

**UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGE DEPARTMENT**

**“A PROPOSAL TO IMPLEMENT A COURSE FOR THE STUDENTS OF
THIRD YEAR OF PROFESORADO EN IDIOMA INGLÉS PARA TERCER
CICLO Y EDUCACIÓN MEDIA OF THE WESTERN MULTIDISCIPLINARY
CAMPUS OF THE UNIVERSITY OF EL SALVADOR TO TRAIN THEM TO
INCLUDE IN THEIR LESSON PLANS ACTIVITIES ADDRESSED TO
DEVELOP ENGLISH ACROSS THE CURRICULUM”**

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Introduction

Noticing the need of improving our society in relation to the moral values, the MINED authorities have included those values in every school program for teachers, in turn, to implement such values explicitly and implicitly in every class. Therefore, it is necessary for all the teachers-on-duty as well as teachers-to-be to know exactly how to foment moral values by using the pedagogical proposals, Across the Curriculum. The research project presented in this report is a result of an effort to find easier ways for the English teachers specifically to instill in the learners moral values during the class. This report is divided into three chapters:

Chapter I (Research Design) explains the necessity, the importance and the justification of the research. At the same time, the objectives, both general and specific, are established in this section. Moreover, the backgrounds of the origin and contents of Across the Curriculum are presented to have a better view on Across the Curriculum in English. Also, the pivot of this research is stated through the hypothesis. This chapter concludes with the suggested methodological procedure to carry out the research project.

On the other hand, chapter II (Data Analysis and Interpretation) reports the data analysis and interpretation of the research project carried out in order to verify the hypothesis established in the previous chapter. This chapter is divided into four sections to state the steps to be carried out the project and gather data out of it for a later interpretation.

Chapter III (Conclusions, Recommendations, Bibliographical References and Appendices) states the final results of the research. Besides, the recommendations out of the results are presented for getting even better outcomes if carried out by other researchers. Likewise, the references and appendices used during the design and execution of this research report are stated in this chapter to show that this research report is well-sustained and well-equipped with the necessary material.

In summary, this research project report is very helpful for the present English teachers to consult it. Thus, they may have better results from their planning in order to instill in their learners the moral values to have a well-cultured and well-mannered Salvadoran society.

Chapter I

Research Design

Statement of the Problem

Societies change constantly, so the way of living developed nowadays is different from the one developed ten, fifteen, or twenty years ago. In general, the technological, political, economical, social and cultural areas of the modern world have evolved. Education is in charge of divulging the process of these new changes and regulating the human behavior during them. Educators must innovate the methodology to adapt it to the integral human development. For as technology improves, moral values simultaneously decay. People astonish of attitudes that incite youth to become criminals at an early age; it is common to watch on television kids and teenagers killing with no apparent reason, fathers raping their daughters, and so forth.

Thus, the human values seem to be in crisis. Still, there is a tool that can be used to prepare new generations to change this critical situation: that is education. For that reason, MINED has visualized the necessity of implementing moral values in the national educational system by proposing the use of Across

the Curriculum to satisfy that need. To know if it is being used as a supporting tool to help students succeed in those contents that have been proposed, MINED needs to assess the use of Across the Curriculum in teachers' plannings in all subjects. Likewise, English teachers are forced to apply English Across the Curriculum as MINED requires. Therefore, teachers should have the necessary preparation in the application of these pedagogical proposals, but most of the teachers lack that sufficient preparation.

However, when teachers start working in a school monitored by MINED, they are required to apply all the elements established in the program such as yearly plans, unit plans, lesson plans, lesson guides, and so on. But most of the times, teachers do not know how to relate all the mentioned elements to make education more efficient. Every year, MINED establishes techniques, tools, and methods to improve the national curriculum, but usually they do not support teachers with the appropriate guidelines to carry out the set elements. For example, MINED has always been interested in changing the bad attitudes of the Salvadoran society by suggesting and proposing new pedagogical techniques in the programs to improve the teaching-learning process. Therefore, MINED has set up workshops and trainings in order that all the teachers could manage allegedly everything about the new methodological proposals, but those workshops and trainings have not been enough to prepare teachers to carry out these new proposals. A clear example is Across the Curriculum because English

teachers do not have the necessary knowledge and even more they do not know very much about the application of it in the lesson plans.

This lack of knowledge is the result of inappropriate and incomplete trainings to implement those proposals in the plannings which teachers should address to the development of moral values in the youth. When it comes to Across the Curriculum, many questions and doubts rise assiduously on the application of it. Moreover, that situation happens even more when it comes to know how to apply Across the Curriculum for the English subject lesson plans because neither the teachers in charge of implementing Across the Curriculum nor the undergraduate English students of Profesorado perfectly manage Across the Curriculum whenever they prepare their plannings. So, if there are not enough complete and continuous trainings and workshops on Across the Curriculum, teachers-to-be who probably know just a bit about such pedagogical proposals, will not reach the objectives that MINED planned for the establishment of Across the Curriculum, for they need an English planning course to know and manage it easily before going to the workfield where those pedagogical proposals are fully required but not completely applied.

Another obstacle found in this issue that requires special attention is that some topics of the English program are more difficult to relate to the contents of English Across the Curriculum such as education on moral values,

environmental education, and so forth. Some teachers think that the contents of the English program do not go with the Salvadoran children's reality and that English Across the Curriculum is not an aid, as it should be, to adapt those contents to the students' reality and needs. By using English Across the Curriculum, the teachers should be able to adapt any English topic to the children's way of living, but they do not know how to orientate and manage the appropriate techniques and activities to meet children's needs.

In this way, most of the teachers are not self-confident to apply English Across the Curriculum in their classes. Even though English Across the Curriculum is frequently shown just in theory, teachers think that it is important nowadays; there is a contrast between the importance teachers give to English Across the Curriculum and its real application. As a result, there is a lack of an integral relation between the topics from the English program and English Across the Curriculum in practice.

On the other hand, most of the teachers have received trainings on Across the Curriculum, but these trainings do not provide specific techniques to be applied especially on each subject. Maybe teachers know the contents that are involved in English Across the Curriculum, but they probably do not have any idea of how to include them in their plannings. Some others are not familiar with those contents involved in English Across the Curriculum, so it is difficult for

them to design activities in their lesson plans addressed to develop each of these contents in the classroom; as a result, teachers cannot establish suitable relationships among the contents being taught. The inadequate application of Across the Curriculum in the development of moral social values affects schools and communities causing less positive outcomes from the efforts of teachers and program designers to guide students to further responsibilities in their society and their community.

The reasons mentioned above make English Across the Curriculum an important pedagogical proposal to be dealt as a problem-solving instrument. Moreover, Lic. Ricardo Ardón, the representative of the western branch office of MINED, states that, "Teaching English focused on English Across the Curriculum helps decrease violence at schools and contribute to foster a degree of social responsibility in all the students' communities and make the teaching task easier for the other two main elements that compose the national curriculum: parents and teachers". But teachers usually get into troubles trying to find an adequate application of English Across the Curriculum in their plannings. When such proposals are not correctly applied, they cannot produce the expected results as MINED envisions.

Justification

This research work is of great relevance for all the society as a whole. First, in a short period, the present and, by extension, future students of Profesorado en Idioma Inglés para Tercer Ciclo y Educación Media (and even some already-on-duty teachers) will take advantage of having access to this textual evidence to consult it and, in turn, to improve their teaching on the due application of Across the Curriculum in the English subject lesson plans. Secondly, from having a good teaching on students, teachers will know what contents to apply in order to influence on the students' mind. This teaching is oriented to contribute with practical ideas to foment moral values by applying the methodology to be used in the English subject by means of English Across the Curriculum. This society urges an educational system to accommodate people as productive members of the society itself by putting into effect such moral values in order to build a solid society. Thus, in a not-too-long period, every student will become a moral-value-rich individual for the tomorrow society in which each of them will live. Further, the educational system will start a new, peaceful and well-cultured society being a gift for our forth-coming generations. To live up to these expectations, teachers-to-be will have the option of getting a complete training on the design of lesson plans, implying the use of English Across the Curriculum. Next researcher generations are expected to take benefits of the ideas emitted in this report by analyzing the appropriate

methodology applying Across the Curriculum in English as well as in other subjects. By enriching the methodology of English, it is possible to reach the aforementioned purposes. All this makes this research work worth to be carried out in this field of study.

Objectives

General objective

- To design a course for students of Profesorado en Idioma Inglés para Tercer Ciclo y Educación Media of the Western Multidisciplinary Campus of the University of El Salvador on the application of English Across the Curriculum according to the requirements of MINED.

Specific objectives

- To gather the requirements proposed by MINED on the use of Across the Curriculum to design a course for students of Profesorado en Idioma

Inglés para Tercer Ciclo y Educación Media of the Western Multidisciplinary Campus of the University of El Salvador

- To establish the necessary objectives of the course on the use of English Across the Curriculum for students of Profesorado en Idioma Inglés para Tercer Ciclo y Educación Media of the Western Multidisciplinary Campus of the University of El Salvador
- To determine the contents of the course on the use of English Across the Curriculum for the students of Profesorado en Idioma Inglés para Tercer Ciclo y Educación Media of the Western Multidisciplinary Campus of the University of El Salvador
- To structure the adequate methodology for the set objectives in the course for students of Profesorado en Idioma Inglés para Tercer Ciclo y Educación Media of the Western Multidisciplinary Campus of the University of El Salvador
- To set up an evaluation system based on the course for students of Profesorado en Idioma Inglés para Tercer Ciclo y Educación Media of the Western Multidisciplinary Campus of the University of El Salvador on the application of English Across the Curriculum according to the requirements of MINED.

Review of Literature

It is known that there are different educational organizations around the world concerning with the social situation all the countries from Latin America, as El Salvador, are facing. The contemporary age has brought strong changes in people's lives. There are social problems that influence the way of acting on most human beings such as diseases, depletion of the environment, violence, racism, international hostility, unbalanced consumption, corruption, inequality, poverty and the decrease of the moral value system, which has provoked instability in all the countries of the world. These factors almost always affect any society where people are interacting among them. In addition, the industrial, technological, scientific and communicative changes force education to take another way based on moral values and attitudes to keep harmony and

sensibility on people's lives. Consequently, these social problems mentioned above have caused more alarming influences on younger people than on the older ones, for example, violence at schools, on the streets and in communities. Therefore, MINED (1997) has developed strategies to implement moral values in the curriculum of the Salvadoran educational system with the purpose of guiding and developing attitudes in the students' mind. On the other hand, Héctor Armando Sigüenza, the one in charge of the family section of the Santa Ana Police Department, establishes three main causes of the high rate of violence at schools in the past years. The causes are family disintegration, intrafamilial violence and drugs. He says that the society itself has not given real opportunities to the affected youngsters to have a productive life in any community where they are developing their abilities and skills. Also, Mr. Joaquín Hernández, a sub-inspector of the Santa Ana Police Department, affirms that some programs on television contribute to family disintegration. Hence, the solution to this problematic situation requires, in general, a change in the standards of moral values individually and socially as well as a change of attitudes that allows the cohabitation among the human beings. At the same time, such solution may help consolidate the ethical principles in which the society must be based on and transformed. In this way, the changes mentioned above must be taken into account in educational, social, cultural and political areas. So, MINED affirms that it is urgent to include moral values in all the

subjects of the Salvadoran curriculum to counteract all the possible causes that elicit youngsters to commit acts of violence.

Across the Curriculum was established in El Salvador as a concrete answer to the social and psychological deficiencies diagnosed in the population of this country at the end of the last century. Although Across the Curriculum was a term used previously in other countries, as in El Salvador, it became an aid to cope with the consequences produced by the armed conflict our country went through during the 1980's, which brought massive migration to the United States, Australia, Sweden, and other countries. The conflict caused family disintegration and breaking up of moral values; for instance, gangs raised as a product of the difficult situation lived in El Salvador. According to Joao (2000) the post-war period in this country was a process of insensibility for Salvadoran people, as moral values lost their priority while the war developed. Years later, in 1997, during the presidency of Dr. Armando Calderón Sol, the educational reform of that year included Across the Curriculum to avoid the deep-rooted immoral attitudes of the society. MINED provided some material that could help foment moral values through the curriculum. This material was called a "guide" and included six elements: Selected value to develop during the working day, Reflection about the value, Information about the value, References to put the value into effect, Activities to involve students in the practice of moral values and Criteria to evaluate the achievement of goals. In addition, MINED elaborated a

calendar for the school year which includes the next elements: week, moral value and suggested methodology. Thus, each week is supposed to have a value to be fomented and its respective methodology to apply it. The mass media provided extra material since the educational reform was published. The strategies used by journals such as El Diario de Hoy and La Prensa Gráfica to contribute in the study of moral values were the publications of weekly bulletins to complement the guides of MINED. The solution of the social problems in the post-war period in El Salvador was a relevant topic for MINED.

In order to define Across the Curriculum, Centro de Desarrollo Profesional Regional Occidente, MINED (2003) called it an “instrument” or “a series of contents”; MINED also specified common key words in most of the written definitions: Ethics across society and education. Ethics plays one of the main roles within the organization of Across the Curriculum. All the contents included in the development of Across the Curriculum revolve around Ethics. Through the conceptual, attitudinal, and procedural contents, Across the Curriculum is aimed at fostering a reflective mind in the students. When this instrument was structured, it was expected to foment human values such as justice, freedom, solidarity, equality and democracy, Centro de Desarrollo Profesional Regional Occidente, MINED (2003). Education is the means Across the Curriculum must use to reach its purposes. Just being inside the national curriculum, Across the Curriculum can develop solid principles in a systematic

way. Through all the elements of the curriculum, teachers can find the tools to form in their students a critical mind so that these students develop a sense of searching fair alternatives of life. According to Lerner and Spanier (1980), education is in charge of promoting the abilities required to play a significant role in the society improvement, that is, gaining a better interpersonal relationship environment. Across the Curriculum contains the word “across” because it goes through all the subjects, and it must be developed in all the grades, from pre-school to high school. Across the Curriculum is not considered a subject, but all the contents must be part of the curriculum. “Nowadays” and “society” are two terms that must be related when defining Across the Curriculum. When established, this instrument rose as a result of the social problems that affected a country, Centro de Desarrollo Profesional Regional Occidente, MINED (2003). In line with an interview carried out among English teachers from District 02-04 in the city of Santa Ana, the main necessity of the community is the reinforcement on environmental education and education on moral values; although the contents of Across the Curriculum lose coherence when they are interrelated, the distribution of their use has to depend on the needs of the schools, communities, societies and time in which these contents are applied. Thus, Across the Curriculum is defined by Centro de Desarrollo Profesional Regional Occidente, MINED (2003) as follows, “It is an instrument that adapts the curriculum to the everyday life to be built in social necessities with educational emphasis to presently provide a response to urgent predicaments in

a society”, and “It is a series of contents which are determined by unsettled and socially relevant situations. It is generated by the nowadays ways of life and the educational curriculum within its whole conceptual complexity and from an ethical dimension”.

Across the Curriculum Areas

The areas comprised by Across the Curriculum are very diverse because, through them, the possible needs related to the classroom teaching, may be solved, maybe not all the needs but most of them. Therefore, the eight areas are a result of what the school authorities have always intended and longed for in a gradual process, that is, to inculcate moral values in the students for them to be productive citizens for their society.

The eight areas included in Across the Curriculum are the following ones:

- Environmental Education
- Education on Population
- Education on Human Rights
- Education on Health
- Education on Equality of Opportunities
- Preventive-Integral Education
- Education on Moral Values
- Education on Consumption

1) Environmental Education. As we know, either in our country El Salvador or around the world, the depletion of the environment has turned a permanent problem; that is why, the country needs a swift regulation for countering this social difficulty. This area is very helpful to make coming youth generations be aware of having a critical opinion and responsible behavior on the protection and improvement of our environment.

Due to the ecological crisis our country is going through, the development of attitudes and values is a necessity in the young people of El Salvador to envision a better country as a long-term goal. From shirking a critical and attitudinal standpoint, the outcome will be more ruinous for our socio-economic, cultural and political sector of the country than ever before. In sum, what this area of Across the Curriculum hints is that all the school-attending citizens propose practical suggestions and take action on an issue that might kill us if not treated, our environment.

2) Education on Population. To deal with the population is a hard task seen from any view, starting with the most noticeable phenomenon, that is, population growth. And El Salvador is a suitable example of population growth. According to the National Record Center, the density of El Salvador is three hundred inhabitants per square kilometer in a relatively small area of 21,040 square

kilometers. Out of that social situation, the necessity of an education on population rises hinting the importance of making the individual have the capacity of analysis and the reflection on the population problems. As a result of the application of this area in the curriculum, the individual will learn to take responsibility on the population problems and to face the variabilities of the population such as fertilization, mortality and migration whose levels affect the quality of individual, family and social life.

3) Education on Moral Values. This area is important to foment in the learners the capacity of making decisions and taking over the behavior standards in a rational and independent way. This area, education on moral values, propitiates collective creativity and ways of living together among people. This area helps the learners:

- Have a critical and fair understanding over the everyday reality and social standards still valid,
- Develop fair ways of life either in the interpersonal areas or in the collective ones,
- Assess the reality in order to get to the conclusion and reflect on it for a positive change,
- Follow coherent behavior in line with social principles and standards,
- Internalize standards of behavior socially accepted in the quest of justice and welfare for the society itself.

The education on moral values is not to determine a process of socialization but to highlight the contraction of fairer lives and human formation by finding a balance between adaptation and socialization.

The fomentation of peace, human rights and harmony have become the most outstanding aspects to focus on and to put into practice. Having an educational purpose, this area of Across the Curriculum hints to foster a strong development for personal independence and self-affirmation of each learner and to understand the problems as natural processes to clear up postures, interests, and moral values being created and constructive processes to be controlled and developed.

From developing a curriculum focused on Ethics and moral values, the education on moral values will have two fundamental tasks to undertake:

- To construct an Ethics for the living together, so that the learner tends for himself presently, and
- To develop the necessary abilities in the learners to construct and reconstruct their own ethical code.

4) Education on Health. This area focuses on the improvement of the individual, family and community development by promoting the prevention of

accidents and illnesses. Similarly, propitiating the implementation of attitudes prevents serious health problems individually and socially. It is important to make people be aware of health as a total welfare and not only as an absence of illness.

The main objectives of this area for the learners', teachers', and parents' lives are to be really healthy, to make learners, teachers, and parents manage all related to health like habits, abilities, knowledge and attitudes to be improved and to elicit them to foment a reconstruction of relationships between the population and environment for developing a healthy environmental life.

Maintaining good mental and physical hygiene incites to have a healthy population, a body appreciation and its well-being, a quality-life improvement and excellent interpersonal relationships to build up learners' strongest self-esteem. This health-related teaching has an approach orientated to a better life-quality considering the present problems related to an increase of cardiovascular diseases, car accidents, drug consumption, sexual-transmission diseases, and so forth, which are enough to rationalize the inclusion of this area, education on health, in Across the Curriculum.

On the ground, everybody knows that health is to be out of any physical or physiological illness, but it also includes a set of attitudes and abilities becoming

targets of education to 1) avoid personality disorders and body accidents and 2) build up a permanent self-esteem, an outstanding self-control and a sound-decision-making capacity.

5) Education on Equality of Opportunities. This area converges upon the consolidation of fomenting attitudes of respect and an inner voice in the learners so that they grasp the right-opportunity equality regardless of race, belief, social status or sex. The expectation of this educational strategy is to overcome the following negative stereotypes: a) the traditional sex-gender discrimination by an uneven perception and a men-women treatment in the society and culture, and b) at schools, the underestimation and discrimination promoting standards, values, beliefs and stereotypes regarding to gender. Due to that modern situation, it is crucial to generate family-school-socializing-condition spots to make the everyday practice of the equality opportunities for everybody in every situation come true.

Consequently, noticing the existing situation either around the world or in our country, El Salvador, and taking into account the education responsibility and even the inclusion of international organizations, the authorities of MINED proposed formation areas in a social, family and school environment in the curriculum and its tools to put into practice equality relationships among children, men and women. Likewise, by reforming the curriculum instruments, it

is vital to identify and to analyze critically stereotyped sexual roles, especially in textbooks and didactic material to transform them into equality relationships. Moreover, there are also good results from furthering an environment of interpersonal relationships at schools by making up suitable pedagogical methodologies to make the equality of opportunities a dream come true. Also, it will be helpful to incorporate support programs hinting to foment equality, cooperation and responsibility among men and women.

On the other hand, the way of gender acquisition is by a socialization process. Basically, this process depends on the interaction between girls and boys and their environments. In line with Félix López, a famous educator, the process of socialization is “a process of acquisition of motives, values, standards, knowledge and behaviors necessary for children to behave as the society requires from them”. This social development starts fundamentally at home as a nucleus of the first socialization stage and the school becomes the second socialization stage in which there is a knowledge and difference of roles depending on sex, male or female.

6) Education on Consumption. The objective of this area is to make the consumer develop gradually and systematically conscious, critical and solidaristic attitudes to be responsible for the consumption facts.

In like manner, this area hints to help the learner have an integral development of a fairer, more solidaristic and responsible consumption society competent to improve the life quality of the citizens taking care of the environment in which they live.

Therefore, this area aims at influencing on the responsible consumer excelling in orientating himself or herself to a life quality, finding out by himself or herself about the organization of the production-consumption process and its outcome, conducting himself or herself to an acquisitive situation, consuming product-services rationally and regulatngly, assessing the consequences that drive to the decisions to himself or herself, the consumer, the community and the natural environment, meeting and intervening in a community to defend the consumer's rights and to modify the conditions that might affect, and displaying critical, solidaristic and responsible attitudes to prevent any tough situation.

All in all, what is true is that leisure and consumption go hand in hand. Therefore, the consumption is a snaring element existing in our society addressed specifically to the children who spend long hours in front of the television set. From this evident influence, it is vital to teach children ways to analyze this economic field for them to foster and take a critical and reflexive attitude toward the offers made by a consuming environment, so that they become more and more free-to-decide individuals and less manipulated ones.

So children have to tell what is proper and improper coming from any visual, spoken, written, or audible means. Thus, children, as grown-ups, will be able to solve the consumption-generating problems and improve the life quality of their own, ending in like manner as a general goal of this area.

7) Preventive-Integral Education. This area is made up by two kinds of actions: some that focus on attenuating the effects of the factors of risk and others that further and reaffirm those factors called "protectors" contributing to the human development. Viewed like that, prevention highlights the importance of acting beforehand not only over the positive facts but also for the injuries that might take place.

In general, the goals and objectives of education are defined by reaffirming an option regarding to the development and formation of the individual, and in line with the curriculum, by promoting the development of attitudes, abilities and capacities to reinforce the capacity of the learner as a protection factor before any risk, not regarding to drug problems (alcohol, tobacco, cocaine, cannabis, alkaloids, barbiturates, and so on) but problems socially relevant and meaningful in the contemporaneous society such as AIDS, prostitution and delinquency among others. This area hints to promote an excellent self-esteem of the learners' positive view, the proper use of the leisure time, the capacity of facing peer pressure, the development of attitudes and

values of solidarity, communication and living together, and in this context, the management of the information about the harmful effects of the improper habits and consumptions just to mention some of them.

8) Education on Human Rights. This area is based on an educational and integral theory combining precise scientific aspects regarding to the subjects of education, so that the human model is established as previously done in Science: the integral person with attributes and rights of his own with his social and cultural discriminations. This means that a conciliation of contemporaneous pedagogies becomes a need with the human being's vision. In this sense, the action pedagogy, the cultural pedagogy and the existential pedagogy turn the principles to give form to the pedagogy of human rights.

This area also focuses on favoring the putting into practice of the human rights daily. Therefore, it is relevant to propose that every teaching considers:

- The basic guide for the educational act of the school to be carried out by centering on the learning of the individual involving his matureness level,
- The relation to the needs of the individual in the human formation process,
- The physiological relationships between the learner and the educator in a human ecological situation for the learner to understand and assess his relationships to the group and the environment,

- The role of the educator: a) to put into practice new roles as a facilitator, and b) to play the role of assistant in the learning of the individual as a person singly and as a member of a group,
- The role of the learner: a) to recognize himself or herself as an individual of needs and freedom, so that he or she may take part of the organization and the development of the educational process, and b) making decisions with respect to his learning experiences,
- The suitable resources for the educational process so that the learner finds for himself or herself in good conditions in which the human rights are respected and he or she acquires the positive abilities and attitudes of social co-existence. (CCASIC, 2002)

The following lines express the core of why Across the Curriculum appeared to be included from one extreme of the educational system to the other, pre-school to high school in the different subjects taught in the mentioned levels.

Across the Curriculum appeared because there have been educational changes as strategies to overcome the different social problems that Latin American countries and, especially, El Salvador, are facing. Psychologists and authorities in charge of the educational system have found that it is urgent to foment or to have educational changes to transform citizens of the twenty first century that can contribute in solving the social problems existing in a

determined group, community or society (CCASIC 2002). So, teachers and people involved in the teaching-learning process have emphasized the following questions: Has the developed teaching been useful for the students' lives? Has teaching provided enough tools to handle daily problems? Has teaching proposed the steps of how children should behave in the society? Therefore, these questions and others have made teachers involve more in their social and cultural environment to apply activities in their lesson plans that let children face their reality. So, in that way, the school is adapted to life since the former has been separated from the latter a long time ago.

According to MINED, Across the Curriculum takes an important role at the moment of implementing it through the teaching-learning process, for it proposes the necessary rules to the process mentioned above in order to develop strategies and solve some problems found in a specific group of students, schools, or communities. So, the question is: what should Across the Curriculum solve? The next items provide information about what each content focuses on to solve:

- Education on human rights helps develop attitudes related to solidarity and respect toward others.
- Environmental education focuses on providing knowledge concerned to the environmental problems, their causes, and possible solutions. Also, it

tries to make someone be aware of how to protect, restore and conserve the environment.

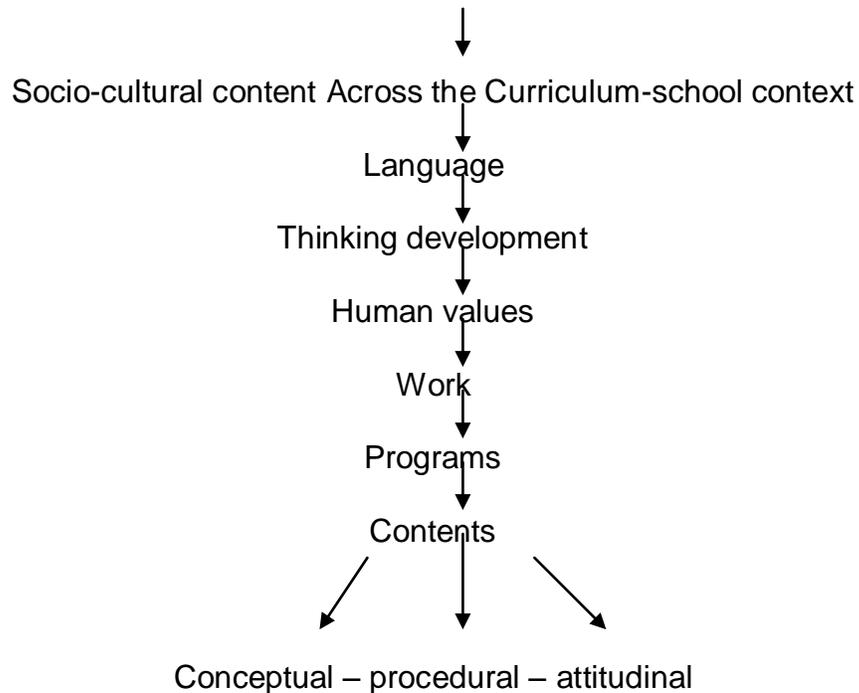
- Education on population has two purposes: to make students analyze and think about problems existing in a determined population and to make students analyze, think and explore different alternatives that encourage self-esteem, respect toward others, women roles in the society, and their options to develop on it.
- Education on health. Its purposes are to promote in students the social and individual health and to guide students to develop attitudes to achieve a good and healthy relationship among the community, school and home.
- Education on equality of opportunities makes students be aware that everyone has the same rights and opportunities without distinction of race, social status, sex and belief. Another objective is to create the same opportunity and conditions between school and home where the equality of opportunities may become a reality.
- Preventive-integral education is another instrument to develop attitudes, abilities, and strengths in students' personality, so students may protect themselves before any risk.

The methodology including Across the Curriculum and guiding children to practice moral values in their daily lives requires a solid work from a harmonic

organization of all the curriculum elements. According to Mr. Edgar Isch López, a pedagogical counselor, Across the Curriculum can be understood in two senses: as the disciplinary perspectives in the classroom related to the students' real way of life and the organization expected to be applied from the projects the principal must design at the beginning of each year and from the plannings to be effective by the teachers in their classrooms. From the previous ideas, diverse ways of including moral values in the curriculum have been suggested, but mostly two of them applicable to the Salvadoran educational system; those suggested ways are aimed at incorporating attitudinal and moral value contents in the different curricular spaces and assuming those contents in the daily school lives. In this way, principals must have the sense of innovation, forgetting those archaic educational methods; they should remember that education changes must be parallel to the changes in the country of its application. In order to help design an appropriate curriculum which includes Across the Curriculum, De Viana (1997), outlined and proposed the Across the Curriculum approach (summarized in chart below), integrating all the academic areas:

Educational Reform
↓

Contextualized and integrating education



In the case of English, many strategies have been written in order to instill in the students a sense of cultural, religious and ethnic tolerance, but most of these strategies have been outlined to be applied in North American curricula. It is necessary to compile them and to take them as a starting point to design the techniques for including Across the Curriculum in the English subject in our country. But even adequate methods and techniques do not provide enough effectiveness by themselves. All the strategies to be used in the application of this instrument are just theory unless teachers appropriate the curriculum design. Usually, and according to surveys, teachers use Across the Curriculum in their plannings because evaluations carried out yearly by MINED make them

feel obliged to do so. If teachers are not convinced of the importance of the use of an instrument, this instrument becomes useless. The hidden curriculum involves all the implied norms and attitudes influencing the class environment. It is necessary to remember that Across the Curriculum suggests attitudinal contents. In an educational institution, the teaching-learning process is directly linked to the moral values and attitudes practiced in the educational community. Thus, teachers' attitudes, general school environment, activities proposed according to gender, classroom management, norm complying, gestures, problem solving, and other additional values are part of the hidden curriculum, and, as a result, they are important to be in the design of the methodology to include Across the Curriculum in the educational process. If people involved in the educational community do not take the practice of human values for themselves, any method to orientate students on those values would fail.

Hypothesis

The adequate planning of English Across the Curriculum for English classes depends on the teaching of the practical methods that students of Profesorado en Idioma Inglés para Tercer Ciclo y Educación Media receive.

Variables

Dependent variable	Independent variable
The adequate planning of English	The teaching of the practical methods that

Across the Curriculum for English classes	students of Profesorado en Idioma Inglés para Tercer Ciclo y Educación media receive
Indicators	Indicators
<ul style="list-style-type: none"> ➤ Interrelation between contents and human values ➤ Development of activities aimed at reflecting on human values ➤ Wrap up activities including human values development 	<ul style="list-style-type: none"> ➤ The development of a course on the adequate planning of English Across the Curriculum for English classes ➤ The strategies to interrelate contents and human values ➤ The teaching of diverse activities used to develop human values ➤ Methodological development of the necessary contents on planning English Across the Curriculum ➤ Assessment of the English Across the Curriculum application in an English Class

METHODOLOGY

The present investigation is a descriptive and an explorative research. It is descriptive because it is aimed at determining the knowledge that a group of English teachers acquires on the application of English Across the Curriculum as well as the changes recorded during the development of a course to provide suggestions, in the most effective way, to plan and apply English Across the

Curriculum. At the same time, this research is explorative because despite of the material that has been frequently edited about this topic, not all the teachers handle and apply it duly. For according to the surveys taken from English teachers of the district 02-04 from Santa Ana, there is not a course included in the career of Profesorado en Idioma Inglés para Tercer Ciclo y Educación Media providing the methodology to apply English Across the Curriculum. Therefore, the proposal is to provide a methodology which has not been studied in depth. This investigation is aimed at exploring such methodology. The duality in the classification of this research consists, in this manner, of the characteristics shared by both types of research, describing the process of the acquisition of knowledge during the course and exploring a not-too-considered topic.

As previously mentioned, most of new teachers face the requirement of using Across the Curriculum in their planning; they usually find difficulties in the application of those pedagogical proposals. This project is aimed at describing, in some extent, the problematic situation on the lack of enough knowledge on the application of Across the Curriculum that English teachers show when making use of their plannings in their work field. As a result, the universe of the project is made up of the students of Profesorado en Idioma Inglés para Tercer Ciclo y Educación Media of the Western Multidisciplinary Campus of the University of El Salvador. Accordingly, in order to select a group to carry out the proposed course, the unit of analysis is made up of the students of third year of

Profesorado en Idioma Inglés para Tercer Ciclo y Educación Media of the Western Multidisciplinary Campus of the University of El Salvador of the year 2004.

The steps to follow in this research are presented as a general outline. First of all, there will be an observation of six teaching-practice classes of a group of English students of Profesorado en Idioma Inglés para Tercer Ciclo y Educación Media of the Western Multidisciplinary Campus of the University of El Salvador of the year 2004 in order to assess the application of English Across the Curriculum in their plannings before and after the course. This observation will take the researchers to talk to the teaching practice advisors to be admitted in those teaching-practice classes in different schools. During the observation, an evaluation will take place in which the criteria to be taken into account are the accessibility to students, the methodological development, the interrelation between contents and English Across the Curriculum, the activities addressed to develop English Across the Curriculum, the assessment of English Across the Curriculum during the class, and the students' participation and motivation. After observing the classes, the practitioners will be informed about the observation on them, and the researchers will ask for a copy of the lesson plan employed in the different classes. Then, the researchers will summon the practitioners to invite them to a course on the application of English Across the Curriculum which is divided into two units. The first unit deals with the theory on English

Across the Curriculum in which the profile of the professional teacher and the definition of Across the Curriculum is stated to generate the necessity of the moral values and Across the Curriculum in the classroom. On the other hand, the second unit presents activities to develop practical methods to apply English Across the Curriculum in the didactic planning as well as in the classroom. The methodology of this course will make use of the constructivist approach which consists of starting from the students' former knowledge in order to create a new one by themselves. This approach will be used because it is updated and recommended by MINED, and it is the most appropriate one to be employed in the application of English Across the Curriculum. The theoretical and practical knowledge gotten by the teachers-to-be in the pedagogical and didactic subjects studied in the university is not separated from the one that is going to be acquired through the course, but it has to be added and taken as a whole. The course will start with the importance of the moral values in class.

During the use of English Across the Curriculum in the course, the contents of the first unit of the English program of MINED for the seventh, eighth and ninth grades will be used as models. The activities applied to these contents will be included in the lesson; creativity is going to be promoted by orienting the group to design other possible-to-apply activities in the different contents so as to share such activities among them. Besides, the evaluation will consist of an open question test, a solution of moral dilemmas, a lesson plan, a class

development evaluation based on the lesson plan, the attendance and participation.

DESCRIPTION OF THE INSTRUMENTS

- ✓ **Diagnosis Interview (app. 1)** : At the beginning of the research, an interview will be developed among English teachers of the district 02-04 from the city of Santa Ana and the students of Profesorado en Idioma Inglés para Tercer Ciclo y Educación Media of the Western Multidisciplinary Campus of the University of El Salvador of the year 2004. The objective of this interview is to collect information about the level of knowledge and application of Across the Curriculum by third year students of Profesorado en Idioma Inglés para Tercer Ciclo y Educación Media of the Western Multidisciplinary Campus of the University of El Salvador of the year 2004.
- ✓ **Observational checklist (app. 5)**: Through this instrument, the researchers will be able to observe the use or the lack of use of English Across the Curriculum in the teaching Practice of the students of Profesorado en Idioma Inglés of the Western Multidisciplinary Campus of the University of El Salvador. Later on, at the end of the proposed course, they will use this sheet to evaluate the students' adequate use of English Across the Curriculum in this class development.
- ✓ **Course Evaluation**: the evaluations of the course will help gather some data from the studied course.

- a) Moral dilemma evaluation (**app. 16**). It will be given a 15% and will contribute to record the way in which teachers-to-be use the common sense to apply moral rules in proposed situations.
- b) Open question test (**app. 7**). Through this evaluation, researchers will compile information about the knowledge that teachers-to-be may get on the contents “The hidden Curriculum” and “Contents Across the Curriculum”.
- c) Lesson plan evaluation (**app. 6**). This sheet will contain evaluation criteria to observe the adequate design of lesson plans using English Across the Curriculum.

UNIVERSE AND UNIT OF ANALYSIS

As previously mentioned, most of new teachers face the requirement of using Across the Curriculum in their planning; they usually find difficulties in the application of it. This project is aimed at satisfying the necessities of knowledge to implement Across the Curriculum starting before teachers have to use that information. As a result, the universe of the project is made up of the students of Profesorado en Idioma Inglés para Tercer Ciclo y Educación Media of the University of El Salvador, Western Multidisciplinary Campus. Accordingly, in order to select a group to carry out the proposed course, the unit of analysis is made up of the students of third year of Profesorado en Idioma Inglés para

Tercer Ciclo y Educación Media of the University of El Salvador, Western Multidisciplinary Campus, year 2004.

ANALYSIS AND INTERPRETATION OF DATA

The analysis and interpretation of the data will be taken from different stages. First, the criteria shown in the observational checklist (**app. 5**) will be presented in bar graphs, in order to record the scores of each criterion for the whole group; then, a global score will be taken from the group. Second, the class development will be assessed through the same observational checklist to obtain an average of the possible improvement of the criteria evaluated during the observation; the results will be also presented in bar graphs so that the first and second data may be compared. Third, the group's global score on the course will be compared with the previous one. The objective is to prove that the second score be higher than the first one in order to show an advance in the criteria that indicate how the practical methods received to plan English Across the Curriculum may influence adequately on the application of it.

Data Analysis and Interpretation

The Ministry of Education of El Salvador (MINED) is concerned with the social situation El Salvador is facing since the human values seem to be in crisis. For that reason, MINED has visualized the necessity of implementing moral values in the national educational system by proposing the use of Across the Curriculum to satisfy that need. The purposes of these pedagogical proposals are to guide and develop a change of attitudes that allows the cohabitation among the students for helping them consolidate the ethical principle in which the society must be based and transformed. So, the English teachers are required to apply English Across the Curriculum in their planning. However, such requirements have not been fulfilled successfully.

For this reason, the purpose of this research is to demonstrate that the adequate planning of English Across the Curriculum for English classes depends on the teaching of the practical methods the students of Profesorado en Idioma Inglés para Tercer Ciclo y Educación Media receive.

" A PROPOSAL TO IMPLEMENT A COURSE FOR STUDENTS OF THIRD YEAR OF PROFESORADO EN IDIOMA INGLES PAR ATERCER CICLO Y EDUCACION MEDIA OF THE WESTERN MULTIDISCIPLINARY CAMPUS OF THE UNIVESITY OF EL SALVADOR TO TRAIN THEM TO INCLUDE IN THEIR LESSON PLANS ACTIVITIES ADDRESSED TO DEVELOP ENGLISH ACROSS THE CURRICULUM "

TIMETABLE

	April				May				June				July				August				September				October				November				December				January				February				March	
ACTIVITIES	6	13	20	27	4	11	18	25	8	15	22	29	6	13	20	27	3	10	17	24	7	14	21	28	5	12	19	26	9	16	23	30	7	14	21	28	4	11	18	25	1	8	15	22	1	11
Statement of the problem	■																																													
Justification and Objectives					■																																									
Review of Literature									■																																					
Hypothesis																	■																													
Methodological Procedures																	■																													
Method																					■																									
Materials																									■																					
Procedures																													■																	
Results																																	■													
Conclusions																																	■													
Recommendations																																	■													
Bibliographical References																																	■													
Appendices																																					■									
Oral Presentation																																											■			

Chapter II

Data Analysis and Interpretation

I. Method

Seven third-year English students of Profesorado en Idioma Inglés para Tercer Ciclo y Educación Media of the Western Multidisciplinary Campus of the University of El Salvador and eight English teachers of the district 02-04 from the city of Santa Ana participated during the process of the investigation. However, during the development of the research, six English students attended the course, and five English teachers cooperated in answering the interview. The research method applied during the investigation was descriptive because it was aimed at determining the knowledge of the third-year English students acquired on the application of English Across the Curriculum as well as the changes recorded during the development of the course. Also, the exploratory research method was used because despite there was previous knowledge of English Across the curriculum, neither the English teachers nor the English students in their Teaching Practice V handled and applied it during their classes. Although the English teachers and the teachers-to-be were the subjects of this investigation, the latter were under observation of how they handled and applied the taught knowledge of English Across the Curriculum in the course, which covered fourteen hours. The course started on October twenty-sixth and ended on November twenty-sixth, lasting one month.

II. Materials

The first instrument to use consisted of an interview directed to English teachers of the district 02-04 of the city of Santa Ana. The objective of that interview was to collect information about the level of knowledge and use on English Across the Curriculum that teachers showed in their works. It contained fourteen close questions and two open questions that explain two of the close questions more specifically.

An observational checklist was established to compare the teachers-to-be's use of English Across the Curriculum in the English planning before and after the course. This observational checklist was aimed at evaluating only students of the third year of the mentioned Profesorado during their Teaching Practice V at different schools. Afterwards, the same checklist was applied to evaluate a twenty-minute class at the end of the course.

The course on the application of English Across the Curriculum in English planning for students of Profesorado en Idioma Inglés para Tercer Ciclo y Educación Media was developed with six students. From the six students who participated only five were evaluated. The course used the English program provided by MINED for Tercer Ciclo to develop the planning of some topics within the main activities. The contents were addressed to comprehend the importance of moral values in the didactic planning as a tool to counteract the

most common problems existing at schools, communities, and societies. It was a fourteen-hour pilot course divided into two hours two days a week; the days were variable for diverse reasons. The units of the course were two: one of them emphasized the theoretical basis on Across the Curriculum, and the other one was addressed to explain the practical development of it.

An open-question test was administered to the participants of the course. The objective of this test was to determine the level of awareness of teachers-to-be about the importance of English Across the Curriculum for the students' socialization process. It consisted of six open questions in which teachers-to-be expressed the comprehension and necessity of some contents of Across the Curriculum and English Across the Curriculum itself. Besides, there were two questions focused on the importance of understanding education as a socialization element.

A page with two moral dilemmas was provided in couples to the participants of the course. Each moral dilemma represented a fictitious case of a common problem in any given classroom. The purpose of this activity was to observe the common sense of teachers-to-be to solve these problems in the best way, defining "best" as the optimum way of applying moral values to correct wrong behaviors. To approve the moral dilemma solving, the participants' attitudes should reflect integrating students' intentions; the solution should be

aimed at generating a socializing behavior among the implicated parties, and the learning of moral values should be notorious at the end of the solution. These criteria were taken from important views about the hidden curriculum and English Across the Curriculum, which are contents of the course.

At the end of the course, the teachers-to-be developed a twenty-minute class. As necessary, a planning design was required to perform that class. That planning was assessed according to the specification of English Across the Curriculum and its attention areas, the proposal of activities addressed to develop English Across the Curriculum, and the statement of wrap-up and evaluation activities of English Across the Curriculum.

III. Procedure

To determine the approval or rejection of the thesis hypothesis, many activities were carried out such as interviews, observations, the execution of a course on the application of English Across the Curriculum, and a final observation of activities.

The first activity carried out was the administration of the interview to teachers of the district 02-04 of the city of Santa Ana. The interviews were administered from May the third to May the seventh of the year two thousand four. The purpose of the interview was to gather information on the level of

knowledge and application of Across the Curriculum in the English subject planning in the work field performed by the English teachers afore-mentioned.

Moreover, the researchers stated the observation of a class taught by the students of Profesorado en Idioma Inglés para Tercer Ciclo y Educación Media of the Western Multidisciplinary Campus of the University of El Salvador during the students' Teaching Practice V. The observation was supposed to be carried out from October 11th to October 22nd, but the observation agreed with the weeks for final activities and exams, so the practitioners were going to school just to review and reinforce the topics the students did not manage very well. Therefore, the observation turned into an interview that had the purpose of investigating the use of Across the Curriculum in the practitioners' planning during their teaching. The criteria to inquire in the interview were:

- Teachers' accessibility to the students
- Methodological development
- Interrelation between contents and Across the Curriculum
- Activities addressed to develop English Across the Curriculum
- Assessment of English Across the Curriculum in class
- Students' participation and motivation

Besides the previous activities, the execution of the fourteen-hour pilot course on the application of English Across the Curriculum took place from October twenty-sixth to November twenty-sixth of the year two thousand four. The course purpose was to teach the teachers-to-be how to design activities addressed to develop English Across the Curriculum in the English subject planning. The teachers-to-be were invited to attend the pilot course. Once the course started, the teachers-to-be were given a sheet with classroom problems to analyze the different problematic situations that happen everyday in the classroom. At the end of each problem, there was a question for the teachers-to-be to think over as if they were in those situations. They had to answer the questions. In fact, they did, but none of them emphasized the importance of making use of Across the Curriculum to eradicate the learners' bad behavior in the classroom and to foment the moral values in the learners. Then, the following activity consisted of an explanation of a handout on the Hidden Curriculum provided to the participants for them to know how much influence the teacher and the educational community could have on the learners. The first content was taught on the profile of the professional teacher. Also, the definition of Across the Curriculum was given to know in detail every content with its respective attention area. The purpose of this activity was to establish the necessity of the use of Across the Curriculum in the classroom. After presenting the contents Across the Curriculum, the participants were tested through an open question test on the Hidden Curriculum, the origin and importance of

Across the Curriculum, and the contents Across the Curriculum in order to determine the level of awareness of teachers-to-be of the importance of English Across the Curriculum for the students' socialization process.

Based on the English program provided by MINED for Tercer Ciclo, the teachers-to-be were taught to plan activities addressed to develop English Across the Curriculum. One of the activities was a match activity in which the participants had to match the functions of the English language of diverse contents from the unit one of the program for Tercer Ciclo with the contents Across the Curriculum. Also, for the content named English Across the Curriculum in the didactic planning, a lesson plan containing activities aimed at developing English Across the Curriculum was presented to model a lesson plan with activities including English Across the Curriculum. Then, the participants were asked to write a lesson plan of their own including activities to develop English Across the Curriculum. After they finished the lesson plan, the researchers evaluated their carrying out of the lesson plan according to the next criteria:

- The specification of English Across the Curriculum and its attention areas

- The proposal of activities addressed to develop English Across the Curriculum

- The statement of wrap-up and evaluation activities of English Across the Curriculum

Finally, the teachers-to-be were asked to teach a twenty-minute class with activities addressed to develop English Across the Curriculum based on the lesson plan they had made previously. They were observed and evaluated by the researchers who used an observational checklist in order to compare the use of English Across the Curriculum in the planning before and after the course. Therefore, the criteria taken into account were the same ones used in the first observation and interviews while teachers-to-be were in their Teaching Practice V. In summary, the results obtained after having observed them in their teaching of the lesson plan were very positive and acceptable. After the whole pilot course, the teachers-to-be were given a diploma for their participation and collaboration.

The analysis of results was taken from different criteria of the diverse instruments. The advantage of this analysis consists of the quantity of the subjects of the research, simplifying the record of averages and scores. To obtain the mean of each table, the formula $\bar{x} = \frac{\sum x}{n}$, where x is equivalent to each result and n to the number of them. Having calculated the mean, the the researchers will obtain the scores by dividing the results by ten. The mode (Mo)

will be calculated by observing the most repeated quantity in the results of each table.

IV. Results

Dependent Variable

The adequate planning of English Across the Curriculum for English classes

Indicator 1

Interrelation between contents and human values

Instruments

- a) Interview for English teachers of the district 02-04 from the city of Santa Ana (**app. 1**)
- b) Diagnosis interview (for teachers-to-be)
- c) Observational checklist (**app. 5**)
- d) Lesson Plan evaluation (**app. 6**)

Analysis and Interpretation

a) Interview for English teachers of the district 02-04 from the city of Santa Ana

To analyze the relationship between contents and human values in English planning of teachers District 02-04 from the city of Santa Ana, the researchers needed to determine the level of knowledge and to compare it with the level of requirements from the different authorities of the schools.

Table 1. Teachers' knowledge on Across the Curriculum

Options	Answers	Percentages
Yes	5	100
No	0	0

Table made by the researchers based on the question one of the interview for teachers

Table 2. Teachers' application of Across the Curriculum

Options	Answers	Percentages
Yes	5	100
No	0	0

Table made by the researchers based on the question two of the interview for teachers

To analyze the relationship between contents and human values in the English planning of teachers of the district 02-04 from the city of Santa Ana, the

researchers needed to determine the level of knowledge and to compare it with the level of requirements from the different authorities of the school. The questions one and two of the interview for teachers focus on teacher's knowledge on Across the Curriculum and the application of it in the teachers' plannings. In both tables, the researchers noticed that all the teachers answered that they had knowledge on Across the Curriculum and that they applied them in their plannings. Although they answered positively, some of them commented that their knowledge and application of English Across the Curriculum were "acceptable but not enough". This comment gave the researchers the possibility that the answers gotten in these two questions varied from reality. It means that the knowledge and the application that the teachers make on Across the Curriculum in their plannings are not being successfully fulfilled as the Ministry of Education expects.

Table 3. Extent of knowledge on Across the Curriculum

Options	Answers	Percentages
Nothing	0	0
A little bit	2	40
Enough	2	40
A lot	1	20

Table made by the researchers based on the question three of the interview for teachers

The question three of the interview for teachers deals with the extent of knowledge on Across the Curriculum. The results obtained in this question (see table three) give useful information that can be related to the comments before mentioned by the teachers during the interview. One teacher claimed to know “a lot” about Across the Curriculum, but two of them affirmed that the extent of knowledge on English Across the Curriculum they had was “enough”. However, they did not express if this knowledge is enough to be developed and applied as it must be. On the other hand, two teachers answered the option “a little bit”. It means that these two teachers consider that they lack enough knowledge on Across the Curriculum to be applied in their plannings correctly. So, the researchers observed that if most of teachers consider that the bases on Across the Curriculum are not enough, this result reflects that there is a contrast between what the authorities of MINED affirm and what the teachers say. In other words, the Ministry of Education states that all the teachers in public schools are applying and implementing Across the Curriculum in their plannings, but the reality is different because teachers “apply” Across the Curriculum as they consider it should be. These data affect the real purpose of these pedagogical proposals, English Across the Curriculum. This information confirms the comments that teachers shared during the interview, and it demonstrates that the results shown in table one, table two and table three do not reflect that there is a good application on Across the Curriculum in public schools.

Table 4. School principals' requirement of Across the Curriculum in the planning of English teachers

Options	Answers	Percentages
Yes	3	60
No	2	40

Table made by the researchers based on the question six of the interview for teachers

The Ministry of Education has given a lesson plan format for teachers where Across the Curriculum must be included and applied. It is supposed that all the school principals ask the teachers to present that lesson plan format with that requirement in order to reach the objective of Across the Curriculum that is to guide students to have a change of attitude to overcome the problems that this society presents. Question six of the interview for teachers tells about the school principals' requirement of Across the Curriculum in the planning of English teachers. A sixty percent of the interviewees affirmed that the principal of the school requires them to plan their lessons applying English Across the Curriculum. These answers generate two possibilities: that not all teachers are including English Across the Curriculum in their plannings, and if they do, they do not apply them. Once more, it is detected a weakness in the educational system, especially, in the area on Across the Curriculum.

Table 5. Teachers' extent of knowledge on each attention area of Across the Curriculum

Options	Answers	Percentages
All of them	0	0
Some of them	5	100
None of them	0	0

Table made by the researchers based on the question seven of the interview for teachers

The seventh question of the interview for teachers was in charge of showing the extent of knowledge and management that teachers-on-duty had on the diverse attention areas of English Across the Curriculum. The interviewed teachers manifested certain knowledge on those areas; a hundred percent of them expressed to know some of those areas, choosing the second option, "Some of them" (or in other words, "I know some of the mentioned attention areas"). In general, there were some reasons for the lack of knowledge on those areas, although there was not a complete ignorance on the subject. One of the main reasons, according to the interviewees, was the lack of training and management on Across the Curriculum emphasized on English; teachers said that MINED provided some previous trainings on it, but they were not specialized on the English subject. As a result, teachers have not been able to apply English Across the Curriculum in the right way. The explanation is simple:

Teachers can not apply the contents Across the Curriculum if they do not know the areas that these contents may involve.

Table 6. Teachers' frequency of appropriate development of the contents Across the Curriculum designed in lesson plans

Options	Answers	Percentages
Always	1	20
Sometimes	4	80
Never	0	0

Table made by the researchers based on the question nine of the interview for teachers

The table six shows the results gotten from the question nine of the interview for teachers. According to this table, not all the teachers seemed to apply English Across the Curriculum on each lesson plan. In fact, just one teacher, equivalent to the twenty percent of the interviewees, said to have always applied English Across the Curriculum. In contrast, the other eighty percent said they sometimes applied it. This lack of application have produced an inefficient use of English Across the Curriculum as it is just applied in a part of the lesson plans; this is not the result that MINED has expected, for the evaluations sent by the authorities of that institution require

a hundred percent of lesson plans including English Across the Curriculum. Therefore, teachers should manage English Across the Curriculum in order to get a hundred percent of application of these pedagogical proposals, but the subjects of the sample taken for the analysis of this question show an eighty percent of inefficiency.

b) Diagnosis interview (for teachers-to-be)

The first question in the diagnosis test was addressed to expose the relationship between Across the Curriculum and the contents of the English program provided by MINED in teachers-to-be’s English planning.

Table 7. Interrelation between the contents provided by MINED and English Across the Curriculum in teachers-to-be’s planning before the course

Options	Answers	Percentages
Yes	1	20
No	4	80

Table made by the researchers based on the question one of the diagnosis interview for teachers-to-be

After the analysis obtained from teachers-on-duty, teachers-to-be were interviewed. The table seven shows the results gotten from the question one of

the diagnosis interview for them (app. 8). As its name implies, this instrument presented the function of gathering information about the knowledge and the use of English Across the Curriculum by third year students of Profesorado en Idioma Inglés para Tercer Ciclo y Education Media of the year 2004 before the course on the application of English Across the Curriculum in English plannings. The question mentioned previously, summarized in this table, refers to the relationship between English Across the Curriculum and English contents provided by MINED in teachers-to-be's plannings. From five interviewed students, only one manifested to interrelate the mentioned elements. Four teachers-to-be indicated that there was not relationship between both aspects. That was equivalent to the eighty percent of the interviewees; in score, they got a two point zero as a group grade. In agreement with teachers-to-be's answers, the main reason for that result was that they did not study English Across the Curriculum in a detailed way. The knowledge obtained during the subjects studied in the university was too general in this topic, so they were not taught techniques to relate the elements mentioned in this indicator. The consequences of this lack of knowledge might be notorious in a long term. Students would be less efficient in making their lesson plans when working as teachers, as they will be required to relate these elements, so they might take more time to search the ways to acquire that knowledge; for that reason, the English Department of the University of el Salvador should emphasize the topics of English Across the Curriculum as a more efficient training for teachers-to-be.

c) Observational checklist

The interrelation between these aspects was assessed through the third criterion of the checklist.

Table 8. Interrelation between the contents provided by MINED and English Across the Curriculum in teachers-to-be's class development during the course

Students	Scores
A	10
B	8
C	10
D	10
E	8
Total	46
Mean	9.2

Table made by the researchers based on the criterion three of the observational checklist

The interrelation between the contents provided by MINED and English Across the Curriculum in teachers-to-be's class development was observed during the course through the third criterion of the observational checklist, represented on table eight. During the assessment of this aspect, teachers-to-be were observed by two evaluators who obtained important information; the highest score was ten, while the lowest one was eight; the mode obtained from these scores was eight point zero, and the mean was nine point two. Teachers-to-be showed a clear improvement of their performance after the course as the previous group grade was two point zero. This improvement appeared because of the emphasis made on the Contents Across the Curriculum during the lesson planning; that emphasis helped provide the practice of the techniques taught during the course. In contrast with the analysis of the previous table, students might have a starting point to apply English Across the Curriculum in the lesson plans when working at schools.

d) Lesson Plan evaluation

Table 9. Interrelation between the contents provided by MINED and English Across the Curriculum in teachers-to-be's lesson plans during the course

Students	Scores
A	6
B	6
C	6
D	6
E	6
Total	30
Mean	6

Table made by the researchers based on the criterion one of the lesson plan evaluation

During the course on English Across the Curriculum, the researchers made a lesson plan interrelating contents of the English program provided by MINED and English Across the Curriculum. Through this lesson plan, the facilitators (the researchers) explained, in a general way, how to interrelate some contents with English Across the Curriculum, and how it would be developed in a class. So, the teachers-to-be were asked to make a lesson plan to which a grade was assigned based on the criterion one of the lesson plan evaluation, which was the interrelation between the contents provided by MINED and English Across the Curriculum. The results were not the expected ones by the researchers since the students got low grades because the contents of the English program and English Across the Curriculum were not applied as they

should have been, and the activities written in the lesson plans were too plain. This information helped the researchers know the level of comprehension acquired during the course. Also, the researchers realized that the possible causes why students did not succeed in that evaluation were that the explanation given in class was so simple and that the students did not have any basis about that topic even though they answered in the interview that they had previous knowledge on Across the Curriculum. This last statement can throw important data that brings to light the urgency that teachers-to-be must receive teaching on that topic at least in one of the units of the Didactics. Table nine shows that all the students got a score of six point zero at applying English Across the Curriculum.

Indicator 2

Development of activities aimed at reflecting on human values

Instruments

- a) Diagnosis interview (for teachers-to-be) (**app. 1**)
- b) Observational checklist (**app. 5**)
- c) Lesson Plan evaluation (**app. 6**)

Analysis and Interpretation

- a) **Diagnosis interview (for teachers-to-be)**

Teachers-to-be exposed what was related to this indicator through the second question of the diagnosis interview.

Table 10. Application of activities addressed to develop English Across the Curriculum by teachers-to-be before the course

Options	Answers	Percentages
Yes	2	40
No	3	60

Table made by the researchers based on the question two of the diagnosis interview for teachers-to-be

The application of activities addressed to develop English Across the Curriculum by teachers-to-be before the course was recorded through the questions two of the diagnosis interview. The information obtained was represented on table 10. For the question “Do you apply activities addressed to develop English Across the Curriculum?” Two students answered “yes”, and three of them answered “no”. These results are equivalent to a global score of four point zero in this aspect. When studying English Didactics, teachers provide excellent activities useful to develop the language macro-skills and grammar skills, but due to the lack of emphasis on English Across the Curriculum that English subjects present, the English Department authorities have not still developed methodology to teach activities addressed to develop English Across

the Curriculum. The English Department should implement ways to provide techniques on the application of Across the Curriculum through the English Didactics; thus, teachers-to-be may acquire more material to expand their creativity on moral values development after becoming teachers-on-duty.

b) Observational checklist

Table 11. Application of activities addressed to develop English Across the Curriculum by teachers-to-be in their class development during the course

Students	Scores
A	10
B	8
C	10
D	8
E	8
Total	44
Mean	8.8

Table made by the researchers based on the criterion four of the observational checklist

The table eleven shows the results based on the observational checklist (**app. 5**) where the criterion four exposes the application of activities addressed

to develop English Across the Curriculum by teachers-to-be in their class development during the course. The information gathered for this indicator showed that three students got eight during their class performance, and the rest of the students got ten. As a result, the mean was eight point eight which is equivalent to eighty eight percent of proper development of activities aimed at reflecting on human values. It is evident that the teachers-to-be applied the knowledge acquired during the course. The techniques taught during the course were used in the teachers-to-be's class development, and they were even improved. This fact proves that they have the necessary creativity to apply English Across the Curriculum, yet it was necessary to emphasize the topic and to provide a starting point for them. The idea is clear; MINED should delegate the responsibility of developing new ideas and techniques as a starting point to develop English Across the Curriculum for teachers to be more efficient in the application of it in the classrooms.

c) Lesson Plan evaluation

Table 12. Application of activities addressed to develop English Across the Curriculum by teachers-to-be in their lesson plans during the course

Students	Scores
A	5
B	3
C	5
D	3
E	5
Total	21
Mean	4.2

Table made by the researchers based on the criterion two of the lesson plan evaluation

The criterion two of the lesson plan evaluation (app. 5) expressed the application of activities addressed to develop English Across the Curriculum by teachers-to-be in their lesson plans during the course. Although forty percent answered in the interview that they applied English Across the Curriculum in their lesson plans, during their class development they showed a contradiction because the highest score obtained in the indicator during the lesson plan evaluation was five point zero and the lowest one was three. Therefore, the mean was four point two and the mode was five point zero. The average of proper development of activities aimed at reflecting on human values was fifty percent, as shown in table twelve. The main problem to obtain a desirable average in this aspect was the lack of a detailed description of the activities

carried out during the class development. As seen in table eleven, teachers-to-be presented excellent averages in the application of those activities; that means that there was a previous planning, but it was not expressed on the lesson plan. These lesson plans should be more specific in order to have a clear idea of how the activities should be applied.

Indicator 3

Wrap-up and assessment activities including human values development

Instruments

- a) Diagnosis interview (for teachers-to-be) (**app. 1**)
- b) Observational checklist (**app. 5**)
- c) Lesson Plan evaluation (**app. 6**)

Analysis and Interpretation

- a) **Diagnosis interview (for teachers-to-be)**

Table 13. Existence of wrap-up and assessment activities in teachers-to-be’s planning after the course

Options	Answers	Percentages
Yes	2	40
No	3	60

Table made by the researchers based on the question three of the diagnosis interview for teachers-to-be

Through the third diagnosis interview question based on the existence of wrap-up activities and assessment of English Across the Curriculum in teachers-to-be's plannings after the course, the researchers gathered the next results: Two of the students affirmed that they assessed Across the Curriculum or human values during their Teaching Practice V; that is equivalent to a forty percent. The other sixty percent of the interviewees did not assess Across the Curriculum or human values during their Teaching Practice V, as shown in table thirteen. That average is equivalent to a score of four point zero in the adequate development of wrap-up activities and assessment on English Across the Curriculum. This was one aspect that had to be improved because of the importance of evaluating the applied techniques. Although teachers-to-be did not manage the contents Across the Curriculum, they comprehended the necessity of fostering moral values in the classroom. However, if they did not know how to evaluate the moral values, they would not be able to identify improvements in their students' practice of such values. The solution is linked to the establishment of English Across the Curriculum, including techniques to evaluate these pedagogical proposals, as a topic of study during any of the English Didactics.

b) Observational checklist

Table 14. Existence of wrap-up and assessment activities in teachers-to-be's class development during the course

Students	Scores
A	10
B	8
C	10
D	8
E	8
Total	44
Mean	8.8

Table made by the researchers based on the criterion five of the observational Checklist

According to the data gotten through the observational checklist (app. 1), the performance of the teachers-to-be was really incredible, for their scores on the class development were very high as shown in table fourteen. The high scores obtained were because the teachers-to-be included a variety of wrap-up and the assessment activities on English Across the Curriculum during their performance. So, this means that after the course, the participants reasoned the inclusion of English Across the Curriculum and human values in their planning to instill such values in the learners. At the same time, the participants of the course concluded that it is imperative to have a special training on a subject or as a subject on the application of English Across the Curriculum during their

majoring in Profesorado en Idioma Inglés para Tercer Ciclo y Educación Media at the Western Multidisciplinary Campus of the University of El Salvador.

c) Lesson Plan evaluation

Table 15. Existence of wrap-up and assessment activities in teachers-to-be's lesson plans during the course

Students	Scores
A	8
B	8
C	8
D	8
E	8
Total	40
Mean	8

Table made by the researchers based on the criterion three of the lesson plan evaluation

The information gotten and shown in table fifteen is clear, for it shows how well the teachers-to-be did in their making of the lesson plan. As they had learned during the course, the teachers-to-be perfectly knew what to include at the time of designing the lesson plan which was full of wrap-up and

assessments activities to inculcate values in the learners' mind. The inclusion of English Across the Curriculum revealed the necessity of displaying the human and moral values all the time and fostered the teaching of human and moral values. Finally, this is an evident example of the urgency of reinforcing the career of Profesorado en Idioma Inglés para Tercer Ciclo y Educación Media with a complete course on the application of English Across the Curriculum to have a more efficient teaching.

Independent Variable

The teaching of the practical methods that students of Profesorado en Idioma Inglés para Tercer Ciclo y Educación Media receive

Indicator 1

The development of a course on the adequate planning of English Across the Curriculum for English classes

Instruments

- a) Attendance sheet to record the teachers-to-be's attendance (**app. 15**)
- b) The class performance evaluation checklist (**app. 5**) for the teachers-to-be to evidence the course benefits

Analysis and Interpretation

a) Attendance sheet to record the teachers-to-be's attendance

Table 16. Teachers-to-be's attendance during the course

Students	Days	Percentages
A	7	100
B	7	100
C	7	100
D	7	100
E	7	100
F	3	42.86
G	1	14.28
Mean	9.2	79.59

Table made by the researchers based on the course attendance sheet

The attendance (**app. 15**) of the teachers-to-be to the course was very significant for the researchers. Therefore, it was recorded on a piece of paper at the end of every session. Likewise, the percentages are shown in table sixteen which shows that five students attended the whole course, but only two participants partially attended the course because of personal issues. Also, through the attendance of the five participants, the researchers noticed how

concerned the participants were in order to improve the quality of their teaching by applying Across the Curriculum in their planning. At the same time, the results show how worthy is to consider the need of having a special training on the application of English Across the Curriculum at the Western Multidisciplinary Campus of the University of El Salvador.

b) The class performance evaluation sheet for the teachers-to-be to evidence the course benefits

Table 17. Teachers-to-be’s global scores in the class development

Students	Scores
A	10.0
B	8.3
C	9.0
D	9.7
E	9.7
Total	46.7
Mean	9.34

Table made by the researchers based on the global averages of the observational checklist

The global scores of the teachers-to-be during their class development show that the methodology applied through the course was incredibly effective.

The subjects of the research improved from a forty percent to a ninety-three percent of effectiveness at applying English Across the Curriculum in class. This proved that they would be able to face the necessity of using English Across the Curriculum in a more accurate way if they received this important course in any of the English Didactics subjects. In this way, the objective of the course related to the development of the contents on human values needed for the application of English Across the Curriculum was reached.

Indicator 2

The strategies to interrelate contents and human values

Instruments

- a) Observational checklist (**app. 5**)
- b) Lesson plan evaluation (**app. 6**)

Analysis and Interpretation

a) Observational checklist

Although at the beginning of the investigation, teachers-to-be did not know very well how to make use of the necessary strategies to interrelate contents

and human values, their performance on this area was improving to the extent that their performance on interrelating contents and human values was outstanding. The total average on the use of these interrelating strategies during their class performance was of nine point thirty seven (see table seventeen).

b) Lesson plan evaluation

Table 18. Teachers-to-be’s global scores in the lesson plan elaboration

Students	Scores
A	6.3
B	5.7
C	6.3
D	5.7
E	6.3
Total	30.3
Mean	6.06

Table made by the researchers based on the global averages of the lesson plan evaluation

It is really striking how helpful the course was for the teachers-to-be, for their performance of the lesson plan was outstanding. Such lesson plans were full of activities and assessments including English Across the Curriculum in them. Although the teachers-to-be’s performance was excellent, their making of

the lesson plan was their weakness because they forgot to describe in detail how to perform the activities to be carried out on the lesson plan. If someone took those lesson plans, he or she would not do anything right, for there was not any specific explanation on how to carry the activities out. As a result, their average on the elaboration of the lesson plan was very low as shown in table eighteen. So, it was necessary during the course to emphasize the importance of a detailed explanation on how to carry out the activities included in the lesson plan in order to make them understandable for every person who has access to read the lesson plan.

Indicator 3

The teaching of diverse activities used to develop human values

Instruments

Moral dilemmas (**app. 4**)

Analysis and interpretation

Moral dilemmas

The teachers-to-be's score obtained in the moral dilemma solutions showed that the teaching of diverse activities used to develop human values were effective since teachers-to-be obtained acceptable scores in the solving of

this instrument. The final scores showed an effectiveness of eighty two point eight percent of that teaching.

Table 19. Teachers-to-be’s global scores in the moral dilemma solution

Students	Scores
A	8.5
B	7.4
C	9.7
D	7.4
E	8.5
Total	41.5
Mean	8.3

Table made by the researchers based on the global averages of moral dilemma solutions

Table nineteen presents the students’ global average obtained in the moral dilemma solutions consisting of a series of problems existing in a classroom where there is a lack of putting into practice the moral values. The teachers-to-be were asked to read each problem, and they had to find which moral value was missing in that classroom, and which content Across the Curriculum was more suitable to solve that problem. The teachers-to-be identified the problem, and they provided activities addressed to develop English

Across the Curriculum where the objective was to help the students of that classroom have a change of attitude toward the problem. The data gathered through this instrument was useful to detect the level of application of English Across the Curriculum by the teachers-to-be because it was noticeable that all the teachers-to-be proposed effective activities to solve each problem. As shown in table 19, two students obtained seven point four. Also, two students (“A” and “E”) got eight point five, and one student obtained nine point seven. This means that all the students implemented good activities addressed to develop human values in the classroom. This helped the researchers notice that all the knowledge acquired during the course by the teachers-to-be was applied successfully in this evaluation, and that the tools taught in this area by the facilitator of the course were affective and efficient to show that when English Across the Curriculum is applied in the way it must be, it produces great results as the authorities of the Ministry of Education expect. This instrument must be taken into account by the teachers in charge of teaching English Across the Curriculum in the didactic subjects as a tool to verify whether the application of English Across the Curriculum is being efficient and effective.

Indicator 4

Methodological development of the necessary contents on planning English Across the Curriculum

Instruments

- a) Open question test (**app. 7**)
- b) Observational checklist (**app. 5**)
- c) Lesson Plan evaluation (**app. 6**)

Analysis and Interpretation

a) Open question test

In table twenty, the teachers-to-be's global scores in the open question test are presented in which the teachers-to-be answered the question related to the main theoretical contents on "The Hidden Curriculum", "The Origin and the Importance of Across the Curriculum" and "Contents Across the Curriculum". During the development of this instrument, the researchers had as an objective to verify the level of the acquired knowledge in the content one and two of the unit one of the course in which the bases of how and why to implement English Across the Curriculum will be stated. The table shows that the student "A" and the student "C" got eight point three. The student "B" got seven point five, and the student "E" got nine point two, but the student "D" got four point two. Although the eighty percent of the students got high grades, the researchers made an analysis of why one student got a low grade. The researchers tried to

identify which were the factors that took the student “D” to fail. The results were that the student did not answer two questions related to “The Hidden Curriculum” because he affirmed that he had not had time to work on those questions. This statement helped the researchers conclude that the contents taught and evaluated in this instrument were acquired by the students successfully, and the low grade gotten by the student “D” does not have any relationship with the level of comprehension and the acquired knowledge by the teachers-to-be during the course.

Table 20. Teachers-to-be’s global scores in the open question test

Students	Scores
A	8.3
B	7.5
C	8.3
D	4.2
E	9.2
Total	37.5
Mean	7.5

Table made by the researchers based on the global averages of the open question test

b) Observational checklist

The class development checklist (**app. 5**) exposed the way in which all the methodological development of the necessary contents on planning English Across the Curriculum were put into practice. Some of the criteria taken into account in this instrument were the development of activities aimed at reflecting the moral values, the strategies to interrelate contents and human values, the assessment, and wrap-up activities on English Across the Curriculum. The teachers-to-be applied all the knowledge acquired during the course since some of them mentioned at the beginning that they did not know how to apply it in a class. Also, the way of how to assess and apply wrap-up activities on English Across the Curriculum in a class had a full fulfilment by the teachers-to-be in which the tools taught by the facilitators of the course were useful to carry out all the planned activities for the class development. The researchers observed that the teachers-to-be had a really good performance in this evaluation. Besides, the teachers-to-be commented that it would be fantastic that they would receive this kind of trainings to improve their teaching. This comment demonstrates that it is necessary to take into account all the methodology carried out in the course. Part of the results was shown in the analysis of the indicator two of the independent variable; the rest was presented in the table seventeen.

c) Lesson Plan evaluation

The lesson plan evaluation (**app. 6**) displayed the way in which all the methodological development of the necessary contents on planning English Across the Curriculum was put into effect. The essential analysis for this instrument was presented in the analysis for the instrument “B” for the indicator two of the independent variable (see table eighteen).

Chapter III

Conclusions,

Recommendations,

Bibliographical

References and

Appendices

Conclusions

Based on the statistics obtained during the development of the investigation, the researchers arrived at the following conclusions:

- In general, a deficiency was observed in teachers-on-duty while they tried to apply English Across the Curriculum. On the other hand, Teachers-to-be manifested not to have significant knowledge on these pedagogical proposals although they showed a meaningful improvement after the pilot course in which they participated.

- Compared with the thirty-five percent of the beginning score, the teachers-to-be improved the management, planning and application of English Across the Curriculum in a forty-three percent. Although the best management is gained through experience, teachers-to-be grasped the necessary knowledge to try to satisfy the necessity of acquiring that experience. If the authorities of the Foreign Language Department implement a course aimed at developing English Across the Curriculum for future generations of students of Profesorado en Idioma Inglés para Tercer Ciclo y educación Media, these future English students would be able to reach MINED's objectives concerned to the application of the studied pedagogical proposals.

- According to the previous statistical data and findings presented in this research work, the hypothesis, the adequate planning of English Across the Curriculum for English classes depends on the teaching of the practical methods that students of Profesorado en Idioma Inglés para Tercer Ciclo y Educación Media receive, was proved.

- Taking into account the contradiction between the results on knowledge and application of English Across the Curriculum presented by teachers-on-duty, as well as the improvement showed by teachers-to-be during the research process, the researchers found out that the implementation of such course is imperative due to the expectations of MINED to use these pedagogical proposals in the next years.

Recommendations

- Nowadays, the program for Profesorado en Idioma Inglés para Tercer Ciclo and Educación Media does not contain English Across the Curriculum as a content. The authorities of the Foreign Language Department should consider that program flexible enough to make the necessary changes according to the student's needs.

- The authorities of the English Department in charge of verifying the planning of the contents to be developed in the English Didactics should require the inclusion of a unit on the teaching and application of English Across the Curriculum.
- The planning of the activities addressed to develop English Across the Curriculum and its assessment in the lesson plans by the students of Profesorado en Idioma Inglés para Tercer Ciclo and Educación Media should be evaluated during the teaching practices.
- The activities addressed to develop English Across the Curriculum included in the lesson plans should be well-explained and well-detailed in order to see a clear application of English Across the Curriculum as MINED requires of every teacher.
- The inclusion of English Across the Curriculum should be required weekly by the principal of every school in order to obtain better results in our society out of its daily application.
- The authorities of the Ministry of Education of El Salvador should implement periodical trainings on Across the Curriculum for English teachers to enable them to achieve the planned objectives.

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Appendices

APPENDIX 1

UNIVERSITY OF EL SALVADOR WESTERN MULTIDISCIPLINARY CAMPUS LANGUAGE DEPARTMENT

Sample: English teachers from public schools of District 0204 of Santa Ana City.

Objective: To gather information about the level of knowledge and application of Across the Curriculum in the English subject from the teachers in charge of teaching the afore-mentioned subject.

Indications: Tick the appropriate box or answer according to your own experience.

1- Do you know the pedagogical proposals named Across the Curriculum that the MINED authorities established in the Salvadoran educational system for the fomentation of values?

Yes No

2- Do you apply the pedagogical proposals named Across the Curriculum in your didactic planning?

Yes No

3- How much do you know about Across the Curriculum?

Nothing A little Enough Much

4- Do you consider Across the Curriculum important so as to be applied in the planning in order to foment values in the learners?

Yes No

Why _____

5- Does the principal in charge of the school you work for require the application of Across the Curriculum in your planning?

Yes No

6- Do you know all the areas in which Across the Curriculum is applied?

All of them Some None of them

7- In a scale from 1 to 5, which areas of Across the Curriculum do you frequently apply in your didactic planning? (number 1=less frequent and number 5=more frequent)

- a) Education on Human Rights
- b) Education on Environment
- c) Education on Population
- d) Education on Health
- e) Education for Equality of opportunities.
- f) Preventive- Integral Education
- g) Education on values
- h) Education on Consumption

8- Do you accurately develop Across the Curriculum designed in the planning?

Always Sometimes Never

9- Have you ever attended any training on how to apply Across the Curriculum in the English subject?

Yes No

If answered affirmatively, which institution or organization provided that training?

The school MINED Another
Specify _____

10-Do you think that the trainings you have attended have been enough so as to have a clear objective on the application of Across the Curriculum?

Yes No

11-Do you find easy to relate Across the Curriculum with each content of the English subject program?

Difficult Easy A little easy

12-Have you ever found any obstacle while applying Across the Curriculum in the English subject?

Yes No

If answered affirmatively, why?

13-According to your standpoint, what tools are necessary to apply
Across the Curriculum in the English subject?

THANKS FOR YOUR PARTICIPATION

APPENDIX 2

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
LANGUAGE DEPARTMENT

COURSE ON THE APPLICATION OF ENGLISH ACROSS THE CURRICULUM
IN ENGLISH PLANNING FOR STUDENTS OF PROFESORADO EN IDIOMA
INGLÉS PARA TERCER CICLO Y EDUCACIÓN MEDIA

LESSON GUIDE

UNIT: I
teacher

CONTENT: 1. The Profile of the professional

TIME: 40 min

SPECIFIC OBJECTIVE: To generate

the importance of the moral values in the classroom

SUB CONTENT: Emphasizing moral values.

OPERATIVE OBJECTIVE: To analyze moral dilemmas showing the
group's most emphasized moral values.

A- PREPARE

- ✓ MOTIVATE: Ask some students to stand up and talk about teachers they remember positively or negatively when they were school students (10 min).
- ✓ SET UP OBJECTIVES: Stick the objectives of the lesson in a chart on the board (3 min).

B- TEACH

- ✓ Develop an interrogatory to have students explain which values the most necessary are according to the situations experienced during their teaching practice (2 min).
- ✓ Make couples and to provide sheets with classroom problems (app. 3) for each group.
- ✓ Ask students to analyze and answer the questions given for each case.
- ✓ Have students share the analysis in front of the class. Give 15% of the general evaluation based on a observational checklist (app. 5).
- ✓ Guide a discussion to find the best solutions to the given problems.

C- CLOSE

- ✓ RE-TEACH: Stick a sheet of bond paper on the board and provide students a marker. Ask them write on the paper a human value they consider important.
- ✓ ENRICH: Provide the material of human values that MINED has emphasized for schools. Ask students define each value.

UNIVERSITY OF EL SALVADOR

WESTERN MULTIDISCIPLINARY CAMPUS
LANGUAGE DEPARTMENT

COURSE ON THE APPLICATION OF ENGLISH ACROSS THE CURRICULUM
IN ENGLISH PLANNING FOR STUDENTS OF PROFESORADO EN IDIOMA
INGLÉS PARA TERCER CICLO Y EDUCACIÓN MEDIA

LESSON GUIDE

UNIT: I

CONTENT: 1. The Profile of the professional
teacher

TIME: 120 min

SPECIFIC OBJECTIVE: To generate

the importance of the moral values in the classroom

SUB CONTENT:

OPERATIVE OBJECTIVE: To explain the facility teachers have to
influence students.

A- PREPARE

- ✓ MOTIVATE: Ask students if somebody influenced them when they were children (a teacher or a relative). Ask them explain how and why. (5 min)
- ✓ SET UP OBJECTIVES: Stick the objectives of the lesson in a chart on the board (3 min).

B- TEACH

- ✓ Provide the handout on The Hidden Curriculum (app. 14), and develop the explanation of it.
- ✓ Watch the movie “Dangerous Minds” with the students.

- ✓ Have students answer the questionnaire:
 1. What did the teacher do to fit in the group?
 2. What values were missing in that classroom?
 3. What values did the teacher achieve at the end of the process?
 4. What values are important for you to influence students you will be in charge of?

C- CLOSE

- ✓ RE-TEACH: Play a hot potato to motivate an interrogatory about the film and the knowledge on the The Hidden Curriculum.
- ✓ ENRICH: Provide the list of roles that MINED has established for teachers.

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COURSE ON THE APPLICATION OF ENGLISH ACROSS THE CURRICULUM
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INGLÉS PARA TERCER CICLO Y EDUCACIÓN MEDIA

LESSON GUIDE

UNIT: I

CONTENT: 2. Definition of Across the
Curriculum

TIME: 40 min

SPECIFIC OBJECTIVE: To develop the

contents of human values needed for the application of Across the Curriculum

SUB CONTENT: The origin and necessity of Across the Curriculum.

OPERATIVE OBJECTIVE: To establish the necessity of the use of across
the curriculum in the classroom.

D- PREPARE

- ✓ MOTIVATE: To brainstorm about the main problems Salvadorian children and youth face in their schools and communities.
- ✓ SET UP OBJECTIVES: Stick the objectives of the lesson in a chart on the board (3 min).

E- TEACH

- ✓ Show and explain the presentation in Power Point about the origin and necessity of across the Curriculum in El Salvador (app. 16)

SUB CONTENT: Contents Across the Curriculum

OPERATIVE OBJECTIVE: to show th main contents Across the Curriculum proposed by MINED.

- ✓ Provide the explanations and attention areas of English Across the Curriculum (app. 16).
- ✓ Divide the group into couples.
- ✓ Provide each couple a sheet of paper with moral dilemmas to discuss (app. 4).
- ✓ Ask students analyze the areas of attention that each case requires (there may be more than an answer).
- ✓ Ask students to share their analysis with the rest of the class.

F- CLOSE

- ✓ RE-TEACH: PASS THE BAG; give students a bag containing little pieces of paper with the questions:

1. When did Across the Curriculum appear in el Salvador?
2. What is the importance of Across the Curriculum?
3. Explain what Environmental Education develops.
4. Explain what Education in Population develops.
5. Explain what Education in Human Rights develops.
6. Explain what Education in Equality of Opportunities develops.
7. What are the expectations of MINED for Across the Curriculum?

✓ ASSESS: Make an Open-question test including data about:

1. The Hidden Curriculum
2. The Origin and Importance of Across the Curriculum
3. Contents across the curriculum

- ✓ SET UP OBJECTIVES: Stick the objectives of the lesson in a chart on the board (3 min).

H- TEACH

- ✓ Write on the board the five functions given on the sheet of paper.
- ✓ Make a clustering of the contents Across the Curriculum that may be related to those functions.
- ✓ Explain the reasons for the previous relationship.

SUB CONTENT: Ideas to develop English Across the Curriculum

OPERATIVE OBJECTIVE: To provide ideas to develop in class for fostering human values

- ✓ Provide a handout with ideas to develop English Across the Curriculum.
- ✓ Assign students an activity for the handout and ask them to analyze what other contents can be supported by that activity.
- ✓ Have them share the answers on the front.
- ✓ Provide students a diagram showing simple steps to design activities (app. 8).
- ✓ Provide students contents from the unit one of the program for seventh, eighth and ninth grade provided by MINED.
- ✓ Ask them to create an activity to develop Across the Curriculum within those contents.

I- CLOSE

- ✓ RE-TEACH: Ask students to provide the facilitators the activity created by them to be checked; then, ask them to share the activity with their classmates.

APPENDIX 3

Classroom Problems

- Karina is a student who never studies for the exams. She relies on her cheating during the tests. The problem is that she always is persistently asking her classmates the answer of the questions, and that situation makes the other students feel uncomfortable, for she gets upset with them if they do not “help”. And it is the same situation in every exam day. The teacher asks Karina not to cheat and bother her classmates since they are so concentrated in what they are doing that they hardly have time to be cheating .

- How would you teach Karina to be honest and responsible when having exams?

- Benjamín is a boy who is always talking and trying to goofing around during the civic act. All the teachers ask him to be quiet for a while only, and he remains quiet for a while only. Then, he continues playing around and trying to talk to his classmates.

- How would you teach him respect for the civic act?

- Ana is a student who is a latecomer. Every time she enters the classroom, besides interrupting the class for her sudden entering, she does not even say hello to the teacher nor does she to her classmates. And as if it were not enough, she starts persistently asking her classmates around her what they are doing or working on. She is really an ill-mannered student.

- How would you teach this student good manners?

- Dina is a girl who is trying to mess in her classmates’ lives in order to tell their private things to other people. She makes her classmates fight and antagonize one another due to her gossiping. She is sometimes despised because of her bad habits that she pretends to do them unwillingly.

- How would you teach her that what she is doing is not right?

APPENDIX 4

Moral Dilemmas

- Pedro is a ninth-grade student who is always bullying around during class. Everybody complains about his behavior. He is always punished by the teacher until late. The teacher summons his parents to talk about Pedro's behavior, but they do not get to school. Maybe his parents are too busy or simply do not care about Pedro's doing in the classroom.

- If you were the teacher in this classroom, what would you do to solve this problem in a short-term period?

- Andrés is a boy who does not like to borrow his ruler set and other things to anybody. He thinks that they should buy their own things, for if he borrows his things to other people, they will bust them up. Therefore, he prefers not to make friends at all for his classmates not to ask him anything during the class.

- How would you teach this student to tell selfishness from generosity?

APPENDIX 5

UNIVERSITY OF EL SALVADOR

WESTERN MULTIDISCIPLINARY CAMPUS

LANGUAGE DEPARTMENT

**COURSE ON THE APPLICATION OF ENGLISH ACROSS THE CURRICULUM
FOR STUDENTS OF PROFESORADO EN IDIOMA INGLES PARA TERCER**

CICLO Y EDUCACIÓN MEDIA

OBSERVATIONAL CHECKLIST

Objective: To compare the aptitudes of teachers-to-be to apply English Across the Curriculum in their class development before and after the course.

Evaluator: _____

Criteria	St. 1	St. 2	St. 3	St. 4	St. 5
1. Teachers' accessibility to the students					
2. Methodological development					
3. Interrelation between contents and English Across the Curriculum					
4. Activities addressed to develop English Across the Curriculum					
5. Wrap up and assessment of English Across the Curriculum					
6. Students' participation and motivation					
Total					
Score					

The lowest score is one; the highest one is ten.

APPENDIX 6

UNIVERSITY OF EL SALVADOR

WESTERN MULTIDISCIPLINARY CAMPUS

LANGUAGE DEPARTMENT

COURSE ON THE APPLICATION OF ENGLISH ACROSS THE CURRICULUM

FOR STUDENTS OF PROFESORADO EN IDIOMA INGLÉS PARA TERCER

CICLO Y EDUCACIÓN MEDIA

LESSON PLAN EVALUATION

Objective: To determine the aptitudes of teachers-to-be to include English Across the Curriculum in their lesson plans.

Evaluator: _____

Criteria	St. 1	St. 2	St. 3	St. 4	St. 5
1. Specification of English Across the Curriculum and attention areas					
2. Existence of activities addressed to develop English Across the Curriculum					
5. Wrap up and assessment of English Across the Curriculum					
Total					
Score					

The lowest score is one; the highest one is ten.

APPENDIX 7

**UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN DEPARTMENT**

**COURSE ON THE APPLICATION OF ENGLISH ACROSS THE
CURRICULUM IN ENGLISH PLANNING FOR STUDENTS OF
PROFESORADO EN IDIOMA INGLES PARA TERCER CICLO Y EDUCACIÓN
MEDIA**

OPEN QUESTION TEST

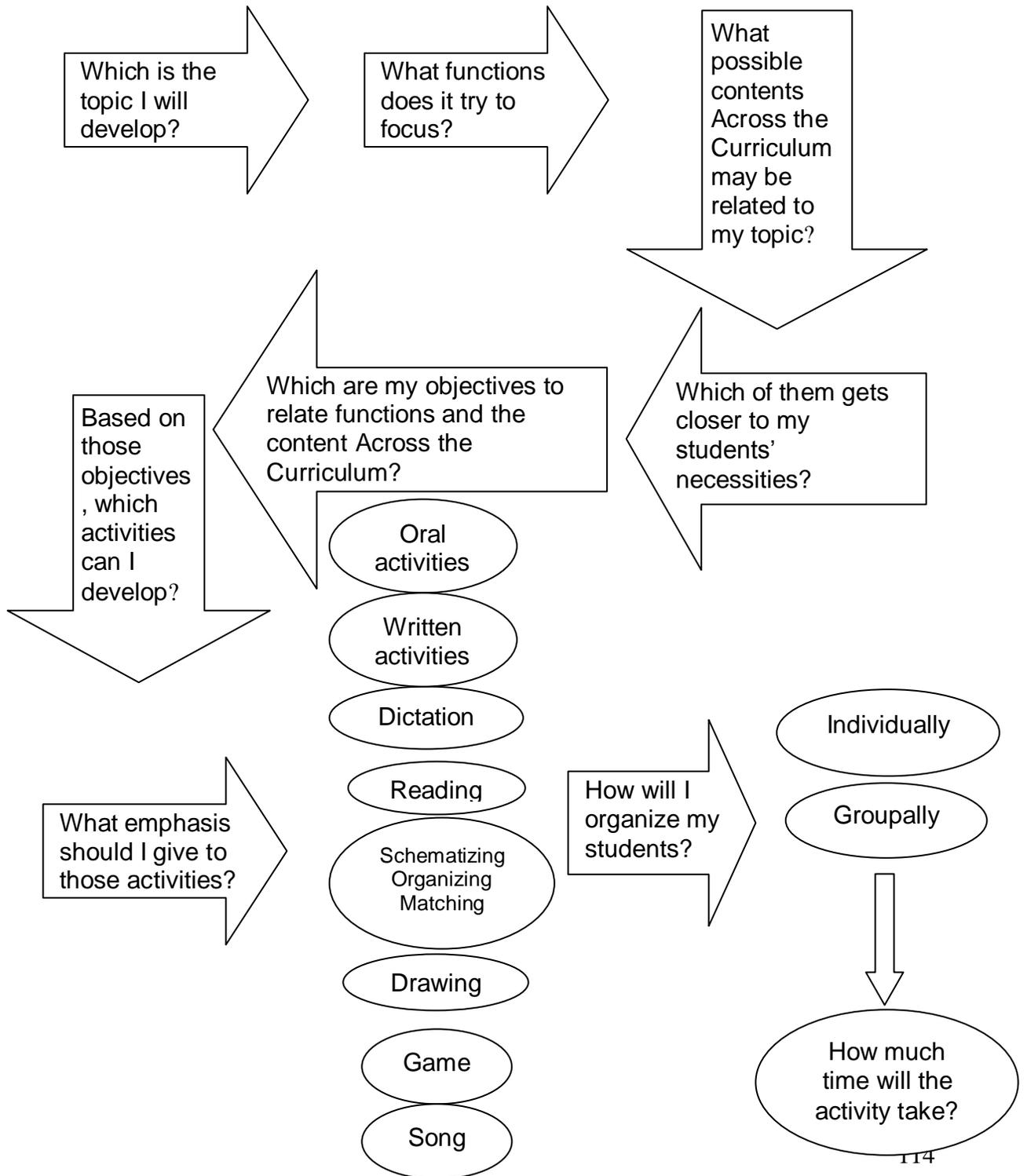
GENERAL INSTRUCTION: Answer the questions or complete the sentences according to what was studied in the course.

1. Why should education be considered as a social process?
2. Mention one definition of Hidden Curriculum.
3. Why is it necessary to apply Education on Environment in the lesson plans?
4. Why is it necessary to include Education on Population in the lesson plans?
5. What was the origin of Across the Curriculum?
6. Why was it necessary to include Across the Curriculum in the lesson plans?

APPENDIX 8

SIMPLE STEPS TO DESIGN ACTIVITIES ADDRESSED TO DEVELOP ENGLISH ACROSS THE CURRICULUM

A fast way to design activities is asking yourself the following questions:



APPENDIX 9

Western Multidisciplinary Campus

University of El Salvador

English Department

SYLLABUS

I GENERAL DATA

Course name: Application of Across the Curriculum

Facilitators: Hugo Antonio Mayorga, Ivannia Astrid Castro y Luis Mario Vega

Place: Laboratory at Language Department, Western Multidisciplinary Campus,
University of El Salvador

Hours per week: 7 hours / semester II/04

II DESCRIPTION OF THE COURSE

This is a course for students of Profesorado en idioma inglés of the Western Multidisciplinary Campus of the University of El Salvador 2004, and it is aimed at generating the moral values in the didactic planning as a tool to

counteract the most common problems existing at schools, communities and societies.

III OBJECTIVES

General objective

- That through a course on English Across the Curriculum based on contents proposed by MINED in the English program for Tercer Ciclo, English students of Profesorado will be able to apply English Across the Curriculum in the English teaching.

Specific objectives

- To generate the need of the moral values in the classroom
- To develop the contents of human values needed for the application of Across the Curriculum
- To plan activities addressed to develop English Across the Curriculum
- To teach a class with activities addressed to develop English Across the Curriculum

IV CONTENTS

Unit 1 “Theoretical basis on Across the Curriculum”

- The profile of the professional teacher
- Definition of Across the Curriculum

Unit 2 “Practical development of Across the Curriculum”

- Across the Curriculum in the didactic planning
- Across the Curriculum in the classroom

V METHODOLOGY

This course will make use of the constructivist approach which consists of starting from the needs of the group and take into account the former knowledge. The course will start with the importance of the moral values and which values are more relevant for the group. The course is made up by two units, two contents per unit. The first unit is focused on the theoretical analysis of the moral values, their importance, their practice from the teachers and the terminology employed to call such moral values. The second unit is focused on the technical details of the planning and application of Across the Curriculum. The observation technique will be essential to assess the technique acquisition.

During the application of Across the Curriculum in the course, the contents of the first unit of the English program of MINED for the seventh, eighth and ninth grades will be used as models.

VI EVALUATION

- Open question test -----15%
- Solution of moral dilemmas ----15%
- Lesson plan-----25%

- Class development-----25%
- Attendance-----10%
- Participation-----10%

VII BIBLIOGRAPHY

- Reyes de Romero, Judith Antonia y Henríquez de Villalta, Cristelina. (2002), “La Transversalidad: Un reto para la educación primaria y secundaria”. (1ª ed.) Cartagena, Costa Rica: Impresora Obando, (pags. 80-83, 101-115)
- Us, Soc. Pedro. (2002) “La práctica de los valores en el aula”. (1ª ed.) Cartagena, Costa Rica: Impresora Obando, (pags. 100-110)
- Argueta de Palacios, Martha Gladis. (2002) “Ejes Transversales en el currículo de la formación inicial de docentes”. (1ª ed.) Cartago, Costa Rica: Impresora Obando,. (pags. 44-138)

APPENDIX 10

Teachers' Roles

Facilitators

They are responsible of assuring the team's comprehension of the work dimension and helping solve the problems during the process.

Verifiers

They are responsible of assuring the cooperation within the team by verifying when everybody finishes an activity, and compiling the material they elaborate.

Organizers

They are responsible of preparing activities for the team by distributing the work material, and compiling the finished work.

Recorders

They are responsible of writing down the results of the work developed by the team. Besides, They are responsible of sharing the information with the group.

Time Recorders

They are responsible of calculating the time determined to develop an activity and informing the team the missing time when it is about to end.

Reporters

They are responsible of asking the team what they understand and what must be shared with the class. Also, They are responsible of informing the group when a team finishes an activity and communicating the results of the developed work.

APPENDIX 11

FORMAT TO DESIGN ACTIVITIES TO DEVELOP ENGLISH ACROSS THE CURRICULUM

Topic: _____

Functions: _____

Possible contents (and areas) Across the Curriculum:

Content Across the Curriculum to use:

Objective of the activity:

Focus of the activity:

Class organization:

Time: _____

Description:

APPENDIX 12

MATCH ACTIVITY

Match the functions to develop in each topic with the content Across the Curriculum that can be better related.

TOPIC/FUNCTION	CONTENT ACROSS THE CURRICULUM	WHY?
A- FRIENDS FROM ABROAD Exchanging information about countries and nationalities	_____ Education on Equality of Opportunities	
B- FROM SAN SALVADOR TO SAN VICENTE Exchanging personal information about: family members and jobs	_____ Education on Environment	
C- SPORTS Talking about likes and dislikes	_____ Education on Environment	Through this topic, students are able to know some national and international species of animals in danger.
D- IN THE PARK Using prepositions	_____ Education on Moral Values	
E- BIRTHDAY PARTY Expressing abilities	_____ Education on Health	
F- GREETINGS AND FAREWELLS Using common greetings and farewells	_____ Education on Equality of Opportunities	

APPENDIX 14

The Hidden Curriculum

Although not the first sociologist to use the concept, the phrase "hidden curriculum" was originally coined by Brian Jackson ("Life In Classrooms", 1968) to draw attention to the idea that schools do more than simply aid the transmission of knowledge between one generation and the next. Jackson argues that we need to understand "education" as a socialization process.

That is, a process that involves the transmission of norms and values as well as a body of socially-approved knowledge (that also involves socially-derived conceptions of what constitutes valid knowledge, acceptable levels of understanding and so forth).

We have to understand not just the social construction of knowledge (the way cultures define and produce what they consider to be valid forms of knowledge), but also the way the teaching and learning process is socially-constructed. In this respect, Jackson summarizes this idea when he argues:

"The hidden curriculum refers to ways in which pupils learn to accept the denial and interruption of their personal desires and wishes".

This is not, of course, the only - or even the main - definition of the hidden curriculum, but it does encapsulate Jackson's argument that pupils, if they are to succeed within the education system, have to "learn how to learn". That is, they have to learn to conform not just to the formal rules of the school but also to the informal rules, beliefs and attitudes perpetuated through the socialization process.

The basic idea behind the concept of the hidden curriculum, therefore, is that pupils learn things that are not actually taught in the formal curriculum and, in this respect, the concept of a hidden curriculum refers to the way the learning process is organized:

a. Consciously. For example:

* In terms of the physical organization of the school itself - a place separate from the home, the workplace and the like.

* The organization of the classroom - for example, the teacher standing at the front, pupils seated and arranged in rows.

b. Unconsciously. For example:

- The way individual teachers interpret the behavior of pupils.
- The way teachers have different expectations of pupils based on interpretations of behavior in class.

As should be evident from the above, the concept of a hidden curriculum is a very broad one; that is, it is not easy to tie it down to one particular theoretical viewpoint. Rather, the concept refers to a wide range of socializing influences and processes, some of which are inter-related and others relatively self-contained.

In this respect, the theory itself can be applied to a variety of explanations for differential educational achievement based on categories such as social class, gender and ethnicity.

Definitions

Meighan ("A Sociology of Education", 1981) defines the hidden curriculum as follows:

"The hidden curriculum is taught by the school, not by any teacher...something is coming across to the pupils which may never be spoken in the English lesson

or prayed about in assembly. They are picking-up an approach to living and an attitude to learning."

whereas Haralambos ("Themes and Perspectives", 1991) defines it as:

"The hidden curriculum consists of those things pupils learn through the experience of attending school rather than the stated educational objectives of such institutions."

The hidden curriculum, levels of analysis

One example we can use to illustrate this idea can be taken from the work of Roland Meighan ("A Sociology of Education", 1981)

Meighan points to one of the classic theoretical dilemma's in sociology, namely the relationship between social structures and social actions. In this respect, the educational process involves two distinct - but clearly related - levels of analysis:

Firstly, on a structural level, there are certain values (expressed through such things as traditions, customs and beliefs) that shape the nature of the formal

educational process. On a simple empirical level, these values condition such things as:

* Where formal education takes place.

Who the participants in this process are.

The general relationship between the various participants.

How success and failure is measured.

The overall purpose of the educational process...

In this sense, we need to understand the general purpose and structure of the process. Here we are considering the "rules of the education game" in our society.

Secondly, at the level of social interaction within the classroom, it is clear that these values are translated into norms that govern the general behavior of the participants in the socialization process. On a simple empirical level, these norms condition such things as:

- How order is created and maintained in the classroom.
- The specific relationship between the various participants.

Thus, we need to understand how the "rules of the education game" in our society are interpreted, modified and upheld within the school itself. If we can understand the origin and nature of the social values that condition the overall structure of the educational process, we can also begin to understand the nature and origin of the various norms of behavior that operate within specific classrooms. We can also understand what Meighan means when he argues that the hidden curriculum is taught by the school rather than by individual teachers.

The "Ghosts" of Social Structures

One way of understanding the relationship between structural imperatives and classroom interaction is to adopt Meighan's concept of "haunting". He argues that when teachers and pupils enter a classroom for the purpose of education, they are surrounded by the "ghosts" of such things as:

The architect who built the school:

That is, the physical environment within which the teaching and learning process takes place - whether the room is light, warm and inviting or, alternatively, cold, dark and off-putting.

The writers of books:

The knowledge that is transmitted is, in effect, determined by the nature of the information used in the classroom.

For example, if the writers of books adopt sexist or racist language, these ideas (in addition to the formal knowledge content of the books) will also be transmitted to pupils in terms of assumptions about gender, ethnicity, etc.

The creators, users and patrollers of language:

This is significant in relation to, for example, Bernstein's concept of elaborated and restricted codes of speech. It may also apply to the different "levels of language" pupils are expected to master and display at different levels of their education - a psychology A-level student, for example, who cannot understand or master the "technical language" (or jargon) surrounding the subject at this level will find it very difficult to succeed.

The demands of employers:

Employers differentiate people on the basis of socially-recognized qualifications. Teachers are, therefore, constrained in their teaching by the ghost of examinations. Pupils have to be taught against a background of preparation for

formal examinations (they have to learn the techniques involved, what constitutes valid knowledge and so forth).

In the above, therefore, Meighan notes some of the ways (there are probably many more) the "hidden curriculum" surrounds both teachers and their pupils whenever they enter a school classroom and, by extension, influences and controls their normative behavior.

APPENDIX 15

**UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
UNIVERSITY OF EL SALVADOR**

**COURSE ON THE APPLICATION OF ENGLISH ACROSS THE CURRICULUM IN THE ENGLISH PLANNING
FOR STUDENTS OF PROFESORADO EN IDIOMA INGLES PARA TERCER CICLO Y EDUCACION MEDIA**

ATTENDANCE SHEET

NAMES	DATES						

❖ Ask the students to sign after having written their names.

APPENDIX 16

PRESENTATION

ON

ACROSS THE CURRICULUM

AREAS

EDUCATION ON HUMAN RIGHTS

Purposes

- ❖ To foment the everyday practice of the human rights
- ❖ To develop attitudes of solidarity and respect to all the people

Attention areas

- ❖ Selfesteem
- ❖ Duties and rights at a personal, communal and familiar level
- ❖ Work
- ❖ Basic norms of livingtogether

EDUCATION ON ENVIRONMENT

Purposes

- ❖ To propitiate knowledge on the environment problems, its causes and possible solutions
- ❖ To make up a conscience and develop

- ❖ the change of attitudes to protect, preserve and restore the environment

Attention areas

- ❖ Environment
- ❖ Pollution
- ❖ Natural resources

EDUCATION ON POPULATION

Purposes

- ❖ To develop the analysis capacity, reflection, and conscience on the population problems
- ❖ To develop the capacity to spot values and alternatives to foment selfesteem and respect for everybody

Attention areas

- Environment

- Selfesteem
- Biology of the reproduction
- Sexual roles and stereotypes
- Family communication

EDUCATION ON HEALTH

Purposes

- ❖ To instill in the learner a conscience to improve the individual and social health
- ❖ To propitiate the development of attitudes to achieve a healthy, family, communal and school life

Attention areas

- ❖ Diseases prevention

- ❖ School, family and community life
- ❖ Basic knowledge on health and habits
- ❖ Preventive health for the different human development stages

EDUCATION ON EQUALITY OF OPPORTUNITIES

Purposes

- ❖ To form conscience and respect on equality of rights and opportunities no matter race, sex, religion or social condition
- ❖ To create social conditions on equality of opportunities at school and in the family

Attention areas

- ❖ Equal relationships among boys and girls, men and women, young and old people
- ❖ Interpersonal relationships
- ❖ Equal citizen participation
- ❖ Sexual roles

EDUCATION ON INTEGRAL PREVENTION

Purposes

- ❖ To develop attitudes, capacities and abilities to reinforce the learner's personality as a protection factor before any risk

Attention areas

- ❖ Appropriate use of the spare time
- ❖ Solidarity, dialogue and livingtogether
- ❖ Harmful effects from consuming drugs

EDUCATION ON VALUES

Purposes

- ❖ To propitiate the practice of ways of understanding and livingtogether among people and groups
- ❖ To develop capacities to act in a social and autonomous way

Attention areas

- ❖ Social norms
- ❖ Ways of livingtogether
- ❖ Principles of value
- ❖ Decision making
- ❖ Citizen participation
- ❖ Democracy

EDUCATION ON CONSUMPTION

Purposes

- ❖ To develop conscious, critical mutual attitudes to behave responsibly before the consuming actions

Attention areas

- ❖ Meaning of “quality of life”
- ❖ Relation between production and consumption
- ❖ Rights of the consumer
- ❖ Publicity and propaganda

APPENDIX 17

GRAPHICS

BASED

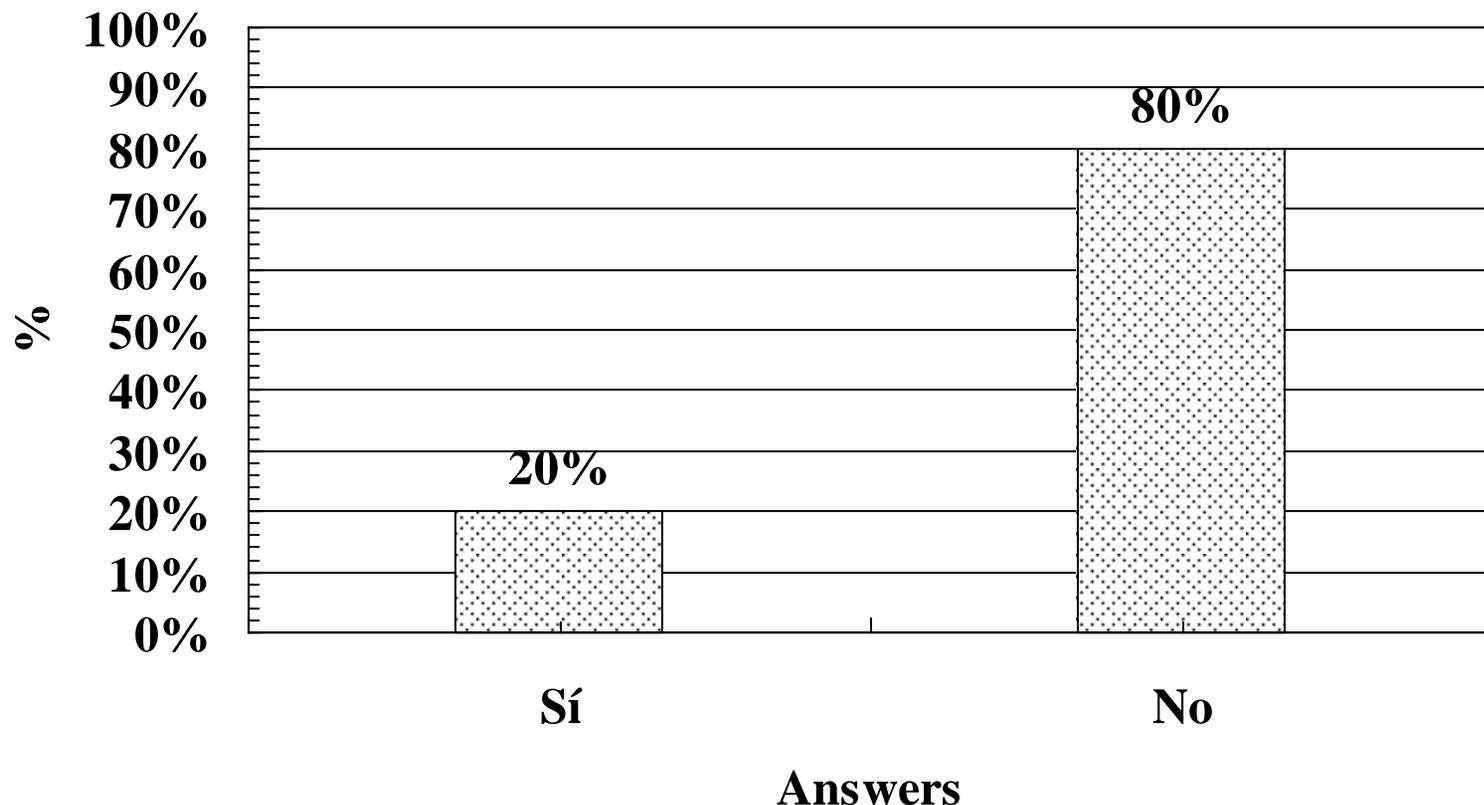
ON

THE RESULTS

Interview

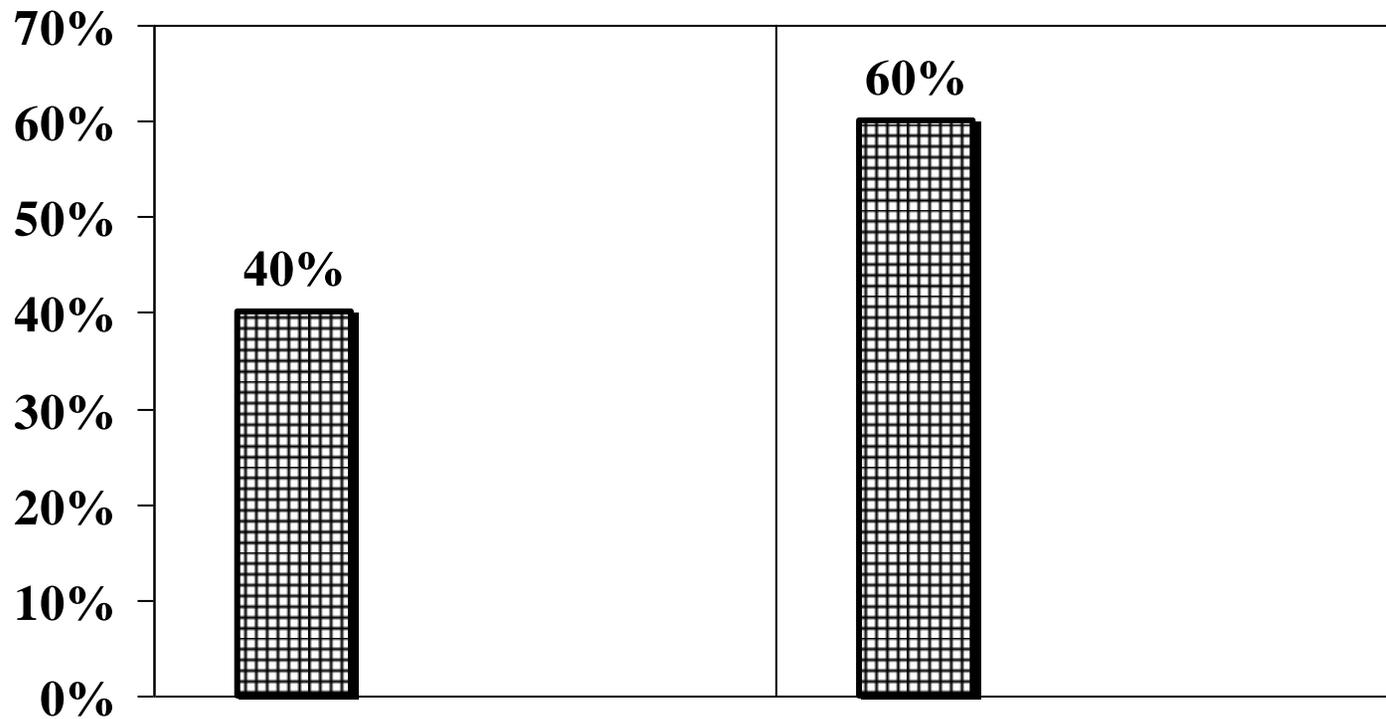
Question 1: Is there an interrelation between the contents provided by MINED and Across the Curriculum in your planning?

Results: An 80% of the students does not interrelate the contents provided by MINED with Across the Curriculum.



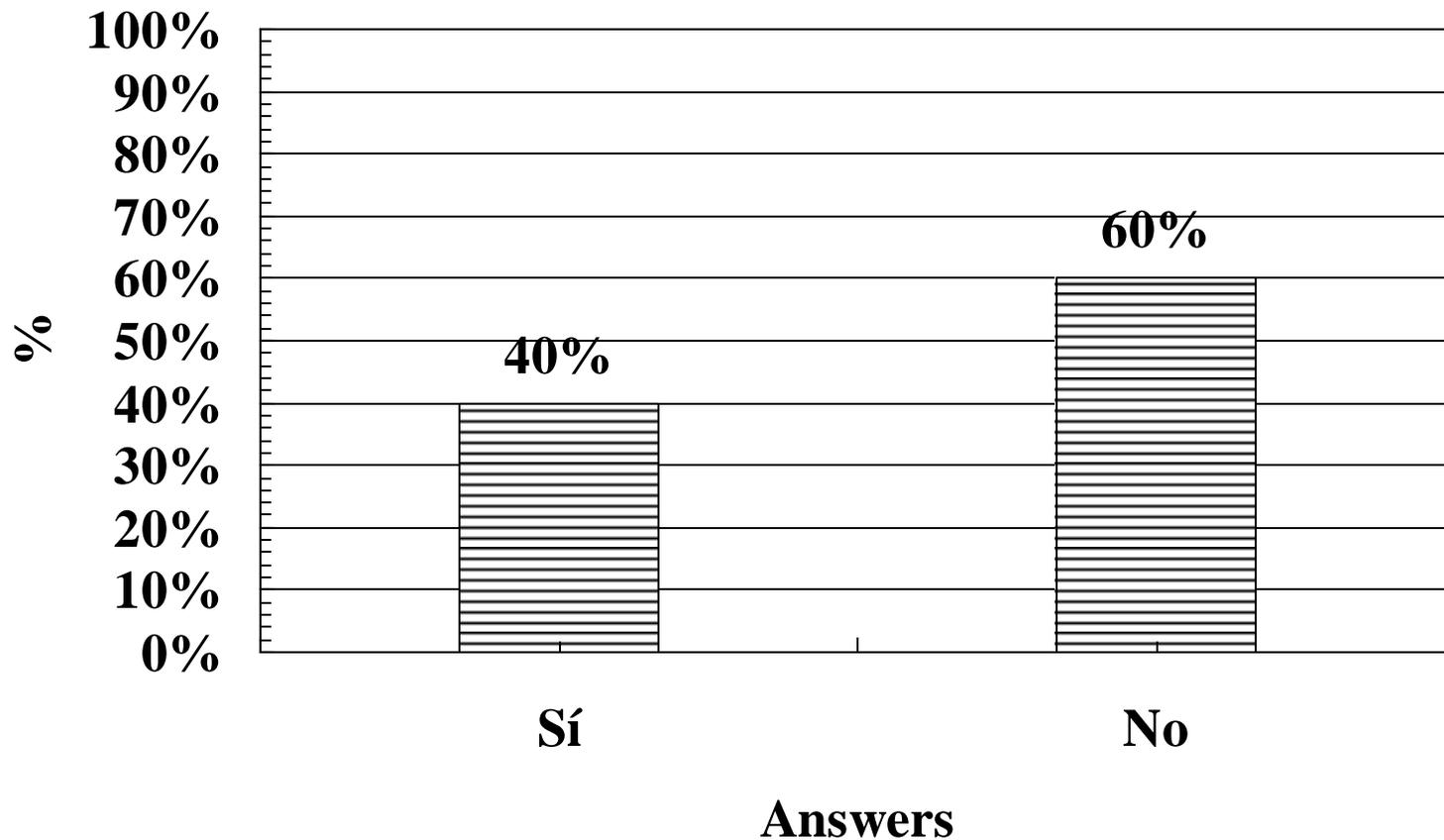
Question 2: Do you provide activities addressed to develop Across the Curriculum in your classes?

Results: A 60% of the students does not provide activities to develop Across the Curriculum in their classes.



Question 3: Is there any assessment of English Across the Curriculum in your English classes?

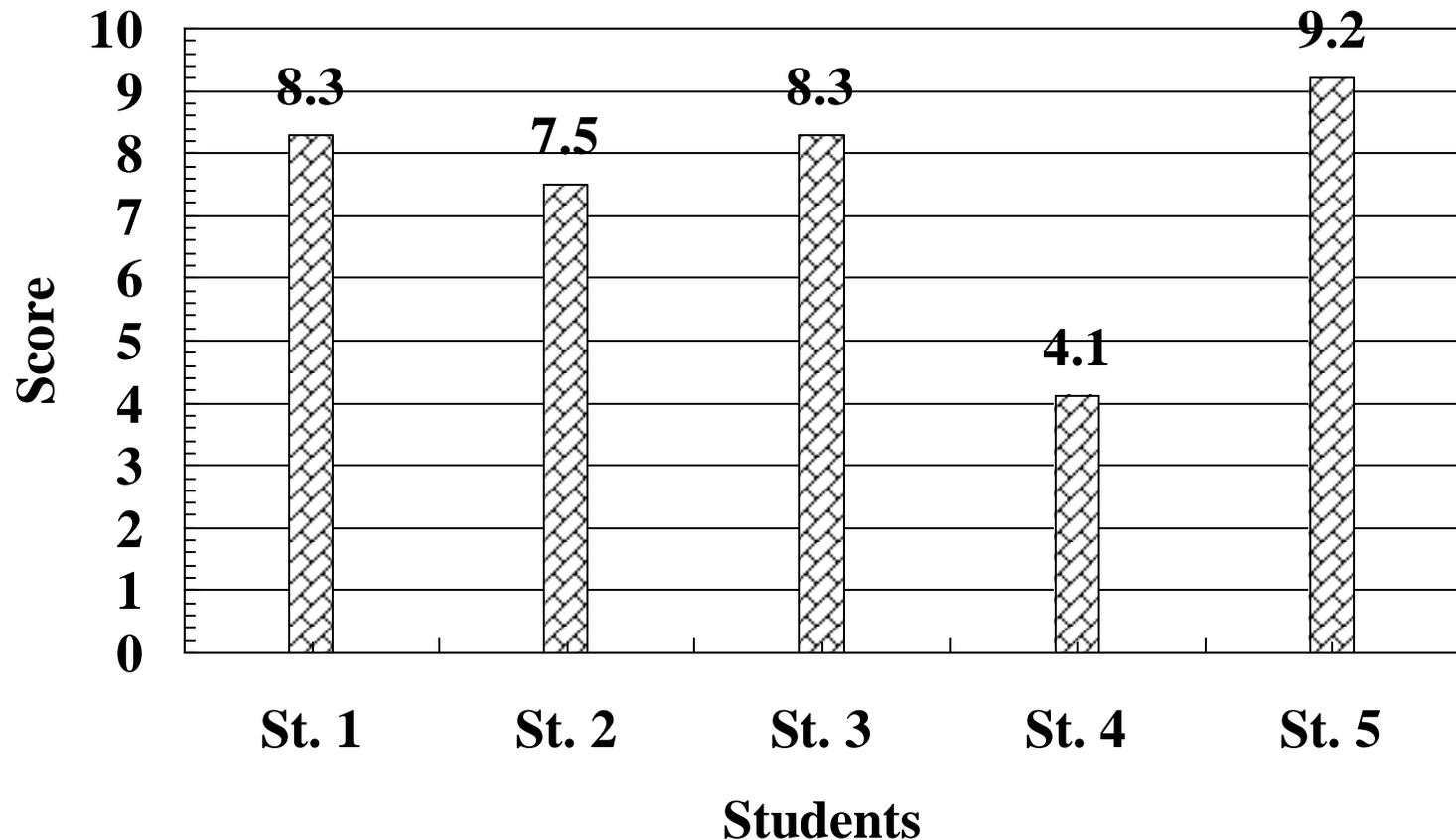
Results: A 60% of the students does not assess English Across the Curriculum during their English classes.



Open-question test

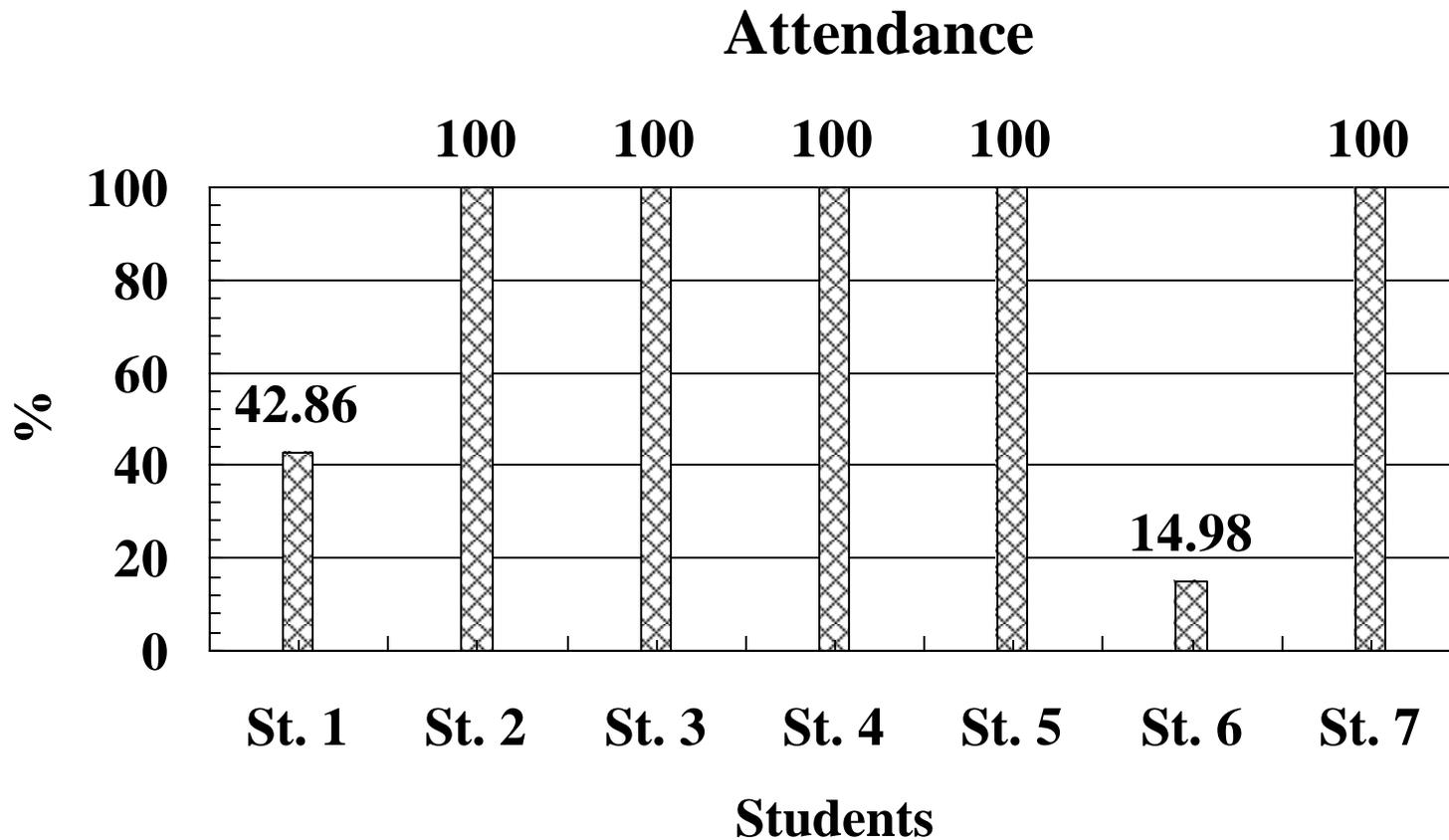
After the test, the highest grade was 9.2 and the lowest one was 4.1

Results: There was a mean of 7.5 and a mode of 8.3



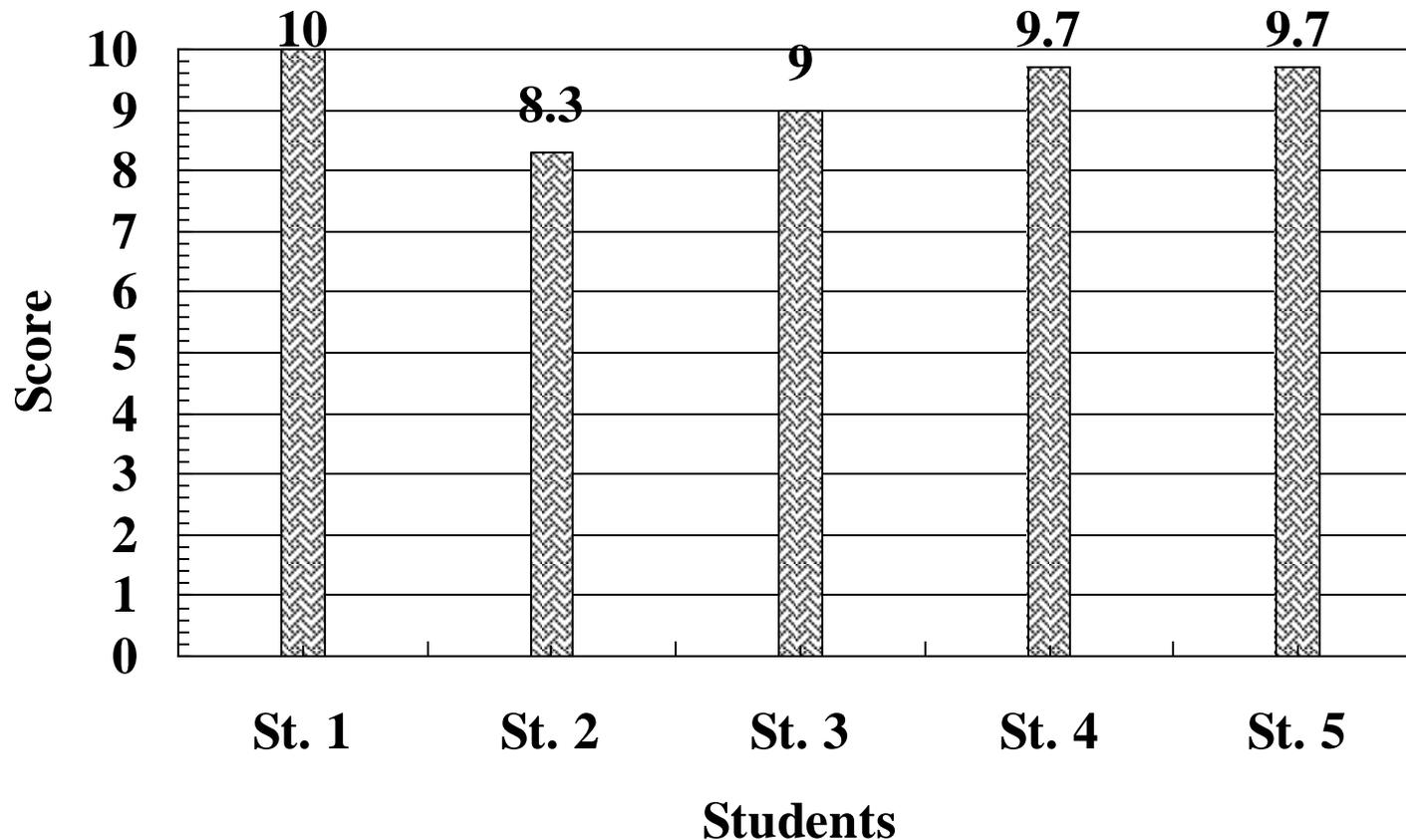
Attendance

Most of the participants attended the whole course meaning that more than the 50% got involved in the course.



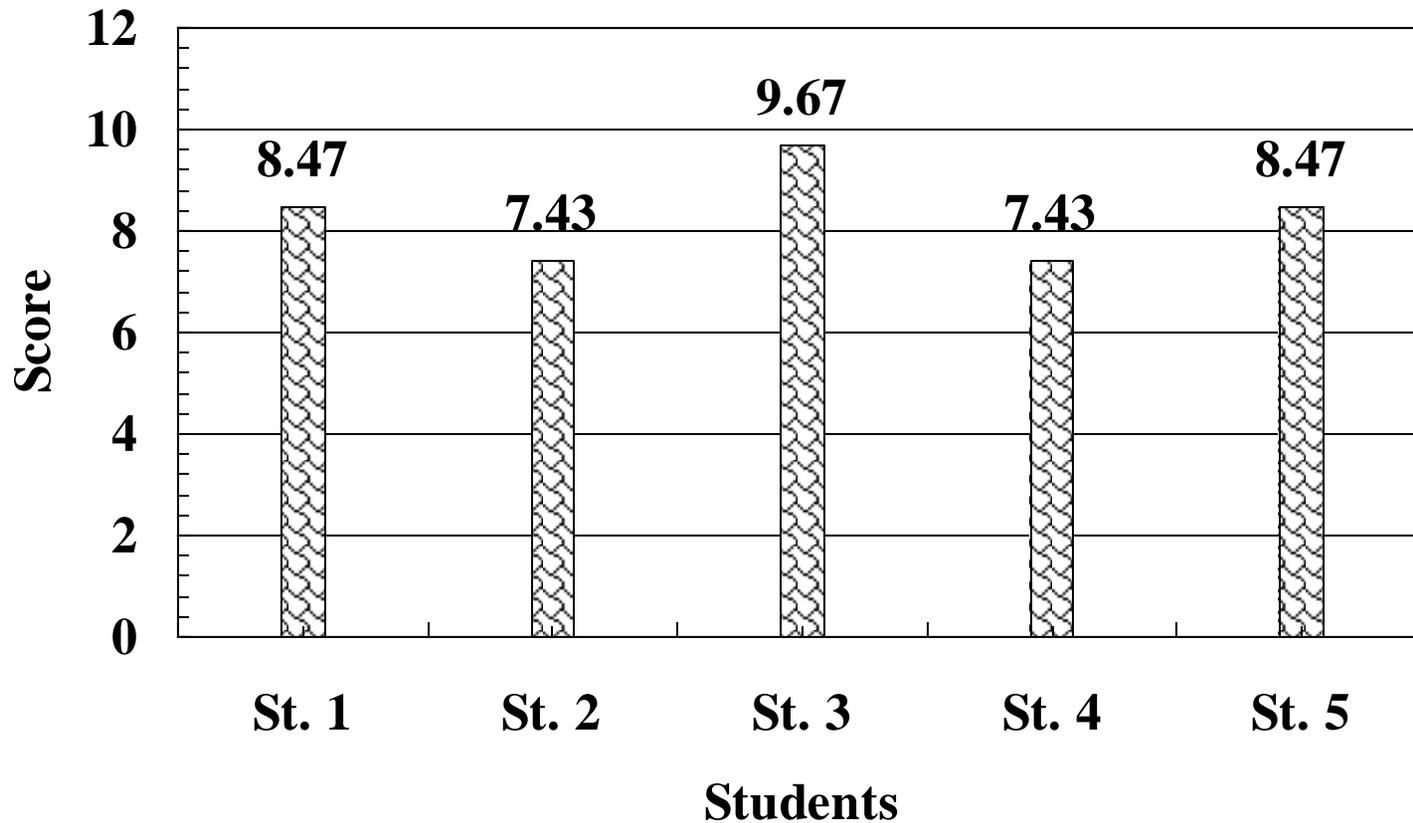
Class Development Evaluation

At the end of the course, the results of it were very positive because the highest grade of the final assessment on the participants' class performance was 10 and the lowest grade gotten was 8.3 to conclude how helpful the pilot course became.



First Moral Dilema Evaluation

During the solution of moral dilemmas the teachers-to-be showed an efficiency of eighty three percent.



APPENDIX 18

UNIVERSITY OF EL SALVADOR WESTERN MULTIDISCIPLINARY CAMPUS ENGLISH DEPARTMENT

On the 26th day of November 2004

A participation diploma on the course “Application of Across the Curriculum for the English Subjects Plannings” for students of Profesorado en Idioma Inglés para Tercer Ciclo y Educación Media has been awarded to:

Student’s Name

Hugo Mayorga
Ivannia Castro
Luis Vega
Facilitators

Lic. José Rigoberto Corleto
Project Advisor

Lic. Delurdy de Sermeño
Head of the English
Department