area

This area was focused on the study and analysis of the English language and Spanish aiming at its applicability to the teaching-learning of foreign languages.

➤ Research axis:

1. Research area

This area tried to develop in the students the capacity for the research of important topics in the linguistic field and in the teaching-learning field of a second language.

2. General formation area

This area was aimed at broadening the knowledge of the students over historical-economic situations of the Central American region. At the same time, this one helped to give a better analysis of the Salvadoran culture and the way of living.

➤ Methodological axis:

1. Methodological/theoretical area and Methodological/practical area.

These areas guided the students to establish the relationship between the theoretical-methodological components, and the practice of the process of teaching-learning of the foreign language and the independence of its basic components.



From the left to the right: Alexander Sibrian, James Macera, Ricardo Cabrera, Grace Gómez, Ricardo Garay

Source: Picture provided by the Foreign Language Department.

With the new study plan, there were some minimal and important changes as well as in some cases some subjects were suppressed and regarding others, just the names were changed. Some new subjects were added

as well and others were placed in a different semester in order to accomplish the aim of the curriculum. (see appendix C)

It is important to mention that at this point there were some subjects added to the curriculum that at some point were

not aligned with the major such as Mathematics and Statistics, mainly with the intention to reinforce these areas since these subjects were not in the previous curriculum.

Students were in some way deficient in the research area specially at the time they had to do their thesis work because they did not have the necessary knowledge to prepare their research profile, they did not count with the knowledge of the existing of qualitative and quantitative research types and because of that they had to look for external tutoring of other students in the different departments of the school, all these tutoring created in some way an extra expenses for the students of the major.

Something important to mention as well is with the subjects of Mathematics and Statistics was pretended to reduce the high demand that the major had at that time, something that in some way worked in that moment, but it is worth to be mentioned here that these subjects Mathematics and Statistics were taught at a basic level since the main purpose of the major was not this area. (Labrador interview 2013)

As it can be observed, in the curriculum of 1977 there were not any Didactics since the curriculum was mainly thought with a communicative view something that is different in the curriculum of this chapter which is 1993, since this curriculum tried to prepare students in the teaching field that is the reason why there were implemented four Didactics to achieve this purpose in order to help them, get them ready to teach the language, in this case English.

Since the teaching-learning process it is not an easy task, in this case the four Didactics attempted to prepare students in this area by giving them the necessary tools to achieve it, for the reason that most of the students that graduated from the curriculum of 1977 worked as teachers, it was necessary to prepare the new generations in this area. Therefore, these Didactics were thought in a way to prepare the students to teach the language not only in Secondary School and High School level but at a University level as well.

All this was pretended to be achieved in the first three Didactics, and the last Didactics could reinforce everything previously seen in the others

Didactics. (Labrador & Glower interview 2013)

Despite the fact that it took a long time for the curriculum to be ready and being in constant revision by the teachers that were in charge of it, it can be seen that in some subjects its requirements, in order to take it, were in some way subjects that might think were not according in content to their following subject.



Source: Picture taken on March, 2013

Some examples of subjects with this type of situation is the case of Seminar I with its previous requirements; English for Specific Purposes, Linguistics III and Educational Administration, it can be said in this example that instead of taking all these subjects before taking Seminar I, the student could take Research Techniques since this subject goes more aligned to the subject of Seminar. Although if these subjects are seen in a different view they

are useful if the student decides to do a research in the linguistic area because these subjects give the linguistic basis to the students, this was important in some cases since when students were in their thesis work most of the advisors had to help them to write the work due to the lack of linguistic knowledge by the students. (Labrador interview 2013)

There were many subjects that were proposed for this curriculum. One of these was a subject related to Computer Science since it was and still is important for the professional and academic life, an Advanced Composition as well since only two compositions were not enough for a foreign language. Subjects related to the mother tongue in order to reinforce the native language were necessary as well, but unfortunately these kinds of subject were suppressed or not taken into account in this new curriculum. (Llanes, interview, 2013)



M.A. Pedro Salazar
Source: Picture taken on March, 2013

On the other hand, there were some teachers that did not only want to add subjects to the curriculum because that meant.... to patch! Instead of adding subjects, it could have a philosophical point of view. "I fought for the establishment of a philosophical foundation". (Salazar, interview, 2013)

By the end of the major, students not only had to complete a thesis work but also they had many other requirements that had to fulfill, such as the social service which consisted of teaching classes, research and translation. "Initially the social service that had to meet the Bachelor's degree was 700 hours, this was started in 1989 and the Professorship 500 hours. Trough the time this was modified and it was not 700 hours anymore, the 700 hours lowered to 500 hours for the Bachelor's degree and 300 for the Professorship". (Salazar, interview, 2013).

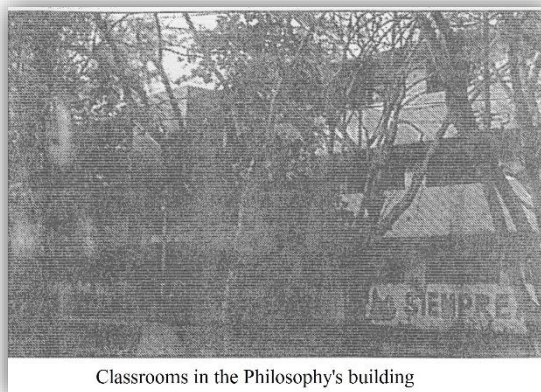
It was on July 1st, 1988 when the "Asamblea General Universitaria"

approved the Regulation of the Social Service and Social Projection where it was stated all the requirements in order to do the social service, it was established a minimum of 500 hours as well. If the student decided to do their social service by teaching classes, they could do it in the Foreign Language Department or other Departments from the school, free courses

of English and projects from the Ministry of Education.

On the other hand, if the student decided to do it in research, the student

was oriented to do a research in the teaching area in which the student will detect problems inside the classroom or in the area where he/she does the social service handing in at the end a final report of his/her investigation. Finally, students that decided to do it in translation, they had to translate documents provided by the university or by private institutions, but in order to do that students had to have a grade point average of 7.5 or above and have finished the 9 semester of the major.



Classrooms in the Philosophy's building

Source: Departamento de Idiomas Extranjeros su historia 1956-1998. Salazar & Rodríguez

It is noteworthy to say there was a period in which the students had troubles at the time they wanted to graduate. Despite the fact that most of them had already accomplished all the requirements they could not graduate. One of these issues was that, because of the curricular changes in the study plans, some students had problems, and there was the necessity to create absorption plans for these students in order to get their diploma. Besides the administrative issues, the number of undergraduate students was increasing since most of them did not finish their thesis work on time, which led to make the decision that the students could graduate only with the final report of their social service. This happened from the beginnings of the 90's and had duration of 4 years approximately. It is important to mention that this was something that has never happened in the history of the Foreign Language Department again.

With the new curriculum already implemented, there were new needs as well, and one of these was the necessity to have a language lab in order to get the student in touch with the target language, since the beginnings of the eighties there

was not a language lab due to all the closings in the university because of the political situation. It was until the administration of M.A. Rolando Labrador in 1993 that the acquisition of equipment for the new language lab began, the task of the design was given to M.A. Ricardo Gamero and M.A. Pedro Salazar by M.A. Labrador, the design they presented was taken as an ambitious project for that time, almost four years went by until the Department knew what happened with that project. It was not until 1997 that the SONY Company answered in a positive way being in 1998 that the new language lab arrived to the university; it was until the second semester of 1998 the language lab was put in service for all the students.

(see figure 1.6)



Figure 1.6 Language Lab and the Staff of the FLD
Source: Picture provided by the Foreign Language Department.

It was a hard way to achieve the approval of this curriculum something that unfortunately M.A. Rolando Labrador could not see since he retired from the university on December of 1995, and the curriculum was approved finally on October 1996 by the “CSU”. With the absent of M.A. Labrador there was the necessity to elect a new Head of the Department, in this case was M.A. Ana Maria Glower who took office of the Foreign Language Department.

This curriculum offered new tools for the improvement of the teaching learning process especially in the methodological area since four English Didactics were added to this curriculum allowing the student to graduate better prepared in the teaching area. It is noteworthy to mention that in order to accomplish this task, two Teaching Practice were added to the curriculum, giving the chance to the students to experience how to teach a class, how to prepare classes, how to evaluate the students, among others.

There were other subjects as well that helped to achieve this preparation for the students, for instance General Pedagogy which taught the students how

to deal with others and Educational Administration which taught how to run an educational institution, and the linguistic aspect was reinforced as well. This was made through the adding of an extra English course, which was Advanced English II, Reading and Writing in English, three Linguistics courses as well, all this reinforcement allowed the student to have a better understanding and analysis of the linguistics patterns of the English language.

The research area was a weak point in the curriculum of 1977 that was improved in this curriculum (1996), in order to do that three new subjects were added to enhance the research aspect by preparing the students in a better way at the time they were doing their thesis work, these subjects were; Seminar I and II and Research Techniques.

Continuing with the objective of M.A. Norma Blandón de Castro, when she was the Head of the Department, about the support given by her to the teachers to have a specialization, during the implementation of this curriculum, it continued with that objective and more teachers got an M.A. degree which at the end not only gave benefits to them but also

to the students since this allowed the professors to teach a class with the new knowledge acquired.

Despite all these improvements this curriculum did not last so much, graduating only two promotions. With the new administration of the Department and having a new Director, a new revision of the curriculum began, which led to the implementation of a new curriculum in 1999 due to all the existing requirements at that time.

Chapter IV

CURRICULUM 1999

Almost ending a century and a fear began to be felt because a new millennial age was about to begin, but not everything was about the unknown or uncertain yet, at the end of the tunnel a light of hope was seen with the approval of the new curriculum in 1999.

By October 1999, the new curriculum was approved by the CSU, but this was not as easy as it sounds, there was a process in order to achieve that, and there were many teachers involved as well. For this curriculum a curricular committee was in charge of it and it was integrated by M.A Guillermo Escobar (R.I.P), Israel Oliva, among others and led by Ana María Glower (see figure 1.7), as a curious fact about her is that after getting her diploma from the B.A. in English, she studied a master degree program in Didactics and Teacher Training from the University of Barcelona, Spain. The B.A. in English had been already passed through its first modification in 1993 and after two promotions of undergraduate students the curricular committee saw the need to do



M.A. Guillermo Escobar

Source: Picture provided by the FLD



M.A. Israel Oliva

Source: Picture taken on April, 2013

another change. This case was different, it when through in three stages, the first one carried out a survey among the teachers of the Department, the second one a survey among the students of the Department and the third one, it was to pick the attitudes of the teachers up regarding to their professionalization in order to start the curricular changes proposed.

This work's methodology allowed to work in a better way since the opinions of not only the teachers but more important the students were taken into account as well, it is noteworthy to mention that also the administrative staff was involved also, in this case the opinion of the undergraduate students from the curriculum of 1993, who were the ones that experienced in some way the deficiencies of that study plan. This led to a pleasant agreement in some way allowing this study plan to be ready in a period of a year, between 1998 and 1999,

and it was approved in October of that year by the CSU (Act. #164-95-99 (V-17-b), October 23, 1999).



Figure 1.7 M.A. Ana María Glower

Source: Picture taken on April, 2013

The entry profile of the major have never been different since the major started in 1973, however, there always have been some requirements in order for the student to enroll to the major, but these requirements have never been implemented, as an example is that there always has been the intention to apply a diagnostic test for all the students that attempt to study the major, this is something important since the number of students has been increasing in the Foreign Language Department and a diagnostic test would be necessary, since nowadays most of the students have a previous knowledge about the language at the time they arrive to the major (Glower, interview

2013). Nevertheless, there is a test that the students can take in the Foreign Language Department, this test is only to measure the level of English that the students were allowed to skip some English courses. Since the English student must have some different qualities from the ones of other majors, such as the ability to communicate fluently in their native language and the pleasure to learn a foreign language.

One important change that deserves to be mentioned is that since the major started was under the name of B.A. in English, however, was until in this study plan that the major passed to B.A. in English Teaching. Although, two options were considered in the beginning which were the teaching option and the translator option, at the end the major was called as it is know it today. One of the motives for not taking into account the translator option was that there were not enough professionals in the translation field. Anyone could think that because the name of the major is teaching option at the end the student will graduate with the “ESCALAFON DOCENTE”, however, this is not true due to the major is not managed by the Ministry of Education; the student can take a test in order to get the

“ESCALAFON” because the major has the enough credits to do that test.

The study plan of 1993 had some inconsistencies in some subjects since some of them were not aligned with the purposes of the major such as: Mathematics and Statistics, among others, this is something that was pretended to be improved in the curriculum of 1999 trying to give more congruence to all subjects in the study plan.

The previous study plan had some subjects that were not accomplishing the main goal of the major, which was to prepare students in the teaching area in a university level. Due to there were subjects that were not accomplishing their purpose in the study plan, many of them were suppressed and other were changed such as Mathematics, Educational Administration, General Psychology, General Pedagogy, among others, all of these subjects were suppressed for this new curriculum. Some new subjects were added as well as in the example of Visual

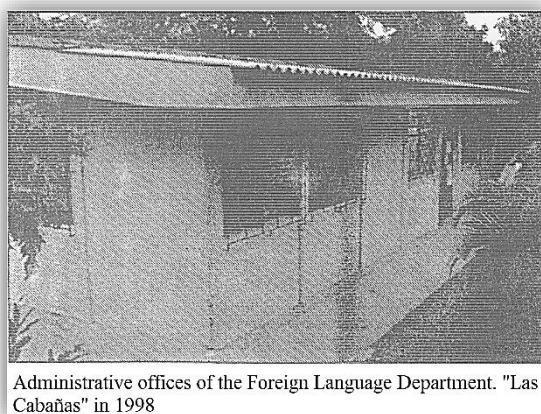
Expression that consists in teaching to the students a creative way to prepare didactic material, and at the same time to prepare the student for circumstances in which they could not have access to technology, however, it is noteworthy to mention that the main purpose of this subject is not accomplished completely, since in the classes the students only learn how to draw in a general way without receiving examples or exercises of real didactic

materials that could be applied to real classes.

All these changes were made in order to reinforce the pedagogical formation, in the Area of

Development for Linguistic skills and in Didactics of the English language as well.

After the curricular upgrade that was implemented in the whole university, which included some new changes, and subjects that attempted to fulfill the emptiness that was detected in the previous study plans of all the schools especially in the Foreign Language



Administrative offices of the Foreign Language Department. "Las Cabañas" in 1998

Source: Departamento de Idiomas Extranjeros su historia 1956-1998. Salazar & Rodríguez

Department, continue the necessity to do other changes as well.

Something that can be observed in the previous study plan and in the study plan of 1999 is that all of these curricula are focused in the same area, in this case the communicative area, but this time was kind of different because it was added a new perspective according to the new trends of that period which was the constructivism approach (Glower, interview 2013), since there has always been the need in the major that the student can communicate in a fluent manner.

One of the changes that can be observed is that the major passed from 35 to 36 subjects, but the same credits were kept (172). As stated, before some subjects were moved to a different semester, for example, Grammar I was moved from the semester IV to semester III, Grammar II from semester V to semester IV, Statistics from semester IV to semester VIII, Teaching Practice I from semester IX to semester VII and, finally, Teaching Practice II from semester X to semester VIII (see appendix D). Contents of some subjects that have been requirement for other subjects, did not accomplish their function since some of them were far away

from the semester where they were really needed.

There were subjects for this curriculum that were taught in a way in the major, in this case was in the elective area such as:

- Schools of Arts: Paint
- Psychology Department: General Psychology
- Education Department: School Administration and Supervision
- Foreign Language Department: German and Portuguese

All these subjects are not implemented anymore in the major since when they started to be taught there were not many students willing to attend these classes. Most of the students decided not to take them because they considered these subjects more difficult or expensive than the others (Glower, interview 2013).



Staff from the FLD at the end of the 90's

Source: Picture provided by the FLD

There were subjects that only the name was changed as well, in these cases the contents of these subjects remained almost the same such as: Linguistics I, II, and III passed to Introduction to Linguistics, English Phonology and Morphology, and Syntax; Oral and Written Expression in Spanish I and II passed to Spanish Grammar and Writing in Spanish; Research Techniques passed to Research Methods; English Reading and Writing passed to English Composition I; English Advanced Writing passed to English Composition II. Despite the fact that the subjects of General Psychology and General Pedagogy were suppressed in this curriculum, there was a subject that came to replace them which was Psychopedagogy that was the mix of Psychology and Pedagogy.

This curriculum was divided in six areas, the same as the curriculum of 1993 which are: Area of Development for Linguistic skills, Linguistic area, Research area, General Formation area, Methodological and Teaching Practice area and an Elective area. This last area was added to this curriculum since it was not presented in the previous curriculum, which included subjects that were

considered necessary for the students as a future professional in the teaching field. This led that the Department to be more flexible since this allowed to have more contact with the different Departments of the School.

This major was designed with the intention to prepare the student with the necessary tools for the teaching of the English language as well; however, it is important to mention that in the study plan of 1993 there were four English Didactics and for this curriculum (1999) they were reduced to only 3 Didactics, more important is that these English Didactics do not prepare the students for the different ages of the learner since it is really different to teach a foreign language to a group of children, teenagers or adults, and this is something that has not changed since the creation of the major, this has led that most of the students do not graduate with the necessary knowledge and tools for the teaching of the second language in these kind of groups.

There are subjects such as: English Grammars that play an important role in the acquisition of a foreign language, in this sense, this curriculum counts with three Grammars that attempt to prepare the

student in the grammatical area, although, these English Grammars are not in a row in the curriculum, having the Advanced Grammar until the eighth semester and English grammar II in the fourth semester, it can be observed that is a difference of almost two years which could lead to the student to lose the rhythm of what he/she has learned in this kind of area. The study plan counts with a subject in Pronunciation as well that try to teach a correct pronunciation to the students, nevertheless, only one subject for this area might not be enough to supply the need that students may have in order to improve their speaking skill.

Despite the fact that the curriculum focuses in the speaking area, it cannot be observed an specific area that focuses in helping the students to develop their listening skills, this is an empty space in the major even the English lab is not used as it should be so that classes are held there but not for using the equipment in the listening area, instead of that are used for

the lack of classrooms in the Foreign Language Department. There are still some subjects that are not complete focused with the objective of the major, in this case, it can be mentioned the subject of History of El Salvador and Central America, in the first place this subject is taught in Spanish, in second place it has not contents related to the major or the target language, despite the fact that this

subject helps to expand the knowledge of the students regarding the culture of this country does not accomplish the

goals of the major.

As it has been mentioned in this chapter there are some subjects that attempt to accomplish the goals of the study plan, but in most of the cases the methodology used is not appropriate to reach the main purpose such as in the subject of Reading and Conversation, in this subject the students must receive the necessary tools in order to improve their reading skills and then apply them to



Source: Picture taken from internet.

conversations in which the students bring topics of the reading into the talk, but unfortunately this is something that not always happens since every teacher has his/her own methodology and in most of the cases the classes became in vocabulary classes (Survey administrated to students from the FLD, May, 2013). The students have to read articles of any topic, after finishing the reading they have to complete some exercises of comprehension and the uses of the new vocabulary they could have found. This is the methodology that is mostly followed in all the classes of this subject leaving the students only with new vocabulary and what brings the question: Do the students really find a use for the new vocabulary into their conversations? Since not all the vocabulary can be used in a daily conversation because most of the vocabulary learned in these classes was through readings regarding to fields that in some way are hard to understand for the students.

An important point worth to be mentioned in this chapter is that the study plan does not have a preparation course for the TOEFL test in which the students can be prepared for this test. If the student

wants to work in an English Academy the first thing that they ask for is that the student has to take such test in order to work there. This is something that makes the search for a job harder for the students since he/she does not have the necessary preparation at the time they do this kind of test.

Despite the fact that this curriculum was prepared and approved in a short period of time, it can be observed that it has subjects that are according to the purpose of the major in which all the deficiencies of the previous curriculum were overcome allowing the students finishing with a high academic level in the methodological and linguistic area, which helps the students to achieve their goals and, moreover, to develop themselves as professionals in today's world.

Among the changes in the methodological and linguistic area were; for the methodological area there was an rearrangement of subjects and some new were added as well such as Psycopedagogy, General Didactics I, which gave to the students even more knowledge about the teaching learning process. Regarding to the rearrangement and suppressing of subjects can be

mentioned that a subject related to research was moved to the eight semester, something that helped students for their research project since this subject in the previous study plan was in first semester, some other subjects were suppressed giving the study plan a better congruency in its subjects which allowed at the same time to include more suitable subjects that helped to the main goal of the curriculum.

At the same time the linguistic aspect was reinforce even more which helped in a greatly way the students, this was achieved by adding subjects such as an extra English Grammar, English Pronunciation etc. But not only with the addition of new subjects this aspect was improved but also through the use of technology which included the new English laboratory that was equipped with VHS, TVs, tape recorders, etc. All these improvements helped the students to have a better contact with the target language, in this case English. It is noteworthy to mention as well that the specialization of the teachers of the Foreign Language Department continued and still continues.

Nevertheless, as any other curriculum, this needed to be updated in order to prepare the students in a better

professional way in the different language skills.

A new update for this curriculum is being prepared by a specialized team in the Foreign Language Department something that started back in 2004 under the administration of M.A. Edgar Nicolás Ayala, but that was retaken by M.A. José Ricardo Gamero, who is the current Head of the Foreign Language Department.

Chapter V

ONGOING CURRICULAR UPDATE

The curriculum of 1999 has been implemented for more than 10 years, along all these years there has been many graduated students of this study plan, and it is still the current curriculum for the B.A. in English Teaching, but as any other curriculum of any other major, it has to be updated in order to be adapted to the needs of the new century.

It was in 2004 that the task to improve the curriculum of 1999 started, having a proposal that consisted in 35 subjects and 168 credits, and one curious point that deserved to be mentioned is that there was an intention to change the name of the major from B.A. in English Teaching to B.A in Education Science: English Option, but if the name was changed that would have meant that the major would not be longer part of the Foreign Language Department and the major would have formed part of the Education Science's Department of the University.

It was in 2005 that the presentation of this plan was carried out by M.A. Edgar Nicolás Ayala, Head of the Department in

that period (See figure 1.8). The proposal of the reorganization and update of the B.A. in English Teaching had the intention to give an answer to the needs that the students had at that time, since by doing those changes it was sought to make easier to the students to get the ESCALAFON, allowing the students to teach at a Basic and High School level, this was going to be possible by adding 32 credits in the pedagogical area of the major. There were added more subjects in the didactic-pedagogical area and humanistic elective subjects as well. Subjects such as “Multimedios” were added to the major as well as another elective subject and an intensive English course, by doing this the curriculum would have passed from 172 to 188 credits and from 36 subjects to 39 subjects.

A better congruency in the Area of Development for Linguistics Skills was to be applied in the major that would have allowed the students to reach a high advanced level of English as well, as a relation between the Teaching Practices and the research subjects, which had allowed the students to have a better understanding of different issues they could have faced in the classroom.

The purpose of this proposal was to add new requirements in the entry profile and the exit profile as well; for the entry profile there was a requirement that asked to the candidates that wanted to enroll in the major to have a basic level of English and for the exit profile there was added a new requirement that asked to the students to have a score of 520 in the TOEFL exam in order to gain the undergraduate status.

Three years went by until another proposal for the improvement of the curriculum of 1999 was presented again by the M.A. Ana María Glower in order to help the other proposals and have an agreement. This new proposal consisted of 39 subjects which means that 3 more subjects were added, but the same credits were kept (172) with that proposal there was the intention to reinforce the linguistic area and methodological area as well. An important aspect of this proposal was that in order to enter to the major the candidate had to have a previous knowledge about the language, since the student would start from the intermediate level and not from the basic level.



Figure 1.8 M.A. Nicolás Ayala
Source: Picture provided by the Foreign Language Department.

In the different proposals there were some minimal but important changes in both, the entry profile and the exit profile. For the entry profile there was the proposal to implement a proficiency test besides the one that the University has because, as was said before, the student must have a previous knowledge about the language. Not only was this test the requirement to enter the major but also there was a psychological test in order to measure the general intelligence of the candidate.

There was an extra requirement for the undergraduate student which consisted of obtaining a score of 520 points in the TOEFL test. This was a proposal made in 2005, 2008 and 2010. It is noteworthy to mention that at this time -in 2013- with the new proposal there is the same requirement which is to take the TOEFL test, but with the difference that this time the score needed to graduate would be 550, and always keeping the same requirements in order to graduate (Gamero, Interview, 2013).

There was another proposal in 2010 that was sent to the Board of Directors from the School in which there were some changes, not only in subjects or credits but also in the entry profile and exit profile. In this case for the entry profile there was the intention to implement a proficiency test, something that has not changed, since the major was created and it is still in the current proposal.

In the case of the exit profile there were the same requirements. As mentioned before, for the current proposal the score required for the TOEFL test is higher. This is with the intention to improve the quality of the language, since there have been some diagnostic tests to measure the current level of the students of the major in the advanced level and in the undergraduate students.

It is really curious that there is not much difference between them in terms of score; students in the advanced level have obtained a score of 485 and the undergraduate students 490. The difference is minimal which could mean that the upper area is not accomplishing its purpose, being this the reason why in the current proposal the score of the TOEFL test is being taken into account as an

important requirement. (Gamero, Interview, 2013).

Besides the changes in the entry profile and the exit profile in the proposal of 2010, there was the intention to add three more subjects to the study plan which would have meant an increase in the credits and leaving the study plan with 188 credits.

As any other curriculum, there are always deficiencies that need to be overcome since there are always subjects that are not accomplishing their purpose. In the case of the current curriculum there are subjects that have not had a previous requirement or in some cases subjects that have the incorrect requirement, and in some cases there are things that the students need to learn and the curriculum does not allow it, being this one of the main reasons why a curricular committee is working on these changes in order to try to overcome those deficiencies.

The members of this committee are the professors Juan Carlos Cruz, César Augusto Gúzman, Edgar Nicolás Ayala, Kary Nohemy Rodríguez, Israel Oliva, Gilma de Laínez and Ricardo Gamero, among others, and also there are two students who represent the students'

opinion. (See figure 1.9) Since the proposal of 2010 that was sent to the Board of Directors from the School, there was a period of two years in which the update of the current curriculum was stopped by many reasons, being some of them the change of the Foreign Language Department's administration, currently the new Head of the Department is M.A José Ricardo Gamero (See figure 1.10), and also there was not answer by the Board of Directors from the School. It was for some of these reasons that a new curricular committee was formed starting with the task to update the current curriculum in the middles of the last year (2012).

The curricular committee started in some areas from scratch, and in other areas there was a basis where it could be looked at, that in some way is making easier the update of the curriculum, since the last proposal did not advance as was expected, all this because the committee that was in charge of the last proposal (2010) faced many disagreements causing that at one point the proposal did not advance. It is noteworthy to mention that in the current curricular committee, this is something that has been overcome since the way in which they are working allows more

consensuses among the participants of the committee.



Figure 1.9 Current Curricular Committee
Source: Picture provided by the Foreign Language Department.

An important aspect to mention is that in this new update of the current study plan the curricular committee is seeking to improve the programs for each subject, which would mean that every student in every group would receive the same information of the subject allowing each teacher to make a little variation in the class, but always trying to keep an 80 percent of the information of the subject, this is something that would help the students in the learning process.

A clear example is that in the subject of Advanced Grammar most of the teachers decide what to do and they teach the classes in their own way that leads every student to receive different information in each group. This is

something important that is being taken into account by the curricular committee not only for grammar subjects but also for subjects like English Didactics. (Gamero, interview 2013).



Figure 1.10 M.A. José Ricardo Gamero
Source: Picture taken on March 2013.

The major itself is targeted to prepare the students in the knowledge of the language and in the teaching field as well, but there is a situation that is happening among the students of the major, and it is that most of the students decide to study the major because it is a cheap way to learn English causing the major to be overcrowded, and at the end the students that complete the advanced levels or the major decide to work in a call center and not as teachers, it is important to mention that the current number of students from the B.A in English Teaching

at the Foreign Language Department is of 913⁴, a number that has been increasing over the years for a staff of teachers of only 42 full time teachers and 25 teachers working for hours, these are one of the main reasons why in the current proposal for the update of the study plan.

The curricular committee is preparing two filters for the students that decide to study the major. The first one is, as was mentioned before, to apply a TOEFL test to the students that complete the English advanced level. This would be a requirement for the students that want to continue to the specialized area, and as number two would be that the students that approve this test would have the option to continue to the specialized area and get the degree as B.A. in English Teaching, or if the intention of the student is only to learn English, he might have the option to get a diploma as a Technician in English. This is something that would help the students that have the necessity to work. In the case that the student decides to continue with the specialization, at the end of the major the student would do another TOEFL test and in this case, as mentioned earlier in

⁴ Source: Information taken from the Central Academic Administration's website on June, 16, 2013

this chapter, he would have to get a 550 score in order to graduate from the major.

In this new updating of the current study plan, the curricular committee is seeking to improve the curriculum, specially focusing it on the methodological area trying to help the students to get all the important tools for the teaching process by using media. An

important tool to achieve this is by the use of the English lab (See figure 1.11), which has served for the major since its donation. It is worth mentioning that nowadays the current administration of the Foreign Language

Department is managing to equip the English lab with a laptop in every cab in order to help the students in the learning process.

As it was said before in this chapter, the current proposal seeks to keep improving the methodological area of the major and in order to do this the courses of English Didactics will receive some changes. In this sense, English Didactics will be divided into English Didactics,

English Didactics for Children, and English Didactics for Teenagers and Adults. By doing this, it seeks to guarantee that the students will be prepared to teach the language at any age, since in the current curriculum students are being prepared to teach the language but in a general way, not for specific ages.

It is a curious case to mention that

most of the undergraduate and graduate students of the current study plan start teaching classes to children and most of them have faced difficulties to teach the language, this will be something that at the

end will help students to be even more prepared at the time they work as teachers. Subjects such as Entrepreneurship are being taken into consideration for the update of the curriculum in order to give the students the basic knowledge to start their own business, but at the end it all will depend on the necessities of the major.



Figure 1.11 Current English Lab.
Source: Picture taken on June, 2013

The B.A. in English Teaching has had its name since the update of 1999, and in the current proposal this is something that will remain the same, since if the name is changed that would mean that the major will pass under the administration of the Ministry of Education. For that reason the name of the major will not change, unless the Ministry of Education commands it.

This has been a debate among some students since most of them would like to obtain the “Escalafon Docente” at the end of the major, and they could get it if the name of the major is changed, but as it was said before

this is not possible. The “Escalafón Docente” is the classification system of teachers, according to their academic qualifications, teaching experience and merits according to current regulations of the Ministry of Education. Although if the graduate student wants to get the “Escalafón Docente” they can go to the Ministry of Education and do a test in order to get it.



Current FLD & Philosophy's building
Source: Picture taken on June, 2013

As any other update, there is always an absorption plan for the students and in this new update will be not the exception. This absorption plan will consist of giving the students credits in the subjects which name and contents remain the same, and in the cases that the name of the subjects has been only changed, students will receive credits for them as well.

An important point that deserves to be mentioned is that one particular example of changes in the name of the subjects is in the English subject, since the current name of the subject in the major will be the same as

the Professorship subjects' name. This is something that will benefit in some way the students of Professorship since if a student of Professorship wants to continue his studies to a B.A. level, he only will have to continue with the remaining subjects of the specialization of the major, which means around two more years.

There will be a period in which the students of the current curriculum will

have to complete the major, otherwise they will be absorbed by the new curriculum.

It has been a hard way since the current proposal started in 2004, since there has been opposition in some cases, different situations that have delayed the approval of this study plan, and all this plus the change of the Head of the Department which contributed more in this delay. Although the update of the current curriculum has been postponed, nowadays the new curricular committee is working on having the new curriculum ready in a tentative way for the next year (2014).

This new update of the current curriculum has generated many expectations because this new proposal seeks to improve the academic level of the students in every way by providing the necessary tools to the students in order to develop their skills in the language and in teaching it. With this new update it is expected that the study plan goes according to the current academic trends that will help the students to be ready in a better way in their academic and personal development.



Current English Lab
Source: Picture taken on June, 2013



Current FLD & Philosophy's building
Source: Picture taken on June, 2013



Current FLD & Philosophy's building
Source: Picture taken on June, 2013

Final Words

Reconstructing the history is not always an easy task, and the history captured in this document was not the exception, since the major started more than 40 years ago, in which along all the years many professionals have been involved in the update of this major in order to adapt it to the global needs required in its moments.

At the beginning the University of El Salvador went through for critical situations, one of them was the political situation in the country, and the other one was the lack of support by the government, but despite all, this was not an obstacle because nowadays after its 172 years of existence the University has its own campus and many majors to offer to students.

On the other hand, the Foreign Language Department, initially went through many changes with each administration that was in charge, and it almost disappeared at the end of the sixties, but despite these ups and downs with the pass of time, the Department has prospered not only in the administrative area but also in the teachers' staff, counting with 2 master's degree, 3 majors,

an English lab, a computer center, and a library.

It was a big challenge back in 1972 when the B.A.s Sara Méndez and Orlando Castro took the task to create the major for the Foreign Language Department, since this one only offered a Technical Major in Translation-Interpretation for a 12-year period. It was in this way that this task was given to the B.A.s Sara Mendez and Orlando Castro, having the responsibility to create a new major for the Department, at that time they created a major that was targeted to Banking, Industry, Commerce, etc.

In some way this was a really ambitious project for that time, despite the fact that the major was created to cover the options previously mentioned, most of the students got a job as a teacher. The curriculum of 1996 had really good changes, and one of those changes was that it focused more in the teaching area since four English Didactics were added to the major trying to prepare the students for this area. This was carried out due to most of the students, previously mentioned, worked as teachers but despite this great change there were things that were not accomplishing the real purpose of the

major, a good example of this is the subject of Mathematics which at some point it can be said that because of the purpose of the major, this subject did not fit in. Despite the fact that there was a big change in the methodological area it did not last too much.

By 1999, the new curriculum was ready, this one brought new changes as well, and one important change was that it included elective subjects, which in some way allowed the curriculum to be in touch with others Schools allowing more flexibility for the major. There was a re-accommodation of subjects in order to have a better congruency among the subjects. Another important aspect about this curriculum was that there were included enough credits to be accredited to take the test and get the ESCALAFON.

There are really good expectations for the new curriculum that is being prepared for the major, it is expected to be more according to the new tendencies. Also the students might finish the major more prepared in their skills, and in their

methodology since for this curriculum the English Didactics will be more specialized, something that it is not in the current curriculum.

The B.A. in English Teaching has become a really demanded major since its beginnings allowing the students to be prepared not only in the manage of the language but also to prepare the students in many areas, such as the teaching and research areas, but all this preparation for the students could not be possible without the remarkable staff of the teachers that characterized the University of El Salvador.

Although, in every update of the curriculum there have been some difficulties, and the outcome of these updates always has been an excellent study plan. With this new study plan it is hoped that students continue praising the name of the University and the Foreign Language Department.

References

- Blandon, N. C. et al (1983) *Reestructuración de las carreras ofrecidas por el Departamento de Idiomas de la Universidad de El Salvador, a fin de adecuarlas a las necesidades y/o requerimientos de nuestro país.* (B.A. thesis, University of El Salvador)
- Consejo Técnico. (1972, May) *Planes de Estudio Aprobados por el Consejo Técnico.* University of El Salvador.
- Consejo Superior Universitario. (1973, August) *Aprobación de Carreras de las distintas Facultades.* (Acta No. 7) University of El Salvador.
- Consejo de Administración Provisional de la Universidad de El Salvador. (1977, July) *Aprobación de las modificaciones propuestas por la Facultad de Ciencias y Humanidades, a los Planes de Estudio de la Licenciatura en Idioma Inglés.* (Acuerdo No. 16-VII-G) University of El Salvador.
- Consejo Superior Universitario. (1996, October) *Diseño del Currículo para la Carrera de Licenciatura en Idioma Inglés: Opción Enseñanza.* (Acuerdo No. 49-95.99) University of El Salvador.
- Consejo Superior Universitario. (1999, October) *Dictámenes de la Comisión Académica sobre diferentes solicitudes de la Facultad de Ciencias y Humanidades.* (Acuerdo No. 164-95-99) University of El Salvador.
- Foreign Language Department. (1996, August) *Diseño del currículo para la carrera de la Licenciatura en Idioma Inglés Opción Enseñanza.* University of El Salvador.
- Foreign Language Department. (1999, June) *Plan Modificado de la carrera de la Licenciatura en Idioma Inglés Opción Enseñanza.* University of El Salvador.
- Glower, A. M. (2008, October). *Historical Background of the Teaching of English at the Foreign Language Department in the University of El Salvador.* Conference on Festival of Foreign Languages at University of El Salvador, San Salvador, E.S.
- Salazar, P. A. & Rodríguez, W. N. (1998) *Departamento de Idiomas Extranjeros su historia 1956-1998.* San Salvador, E.S: Foreign Language Department, University of El Salvador.

APPENDICES

APPENDIX A
1972 Curriculum's first draft.


UNIVERSIDAD DE EL SALVADOR

FACULTAD DE CIENCIAS Y HUMANIDADES

INSTITUTO DE HUMANIDADES Y
CIENCIAS SOCIALES

PLANES DE ESTUDIO APROBADOS POR EL CONSEJO TECNICO
EN FEBRERO DE 1972 Y SOMETIDOS A LA APROBACION DE LA
JUNTA DIRECTIVA EN MAYO DE 1972

San Salvador, mayo de 1972



iii) Obligatoriedad del Idioma extranjero en las Licenciaturas que ofrece el Instituto

El doctor Velásquez informó que *del* examen de los planes de estudio presentados se desprende que no existe un criterio uniforme en cuanto a exigir el estudio de un idioma extranjero para optar a la Licenciatura y somete a consideración *del* Consejo Técnico la conveniencia de establecer un criterio general a este respecto. Después de discutirse en favor y en contra de las conveniencias e inconveniencias de esta obligatoriedad, el Consejo Técnico acuerda: Fijar como norma para las Licenciaturas que se impartan en el Instituto la obligatoriedad de cursar 12 U.V. en un idioma extranjero como componente necesario de cada currículum. Acuerda, además, recomendar que se exija a los estudiantes cursar en ciclos continuos los tres niveles del idioma seleccionado. Este acuerdo trae consigo el compromiso del Departamento de Idiomas de rediseñar los cursos para los estudiantes del Instituto, fijándoles nuevos objetivos entre los cuales deben figurar el capacitarlos cuando menos para la traducción y manejo básico del idioma. El Licenciado Cañas se comprometió a rediseñar tales cursos.

iv) Absorción de estudiantes de planes de estudio antiguo por los nuevos

En vista de *que* la proliferación de planes de estudio habida durante los últimos meses ocasiona algunas dificultades para determinar el status curricular de los estudiantes, el Consejo Técnico acuerda: que cada Departamento diseñe su propio plan de equivalencias de asignaturas y actividades entre un plan y otro tratando inclusive como casos especiales a los estudiantes cuya situación curricular así lo justifique.

4. Planes de estudio de las Licenciaturas en Educación y profesorado

El doctor Velásquez considerando que el esquema de trabajo seguido para la aprobación de los planes de estudio de las Licenciaturas ha sido lento, propuso una nueva forma de trabajo según la cual la Dirección elaborará un proyecto de reglamento para las Licenciaturas en Educación y Profesorados en base del cual tendrán que elaborarse los planes de estudio de tales licenciaturas. El Consejo Técnico apruebe que la Dirección del Instituto elabore un proyecto de Reglamentos que sirva de base para la elaboración y discusión de los planes de estudio y profesorado.

No habiendo más que tratar, se levantó la sesión a la hora señalada.

PLAN DE ESTUDIOS DE LA LICENCIATURA EN *IDIOMAS*

Estudios que ofrece: *Idiomas Modernos*
Grado que se ofrece: Licenciado en *Idiomas* con especialidad en Inglés y Castellano (Las Licenciaturas se incrementarán a medidas que aumenten las posibilidades del Departamento)

Requisitos para graduarse: Haber aprobado la totalidad del plan de estudios de la especialidad, 172 U. V. distribuidas de la siguiente manera:

| | |
|---------------------------------------|-----|
| A- OBLIGATORIAS | 128 |
| De la especialidad..... | 94 |
| En Ciencias Naturales ... | - |
| En Matemáticas..... | - |
| En Humanidades y CC. SS. | 16 |
| Idiomas..... | 18 |
| En otras áreas | - |
| B- OPTATIVAS. | 24 |
| De la <i>especialidad</i> | |
| - En Ciencias Naturales | |
| En Matemáticas | - |
| En <i>Humanidades y CC. SS.</i> | 16 |
| En otras áreas | - |
| C- PARA MENCION..... | 20 |

Haber *cumplido* con el año de *Servicio Social*

Duración de los Estudios 10 ciclos de 18 semanas cada uno (duración promedio para un estudiante a tiempo integral).

ESTRUCTURA DEL PLAN DE ESTUDIO DE LA CARRERA DE IDIOMAS

A- OBLIGATORIAS 158 U.V.

Obligatorias de la Especialidad 94 U.V.

| Asignaturas | U.V. | Pre-requisitos |
|---|------|--|
| 09-12 Fundamentos de la Historia Latinoamericana | 4 | No tiene |
| 09-04 Historia y Cultura de los Países de Habla Inglesa I | 4 | No tiene |
| 05-01 Teoría del Lenguaje | 4 | No tiene |
| <i>Metodología Lingüística I</i> | 4 | Teoría del Lenguaje |
| 05-04 Latín I | 4 | Teoría del Lenguaje |
| 05-05 Latin II | 4 | Latín I |
| 05-15 Griego I | 4 | Teoría del Lenguaje |
| 05-16 Griego II | 4 | Griego I |
| 05-18 Fonética Castellana I | 4 | 05-05 |
| 05-02 Estudio Lingüístico del Castellano | 4 | 05-04 |
| 09-01 Inglés Básico Intensivo | 8 | Teoría del Lenguaje |
| 09-02 Inglés Intermedio Intensivo | 8 | Inglés Básico Intensivo |
| 09-03 Inglés Avanzado Intensivo | 8 | Inglés Intermedio intensivo |
| 09-06 Fonética Inglesa | 4 | Inglés Avanzado Intensivo (09-03) |
| 09-07 Literatura Inglesa I | 4 | Inglés Avanzado Intensivo (09-03) |
| 09-10 Lingüística Inglesa | 4 | Fonética Inglesa y Literatura Inglesa I (09-05 y 09-06) |
| 09-11 Lingüística General | 8 | Lingüística Inglesa y Estudio Lingüístico del Castellano |
| 09-15 Seminario de Graduación | 10 | Lingüística General y Literatura Inglesa III |
| 11-00 Introducción a la Estadística Social | | No tiene |

-3-

Obligatorias en Ciencias Naturales

| Asignaturas | U.V. | Pre-requisitos |
|-------------|------|----------------|
|-------------|------|----------------|

N O H A Y

Obligatorias en Humanidades y Ciencias SS • 16 U.V.

| Asignaturas | U.V. | Pre-requisitos |
|--------------------------|------|----------------|
| 07-01 Sociología General | 4 | No tiene |
| 06-01 Psicología General | 4 | No tiene |
| 04-01 Filosofía I | 4 | No tiene |

NOTA: El Departamento debe señalar cuáles son las otras asignaturas optativas .

Obligatorias en Idiomas 18 U.V.

| Asignaturas | U.V. | Pre-requisitos |
|--------------------|------|----------------|
| Idioma I <u>1/</u> | 6 | No tiene |
| Idioma II | 6 | Idioma I |
| Idioma III | 6 | Idioma II |

Obligatorias en Otras áreas

| Asignaturas | U.V. | Pre-requisitos |
|-------------|------|----------------|
|-------------|------|----------------|

N O H A Y

1/ Alemán, Francés o Italiano

B- OPTATIVAS 24 U.V.

Optativas de la Especialidad

| Asignaturas | U.V. | Pre-requisitos |
|-------------|------|----------------|
|-------------|------|----------------|

N O H A Y

Optativas en Ciencias Naturales 8 U.V.

| <i>Asignaturas</i> | <i>U.v.</i> | <i>Pre-requisitos</i> |
|--------------------|-------------|-----------------------|
| Biología General | 4 | No tiene |
| Zoología General | 4 | No tiene |
| Física General | 4 | No tiene |

Optativas en Matemáticas

| <i>Asignaturas</i> | <i>U.V</i> | <i>Pre-requisitos</i> |
|--------------------|------------|-----------------------|
|--------------------|------------|-----------------------|

N O H A Y

Optativas en HH y CC. SS. 16 U.V.

| | <i>Asignaturas</i> | <i>u.v.</i> | <i>Pre-requisitos</i> |
|-------|--------------------------------------|-------------|-----------------------|
| 04-20 | <i>Lógica</i> General | 4 | |
| 05-08 | Arte y Literatura | 4 | No tiene |
| 05-09 | Comunicación estética I | 4 | No tiene |
| 05-13 | Literatura C.A. y Salvadore- ña I | 4 | 05-08 |
| 08-01 | Pedagogía General | 4 | No tiene |
| 08-02 | <i>Didáctica</i> General I | 4 | 08-01 |

-5-

| | | | |
|-------|---|---|-------|
| 07-04 | Historia Económica de El Salvador y Centroamérica | 5 | 07-01 |
| 07-02 | Antropología Social | 5 | 07-01 |

Optativas en otras áreas

| Asignaturas | U.V. | Pre-requisitos |
|-------------|------|----------------|
|-------------|------|----------------|

NO HAY

C- PARA MENCION 20 U.V.

| | Asignaturas | u. v. | Pre-requisitos |
|-------|--|-------|---|
| 05-11 | Literatura Latinoamericana I | 4 | 05-10 |
| 09-05 | Historia y Cultura de los Países de Habla Inglesa II | 4 | Historia y Cultura de los países de habla Inglesa I |
| 09-14 | Metodología Lingüística II | 4 | Metodología Lingüística I |
| 09-08 | Literatura Inglesa II | 4 | Literatura Inglesa I |
| 09-09 | Literatura Inglesa III | 4 | Lingüística Inglesa y Literatura Inglesa II |

APPENDIX B
Curriculum 1996 axis

EJES

| EJES | AREAS | MATERIAS | |
|--------------------|--|--|-------------------------------------|
| 1. EJE LINGUISTICO | a) Areas de Desarrollo de Habilidades Linguisticas | Ingles Basico Intensivo | |
| | | Ingles Intermedio Intensivo I | |
| | | Ingles Intermedio Intensivo II | |
| | | Ingles Avanzado Intensivo I | |
| | | Ingles Avanzado Intensivo II | |
| | | Gramatica Inglesa I | |
| | | Gramatica Inglesa II | |
| | | Lectura y Escritura en Ingles | |
| | | Escritura Avanzada del Ingles | |
| | | Literatura I | |
| | | Literatura II | |
| | | Segundo Idioma Extranjero I | |
| | | Segundo Idioma Extranjero II | |
| | Segundo Idioma Extranjero III | | |
| | b) Area Lingüística | Expresion Oral y Escrita en Español I | |
| | | Expresion Oral y Escrita en Español II | |
| | | Lingüística I | |
| | | Traduccion I | |
| | | Traduccion II | |
| | 2. EJE DE INVESTIGACION | a). Area de Investigacion | Tecnicas de Investigacion |
| Lingüística II | | | |
| | | Lingüística III | |
| | | Seminario I | |
| | | Seminario II | |
| | | b). Area de Formacion General | |
| | | | Psicologia General |
| | | | Historia de El Salvador y C.A. |
| | | | Matematica |
| | 3. EJE METODOLOGICO | a). Area Teorica/ Metodologica | Estadística Aplicada a la Educación |
| Pedagogia General | | | |
| | | Didactica del Idioma Ingles I | |
| | | Didactica del Idioma Ingles II | |
| | | Didactica del Idioma Ingles III | |
| | | Didactica del Idioma Ingles IV | |
| | | Administracion Educativa | |
| | | Ingles para Propositos Especificos | |
| | b). Area Practico- Metodologica | Practica Docente I | |
| | | Practica Docente II | |

Comparative table of curriculum 1977 and curriculum 1996

| Subjects | Curriculum 1977 | Curriculum 1996 | Name changed to | Moved to a different semester |
|---|-----------------|-----------------|-------------------------------------|----------------------------------|
| Basic English | X | X | ----- | ----- |
| Intermediate English I | X | X | ----- | ----- |
| Intermediate English II | X | X | ----- | ----- |
| Advanced English I | X | X | ----- | ----- |
| Advanced English II | ----- | X | ----- | ----- |
| General Psychology | X | X | ----- | From semester I to semester II |
| General Pedagogy | X | X | ----- | From semester I to semester III |
| Research Techniques | ----- | X | ----- | ----- |
| Theory of Language | X | ----- | ----- | ----- |
| Readings and Conversations I and II | X | ----- | ----- | ----- |
| Oral and Written Expression in Spanish I - II | ----- | X | ----- | ----- |
| English Grammar I and II | X | X | ----- | ----- |
| English Composition I | X | X | Readings and writings in English | From semester V to semester VI |
| English Composition II | X | X | Advanced writing in English | From semester VI to semester VII |
| Contrastive Analysis of English in Spanish I | X | ----- | ----- | ----- |
| Contrastive Analysis of English in Spanish II | X | ----- | ----- | ----- |
| Introduction to Linguistics | X | X | Linguistics I | ----- |
| Linguistics II | ----- | X | ----- | ----- |
| Linguistics III | ----- | X | ----- | ----- |
| Teaching Practice I | X | X | ----- | From semester X to semester IX |
| Teaching Practice II | ----- | X | ----- | ----- |
| Mathematics | ----- | X | ----- | ----- |
| Statistics | ----- | X | ----- | ----- |
| Didactics I | ----- | X | ----- | ----- |
| Didactics II | ----- | X | ----- | ----- |
| Didactics III | ----- | X | ----- | ----- |
| Didactics IV | ----- | X | ----- | ----- |
| English for Specific Purposes | ----- | X | ----- | ----- |
| Seminar I and II | ----- | X | ----- | ----- |
| History of El Salvador and Central America | ----- | X | ----- | ----- |
| Educational Administration | ----- | X | ----- | ----- |
| Special Research Project | X | ----- | Seminar I | From semester X to semester IX |
| Methods and Material for Teaching English as a Foreign Language | X | ----- | ----- | ----- |
| Foreign Language I | X | X | ----- | ----- |
| Foreign Language II | X | X | ----- | ----- |
| Foreign Language III | X | X | ----- | ----- |
| Reading and Writing in English | ----- | X | ----- | ----- |
| Advanced Writing in English | ----- | X | ----- | ----- |
| Psychology Applied to Education | X | ----- | ----- | ----- |
| English Phonetics | X | ----- | ----- | ----- |
| Origins, Development and History of the English Language | X | ----- | ----- | ----- |
| American Literature I | X | ----- | Literature I and II curriculum 1996 | ----- |
| American Literature II | X | ----- | Literature I and II curriculum 1996 | ----- |
| British Literature I | X | ----- | Literature I and II curriculum 1996 | ----- |
| British Literature II | X | ----- | Literature I and II curriculum 1996 | ----- |

Comparative table of curriculum 1996 and curriculum 1999

| Subjects | Curriculum 1996 | Curriculum 1999 | Name changed to | Moved to a different semester |
|---|------------------------|------------------------|----------------------------------|--------------------------------------|
| Basic English | X | X | ----- | ----- |
| Intermediate English I | X | X | ----- | ----- |
| Intermediate English II | X | X | ----- | ----- |
| Advanced English I | X | X | ----- | ----- |
| Advanced English II | X | X | ----- | ----- |
| General Psychology | X | ----- | Psycopedagogy I | From semester II to semester I |
| General Pedagogy | X | ----- | Psycopedagogy I | From semester III to semester I |
| Research Techniques | X | ----- | Research and Methods | From semester I to semester VIII |
| Readings and Conversations I and II | ----- | X | ----- | ----- |
| Oral and Written Expression in Spanish I - II | X | ----- | ----- | ----- |
| English Grammar I | X | X | ----- | From semester IV to semester III |
| English Grammar II | X | X | ----- | From semester V to semester IV |
| English Composition I | ----- | X | ----- | ----- |
| English Composition II | ----- | X | ----- | ----- |
| Introduction to Linguistics | ----- | X | ----- | ----- |
| Linguistics II | X | ----- | English Morphology and Phonology | From semester VII to semester VI |
| Linguistics III | X | ----- | Syntax | From semester VIII to semester VII |
| Teaching Practice I | X | X | ----- | From semester IX to semester VII |
| Teaching Practice II | X | X | ----- | From semester X to semester VIII |
| Mathematics | X | ----- | ----- | ----- |
| Statistics | X | X | ----- | From semester IV to semester VIII |
| Didactics I | X | X | ----- | ----- |
| Didactics II | X | X | ----- | ----- |
| Didactics III | X | X | ----- | ----- |
| Didactics IV | X | ----- | ----- | ----- |
| English for Specific Purposes | X | ----- | ----- | ----- |
| Seminar I and II | X | X | ----- | ----- |
| History of El Salvador and Central America | X | X | ----- | ----- |
| Educational administration | X | ----- | ----- | ----- |
| Foreign language I | X | ----- | Optative I | From semester VIII to semester II |
| Foreign language II | X | ----- | OptativeII | ----- |
| Foreign language III | X | ----- | Optative III | ----- |
| Reading and Writing in English | X | ----- | English Composition I | From semester VI to semester IV |
| Advanced Writing in English | X | ----- | English Composition II | From semester VII to semester VI |
| Spanish Grammar | ----- | X | ----- | ----- |
| Visual Expression | ----- | X | ----- | ----- |
| English Pronunciation | ----- | X | ----- | ----- |
| General Didactics I | ----- | X | ----- | ----- |
| Literature I and II | X | X | ----- | ----- |
| Advanced Grammar | ----- | X | ----- | ----- |

APPENDIX D
Curricula profiles

CURRICULUM FOR THE “LICENCIATURA EN IDIOMA INGLÉS” (1977)

Major 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 Specialty, 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 Ingles”

Diploma: “Licenciado en el Idioma Ingles”

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.
5. To enable people with a knowledge of English language to develop themselves in baking, commerce and industry.

LICENCIATURA EN IDIOMA INGLÉS (PLAN ANTIGUO 1977) L10410

| CICLO I | CICLO II | CICLO III | CICLO IV | CICLO V | CICLO VI | CICLO VII | CICLO VIII | CICLO IX | CICLO X | |
|--|---|---|--|--|--|---|---|--|--|--------------|
| 1 IBI114 INGLÉS BASICO INTENSIVO 8 0 | 5 III114 INGLÉS INTERMEDIO INTENSIVO I 8 1 | 8 III214 INGLÉS INTERMEDIO INTENSIVO II 8 5 | 10 IAI114 INGLÉS AVANZADO INTENSIVO I 8 8 | 13 FIN114 FONETICA INGLESA 8 10 | 17 IAL114 INTRODUCCION A LA LINGUISTICA 8 13 | 20 ODI114 ORIGEN, DESARROLLO E HISTORIA DEL IDIOMA INGLES 4 17 | 24 2° IDIOMA EXTRANJERO BASICO INTENSIVO 6 0 | 27 2° IDIOMA EXTRANJERO INTERMEDIO INTENSIVO 6 24 | 29 2° IDIOMA EXTRANJERO AVANZADO INTENSIVO 6 27 | |
| 2 TDL114 TEORIA DEL LENGUAJE 4 0 | 6 DIG114 DIDACTICA GENERAL I 4 4 | 9 OPTATIVA DEL DEPARTAMENT- O DE EDUCACION | 11 LCI114 LECTURA Y CONVERSACION EN INGLES I 4 8 | 14 LCI214 LECTURA Y CONVERSACION EN INGLES II 4 11 | 18 GFN114 GRANDES FIGURAS DE LA LITERATURA NORTEAMERICA- NA I 4 15 | 21 GFN214 GRANDES FIGURAS DE LA LITERATURA NORTEAMERICA- NA II 4 18 | | 28 MMI114 METODOS Y MATERIALES PARA LA ENSEÑANZA DEL INGLES COMO IDIOMA EXTRANJERO 4 19 | 30 PAD114 PRACTICA DOCENTE 5 28 | |
| 3 PGE114 PSICOLOGIA GENERAL 4 0 | 7 PAE114 PSICOLOGIA APLICADA A LA EDUCACION 4 3, 4 | | 12 GIN114 GRAMATICA INGLESA I 4 8 | 15 COI114 COMPOSICION INGLESA I 4 8 | 19 COI214 COMPOSICION INGLESA II 4 15 | 22 GF114 GRANDES FIGURAS DE LA LITERATURA INGLESA I 4 19 | 25 GF1214 GRANDES FIGURAS DE LA LITERATURA INGLESA II 4 22 | | 31 PEI114 PROYECTO ESPECIAL INVESTIGACION DIRIGIDA 5 28 | |
| 4 PEG114 PEDAGOGIA GENERAL 4 0 | | | | 16 GIN214 GRAMATICA INGLESA II 4 12 | | 23 ACI114 ANALISIS DE LOS CONTRASTES INGLES- ESPAÑOL I 4 13, 17 | 26 ACI214 ANALISIS DE LOS CONTRASTES INGLES- ESPAÑOL II 4 23 | | | |
| | | | | | OPTATIVAS | | | PREREQ. | UV | CORR. |
| | | | | | PDA114 | PSICOLOGIA DEL APRENDIZAJE | PAE114 | 4 | CÓDIGO | |
| | | | | | DIG214 | DIDACTICA GENERAL II | DIG114 | 4 | NOMBRE DE | |
| | | | | | AAV114 | AYUDAS AUDIOVISUALES | DIG214 | 4 | ASIGNATURA | |
| | | | | | | | | | U.V. REQ. | |

APROBADO POR EL CONSEJO DE ADMINISTRACION PROVISIONAL UES, SEGÚN ACUERDO N° 16 VII-G DE FECHA 27 DE JULIO DE 1977

TOTAL U.V. 148

Plan 16

CURRICULUM FOR THE “LICENCIATURA EN IDIOMA INGLÉS” (1996)

This curriculum is structured in ten semesters with a total of 32 mandatory subjects plus three electives. The major contains five curriculum areas: area development of language skills, language support area, and methodological area, area of research and language area.

The teaching-learning process of English is based on a communicative approach proficiency oriented.

Objectives

1. To form a new professional in English teaching at the university level capable to transform the national education reality under a constructivist vision
2. Guide the teaching and learning of the English language with a communicative approach and scientific and higher education.

Areas

Taking into account priority areas identified in the training of graduates, the Language Department offers guidance to the student's career:

1. Area development of language skills.
2. Methodological areas
3. Language support area
4. Area of Research
5. General training area.

General personal qualities of the candidates

1. Aptitude for teaching at university level.
2. Suitability for speaking and writing in English and Spanish.
3. Aptitude for learning foreign languages.
4. Good study habits and work.
5. Ability to construct their own knowledge.
6. Ability to investigate educational problems.
7. Ability to take charge of teaching and development of English programs.

Professional fields

1. Teaching as a professor of Middle School level, High School and University Level.
2. Research: Educational Research.
3. Instructional Planning: Educational Project Planner.
4. Translation: as an educational document translator, legal and non-legal.
5. Coordinator English programs.

Duration

10 semesters with a duration of 16 weeks each semesters.

Graduation Requirements

Winning U.V. established in the curriculum with a minimum of 6 in each subjects. To have reached the mandatory social service (500 hours)

Degree Awarded

B.A. in English Language

LICENCIATURA EN IDIOMA INGLÉS (PLAN INNOVADO REFORMADO 1996) L10410

| CICLO I | CICLO II | CICLO III | CICLO IV | CICLO V | CICLO VI | CICLO VII | CICLO VIII | CICLO IX | CICLO X |
|---|---|---|--|---|--|---|---|---|--|
| 1 IBI114 INGLÉS BASICO INTENSIVO 8 0 | 4 III114 INGLÉS INTERMEDIO INTENSIVO I 8 1 | 8 III214 INGLÉS INTERMEDIO INTENSIVO II 8 4 | 11 IAI114 INGLÉS AVANZADO INTENSIVO I 8 8 | 15 IAI214 INGLÉS AVANZADO INTENSIVO II 8 11, 13 | 18 LYI114 LECTURA Y ESCRITURA EN INGLES 8 15, 16 | 22 ESI114 ESCRITURA AVANZADA DEL INGLES 4 18 | 26 FRA/TRA/114 FRANCES I / TRADUCCION I 4 22 | 30 FRA/TRA/214 FRANCES II / TRADUCCION II 4 26 | 33 FRA/TRA/314 FRANCES III / TRADUCCION III 4 30 |
| 2 TDI114 TECNICAS DE INVESTIGACION 4 0 | 5 HIS114 HISTORIA DE EL SALVADOR Y CENTRO - AMERICA 4 0 | 9 MAT114 MATEMATICA I 4 0 | 12 EAE114 ESTADÍSTICA APLICADA A LA EDUCACIÓN 4 2, 9 | | 19 LIN114 LINGÜÍSTICA I 4 15, 16 | 23 LIN214 LINGÜÍSTICA II 4 19 | 27 LIN314 LINGÜÍSTICA III 4 23 | | |
| 3 EOE114 EXPRESION ORAL Y ESCRITA EN ESPAÑOL I 4 0 | 6 EOE214 EXPRESION ORAL Y ESCRITA EN ESPAÑOL II 4 3 | | 13 GIN114 GRAMATICA INGLESA I 4 8 | 16 GIN214 GRAMATICA INGLESA II 4 11, 13 | 20 LTE114 LITERATURA I 4 15 | 24 LTE214 LITERATURA II 4 20 | 28 IPE114 INGLES PARA PROPOSITOS ESPECIFICOS 4 17 | 31 SNO114 SEMINARIO I 6 27,28,29 | 34 SNO214 SEMINARIO II 6 31 |
| | 7 PGE114 PSICOLOGIA GENERAL 4 0 | 10 PEG114 PEDAGOGIA GENERAL 4 0 | 14 DII114 DIDÁCTICA DEL IDIOMA INGLÉS I 4 8 | 17 DII214 DIDÁCTICA DEL IDIOMA INGLÉS II 4 11, 14 | 21 DII314 DIDÁCTICA DEL IDIOMA INGLÉS III 4 17 | 25 DII414 DIDÁCTICA DEL IDIOMA INGLÉS IV 4 21 | 29 ADE114 ADMINISTRACI- ON EDUCATIVA 4 25 | 32 PAD114 PRÁCTICA DOCENTE I 6 27,28,29 | 35 PAD214 PRÁCTICA DOCENTE II 6 32 |
| | | | | | | | | | CORR. CÓDIGO NOMBRE DE ASIGNATURA U.V. REQ. |

TOTAL U.V. 172

Plan 17

APROBADO POR EL CONSEJO SUPERIOR UNIVERSITARIO SEGÚN ACUERDO N° 49-95-99(IV.1) DE FECHA 2 DE OCTUBRE DE 1996

CURRICULUM FOR THE “LICENCIATURA EN IDIOMA INGLÉS OPCIÓN ENSEÑANZA” (1999)

Description

The BA in English establishes the English language teaching in accordance with communicative approach proficiency oriented. This includes phonological, syntactic, semantic and lexical morphological oral communication. To fill this role, teaching, social projection and research should be major components of the teaching-learning process of English language and other languages.

Areas

Taking into account priority areas identified in the training of graduates, the language department offers guidance to the student's major:

1. Area skill development and abilities.
2. Linguistic area.
3. Area methodological and teaching practice.
4. Area of Research.
5. General Area.
6. Area of electives.

Duration

10 semesters

Graduation Requirements

1. Approve all curriculum subjects (36) Total 172 credits.
2. Take and pass graduation work within various options.
3. Approval certificate of graduation work.
4. Submit 2 copies of graduation work.
5. Approval certificate of Social Service extended by the sub social projection unit from the Department.
6. Other than the University of El Salvador stipulated.

Grade and title granted

B.A. in English Teaching

LICENCIATURA EN IDIOMA INGLÉS OPCIÓN ENSEÑANZA (PLAN MODIFICADO 1999) L10411

| CICLO I | CICLO II | CICLO III | CICLO IV | CICLO V | CICLO VI | CICLO VII | CICLO VIII | CICLO IX | CICLO X | |
|--|--|---|--|---|---|--|--|---------------------------------------|-------------------------------------|---|
| 1 IBI114 INGLÉS BASICO INTENSIVO | 5 III114 INGLÉS INTERMEDIO INTENSIVO I | 9 III214 INGLÉS INTERMEDIO INTENSIVO II | 13 IAI114 INGLÉS AVANZADO INTENSIVO I | 17 IAI214 INGLÉS AVANZADO INTENSIVO II | 21 LCI114 LECTURA Y CONVERSACION EN INGLÉS I | 25 LCI214 LECTURA Y CONVERSACION EN INGLÉS II | 29 MIN114 MÉTODOS DE INVESTIGACIÓN | 33 OPTATIVA II | 35 OPTATIVA III | |
| 8 | 8 | 8 | 8 | 8 | 4 | 4 | 4 | 4 | 4 | |
| 0 | 1 | 5 | 9 | 13 | 17 | 21 | 28 | 0 | 0 | |
| 2 PCG114 PSICOPEDAGOGÍA I | 6 OPTATIVA I | 10 GIN114 GRAMATICA INGLESA I | 14 COI114 COMPOSICIÓN INGLESA I | 18 IAL114 INTRODUCCIÓN A LA LINGÜÍSTICA | 22 FYM114 FONOLOGÍA Y MORFOLOGÍA INGLESA | 26 SIN114 SINTAXIS | 30 EAE114 ESTADÍSTICA APLICADA A LA EDUCACIÓN | | | |
| 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | | | |
| 0 | 0 | 5 | 10 | 11 | 18 | 22 | 0 | | | |
| 3 GRE114 GRAMÁTICA ESPAÑOLA | 7 RES114 REDACCIÓN EN ESPAÑOL | 11 PRI114 PRONUNCIACIÓN INGLESA | 15 GIN214 GRAMATICA INGLESA II | 19 COI214 COMPOSICIÓN INGLESA II | 23 LTE114 LITERATURA I | 27 LTE214 LITERATURA II | 31 GAV114 GRAMÁTICA AVANZADA | 34 SNO114 SEMINARIO I | 36 SNO214 SEMINARIO II | |
| 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 6 | 6 | |
| 0 | 3 | 5 | 10 | 14 | 19 | 23 | 15 | 29 | 34 | |
| 4 EXV114 EXPRESIÓN VISUAL | 8 HIS114 HISTORIA DE EL SALVADOR Y CENTRO - AMERICA | 12 DGL114 DIDÁCTICA GENERAL I | 16 DII114 DIDÁCTICA DEL IDIOMA INGLÉS I | 20 DII214 DIDÁCTICA DEL IDIOMA INGLÉS II | 24 DII314 DIDÁCTICA DEL IDIOMA INGLÉS III | 28 PAD114 PRÁCTICA DOCENTE I | 32 PAD214 PRÁCTICA DOCENTE II | | | |
| 4 | 4 | 4 | 4 | 4 | 4 | 6 | 6 | | | |
| 0 | 0 | 0 | 12 | 16 | 20 | 24 | 28 | | | |
| OPTATIVAS DEPARTAMENTO DE PSICOLOGÍA - Psicología General | | OPTATIVAS ESCUELA DE CIENCIAS SOCIALES - Sociología General ESCUELA DE ARTES - Pintura I, II y III - Dibujo I, II y III | | | OPTATIVAS DEPARTAMENTO DE FILOSOFÍA - Filosofía General - Ética y Teoría de los Valores DEPARTAMENTO DE IDIOMAS - Idioma Extranjero I, II y III (Japonés, Francés, Alemán, Portugués, Traducción) | | | | | CORR. CÓDIGO NOMBRE DE ASIGNATURA U.V. REQ. |

APROBADO POR EL CONSEJO SUPERIOR UNIVERSITARIO SEGÚN ACUERDO N° 164-95-99(V-17-b) DE FECHA 23 DE OCTUBRE DE 1999.

TOTAL U.V. 172

Plan 33

APROBADA MODIFICACION DEL PLAN DE ESTUDIOS POR EL CONSEJO SUPERIOR UNIVERSITARIO SEGÚN ACUERDO 70-99-2003(V-2.8) DE FECHA 17 DE AGOSTO DEL 2001.

MODIFICACION DEL PREREQUISITO APROBADO POR EL CONSEJO SUPERIO UNIVERSITARIO SEGÚN ACUERDO 052-2003-2007(VI-6.1) DE FECHA 2 DE JUNIO DE 2005.

LICENCIATURA EN IDIOMA INGLÉS OPCIÓN ENSEÑANZA (ONGOING STUDY PLAN, PLAN 2012) L10411

| CICLO I | CICLO II | CICLO III | CICLO IV | CICLO V | CICLO VI | CICLO VII | CICLO VIII | CICLO IX | CICLO X | |
|---|---|---|---|---|--|--|---|---|--|--|
| 1 INGLÉS BASICO 8 0 | 4 INGLÉS INTERMEDIO BAJO 8 1 | 7 INGLÉS INTERMEDIO MEDIO 8 5 | 10 INGLÉS INTERMEDIO ALTO 8 9 | 14 INGLÉS AVANZADO 8 15 | 18 TECNOLOGÍA EDUCATIVA 4 17 | 22 EVALUACION DE LOS APRENDIZAJES EN EL IDIOMA INGLÉS 4 20, 21 | 26 MÉTODOS DE INVESTIGACIÓN 4 28 | 330 SEMINARIO I 4 0 | 34 SEMINARIO II 4 0 | |
| 2 PEDAGOGIA GENERAL 4 0 | 5 DIDACTICA GENERAL 4 0 | 8 PSICOLOGIA DE LA EDUCACION 4 5 | 11 GRAMATICA INGLESA I 4 10 | 15 GRAMATICA INGLESA II 4 11 | 19 INTRODUCCIÓN A LA LINGÜÍSTICA 4 18 | 23 SOCIO - LINGUISTICA 4 22 | 27 ADMN. DE LA EDUCACION 4 0 | 31 PRACTICA DOCENTE I 4 0 | 35 PRACTICA DOCENTE II 4 0 | |
| 3 EDUCACION Y SOCIEDAD 4 0 | 6 OPTATIVA I 4 3 | 9 REDACCION EN ESPAÑOL 4 5 | 12 PRONUNCIACION EN INGLÉS 4 10 | 16 INTRODUCCION A LA ESCRITURA ACADEMICA 4 14 | 20 GRAMATICA AVANZADA 4 19 | 24 LITERATURA LATINO- AMERICANA EN INGLES 4 23 | 28 LITERATURA UNIVERSAL EN INGLES 4 15 | 32 OPTATIVA II 6 29 | 36 OPTATIVA III 6 34 | |
| | | | 13 LECTURA Y CONVERSACIÓN EN INGLÉS 4 12 | 17 COMPRESIÓN AUDITIVA Y PRODUCCION ORAL 4 16 | 21 DESARROLLO DE ESCRITURA ACADÉMICA 4 20 | 25 DIDÁCTICA DEL INGLES COMO LENGUA INTERNACIONAL 4 24 | 29 DIDÁCTICA DEL INGLÉS: NIÑOS 4 28 | 33 DIDÁCTICA DEL INGLÉS: ADOLESCENT ES Y ADULTOS 4 0 | 37 GESTIÓN DE PROYECTOS EDUCATIVOS 4 34 | |
| <u>OPTATIVA I</u> DEPARTAMENTO DE PSICOLOGÍA - Psicología General DEPARTAMENTO DE FILOSOFÍA - Ética y Teoría de los Valores | | <u>OPTATIVAS II Y III</u> DEPARTAMENTO DE IDIOMAS -Traducción I y II -Japonés I y II -Francés I y II | | | <u>NOTA:</u> Como primer requisito para comenzar con su Servicio Social, tendrá que haber cursado el <u>80%</u> de las materias (29). | | | | CORR. CÓDIGO NOMBRE DE ASIGNATURA U.V. REQ. | |

TOTAL U.V.

Plan 33

APPENDIX E
Absorption plans

**PLAN DE ABSORCION PARA LA CARRERA DE LA LICENCIATURA EN
IDIOMA INGLES (1996)**

INTRODUCCION

El presente documento tiene como objetivo presentar la concepción, las disposiciones y las equivalencias para los estudiantes del plan tradicional de la Licenciatura en el Idioma Ingles que les permita incorporarse al Plan de la Licenciatura en Idioma Ingles: Opción Enseñanza.

La propuesta ha sido punto de discusión colectiva del personal docente, estudiantes y personal administrativo del Departamento llevaba a cabo en el marco del cambio curricular del Departamento, el cual se ha dinamizado desde 1993. Este proceso ha permitido que se cuente hasta el momento con una concepción general del nuevo plan, contenidos, prerrequisitos y secuencia de los cursos.

La ejecución del nuevo plan de la carrera de la Licenciatura en Idioma Ingles: Opción Enseñanza entrara en su VII ciclo en Agosto de 1996. Sin embargo, todavía hay estudiantes del antiguo plan de los últimos ciclos que requieren atención y recursos. Con el objeto de atender a esta población de estudiantes y racionalizar los recursos humanos y materiales disponibles se norma con el presente plan.

La forma de como los estudiantes deben continuar en el antiguo plan o incorporarse al nuevo.

1. CONCEPCION GENERAL Y OBJETIVOS

El Plan de Absorción esta contextualizado en el proceso de transformación de la curricula de las carreras de Profesorado en Educación Media para la Enseñanza del Idioma Ingles y la Licenciatura en Idioma Ingles: Opción enseñanza el cual es impulsado según concepción diseñada en el documento "Avance Curricular del Departamento de Idiomas", redactado según esquema definido por el colectivo curricular de la Facultad. El documento constituye el Plan Educativo, el plan tipo, la guía para la ejecución de una nueva formación de los estudiantes de idiomas, ejecución que se ha ido planificando para cada ciclo.

El Nuevo Plan comenzó a ejecutarse en 1993. Después del primer, tercer quinto y sexto ciclos se han realizado evaluaciones colectivas para decidir sobre cambios necesarios en el Plan. Durante los 3 años también se ha mantenido una discusión permanente en la Comisión Curricular y de Docencia del Departamento, apoyada por una discusión a nivel de Facultad realizada en el colectivo curricular de la misma.

Así la concepción general del Plan de Absorción es la misma del plan de la carrera: Planificación y ejecución de flexibles y participativas, orientadas por la discusión y evaluación permanente de las mismas.

A medida que se han desarrollado los 7 ciclos del Nuevo Plan, han aparecido estudiantes del antiguo plan o continuar en el que iniciaron de acuerdo a estudios específicos hechos por las Comisiones de Docencia y Curricular. Normar esas situaciones ha sido el objeto del presente plan.

OBJETIVOS

- a) Normar situaciones y las equivalencias para la incorporación de los estudiantes del Antiguo Plan innovado.
- b) Implementar un proceso que permita la liquidación paulativa de los estudiantes del Antiguo Plan de Licenciatura (dos años a partir de enero 1996)

2. DISPOSICIONES

- 2.1 los estudiantes que se incorporen al nuevo plan no podrán volver al antiguo o tradicional.
- 2.2 Todo estudiante graduado de otros Departamentos y Facultades que ingrese a este Departamento comenzara con el Plan Innovado. Se dará equivalencia en las asignaturas que curso en su carrera y que estén contempladas en Plan Innovado de la Licenciatura, precio dictamen de las Comisiones de Docencia.
- 2.3 Los estudiantes del Plan Tradicional de la Licenciatura en el Idioma Ingles que al terminar ciclo I-1994:
 - a) Hayan aprobado uno o más de los niveles de Ingles Intensivo únicamente, se incorporaran al Plan Innovado.
 - b) Hayan aprobado únicamente una, más de una o todas las asignaturas: Pedagogía General, Psicología General, Didáctica General I, y Teoría del Lenguaje automáticamente se incorporan al Plan Innovado.
 - c) Hayan aprobado únicamente Pedagogía General, Psicología General, Teoría de Lenguaje y cualquier nivel de los curso intensivos de Ingles entran automáticamente al Plan Innovado.
- 2.4 Los estudiantes del Plan Tradicional de la Licenciatura que hayan aprobado Ingles Básico Intensivo y cinco o más de las asignaturas: Pedagogía General Psicología General, Teoría del Lenguaje, Psicología Aplicada a la Educación, Didáctica General I, Didáctica General II, Psicología del Aprendizaje o Ayudas Audiovisuales, se incorporaran al Plan Innovado y se les darán equivalencia por las materias que han cursado en caso que existan en el nuevo plan.

- 2.5 Los estudiantes de la Licenciatura que en el ciclo I-1995 no hayan cursado las asignaturas de Análisis de los contrastes deberán cursar Lingüística III.
- 2.6 Las materias del ciclo X de la Licenciatura en Idioma Ingles serán impartidas por última vez el ciclo II-1996 de la Licenciatura en Idioma Ingles.
- 2.7 Otros casos, no previstos serán conocidos por la comisión Curricular y la de Docencia, la cual emitirá dictamen que será incorporado al presente plan de absorción e informado a los organismos correspondientes.

GUIA DE EQUIVALENCIAS DEL PLAN TRADICIONAL AL PLAN INNOVADO
PARA LA LICENCIATURA EN IDIOMA INGLES.

| PLAN TRADICIONAL | PLAN INNOVADO |
|---|--------------------------------|
| INGLES BASICO INTENSIVO | INGLES BASICO INTENSIVO |
| INGLES INTERMEDIO INTENSIVO I | INGLES INTERMEDIO INTENSIVO I |
| INGLES INTERMEDIO INTENSIVO II | INGLES INTERMEDIO INTENSIVO II |
| INGLES AVANZADO INTENSIVO | INGLES AVANZADO INTENSIVO I |
| LECTURA Y CONVERSACION EN INGLES I LECTURA Y CONVERSACION EN INGLES II | INGLES AVANZADO II |
| GRAMATICA I | GRAMATICA I |
| GRAMATICA II | GRAMATICA II |
| FONETICA INGLESA | LINGÜÍSTICA I |
| INTRODUCCION A LA LINGÜÍSTICA | LINGÜÍSTICA II |
| GRANDES FIGURAS DE LA LITERATURA NORTEAMERICANA I | LITERATURA I |
| GRANDES FIGURAS DE LA LITERATURA NORTEAMERICANA II | LITERATURA II |
| GRANDES FIGURAS DE LA LITERATURA BRITANICA I GRANDES FIGURAS DE LA LITERATURA BRITANICA II | LECTURA Y ESCRITURA EN INGLES |
| COMPOSICION INGLESA I COMPOSICION INGLESA II | LECTURA Y ESCRITURA EN INGLES |

PLAN DE ABSORCION PARA LA CARRERA DE LICENCIATURA EN IDIOMA INGLES OPCION: ENSEÑANZA (1999)

El presente plan se dará inicio en el Ciclo II de 1999, con carácter retroactivo.

OBJETIVOS.

- a) Normar situaciones de equivalencias para la incorporación de los estudiantes del Plan Innovado año 1993, al Plan Modificado en 1999.
- b) Implementar un proceso que permita la incorporación paulatina de los estudiantes del Plan Innovado al Plan Modificado en 1999.

DISPOSICIONES:

- Los estudiantes que se incorporen al Plan Modificado en 1999 no podrán volver al plan innovado 1993.
- Todo estudiante graduado de otros Departamentos y Facultades de la Universidad de El Salvador y de otras instituciones que ingrese a este Departamentos comenzara con el Plan Modificado. Se dará equivalencia en las asignaturas que curso en su carrera siempre y cuando estén contempladas en el Plan Modificado de la Licenciatura previo dictamen de la Comisión de Docencia del Departamento.

CICLO II

- Los estudiantes del Plan Innovado de la Licenciatura en Idioma Ingles: Opción enseñanza, (1993) que al terminar el ciclo I-99, hayan aprobado las materias correspondientes a ese ciclo, continuaran con las materias del segundo ciclo en el Plan Modificado, por lo que cursaran las siguientes materias:
 - Gramática Española del Plan Modificado.
 - Ingles Intermedio Intensivo I
 - Historia de El Salvador y Centroamérica.

CICLO III

- Aquellos que hayan cursado en el ciclo II (Impar) del Plan Innovado, las materias de Matemática y Pedagogía General se les dará equivalencias así: Matemática por una optativa y Pedagogía por Didáctica General I del Plan Modificado, por lo que transitoriamente, la materia de Gramática Inglesa programada en el ciclo II se programara en el ciclo complementario para que en el ciclo I del año 2000, los estudiantes puedan cursar la Gramática II como corresponde en el Plan Modificado.
- La materia Pronunciación en Ingles deberán cursarla, ya que no tiene equivalencia.

CICLO IV

- Los estudiantes que inicien en el ciclo IV del ciclo par 1999, además de cursar las materias de Ingles Avanzado I, la composición I, Gramática Inglesa I, deberán cursar la Didáctica General I plan MINED, cuyo prerrequisito será pedagogía General.

CICLO V

- Los estudiantes que ingresen al ciclo V, cursaran las materias siguientes: Ingles Avanzado Intensivo II, Introducción a la Lingüística, Composición Inglesa II y Didáctica del Idioma Ingles II.

CICLO VI

- Los estudiantes que inicien el ciclo VI, cursaran las materias siguientes: Lectura y Conversación en Ingles I por Lectura y Escritura del Plan Innovado. Además cursaran Introducción a la Lingüística en lugar de Lingüística I, Literatura I y Didáctica del Idioma Ingles III.

CICLO VII

- Los estudiantes que inicien el ciclo VII del ciclo impar del año 2000, cursaran Lecturas y Conversación en Ingles II por escritura Avanzada del Plan Innovado, Fonología y Morfología por Lingüística II, Literatura II por Literatura II y Práctica Docente I.

CICLO VIII

- Los estudiantes que ingresen al ciclo VIII del ciclo par 1999, cursaran dos, optativas del listado del Plan Modificados. Además cursaran Lingüística III del Plan Innovado y Gramática Avanzada por Ingles para Propósitos Especificos del Plan Innovado, Estadística Aplicada a la Educacion y Práctica Docente II.

CICLO IX

- Los estudiantes de este ciclo cursaran en lugar de Administración Educativa del Plan Innovado una materia optativa, además cursara seminario I y Práctica Docente I.
- Los estudiantes que inicien el ciclo IX del ciclo impar del año 2000, cursaran Seminario I e iniciaran su práctica Docente, por la que egresaran con el Plan Innovado de 1993.

CICLO X

- Los estudiantes que al iniciar el ciclo X1999, hayan cursado todas las materias del Plan Innovado de 1993, egresaran con ese plan sin ninguna modificación. Por lo que llevarán las materias que les corresponden del ciclo último de la carrera. Sin embargo, la modalidad de graduación tendrá que hacerse con las reglamentaciones del Plan Modificado en 1999.

NOTA:

- Otros casos, no previstos en este documento, serán analizados y resueltos por la Comisión de Docencia del Departamento, la cual emitirá dictamen que será incorporado al presente Plan de absorción e informe a los organismos correspondientes.

CICLO COMPLEMENTARIO

Materias que se impartirán en el Ciclo III-99 (año 2000) son las siguientes:

- Composición Inglesa I
- Gramática Inglesa II

Esto permitirá que el estudiante pueda cursar sin ningún inconveniente las materias que se ofrecerán en el Ciclo V (impar) del Plan Modificado.

PLAN DE EQUIVALENCIAS DE ASIGNATURAS DE LA LICENCIATURA EN IDIOMA INGLÉS
(PLAN REFORMADO 1996) A LA LICENCIATURA EN IDIOMA INGLÉS (PLAN MODIFICADO 1999)

| Plan Reformado de Licenciatura en Idioma Inglés (1996) | Ciclo | Plan Modificado de la Licenciatura en Inglés (1999) | Ciclo |
|---|--------------|---|--------------|
| Inglés Básico Intensivo | I | Inglés Básico Intensivo | I |
| Técnicas de Investigación | I | Métodos de Investigación (no se les dará mientras no se tenga el pre-requisito) | VIII |
| Expresión Oral y Escrita en Español | I | Gramática Española | I |
| Inglés Intermedio Intensivo I | II | Inglés Intermedio Intensivo I | II |
| Historia de El Salvador y CA. | II | Historia de El Salvador y CA. | II |
| Expresión Oral y Escrita en Español II | II | Redacción en Español | II |
| Inglés Intermedio Intensivo II | III | Inglés Intermedio Intensivo II | III |
| Pedagogía General y | | | |
| Psicología General | III | Psicopedagogía I | I |
| Inglés Avanzado Intensivo I | II | Inglés Avanzado Intensivo I | IV |
| Gramática Inglesa I | IV | Gramática Inglés I | III |
| Estadística Aplicada a la Educación | IV | Estadística Aplicada a la Educación | VIII |
| Didáctica del Idioma Inglés I | IV | Didáctica del Idioma Inglés I | IV |
| Inglés Avanzado Intensivo II | IV | Inglés Avanzado Intensivo II | V |
| Gramática Inglesa II | V | Gramática Inglesa II | IV |
| Didáctica del Idioma Inglés II | V | Didáctica del Idioma Inglés II | VI Y VII |
| | | | |
| Lectura y Escritura en Inglés | VI (8 U.V.) | Lectura y Conversación en Inglés I y II (8 u.v.) | V |
| Lingüística I | VI | Introducción a la Lingüística | VI |
| Literatura I | VI | Literatura I | VI |
| Didáctica del Idioma Inglés III | VI | Didáctica del Idioma Inglés III | IV |
| Escritura Avanzada del Inglés | VII | Composición I | |
| Lingüística II | VII | Fonología y Morfología Inglesa | VI |
| Literatura II | VII | Literatura II | VIII |
| Didáctica del Idioma Inglés IV | VII | No tiene | |
| Optativa I | VIII | Francés I, Japonés I ó Traducción I | |
| Lingüística III | VIII | Sintaxis | VII |
| ESP | VIII | No tiene | |
| Administración Educativa | IX | No tiene | |
| Optativa II | IX | Francés II, Japonés II ó Traducción II | IX |
| Seminario I | IX | No tiene | |
| Práctica Docente I | X | No tiene | |
| Optativa III | X | Francés III, Japonés, III ó Traducción III | X |



APPENDIX F
Questionnaires

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



**History of Curricular Changes of the Bachelor in English Teaching, Foreign
Language Department, University of El Salvador, from 1972 to 2013**

Currículo 1977

PREGUNTAS GENERALES:

- 1) ¿Quiénes estuvieron involucrados en el Diseño del Currículo de la Carrera Licenciatura en Idioma Ingles y su respectivo Plan de Estudios?
- 2) ¿Cómo surgió la idea de dicha creación?
- 3) ¿Quiénes estuvieron de acuerdo y quienes se opusieron en dicho diseño?
- 4) ¿Cuáles eran los requisitos para poder obtener el título que lo acreditaba como Licenciado/a?
- 5) ¿Cuántos docentes conformaban el Departamento de Idiomas Extranjeros en esa época?
- 6) ¿Cuál era el Perfil de Ingreso que los estudiantes debían de tener para poder optar a dicha carrera?
- 7) ¿Cuánto tiempo se llevó en estar listo el Plan de Estudio?

PREGUNTAS ESPECÍFICAS:

- 1) ¿En qué año se le encomendó la preparación del Plan de Estudios?
- 2) ¿Cómo se sintió al saber que había sido escogida para participar en el diseño/creación de la carrera y su plan de estudio?
- 3) ¿Qué materia o materias enseñaban en ese tiempo?
- 4) ¿Cómo eran los horarios de clase? ¿se impartían clases por la mañana, tarde, y noche?
- 5) ¿Cuánto era la duración de una clase?
- 6) ¿Quién era el Jefe del Departamento en ese momento?
- 7) ¿Cuál fue el enfoque que se le quería dar al Plan de Estudio?
- 8) ¿En qué consistía la materia de Proyección Especial para la Investigación Dirigida?
- 9) ¿Cómo se realizaba la evaluación en la materia de Ingles?
- 10) ¿Por qué solo había una Práctica Docente?
- 11) ¿En qué consistía la materia de Idioma Extranjero?
- 12) ¿Considera usted que los estudiantes salían preparados para enseñar o solo para hablar en idioma?
- 13) ¿En qué consistía la materia Análisis de los Contrastes Inglés- Español?



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



History of Curricular Changes of the Bachelor in English Teaching, Foreign Language Department, University of El Salvador, from 1972 to 2013

Servicio Social

1. Que es el servicio social?
2. Cuál es el propósito del servicio social?
3. Que beneficios trae al estudiante el realizar el servicio social?
4. Cuando se inició la unidad de proyección social?
5. Cuáles eran las opciones que el estudiante tenía para realizar su servicio social?
6. En qué consistía el curso lingüístico metodológico?
7. Cuáles eran los requisitos para poder optar a realizar el servicio social?
8. De cuantas horas consistía el servicio social?
9. Que beneficios trajeron al departamento al brindar los talleres?
10. De manera personal, cree que es necesario un servicio social?
11. Como funcionaron los proyectos?
12. Cuáles fueron las ventajas y desventajas de estos proyectos?
13. Como surgió la idea de ofrecer los cursos libres de inglés?
14. Con referente a los profesores que impartían los curso metodológicos, eran los mismos docentes del departamento o eran docentes especializados de otras organizaciones ajenos a la Universidad?
15. Que impacto tuvo en la sociedad al implementar el servicio social?
16. Cuáles eran las metas de manera personal en la sub-unidad de proyección social?
17. Cuando se graduó considero ud que estaba preparado para enseñar el idioma o solo para hablarlo?
18. Consideraba que era necesario hacer algún cambio al plan de estudios que ud se graduó?
19. Que enfoque considero ud que tenía el plan de estudio de 1977?
20. En que consistió su servicio social?
21. En el plan de estudio actual qué relación tiene la práctica docente como pre requisito para poder llevar la materia de métodos de investigación?
22. En las reuniones que ud estuvo presente referente a los planes de estudio propuso alguna vez que se diera alguna materia? Si ese es el caso cual fue?
23. En la actualidad que enfoque se le tiene que dar al nuevo pensum?



History of Curricular Changes of the Bachelor in English Teaching, Foreign Language Department, University of El Salvador, from 1972 to 2013

Currículo 1993

PREGUNTAS GENERALES:

- 1) ¿Quiénes estuvieron involucrados en el diseño del currículo?
- 2) ¿Cómo surgió la idea de los cambios?
- 3) ¿Quiénes estuvieron de acuerdo y quienes se opusieron en el diseño del currículo?
- 4) ¿Cuándo se dieron todos los cambios?
- 5) ¿Cuáles eran los requisitos para poder obtener el título que lo acreditaba como licenciado/a?
- 6) ¿Cuántos docentes conformaban el Departamento de Idiomas Extranjeros en esa época?
- 7) ¿Cuál era el perfil de ingreso que los estudiantes debían de tener para poder optar a dicha carrera?
- 8) ¿Cuánto tiempo se llevó en estar listo el Plan de Estudios?

PREGUNTAS ESPECÍFICAS:

- 1) ¿Por qué si en el diseño del currículo aparecía Licenciatura en Idioma Inglés Opción: Enseñanza se aprobó solamente con el nombre de Licenciatura en Idioma Inglés?
- 2) ¿Cuál fue la metodología de trabajo que se implementó para diseñar el currículo?
- 3) ¿Cuál fue la razón para que se incluyera materias que no estaban completamente alineadas al enfoque de la carrera? Por ejemplo Matemática y Estadística?
- 4) ¿Qué materia o materias enseñaban en ese momento?
- 5) ¿Cómo eran los horarios de clase? Las clases se impartían por la mañana o por la tarde?
- 6) ¿Cuánto duraba una clase?
- 7) ¿Cuántas materias comprendía el Plan de Estudio de 1993?

- 8) ¿Cuál fue el enfoque que se le quería dar al Plan de Estudio?
- 9) ¿Cuál cree usted que fue su mayor logro en el Departamento de Idiomas?
- 10) ¿En qué consistía la materia de Inglés para Propósitos Específicos?
- 11) ¿Propuso usted alguna vez en las reuniones ejecutadas para la modificación del currículo de la carrera Licenciatura en Ingles Opción: Enseñanza que se implementara alguna materia en específico?
- 12) ¿Cuál fue la razón de implementar cuatro Didácticas en el Idioma Inglés?
- 13) ¿Considera usted que el estudiante al finalizar la carrera, egresaba más preparado en el área Lingüística que en el área Metodológica?
- 14) ¿Por qué para poder cursar Seminario I los prerrequisitos eran haber cursado Lingüística III, Ingles para Propósitos Específicos y Administración Educativa y no Técnicas de Investigación?
- 15) ¿Por qué el nombre de Plan Innovado Reformado?
- 16) ¿En qué año se retiró de la Universidad? ¿Cuáles fueron sus expectativas al momento de su retiro para el nuevo Jefe del Departamento?



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



**History of Curricular Changes of the Bachelor in English Teaching, Foreign
Language Department, University of El Salvador, from 1972 to 2013**

Vice-Decanato

- 1) ¿En qué fecha fue electo como para ocupar el puesto de Vice-Decano?
- 2) ¿Cuáles fueron sus expectativas al llegar a dicho puesto?
- 3) ¿Cómo se sintió al saber que había sido electo?
- 4) ¿A Criterio suyo, que fue lo que lo caracterizo para que usted fuera electo y no los demás candidatos?
- 5) ¿Qué proyectos fueron impulsados por usted al estar en la Vice-Decanatura?
- 6) ¿Se le presento alguna dificultad durante su gestión como Vice-Decano el cual entorpeciera sus objetivos administrativo/académico?
- 7) ¿Al terminar su periodo como Vice-Decano considero usted que había cumplido todas las metas y objetivos que se trazó?
- 8) ¿Cuál cree usted fue su mayor logro durante su gestión como Vice-Decano?
- 9) ¿En qué año entro a estudiar a la Licenciatura en Idioma Ingles?
- 10) ¿En qué año se graduó de dicha carrera?
- 11) ¿Cuántos estudiantes que empezaron la carrear con usted se graduaron el año en que usted se recibió?
- 12) ¿Considera usted que el estudiante al finalizar la carrea, egresaba más preparado en el área Lingüística (hablarlo) que en el are Metodológica (enseñarlo)?
- 13) ¿Cuándo usted se graduó considero usted que estaba preparado para enseñar el idioma o solo para hablarlo?
- 14) ¿Consideraba que era necesario hacer algún cambio al Plan de Estudios que usted se graduó?
- 15) ¿Qué enfoque considero usted que tenía el Plan de Estudios de 1977?
- 16) ¿Qué materia o materias enseñaba usted cuando entro al Departamento de Idiomas Extranjeros?
- 17) ¿En las reuniones que usted estuvo presente referente a los Planes de Estudio propuso alguna vez que se diera alguna materia? Si ese es el caso ¿Cuál fue?
- 18) ¿En la actualidad que enfoque se le tiene que dar al Nuevo Pensum?



History of Curricular Changes of the Bachelor in English Teaching, Foreign Language Department, University of El Salvador, from 1972 to 2013

Currículo 1993-1999

PREGUNTAS GENERALES:

1. Quienes estuvieron involucrados en el diseño del currículo?
2. Cómo surgió la idea de los cambios?
3. Quienes estuvieron de acuerdo y quienes se opusieron en el diseño del currículo?
4. Cuando se dieron todos estos cambios?
5. Cúales eran y son los requisitos para poder obtener el título que lo acredita como licenciado/a?
6. Cuál era el perfil de ingreso que los estudiantes debían de tener para optar a dicha carrera?
7. Cuánto tiempo se llevó en estar listo el plan de estudio?

PREGUNTAS ESPECÍFICAS:

1. Cual fue el principal motivo para realizar los cambios?
2. Porque si en el diseño del currículo aparecía Licenciatura en Idioma Ingles Opción enseñanza se aprobó solamente con el nombre de Licenciatura en Idioma Ingles?
3. Cual fue la metodología de trabajo que se implementó para diseñar el plan de estudio?
4. Cual fue la razón para que se incluyera materias que no estaban completamente alineadas al enfoque de la carrera? Por ejemplo: Matemática, Estadística, Expresión Visual.
5. Cual fue el enfoque que se le quería dar al plan de estudios de 1993 y 1999?
6. En qué consistía la materia de Inglés para Propósitos Específicos?
7. Propuso ud alguna vez en las reuniones ejecutadas para la modificación del currículo de la carrera Lic. En idioma ingles opción enseñanza que se implementara alguna materia en específico?

8. Cual fue la razón de implementar cuatro didácticas en el idioma inglés?
9. Considera ud que el estudiante al finalizar la carrera, egresaba más preparado en el área lingüística (hablarlo) que en el área metodológica (enseñanza)?
10. Por qué las materias optativas que el estudiante podía cursar, muchas de ellas nunca fueron impartidas?
11. Por qué el pre-requisito para poder cursar la materia Métodos de Investigación es la Práctica Docente I?
12. Cual fue el propósito de modificar el nombre de las materias si de cierta manera los contenidos eran los mismos?
13. Por qué aumentar una materia más en el plan de estudio de 1999 pero se mantiene el mismo número de unidades valorativas?
14. Por qué si la carrera se llama Licenciatura en Idioma Ingles Opción Enseñanza, los estudiantes que cursan dicha carrera no se gradúan con el escalafón magisterial?
15. Por qué cambiaron el código de la carrera de L10410 a L10411?
16. Por qué tomar en cuenta la materia de Irenología como una posible materia optativa?
17. Por qué reducir en el plan de estudio de 1999 a 3 Didácticas del Idioma Ingles?



History of Curricular Changes of the Bachelor in English Teaching, Foreign Language Department, University of El Salvador, from 1972 to 2013

Nuevo Currículo

PREGUNTAS GENERALES:

- 1) ¿Quiénes están involucrados en el Diseño del Nuevo Currículo?
- 2) ¿Cómo ha surgido la idea de los cambios?
- 3) ¿Quiénes están de acuerdo y quienes no lo están en el Diseño del Nuevo Currículo?
- 4) ¿Cuándo se han dado estos cambios?
- 5) ¿Serán los mismos requisitos para poder optar al título que lo acredita como Licenciado/a?
- 6) ¿Cuántos docentes conforman actualmente el Departamento de Idiomas Extranjeros?

PREGUNTAS ESPECÍFICAS:

- 1) ¿Cuál es el propósito de los nuevos cambios?
- 2) ¿Cuál es la metodología de trabajo que se está implementando para Diseñar el Nuevo Currículo?
- 3) ¿Cuántas materias serán incluidas en el Nuevo Currículo?
- 4) ¿Cuál será el enfoque que se le dará al Nuevo Currículo?
- 5) ¿Cuál cree usted que es su mayor logro en el Departamento de Idiomas?
- 6) ¿Ha propuesto usted? En las reuniones ejecutadas para la modificación del Plan Nuevo Currículo de la carrera que se implemente alguna materia en específico?
- 7) ¿Cuáles son sus propuestas para el Nuevo Plan de Estudio?
- 8) ¿Cuáles son las deficiencias que usted. Encuentra en el actual Plan de Estudios?
- 9) ¿Considera usted, que el estudiante al finalizar la carrera del Nuevo Plan de Estudios, egresara más preparado en el área Lingüística (hablarlo) o en el área Metodológica (enseñanza)
- 10) ¿Con el nuevo Plan de Estudio los estudiantes que opten por dicha carrea obtendrán el Escalafón?
- 11) ¿Se considera cambiar el nombre de la carrera o se mantendrá el mismo?
- 12) ¿En caso que se incluyan nuevas materias estarán estas acorde a las necesidades actuales? (Metodológicas, Tecnológicas, etc.)
- 13) ¿Cómo funcionara el Plan de Absorción para los estudiantes que han empezado con el actual currículo?
- 14) ¿Cómo cree que los estudiantes asimilaban dicho cambio?
- 15) ¿Se han realizado consultas con los estudiantes acerca de los nuevos cambios que se realizaran?

APPENDIX G
Research proposal

UNIVERSITY OF EL SALVADOR

SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGE DEPARTMENT



Graduation Process

Research Proposal

History of Curricular changes of the Bachelor in English Teaching, Foreign Language Department, University of El Salvador, from 1972 to 2013.

Professor's name:

Mti. Edgar Nicolás Ayala

Student's names:

Blanco Martínez, Igmar Mauricio

Martínez Castellón, Carmen Patricia Guadalupe

Ramírez, Gerber Mauricio

Main Campus, March 22, 2013

Topic: History of Curricular changes of the Bachelor in English Teaching, Foreign Language Department, University of El Salvador, from 1972 to 2013.

Introduction

Learning a language is learning to communicate since we live in a world of words and numbers because human beings always has had the need to communicate their ideas and thoughts among them. The ability to communicate has been always an important piece in human life because this has allowed human beings to transmit their new discoveries with the rest of the world; here is where emerge the need to acquire new language skills that can allow to break the barriers of language.

Since acquiring new language skills is a necessity not only of one person but everybody, arise the idea to find new ways to acquire these new abilities which leads to the creation of a new major tailored to supply this need. It was in this moment when the University of El Salvador envisioned the importance to create a Language Department to fulfill this need in the society. With the foundation of the Language Department a Technical major was created named Technical major in Translator-Interpreter which was given in a period of four years but lasted twelve years from 1956 up to 1968.

In 1972 the major of Licenciatura en Idioma Ingles, originally called Licenciatura en Idiomas con especialidad en Inglés y Castellano, and Profesorado en Educación para la Enseñanza del Inglés were created with the purpose to prepare in a professional manner the students that were attending these majors. A year later, the curricula of these majors were approved along with the mentioned majors.

It was in 1977 when El Consejo de Administración Provisional de la Universidad de El Salvador (CAPUES) approved the proposed modifications by the Faculty of Science and Humanities of the curriculum of the Licenciatura en Idioma Inglés.

Sixteen years went by before another change to the curriculum was made. It was 1993 when a new curriculum was implemented at the Foreign Language Department, one of these changes was that they passed from 31 subjects to 35, and was at this point when they added subjects related to teaching. One of the reason why they implemented these changes was because they realized that students were being prepared only to speak the language and the change they wanted to make was that students were ready not only to speak the language but also to teach it. Although this curriculum was implemented in 1993 it was until 1996 that was approved by the Consejo Superior Universitario.

Later, in 1999 another modification was made to the curriculum but in this case was different for the reason that only one more subject was added and the name of the major suffered a modification being from Licenciatura en Idioma Inglés to Licenciatura en Idioma Inglés Opción Enseñanza, among other changes. It is important to mention that all these changes were made in a period of 6 to 8 months approximately.

Nowadays current authorities of the Foreign Language Department are working in the new curriculum and it is expected to be implemented in the near future.

Finally, this research will be made through the use of information collected from the different departments from the University of El Salvador and above all the most valuable information that are oral interviews to the people that were part of all these important changes.

Proposal

The Licenciatura en Idioma Inglés Opción Enseñanza has undergone many changes along all these years; most of these changes have been made to improve the major. However, looking back in time, the mentioned major was focused only in speaking the language. One of the main purpose of these changes were made through the time, was with the objective to professionally prepare students in the teaching area; this was an empty space in the society because there were not professionals with enough knowledge in the teaching field. It is at this point where the necessity to make these changes emerged.

Research Questions

General Question:

- To what extent reconstructing the timeline of the different changes in the B.A. in English Teaching can have an impact in the history of the Foreign Language Department?

Specific Questions:

- -Which are the different changes that have been made in the B.A. in English Teaching since its beginnings to the year 2013?
- -To what extent establishing a basis for future changes can help the Foreign Language Department to improve its curriculum?

Objectives

General Objective:

- Reconstruct the history of the different changes of the curricula of the Licenciatura en Idioma Inglés Opción Enseñanza.

Specific Objectives:

- To identify which changes were made in the curriculum of the Licenciatura en Idioma Inglés Opción Enseñanza since its beginnings up to the present.
- Establish the basis for future changes in the curriculum of the major Licenciatura en Idioma Inglés Opción Enseñanza.

Justification

The *Licenciatura en Idioma Inglés Opción Enseñanza* underwent many changes in the last 30 years, this has been a rich past in changes to improve and prepare professionals in the teaching field, and this past gives the opportunity to share and let know to nowadays generations, and future generations as well, about all changes that were made to the major that will lead them to be professionals in the teaching area. This is one of the reason why, it is considered necessary to collect all the information that is related to these changes.

By collecting this information will be helping not only the students that are attending this major but also to the Foreign Language Department itself and the whole University as well, because by doing this, they will have a basis to take into account to future modifications to the curriculum.

This type of research is intended to be unique in its type due to the fact that it has never been done before at this historical level and; moreover, by students leaving a record of this research. The experience that will be acquired in this work is invaluable, all knowledge that will be learnt through the interviews done to the people that were involved in the moment that all these changes were performed is historically rich.

Methodology

This work is intended to be made through the use of collected information such as: articles related to the history of the University of El Salvador, graduation works, curricula, and more important oral interviews to the people that formed part of these changes through the use of specific questions that will help to gather all the necessary data in order to complete the bibliographic information with the purpose to achieve the main goal of this work. A useful tool for this research that will be used is a timeline.

TIMETABLE

| <i>Activities</i> | March | | | | April | | | | May | | | | June | | | | July | | | | August | | | |
|---|-------|---|---|---|-------|---|---|---|-----|---|---|---|------|---|---|---|------|---|---|---|--------|---|---|---|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| Data recollection | | | | | | | | | | | | | | | | | | | | | | | | |
| Framing the research proposal | | | | | | | | | | | | | | | | | | | | | | | | |
| Making of the first draft | | | | | | | | | | | | | | | | | | | | | | | | |
| First phase of interviews and analysis of them | | | | | | | | | | | | | | | | | | | | | | | | |
| Hand-in of the first draft | | | | | | | | | | | | | | | | | | | | | | | | |
| Applying corrections to the first draft and making of the second draft | | | | | | | | | | | | | | | | | | | | | | | | |
| Second phase of interviews and analysis of them | | | | | | | | | | | | | | | | | | | | | | | | |
| Hand-in of the second draft | | | | | | | | | | | | | | | | | | | | | | | | |
| Applying corrections to the second draft and making of final report and hand-in it | | | | | | | | | | | | | | | | | | | | | | | | |
| Periodic meetings with the advisor | | | | | | | | | | | | | | | | | | | | | | | | |

Resources

Human resources

Advisor:

Edgar Nicolás Ayala

Researchers:

Carmen Patricia Guadalupe Martínez Castellón

Igmar Mauricio Blanco Martínez

Gerber Mauricio Ramírez

Interviewed

Lic. José Ricardo Gamero

Lic. Sara Méndez Gómez

Lic. Ana María Glower

Lic. Norma Cecilia Blandón de Castro

Lic. Jorge Homero Llanes

Lic. Rolando Labrador

Lic. José Israel Oliva

Lic. Pedro Antonio Salazar

Material resources

- Technical Resources
- Bibliographical Research
- Foreign Language Department Study plans
- Computers
- Internet
- Printer
- Bond sheets
- Digital camera
- Digital recorder
- Notebooks

Financial resources

| | |
|-------------------|-----------------|
| Transportation | \$450.00 |
| Copies | \$ 18.00 |
| Bond sheets | \$ 10.00 |
| Binders | \$ 25.00 |
| Ink cartridge (3) | \$ 81.00 |
| CDs | \$ 1.00 |
| Miscellaneous | \$150.00 |
| Total | \$735.00 |

References

Blandon, N. C. et al (1983) *Reestructuración de las carreras ofrecidas por el Departamento de Idiomas de la Universidad de El Salvador, a fin de adecuarlas a las necesidades y/o requerimientos de nuestro país.* (B.A. thesis, University of El Salvador)

Consejo Técnico. (1972, May) *Planes de Estudio Aprobados por el Consejo Técnico.* University of El Salvador.

Consejo Superior Universitario. (1973, August) *Aprobación de Carreras de las distintas Facultades.* (Acta No. 7) University of El Salvador.

Consejo de Administración Provisional de la Universidad de El Salvador. (1977, July) *Aprobación de las modificaciones propuestas por la Facultad de Ciencias y Humanidades, a los Planes de Estudio de la Licenciatura en Idioma Inglés.* (Acuerdo No. 16-VII-G) University of El Salvador.

Consejo Superior Universitario. (1996, October) *Diseño del Currículo para la Carrera de Licenciatura en Idioma Inglés: Opción Enseñanza*. (Acuerdo No. 49-95.99) University of El Salvador.

Consejo Superior Universitario. (1999, October) *Dictámenes de la Comisión Académica sobre diferentes solicitudes de la Facultad de Ciencias y Humanidades*. (Acuerdo No. 164-95-99) University of El Salvador.

Foreign Language Department. (1996, August) *Diseño del currículo para la carrera de la Licenciatura en Idioma Inglés Opción Enseñanza*. University of El Salvador.

Foreign Language Department. (1999, June) *Plan Modificado de la carrera de la Licenciatura en Idioma Inglés Opción Enseñanza*. University of El Salvador.

Glower, A. M. (2008, October). *Historical Background of the Teaching of English at the Foreign Language Department in the University of El Salvador*. Conference on Festival of Foreign Languages at University of El Salvador, San Salvador, E.S.

Salazar, P. A. & Rodríguez, W. N. (1998) *Departamento de Idiomas Extranjeros su historia 1956-1998*. San Salvador, E.S: Foreign Language Department, University of El Salvador.

APPENDIX H

Pictures



Current Computer Center at the FLD
Source: Picture provided by M.A. Nicolás Ayala



M.A. Jorge Llanes when he was Vice-Dean in 1995
Source: Picture provided by the FLD



M.A. Roberto Baltes and M.A. Nicolás Ayala, back in the 90's
Source: Picture provided by the FLD



M.A. Ricardo Gamero, back in the 90's
Source: Picture provided by the FLD



Current English Lab from the FLD
Source: Picture taken on June, 2013



Current building of the FLD & Philosophy
Source: Picture taken on June, 2013

Part of the current staff from the FLD

Source: Pictures provided by the FLD

M.A. Ana María Glower



When she was Dean from the School of Arts and Sciences, and now the current Academic Vice-Rector

M.A. Norma de Castro



When she was the Academic Administrator and now the current Vice-Dean of the School of Arts and Sciences

M.A. Guillermo Escobar



Remarkable teacher that was part of the staff from the FLD (R.I.P)

M.A. Alexander Sibrían



Remarkable teacher that was part of the staff from the FLD



M.A. Ricardo Garay



B.A. Sara Méndez



M.A. Roberto Baltés

M.A. Jorge Llanes



M.A. Juan Carlos Cruz



M.A. Grace Gómez



B.A. Kary Rodríguez



M.A. Miguel Carranza



M.A. Nicolás Ayala

B.A. Matthew Alvarado



M.A. Pedro Salazar



M.A. Carolina Ramos



M.A. Fidel Navidad



M.A. Ludwig Cornejo



M.A. Odir Mendizabal



M.A. César Gúzman



M.A. Rhina Franco



M.A. Alexander Landaverde

B.A. René Hernández



B.A. Mauricio Contreras



M.A. Israel Oliva



M.A. Claudia de Gúzman



M.A. Rolando Gúzman



M.A. Leonel Cáliz

M.A. Gilma de Laínez



M.A. Victorino Barahona



M.A. Alfredo López



B.A. Cecilia de Amaya



M.A. Ricardo Gamero