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LICENCIATURA EN IDIOMA INGLES**



TEMA:

**“DESIGN OF A TEXTBOOK FOR TEACHING THE SUBJECT OF INTERNATIONAL
RELATIONS: MAJORING IN ENGLISH LANGUAGE.”**

TRABAJO DE GRADUACION PRESENTADO POR:

YESENIA XIOMARA GARCIA COREAS

GLENDA CAROLINA RIVAS ROMERO

DEYSI YANIRA PEREZ MAGAÑA

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SAN SALVADOR, EL SALVADOR, CENTRO AMÉRICA

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**LIC. JOSÉ MAURICIO LOUCEL
RECTOR**

**ING. NELSON ZÁRATE SÁNCHEZ
VICERRECTOR ACADÉMICO**

**ING. DANILO ADOLFO DÍAZ PÉREZ
DECANO**

JURADO EXAMINADOR

**LIC. JULIO ANIBAL BLANCO
PRESIDENTE**

**LIC. GUADALUPE MARTÍNEZ
PRIMER VOCAL**

**LIC. CAROLINA PINTO DE RIVERA
SEGUNDO VOCAL**

NOVIEMBRE, 2002.

ALL MY GRATEFULNESS TO

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Introduction

The present research demonstrates the importance and functionality of the elaboration and application of a textbook for teaching International Relations as a subject. Such subject is included in the new curriculum according to the results obtained from an investigation made by the Universidad Tecnológica de El Salvador.

To achieve the objective of the project that is the creation of the textbook for the International Relations Subject, the researchers have made a preliminary investigation that is divided into three parts as follows:

Part one, which contains the Statement of the Problem, that is of a great importance for the research, since it states the problematic situation that was solved through the investigation. Also, the delimitation that the investigation had, it is established in the following way: Social Delimitation, Time Delimitation, and Place Delimitation.

Besides, there are established the points that justify what the elaboration of the textbook was, with the purpose of reinforcing its necessity. It is also included the Theoretical Framework in which it has been explained the history of the Educational Reforms in El Salvador, the higher education changes, curricular

changes, the teaching learning process, didactic resources, and a brief explanation of the International Relations in El Salvador through the years. These aspects have been selected and developed in order to have a better knowledge of the object of study. The Conceptual Framework is also included in this part in order to list the terms used through the elaboration of this document.

Finally, this part concludes with the General and Specific Objectives, Variables and Indicators that were very important for the elaboration of the investigation instruments. The general objectives pretended to reach concrete and final results that were used for the elaboration of the proposal. The specific objectives pretended to accomplish the variables.

Part Two includes the elaboration of the methodology of the investigation, which is a strategy for the elaboration of the investigation. It is described what was done and how it was done in the proposal.

Furthermore, it is explained the kind of investigation, which is Descriptive; then the population that is delimited in the Intermediate I and Advance II students and the Major in English teachers. Further, it is presented a sample to which it was applied the instruments, then, the techniques and instruments to be used in the data recollection are detailed.

The bibliography is also included in which are presented all the books and internet addresses used through the investigation to gather the appropriate information applied in the project.

In order to follow the process of activities be developed, it was designed the Time Table that was of a great help for the researchers to organize their time.

Besides, there are presented the annexes as additional information for a specific purpose, there is included a Congruence Matrix, Teachers' and Students' questionnaires, the content programs for International Relations I and II and the English Major Study Plan.

To conclude, it is presented the proposal to which has been taken into account all of the steps mentioned before. The proposal was divided in two chapters and a guide for the teacher to help him/her in the Teaching Learning Process.

The researchers objective was reached with the elaboration of a textbook with all the necessary characteristics to make it an applicable tool for teachers and students for the subject of International Relations.

CHAPTER I

PROBLEMATIC SITUATION

1. Statement of the Problem

The Civil war in El Salvador in the decade of 1980 provoked the decline of the economy, affected society, politics and made education inaccessible to everyone. Because of the necessity to find a solution to this problem in El Salvador, the government became interested in the peace negotiations with forces of *El Frente Farabundo Martí para la Liberación Nacional (FMLN)*. After two years of negotiation, the peace agreements were signed on January 16th, 1992 in Chapultepec, Mexico by Alfredo Cristiani the president at that time and the heads of the FMLN.

The influence that the civil war had on the areas mentioned before was very hard, but the peace agreements came to be the great influence to gradually improve the recovery of those areas. During the civil war and the peace agreements the economy had a very difficult process. The Salvadorian country was placed in negative international public attention. In addition, the international companies decided not to invest in El Salvador anymore.

However, the carrying out of the end of the civil war, the successful signing, the execution of the peace agreements and the democratization process along with the deep political, social and economic transformations have changed the Salvadorian experience to an authentic international example of a progressed country.

Since El Salvador became an international example, a country with a solid financial system and labor quality of its people, as International Relation Department of El Salvador says through *Foreign Affairs Head office*, ***Dirección General de Política Exterior***, lots of companies have begun to invest in this country, companies such as manufacturing apparel, computer suppliers, hotels, airline companies, telephone companies, etc.

Nowadays, education has taken into account the fact that the international investment in El Salvador requires professionals with especial knowledge of different aspects such as technology and new languages, emphasizing English, since it has become the global language, thus, to face this world of challenges and requirements many people have decided to have a profession.

Besides, the fact that English is the global language, makes economy inaccessible to a company with non bilingual professionals. This is the reason why education in El Salvador has taken into account the importance of English.

In 1995 the *Ministerio de Educación* (MINED) created the *Higher Education Law, Ley de Educación Superior*, which establishes that every five years, universities must revise their curricula. Consequently, the Universidad Tecnológica de El Salvador (UTEC) followed a process to determine the new curriculum according to the demands of society, economy, politics and culture in the year of 1999 which was approved by the Ministerio de Educación. The result of the process of investigation turned out in the addition of new subjects in the 2000 curriculum.

The English Department of the UTEC which was created in the year of 1982, aware of the importance of English, included in its new curriculum 4 English courses for all the majors in the year 2000, which were gradually implemented as follows: The first three courses focused on the Basic English and the other one on Technical English and Specialized English according to every major.

The English Department also modified its major in English curriculum in order to face the new world professional needs of the new millennium 2000, which was approved by the *Ministerio de Educación*. The subject International Relations I and II have been considered in the new curriculum of majoring in English that will be taught in the ninth and tenth semester consecutively. The creation of this subject was the result of the society demands that require people trained in this

field according to the investigation made by the English Department in the year 1999.

the agreements El Salvador has with other countries will be emphasized in the subject International Relations I and II, such agreements according to the *International Relations Department of El Salvador* are divided in America 32, Europe 34, Asia 17, Africa 3 and Oceania 1. The agreements El Salvador has with the countries mentioned above were created with the purpose of empower the bilateral relations. These agreements are as follows:

- Reciprocal Inversion, Promotion and Protection agreements
- Technical, Educative–Cultural, and Economical Commercial agreements.
- Airlines agreements.
- Penal Law aid agreements.
- Extradition agreements; among others.

Furthermore, in order to enrich the contents of International Relations, it will be important to mention the main points defined in the document the *New International Alliance* that was implemented by the government of El Salvador through the *Ministry of Foreign Affairs* which are as follows:

- The establishment of a foreign political investment.
- National and International commercial investments promotion.

- The active presence of El Salvador in the international system .
- Management in the matter of international cooperation.

This problematic situation that the subject International Relations I and II faces is the lack of an appropriate textbooks to guide students and teachers on the subject contents. There must be many books related to the subject but they have not been written by Salvadorian experts in the field and they are quite expensive. Therefore, those books are not available for students and their contents are not suitable to our national context. By that means, an original Salvadorian non expensive book has to be available so that students can have all the information they urge about the subject in the target language.

On the other hand, for the elaboration of the textbook, the researches will consider the teacher learning process, since it is the act through which the teacher provides the students with educative contents through means of text books, visual aids, audio tapes to reach the objectives proposed. In this process, the learners are the center of instruction and learning, they are the most important of the process.

As a matter of fact, curriculum, materials, teaching methods and evaluation should all be designed for learners and their needs . The role of the teacher is to follow the curriculum and provide materials. They may adapt , supplement, and

elaborate on those materials and also monitor the progress and needs of the students and finally evaluate them .

The learning process should be efficient and related with the reality and the students' needs. It is necessary to guide students to avoid obstacles in order to obtain new knowledge. Nobody forgets what is learned through an educative method of learning which has the students as center of instruction.

The application of the textbook will also be useful for teachers needs while having a new guide to be applied with small and big groups of students, and at the same time will provide them with enrichment of technical vocabulary and an easy way of improving the students acquisition of the specific and general aspects of the subject through English interaction.

Hence the researchers of this project will solve the problem by elaborating the needed creative textbook to fulfill the English program of International Relations subject and to facilitate students comprehension and increase their knowledge by opening themselves to new and challenging opportunities of a better job.

To conclude, the demanding professional world is seeking for professionals who know about the different aspects related with the communication, negotiation and relation with international parties, and companies. Furthermore,

the fact that English is the global language, all of these aspects have to be presented in English, since there will be included a technical vocabulary associated with the International Relations contents that the proposal textbook will contain.

At the end of the process the researchers will intend to find the answer to the following question.

What are the methodological and technical characteristics that a textbook needs to be applied to majoring in English International Relations subject?

2. Delimitation of the Problem

The elaboration of a textbook for the International Relations subject will be an investigation that will last six months of study at Universidad Tecnológica de El Salvador (UTEC) located on Arce Street number 1020, San Salvador, El Salvador, C.A., in the areas of English Department coordinators' and teachers offices, and students classrooms.

To get additional information, the researchers will visit other universities and institutions related with the subject such as: Ministerio del Exterior, and UES (Universidad Nacional de El Salvador.) The application of this subject will be in the 2004 for the students of the new curriculum and teachers, both will be the

source of information required to take into account while elaborating the text book.

In the elaboration of the textbook there will be considered different techniques and activities in order to enhance students understanding of the subject contents. The investigation will conclude with the elaboration of the text book.

3. Justification

The present research will demonstrate the importance of having a textbook for the major in English International Relations Subject. To place the importance mentioned before, it is necessary to emphasize the following aspects: English is a global language, interaction of El Salvador with other countries, the fact of the non existence proposed textbook and the government interest to be present as a competitive country around the world.

English has become the global language that is applicable in every company around the world . The companies of El Salvador are aware of that depending of what competitive El Salvador is, in that way, it will be its economy progressing and the interest of potential international companies to invest in our country. To reach this competitiveness, every company that has international relations requires professionals with knowledge in that area.

Being the International Relations subject focused on this fact, every content to be covered has to be elaborated in English knowing that will be taught to students of major English that in the future will face a demanding and competitive world in their professional field.

The textbook to be presented will also be emphasized on the interaction El Salvador has with other countries and the vision that the Ministry of Foreign Affairs has through the program named the *New Alliance* . Some contents will emphasize some aspects that every company and parties deal every day of commercial transaction, agreements, strategies. Further, it will be of great importance the *New Alliance* development aspects when it is in touch with other countries to motivate them to invest in our country, and in this way to make El Salvador progress economically.

All the aspects mentioned before place the importance of the elaboration of the textbook, since they are focused on El Salvador reality and the textbook to be presented will fill these aspects that other possible elaborated textbooks or guides do not have because they are not directed to students of Majoring in English. Therefore, they do not have activities, exercises; their only purpose is just to inform people about these aspects.

For that reason, the textbook will be elaborated by the researches to enrich the students knowledge of the subject to make them aware of the reality El Salvador lives in terms of international interaction and make them feel interested in it.

To reach this objective, the textbook will be meaningful and interesting, while no single content will be of interest to all students, material should be chosen based in part, on what students, in general, are likely to find interesting and motivated.

Equally, the students will have an accessible textbook because it will not be expensive but it will be on hand at the **Universidad Tecnológica de El Salvador** English Department.

In addition it is important to mention that the most practical and accessible the textbook be, in that way it will be functional. In other words, the teacher will have an easy structured material since it will be divided in sections for the comprehension of every content and motivating activities clearly elaborated to understand the contents and easy way and avoid the teacher improvisation in class, since the textbook is created just to follow it. The teacher will also have to manage the contents to be taught to be a better facilitator of information found in the textbook.

Theoretically, experienced teachers can teach a subject without a textbook, but it is not easy to do it all the time, though they may do it sometimes. Many teachers do not have enough time to make supplementary materials, so they just follow the textbook. For this reason in terms of orientating the teacher in the methodology to be used in the textbook, there will be a section dedicated to order to help him/her to use the textbook correctly.

Oral
**Presentat
ion**

In brief, the Universidad Tecnológica will be academically benefited with the present research because there is not a kind of this book at the English Department library. The textbook to be elaborated will be a beneficial result that will not be of any cost to the UTEC English Department and will be proudly elaborated by the university trained future professionals.

CHAPTER II

THEORETICAL FRAMEWORK

1. Theoretical Framework about the Elaboration of a Textbook for Teaching International Relations I and II

Education in El Salvador is one important aspect that has gradually progressed through the modification of its teaching and learning process. Furthermore, through history, higher education in El Salvador has been trying to improve its educational quality through the educative reforms, the curriculum changes, the higher education law, and different didactic applications.

1.1 The 1940 Educational Reform

In history, as the Reforma Educativa book says, the first educational reform was made in the year 1940 and its purpose was to improve the elementary school. The reform was focused on elementary schools by implementing new pedagogical orientation. Some methods were introduced as a curriculum complement of active pedagogy that at that time was growing in developed countries.

At the same time, it was introduced the idea of the subjects with a logical continuity among them and their contents. Although, the majority of teachers at

that time did not have systematic studies, they were trained to put into practice the programs that needed continuity and flexibility.

An achievement of those years that still survives in weak way in our days is the school life organization around seven functions: Technique, disciplinary, social, hygienic, industrial, artistic, sportive. These functions objective was to enrich students with activities that create constructive environment at school.

In the year 1945 between July 22nd and 28th, the presidents of Guatemala and El Salvador, Doctor Juan Josè Arevalo and the General Salvador Castaneda Castro, got together with techniques in education in Santa Ana city, to adopt some innovations in preschool and elementary school.

The educational movement of that time was not named reform neither had a specific denomination, but many important progresses were made in the areas such as:

- **Infraestructura escolar.** Se construyeron escuelas con líneas arquitectónicas audaces y funcionales. Usando el término de moda entonces, se les llamaba **Grupos Escolares tipo Revolución**.
- Se introduce el sistema de escuelas experimentales y renovadas con la finalidad de ensayar metodologías didácticas modernas y modalidades de organización escolar democráticas.

- Se fundó la escuela de trabajo social.
- Se extendió hacia el sector rural el sistema de escuelas pluriclase, osea, escuelas de uno o dos maestros que podian atender la educación primaria.
- Nacen los programas sistemáticos de alfabetización de adultos.ⁱ

Unfortunately, the system did not transfer his experience to the common schools. The experimentation was advised by a group of Chileans educators. Also the Escuela Normal Superior was founded with the advising of Chileans educators to train teachers of elementary school and high school.

1.2 The 1968 Educational Reform

The educative reform of 1968 was promoted by the government of General Fidel Sanchez Hernández from 1968 to 1972. Some of the main components of this reform were the expansion of the elementary education, diversification and structural changes for the middle education, curricular reform, T.V education.

One of the actions of the reform as a strategy to finish the illiteracy, was the expansion of the elementary school. It was promoted the opening of schools in the rural areas and a better use of the urban ones. There were schools built all around the country. This program called the international attention, thus, the organization **Construcciones Escolares para America Latina y el Caribe**

ⁱ Reforma Educativa En Marcha, Documento , pag . 38

(CONESCAL) dedicated the number thirty one of its magazine to the important Salvadorian construction that built elementary schools, forty institutes of middle education, several Scholastic circles and the television building.

The diversification and structural change of middle education was increased to three years after the basic school and offered a series of ways. The expansion was directed to the service areas (tourism, commerce, health).

The reform incorporated the television as a technological resource that was directed to third level of basic school, but not to the beginning levels, basically for two reasons; “No había en el mercado mundial de las innovaciones didácticas muchas experiencias sobre la aplicación de este recurso a los primeros grados; y era urgente apoyar cualitativamente la rápida expansión que iba a tener el tercer ciclo a raíz de la extensión de la educación básica a nueve años”ⁱⁱ. The Doctor Irma Lanzas de Chavez was the first director of this program.

1.2.1 Traditional Education

During the transition of the educative reformation from 1940-1968, the education had a peculiar performing of students and teachers in the teaching process. The process of learning was teacher centered. The teacher was the authority, who

ⁱⁱ Ibid, 1pag.46

managed his/her class and the students were just the ones who received the information. The students did not have to participate in any case **(figure 1)**.

Furthermore, the teacher used to decide what and how the students had to learn and he/she evaluated how much the students had learned, while the students only participated in the execution of the selected activities by the teacher; this made the students passive people who only received all the information from the teacher.

In a traditional class, the educative process developed the reasoning ability and the work in group capacity, responsibility, analysis, synthesis. The advantages of this methodology are that the teacher could have been a very good expositor, the subject could have been interesting, and the evaluation could have been very good designed to have an asserted knowledge evaluation in order to reach a good learning from the students, but it is important to point out the following aspects:

- ✓ Knowledge was the only objective of the teaching learning process.
- ✓ The educative process was focused on the teacher exposition.
- ✓ Only Knowledge was evaluated.

The traditional educative model can be defined as follows:

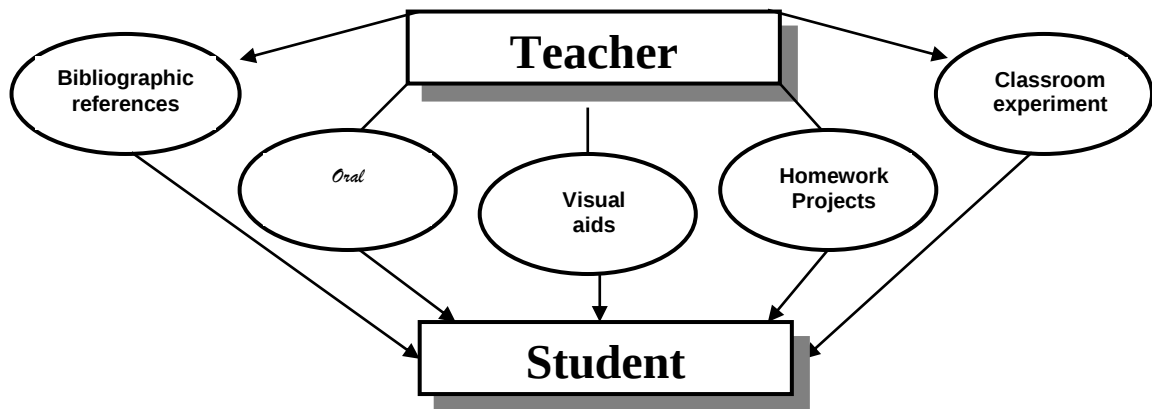


Figure 1.

1.3 The Necessity of Changing Education

The necessity of changing was produced by the fact that there were technology and didactic changes that required the education to motivate students to be more critics and responsible of their own learning. Also, the students develop the ability of finding, analyzing, selecting, and evaluating information. In this way they will build their own knowledge.

Besides, it was necessary that the students would be more participant and cooperative in the activities that let them interchange ideas, opinions, experiences with their classmates. In that way, life in classroom become more open environment to place the students in the social and professional participation through activities, projects, and to propose solutions to problems.

Also, to compromise the students with the process reflection about what they do, how they do it and what results they get, proposing concrete actions to their improvement. **(see figure 2)**

In this educative process, the teacher role is to develop two specific functions in which he/she should hear and involve the students. Such functions are the following:

1. Planear y diseñar las experiencias y actividades necesarias para la adquisición de los aprendizajes previstos, así como definir los espacios y recursos adecuados para su logro.
2. Facilitar, guiar, motivar y ayudar a los alumnos durante el proceso de aprendizaje, y conducir permanentemente el curso hacia los objetivos propuestos.ⁱⁱⁱ **(see figure 3)**

Finally, this new educative model moves the students to develop autonomy, critical thinking, cooperative and social behavior, professional attitudes and auto evaluation capacity. After the last educative reform that was made during the 90`s, this new way of teaching process has been put into practice in every school and higher education levels.

ⁱⁱⁱwww.sistema.itesm.mx/va/nuevmond/Mod-Trad.htm

The new educative model can be defined as follows:

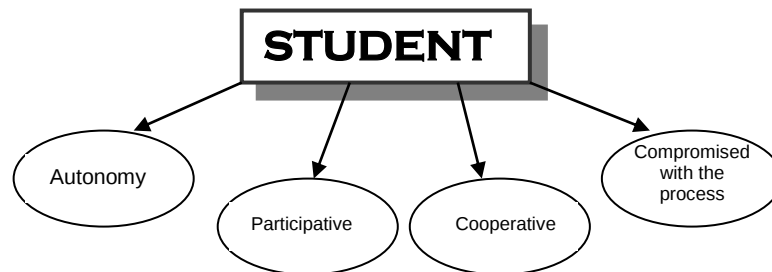


Figure 2.

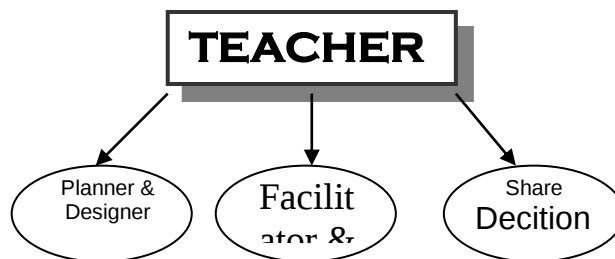


Figure 3.

1.4 The 1995 Educational Reform

In the year of 1994, the ex-president, Armando Calderon Sol, announced the new educational reform. In June of 1995, the Education Comission, Science and Development, that was integrated by important citizens who showed several perspectives and ideologies over the reform process, created the following

proposal: “**Transformar la educación para la paz y el desarrollo de El Salvador.**”^{iv}

The *Ministerio de Educación* formalized the educative reform with the revelation of the **Plan Decenal de Reforma Educativa en Marcha (1995-2005)**. This plan emphasizes that the reform is indispensable to overcome poverty, to face in a better way the globalization, to empower the democracy and consolidate the peace. The plan formulates a series of actions focused on four principal aspects: The enlargement of the educative covering, the educative quality improvement, formation of values and institutional modernization.

Some of the most important principles of the 1995 – 2005 reform are the following:

-“ Cobertura:

- Creación de nuevas modalidades de provisión de servicios.
- Aumentar la participación de la sociedad civil.
- Ampliación de la red de infraestructura.

- Modernización Institucional:

- Redefinición del rol del Ministerio de Educación.
- Reforma Administrativa:
 - a) Descentralización.
 - b) Modernización de los sistemas administrativos.

^{iv} www.mined.gob.sv/nvaliaz.htm

c) Reforma del marco legal y regulatorio para integrarlo y simplificarlo.

- Mejoramiento de la Calidad:

- Cambios curriculares.
- Programas de atención integral.
- Evaluación educativa.
- Formación y capacitación docente.
- Formación en valores.

- Formación de valores humanos, éticos y cívicos:

- Capacitación docente.
- Educación formativa y participativa.
- Disciplina y esfuerzo personal.
- Trabajo en equipo.”^v

Furthermore, in the year 1995 the **Ley de Educación Superior** was approved. There were established the qualification systems and universities evaluation that up to this time have been complemented with the system of accreditation. Through means of this system will be given a certificate of quality to the institutions that accomplish requirements. In the year 1996, the **Ley de la Carrera Docente** and **Ley General de Educación** were approved.

^v Reforma Educativa en Marcha, Documento III, pag.12

1.5 The Curriculum Reform

Among the reform changes it is important to mention the changes the national curriculum has suffered, being this the key instrument of systematization and organization of the educative processes. The curricula are constantly evaluated, since they develop and promote social, scientific, technological and pedagogical actions applied to the educative practice in the various levels and system modals. That is why, from 1991 on, the curricula changes in the different levels of the educative system started.

In order to improve the national curriculum, it is necessary to emphasize the diagnosis about the school population, and the basic educative necessities, which have been a base to the design, validation, evaluation, redesign and edition of the curriculum instruments, which are study programs and plans, didactic resources (texts, didactic guides), learning units and formation modules.

Also, these changes reflect their application in the classroom through the planning in the institutions, the methodological processes of learning evaluation, in the selection of concrete didactic resources and the texts the teacher will use to guide the students learning process.

Education quality has as a tool the evaluation. It is a scientific and technical process which objective is to provide valid information to follow the educative process positively in its different dimensions and ambits. It implies to analyze the curriculum instruments to reach the goals of global learning, to value the educative process impact and social utility, to identify teachers' needs, to identify the educative system strengths and weaknesses, everything oriented to the national education qualitative improvement, with educative investigation support.

Besides, the curriculum reform has as a main factor the teacher, because it is important to increase his professional category. The teacher is the responsible to form the child and youth in the different levels of the educative system. Taking this fact into account, the teacher's challenge is increasing to face the scientific and pedagogical advances and the students' expectations.

The new teacher formation plan has as purpose the following:

- Formular programas de estudios a los que deberán apegarse las instituciones de educación superior a partir de 1998.
- Mejorar la calidad de la educación.
- Homogenizar el nivel y los alcances de la formación docente ofrecida por las instituciones de educación superior del país.

- Adecuar la formación de los maestros salvadoreños a los avances científicos y tecnológicos.
- Adecuar la formación de los maestros salvadoreños a los contenidos y enfoques pedagógicos.
- Contribuir a lograr la identificación de los nuevos maestros con las finalidades y el espíritu de la reforma educativa nacional.^{vi}

The curriculum improvement was designed considering factors such as the high percentage of illiteracy, a small amount of population within the school age attendance, the minority of population from fifteen age ahead attendance, a low educative system quality and covering, and the absence of programs that promote civic and moral values.

Furthermore, the curriculum improvement was based on the national problems that have been present in the national life.

- 1) Deterioration of the environment.
- 2) Children malnutrition.
- 3) Family structure and function crisis
- 4) High percent of Illiteracy
- 5) Smuggling and drug addiction.
- 6) AIDS.

^{vi} www.campus.oei.org/webdocente/elsalvador.htm

All of the changes in the areas mentioned before have come to improve the national educational system, and the teacher development in every level of the teaching process and society. Curriculum improvement is important because it provides the necessary information to follow in a good way the educative process.

The curricula in every university has been revised in all the majors in order to fulfill the society demands. Being Universidad Tecnológica one of those universities, it also accomplished these demands in every major. The Language Major change was the implementation of new subjects, which made the pensum vary in the following way: The last pensum had 35 subjects and the new one has 46 including the eleven new subjects which include International Relations I and II. Such subjects were the result of a previous investigation made by Universidad Tecnológica's English Department. **(See appendix C).**

The three universities that teach the Major in English and that revise their curriculum in order to improve their quality are Universidad de El Salvador, Universidad Francisco Gavidia, and Universidad Tecnológica. The curricula of these universities are focused on different aspects as follows:

Universidad de El Salvador : The curricula of the Major in English was modified in the year 1999, it focused on scientific and didactic aspects covering syntactic, morphological, semantic and lexical elements. The four areas of

formation are the following: Basic, Humanistic, Linguistics and a third language. Everything mentioned before was focused on the communication to help the future professionals to obtain more knowledge in English Teaching. The social projection and the investigation have to be the priorities for students to be able to develop in every area in a better way, rather private companies or state institutions, as well as teachers in a private or state institution.

Universidad Francisco Gavidia : This university offers the Major in English having as a goal to orient and guide professionals with the capability of understanding the cultural social and structural elements of the English Language; for this reason it is being emphasized the development of listening and speaking abilities in English. Also, the ability in English grammar and fluency in the spoken language are focused on.

This major takes 5 years of study in periods of 10 semesters and the future professional will be able to work as translator, interpreter and teacher.

Universidad Tecnológica de El Salvador: With the purpose of filling the requirements of the Higher Education Law made by the Ministerio de Educación, the major in English revises every five years its curriculum. The current curriculum contains 46 subjects to be taken in 10 semesters. These subjects

cover from the basic and humanistic courses to the branches for the different fields in which the professional will be developing.

One of the objectives of the major in English is to improve professionals scientific, technical, and methodological ability in the teaching learning process in English. Another objective is to help professionals to develop creative minds to be involved in the economic, social and cultural development of El Salvador. Also, to train professionals with theoretical and practical English knowledge in order to reach the ethic, social and cultural objectives of society. At the same time these professionals will be able to understand and interpret the national reality with a positive attitude.

It is expected that the UTEC forms professionals able to develop in any ambit of the society; to reach this objective is very important to have parameters to define what characteristics, abilities, and attitudes the graduated will have to internalize.

1.6 Higher Education in El Salvador

Every level of education is important, but higher education is the national education cusp and represents the higher aspirations of the scientific, humanistic and technological formation inside the formal education. Also, it

implies the responsibility of improving the economical and social development in knowledge, and it has its main principles and purposes to accomplish a better level of education.

The main purpose of higher education is to prepare professionals in every area to cooperate with the economical, technological, and social development through science and technology.

The three main functions of higher education are teaching, investigation, and social projection. All of these functions are to form professionals with thinking capacity according to the necessities of social development and transformation.

The higher education principles are as follows:

- Que tenga presencia activa en el análisis de la realidad nacional para proponer soluciones a los grandes problemas sociales.
- La Educación Superior debe garantizar un equilibrio formativo donde los valores humanos, sociales, ecológicos, y culturales sean parte de la formación profesional y tecnológica.
- El nivel superior debe orientarse hacia la formación de ciudadanos con alto grado de conciencia y compromiso social y profesional propositivos en todos los ámbitos de la vida nacional.^{vii}

The creation of new universities in El Salvador, forced the Ministerio de Educación to create the Higher Education Law in order to monitor and control

^{vii} Ley General de Educación, Ministerio de Educación.

the universities development and that they follow the law properly. Some articles of the higher education law are the following:

Art. 27 “ La educación superior se regirá por una ley especial y tiene los objetivos siguientes: formar profesionales competentes con fuerte vocación de servicio y sólidos principios morales, promover la investigación en todas sus formas; prestar un servicio social a la comunidad; y cooperar en la conservación, difusión y enriquecimiento del legado cultural en su dimensión nacional y universal.”

Art. 56 “Los planes y programas de estudio deberán ser elaborados por cada institución de Educación Superior de acuerdo con sus estatutos, y en el caso de las instituciones privadas deberán someterlos a la aprobación del Ministerio de Educación.”^{viii}

The universities of El Salvador are trying to adapt themselves to the technological, social, economical, cultural, scientific, and political changes. Also the universities are trying to carry out the objectives mentioned in article 27.

On the other hand, the universities have to revise their programs every five years which have to be approved by the Ministerio de Educación in order to improve the level of education, since higher education is one of the last stages

^{viii} Ley de Educación Superior de El Salvador

of El Salvador educational system and the most demanding at the investigation field. The Ministerio de Educación has made a great advance by creating and applying the testing and evaluation process of higher education institutions although there is more to do in order for higher education to become the protagonist of integral development.

The universities intend to become more efficient with the responsibility to accomplish the Article 56 in which El Ministerio de Educación obligates every university to revise their curricula. Some universities have made changes in all the majors. The universities that teach the Major in English are not the exception. These universities are: Universidad de El Salvador, Universidad Tecnológica and Universidad Francisco Gavidia, but they differ in some subjects since the result of the social necessities investigation they carried was different from each other. According to the politics of each university, it was tabulated the information they obtained for that reason the pensums vary.

For example, the Universidad Tecnológica will teach the International Relations I and II subject in the English Major. This subject was the result of the necessity of companies that need people trained in this area. Probably every university has changed its curriculum, but that does not mean that the result must be the same. The difference in the change of the curriculum does not mean that one is

better than the other, it is simply that they have different points of view and analysis of the necessities.

1.7 The Teaching Learning Process

The education is complex and its objective is to provoke people to assume responsibility of themselves, and in this way to improve their life quality. The education in an institution is based on the teaching learning process, since it is an intentional and voluntary act of formation which center is the students and their needs. The teaching learning process pretends the modifications of behavior; such modification of behavior is an internal, voluntary and conscious act, which depends the motivation provoked on the students in their own formation. Students can be motivated according to the innovating instruments used in every teaching learning process.

In the Teaching Learning Process there are some elements that play an important role according to their own characteristics. These aspects could be defined as teachers, students, programs, evaluation, objectives and didactic resources.

One of the ways teachers guide the learning process is by choosing what they think is important to the students, the modern teacher is the one that guides the students in their learning process. Classroom planning, management and

instructional skills are also considered important teacher characteristics, they must demonstrate that they possess these skills when teaching. Teachers have to be trained in every area that they will teach; also, they must be updated to bring real situations to the class and motivate the students.

The students are the most important in the TLP (Teaching Learning Process), the student has to be an investigator, analyst, a critic, creative person and a cooperator. The students in our times are not receivers of information anymore but investigators of it, in order to develop their interest in what they are learning. The students do not only memorize the information they obtain, but they comment on it and provide opinions about it. Along with critic skills, students improve creativity while developing their own creation.

Furthermore, programs are part of the TLP since they are a tool for teachers in order to help them to organize their time and to know what contents to cover during the school year.

Evaluation is considered another aspect that takes an important role in education, since it is the mean through which the teacher identifies many aspects to be improved in the student s' learning.

Through the evaluation the teacher identifies what level of learning the students have acquired during a specific period of time. The evaluation also can be

applied to the teachers with the purpose of knowing their level of efficiency in the class. In order to update the subject programs, they are also evaluated by the educative institutions.

Every teacher has to reach the objectives that were previously established in the TLP; these objectives are to improve the students acquisition of knowledge, and abilities and to reach them appropriately is a goal of every teacher. The aspects mentioned before are very important, but the didactic resources are the tools the teacher uses in order to reach his/her goals in the TLP.

1.7.1 Didactic Resources

The study of didactic is necessary for teachers to be more efficient, and at the same time, it makes more interesting and advantageous the students acquisition of contents. As Giuseppe Nerici says in his book “Hacia una Didactica General y Dinámica”, didactic is also the group of techniques destined to direct the teaching through principles and procedures applicable to all disciplines, to make their learning more efficient.

The didactic resources are instruments that are used to transmit the educative message to the student including the materials and techniques. But the main part in the teaching learning process is learning, and this part is easier to reach by the use of such materials because through them the students show what they have learned.

In an educative process it is necessary to motivate every student because they need to be indirectly pressured to follow the learning process correctly. They need to be conditioned, in order to feel comfortable and confident to receive the information needed. The environment has to be designed according to the specific educational situation, to provoke students motivation and participation. Another important aspect of the didactic resources is to provide students with information that will help them according to the contents they are studying, having as purpose to incite their immediate participation. Moreover, didactic resources provide students with objects and situations to have an active interaction, and in this way, let them manage different kinds of situations in the real life.

The didactic resources accomplish different functions in relation with the learner:

- Of stimulation: The didactic resources refer to the conditioning of environment to make it become a stimulator.
- Of information: The students that participate in the teaching learning process receive information in the precise moment.
- Of manipulation: The didactic resource allows the students to manage and interact with objects and situations.^{ix}

At the same time, the didactic resources are elements of great importance in the methodology and sometimes condition the teacher activities. The didactic resources can condition the kind of grouping and the established relation

^{ix} www.anep.edu.uy/dformacion/g/bio/di/7/7.htm

among students during the activities development (in group or individually), the space and time. Also, it has to be considered the kind of students, their age, and their social and cultural environment.

One of the most important didactic resources is the textbook because it is the most used resource by educational institutions, and the one that applies many activities and techniques in order to accomplish contents of the specific subject. The textbook is important for students because they want to be sure about what the teacher is teaching by checking it. Also, the textbook is like a map since teachers, specially new ones, and students know what is coming. The textbook has been an instrument to support the teaching learning process, since it improves the educational quality and calls the students attention depending on its presentation design, it has to be supported on didactic characteristics; it is a facilitator of learning and it requires a wide investigation to elaborate it.

Producir un libro requiere investigación y trabajo intensos. En la fase de diseño, requiere de la integración de los contenidos desarrollados por disciplinas diversas, los avances de la pedagogía, la decisión sobre el uso de formas, el tipo de lenguaje, ilustraciones y colores, la determinación del tipo de material, etc.^x

The fact that the teachers and students use a textbook is necessary to prove the importance of selecting and evaluating it, in order to have strong reliance on it, since teachers work with the textbook, they trust it and follow everything without

^x Política Nacional de Libros de Texto, Ministerio de Educación, Pag. 1.

hesitation. The textbooks are motivators of students in the teaching process, depending on the way their activities and techniques are applied to teach the contents, making them more attractive to the students' eyes, as Alexandra Skiersso, Chapter V says:

a means of motivating students to pursue language study
by offering glimpses of exotic situations in its illustrations
and readings”^{xi}

Before elaborating a textbook, it is necessary to coordinate a deep investigation in order to have, as a result, a well designed textbook depending on the objectives proposed by the designer. According to the Ministerio de Educación, Sección Autoral, it is important for the elaboration of a textbook to consider the thematic planning with a logical sequence among the contents; thus, a good content division could be in chapters, units, divided in lessons and topics.

For the elaboration of the textbook it will not be taken into account Grammar structures learning but contents of the subject International Relations. There will be included readings that incite students' discussions, opinions and the comprehension exercises well elaborated. There will be also taken into account pictures, compositions, role-plays, and dialogues. All of these elements will be related to the International Relations area. The textbook will be concise since it

^{xi} Teaching English as a Second or Foreign Language, Celce-Murcia, Pag.432

will have specific information about all the contents included, this information will be introduced in the reading activities .

Furthermore, another very important aspect in the elaboration of the textbook is the updating characteristics while considering every current information to fulfill the necessities of the subject. Communication is very important in order to be able to exchange ideas, opinions, comments, and advice; the communicative group work activities will be part of this characteristic. Besides, the textbook will be real because it will use authentic language in exercises, readings, and dialogues.

Generally, the educational institutions select a textbook, but sometimes the teacher is the one who selects and evaluates it by using it with students in order to identify its limitations and characteristics according to what will be taught. The teacher has to know every section of the textbook since he has to manage the contents and activities in order to make them easier to teach.

1.8 International Relations

In this modern age, no country can exist in isolation, and the lives of its people will undoubtedly be affected by the decisions, actions, and events occurring in other countries of the world. Communications are instantaneous, with new

broadcasts in one part of the world immediately reaching other parts of the globe such as El Salvador, which in many years has had political, economical and educational relations.

El Salvador has been one of the countries that has had a relation of cooperation with other countries to strength their relations and friendship and in this way to facilitate each other's support in different difficult situations. The Salvadorian government is increasing its commercial links with Europe and America since many foreign countries have come to invest in this country in different areas such as the apparel manufacturing "the greatest part of the financial volume obtained by exports comes from the maquila industry, which in 1998 represented almost 50% of total exports"^{xii}

Besides, there are a million of Salvadorian exiles living in the United States and the consequent electronic transfer of funds there has been an immediate impact on stock markets and economies. These funds amount to more than one billion dollars a year, a sum upon which a major part of the population depends, as well as the strong commercial links with the United States "(in 1996, 53.4% of products were exported to the United States and 49.9% of imports came from the United States)".^{xiii}

^{xii} www.state.gov/www/background-notes/el_salvador-0399-bgn.htm

^{xiii} Ibid 2, pag 3

It is a fact that living in an international world, education must have an international perspective. In El Salvador, educational institutions must teach students to understand foreigners and foreign cultures, to be able to communicate with other peoples of the world at professional and social level, and to be able to work with colleagues from other countries in all professions.

Finally, International Relations is part of a human activity through which people that are part of a nation, in an individual or collective way, have a relation. The expression International Relations is used to refer to nations and it implies different aspects of the nations and their government, especially the elaboration and adoption of foreign affairs decisions.

Universidad de El Salvador has taken into account the importance of international relations with the implementation of the majoring in it, which has its own department. This university is the only one in El Salvador that has implemented this major. Universidad Tecnológica also gave importance to the international relations, with the difference that it will be implemented not as a major but as a subject in the new curriculum of the English major.

The major and subject in International Relations differ in the fact that the major produces professionals in the field, but the subject is important as a complementary knowledge for the professionals in English majoring in order to

face the social demands while preparing better professionals that are trained in other areas like International Relations.

The necessity of teaching International Relations as a subject is the base to be aware of the elaboration of a tool such as a textbook, since it is very helpful in the TLP, for the reason that students will be following every class knowing what will be included in the next one. Teachers will get advantage of the text book because his/her work will be minimized, for they will not have to apply much time in creating all the activities to be put in practice in class.

The textbook is very important in the teaching learning process; the researchers will design it to teach the International Relations Subject. They propose to elaborate a motivating and dynamic textbook that includes every content of the subject previously selected by the professional people in charge of the elaboration of its programs at Universidad Tecnológica. The contents will be divided into chapters to have a logical sequence of them. Thus, the purpose of the textbook is to reach the objectives of the subject by elaborating different creative activities, with functional aids, which will be taken from the analysis of the data provided by teachers, coordinators and students and professionals in the area. The information to be used will be updated according to reality and students' and teachers' needs.

The textbook will measure the content knowledge acquired by the students through the elaboration of activities designed with that purpose. The students have to manage different aspects about various topics in terms of El Salvador cooperation and commercial interaction with other countries.

1.9 Conceptual Framework

Activities : A group of dynamic actions used in the classroom in order to make the class more interesting.

Curriculum : The whole body of courses offered by an educational institution or one of its branches. Any particular body courses set for various majors.

Didactic : It is a group of techniques destined to direct teaching through applicable principal and procedures to every discipline, to carry out a more efficient learning of them.

Didactic Resource : A group of instruments used by the teacher in class according to the students needs.

Education : It is the science dealing with the principles and practice of teaching and learning.

Exterior Politics : It is an strategy of activities that will be put into practice in a short, middle or long term period of time, developed by the state executors of decisions front other states or international organization in order to achieve specific and defined goals in terms of the national interests.

Global Language : English is considered the global language because it is spoken around the world to make countries communicate to enhance their political, social, economical and cultural relations.

International Relations: The scientific discipline which analyzes in a systematic way the factors and actors whom influence the determination of the international matters in order to understand or interpret the international system.

Motivation : An emotional condition that prompts to an action.

New Alliance: It is the new economic program created by the government through the Ministerio de Relaciones Exteriores in order to increase the presence of El Salvador in the International World.

Teaching Learning Process: It is the intentional and voluntary act of formation which center is the students and its pretension is the modification of behavior.

Textbook : A didactic material which includes readings, compositions and different activities for teaching a specific subject in order to guide teacher and students in the teaching learning process.

2. Objectives System

The following objectives have been elaborated in order to base the principle aspects that are proposed to be reached at the end of the investigation project, and that will be useful for the elaboration of the investigation materials.

2.1 General

1. To elaborate a textbook for teaching the subject of International Relations I and II to be used by teachers and students of the English Major, plan 2000.

2.2 Specific

1. To select different readings in order to enrich the International Relations contents' knowledge.
2. To create different complementary comprehension and vocabulary exercises and record them in tapes, in order to support the contents that will be included in the textbook.
3. To collect different sorts of activities to be included in the text book for International Relations I and II.

2.3. Variables

The following variables have been elaborated from the objectives above in order to generate from them the indicators that will length them.

2.3.1 General Objective Variables

- ***D.V. To elaborate a textbook.***

Indicators : utility it has, the necessity , methodology.

- ***I.V. Teaching the subject of International Relations I and II.***

Indicators : topics, techniques, instruments, activities.

2.3.2 Specific Objectives Variables.

- ***D.V. To select different readings***

Indicators: magazines readings, news papers.

- ***I.V. To Enrich the International Relations contents' knowledge.***

Indicators: Internet web sides.

- ***D.V. To create different complementary comprehension and vocabulary exercises and record them in tapes.***

Indicators : necessity, benefits, readings.

- **I.V. To support the contents that will be included in the textbook.**

Indicators : repetition drills, words repetition,

- **D.V. To collect different sorts of activities**

Indicators: activities, games, reaching the class objectives, advantages.

- **I.V. Activities included in the textbook.**

Indicators : games, necessity.

CHAPTER III

METHODOLOGY OF THE INVESTIGATION

According to the kind of investigation the researchers carried out, it is concluded that this work used the Descriptive Method. This method was appropriate to lengthen the importance of the phenomenon of interest that was studied by the researchers, and its variables, in order to describe them.

1. Universe

The universe of this project was the Universidad Tecnológica, specifically the Humanities and Natural Sciences Faculty. The people required the necessary information to be considered in the proposal were teachers and students of the English Department. Besides, the professionals in the area of International Relations at Universidad de El Salvador were considered.

1.1 Population and Sample

The population of the research was the students of the English Major of the Universidad Tecnológica according to the Academic Registration data. This population was composed 376 students in the English Department and 22 English teachers during the 01-2002 semester. Besides, there were 22

professionals in the area of International Relations at Universidad de El Salvador. The population was delimited as follows: The researchers handed in a questionnaire to the 11 Teachers of the English major at Universidad Tecnológica, and they surveyed 47 students of Intermediate English II and Advanced English I who are the ones closest to take the International Relations Subject. Hence, there were 12 professionals interviewed the area of International Relations at the Universidad de El Salvador.

1.2. Techniques

The researchers applied the survey and interview technique, to gather the information that would be considered in the elaboration of the proposal solution. This technique is the most accessible in order to get the information in a quick, practical and easy way.

1.3 Instruments

The following instruments were designed in order to obtain the information from the sample mentioned before. They were as follows: a questionnaire for the English students of the new pensum divided into six semi-open questions and one open ended (**see appendix A**). A questionnaire for teachers in the English Major, divided into four open, four semi-open and one open-ended question

(see appendix B). An interview for professionals in the area of International Relations divided in seven open questions, **(See appendix C).**

1.4 Data gathering.

The researchers collected the information needed through the instruments; in order to do that, the researchers contacted the teachers in charge of the subjects mentioned before taken as the sample. The researchers investigated the subject schedule and classroom number. Then, the researchers asked the teachers to find the most appropriate time to fill the questionnaire in. Besides, in order to gather information from the students, the researchers asked the teachers of the respective levels, permission to hand in a students' questionnaire. Finally, there were considered 22 professionals in the area of International Relations to be interview at Universidad de El Salvador, but because of their teaching schedule interference there were interviewed only 12.

2. Data Analysis and Interpretation Procedure.

After obtaining the information required, the researchers followed a process to interpret the instruments applied to the sample. The interpretation and analysis was done in the following procedure:

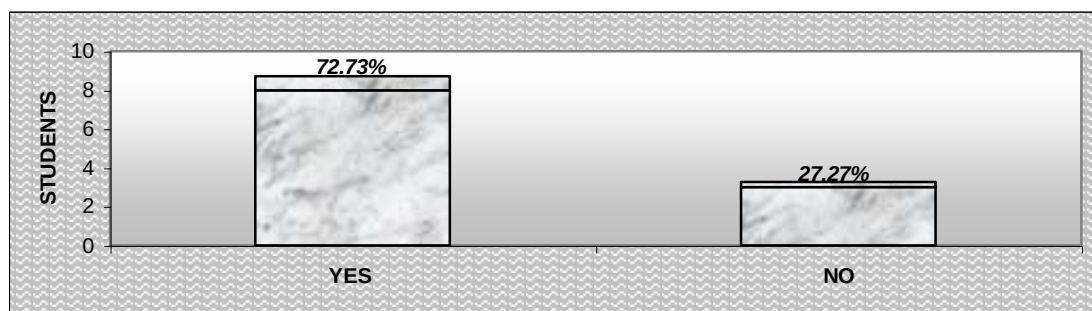
- There the answers of the three instruments were analyzed, then all of them were classified according to their item and content of each one. The answers were classified in order to identify if they were connected to their questions and their respective objective.
- The following step was to present the objective of each question. Then, each item, quantity of answers, percentage gathered for each item and its total were placed in a table. Further, the analysis of the results was made using bar graphs.
- In order to interpret the results obtained, the researchers added comments after each graph. The objective of this interpretation was to make conclusions about the answers, by relating them with the objective of each question.

2.1 STUDENT'S QUESTIONNAIRE INTERPRETATION

1. Do you think a textbook is useful and necessary for learning a foreign language?

OBJECTIVE: To determine if the students consider the textbook an important tool in the area of International Relations.

OPTIONS	No. STUDENTS	PERCENTAGE
Yes	44	93.62%
No	3	6.38%
Total	47	100%



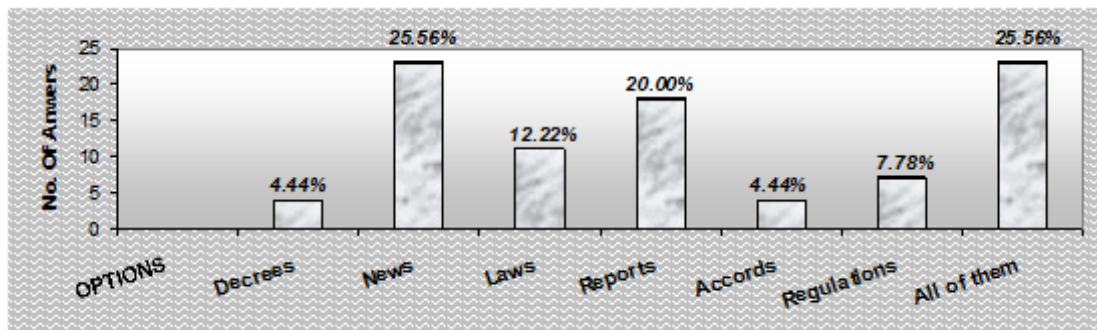
INTERPRETATION.

According to the results, the 93.62% of the students consider that the textbook will be a very important tool for teaching International Relations, because they think it will be a necessary guide to help them know and understand more about the subject and other cultures. Besides, it will be practical, since they will need to use it in the classroom and at home. On the other hand, 6.38% of students consider that the textbook is not necessary without giving any reason.

2.What does a textbook have to include in order to be attractive but academically complete?

OBJECTIVE: To identify which of the given options are more attractive for the students.

OPTIONS	No. OF ANSWERS	PERCENTAGE
Pictures	27	14.67%
Dialogues	27	14.67%
Readings	27	14.67%
Vocabulary List	32	17.4%
Different Kinds of Readings	23	12.5%
Interactive Activities	30	16.3%
Others	18	9.79%
Total	184	100%



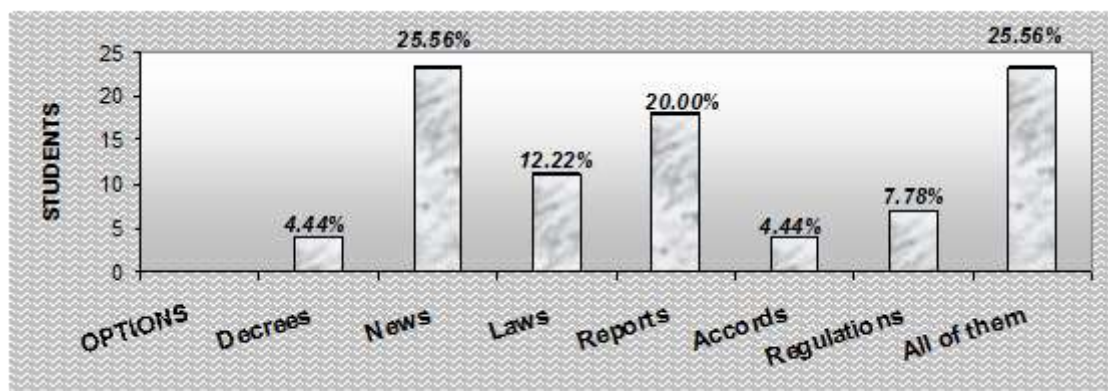
INTERPRETATION

The results show that the most relevant topics considered by the students are vocabulary list with 17.4% and interactive activities with 16.30%; similarly, other topics are pictures, dialogues and readings with 14.67% each. The options with lower position were different kinds of readings with 12.50% and others with 9.79% in which the students considered as good options CD ROMS, articles and videos.

3. According to you, which of the following readings are necessary to learn the contents in the field of International Relations ?

OBJECTIVE: To determine which readings are more interesting for students.

OPTIONS	No. OF ANSWERS	PERCENTAGE
Decrees	4	4.44%
News	23	25.56%
Laws	11	12.22%
Reports	18	20.00%
Accords	4	4.44%
Regulations	7	7.78%
All of them	23	25.56%
Total	90	100%



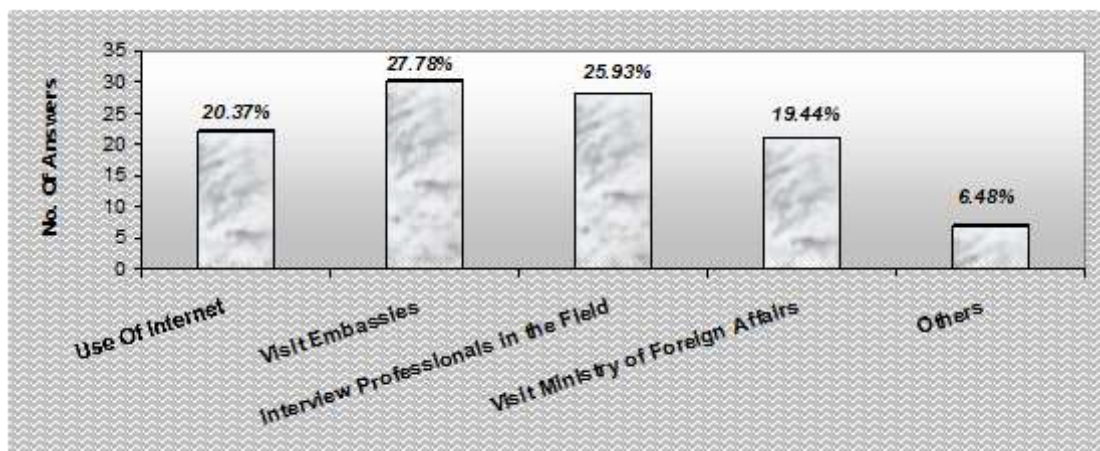
INTERPRETATION

It can be concluded that students identify as best, readings for learning contents in the field of International Relations, the news and the choice all of them 25.56%, and reports with 20%. Finally, regulations had 7.78%; accords and decrees 4.44%, and laws 12.22%.

4. What out of class activities would you like to be included in a textbook in order to enrich your knowledge in the area of International Relations?

OBJECTIVE: To identify which out of class activities the students identify as important to be included in the textbook for International Relations Subject.

OPTIONS	No. OF ANSWERS	PERCENTAGE
Use Of Internet	22	20.37%
To Visit Embassies	30	27.78%
Interview Professionals in the Field	28	25.93%
To Visit Ministry of Foreign Affairs	21	19.44%
Others	7	6.48%
Total	108	100%



INTERPRETATION

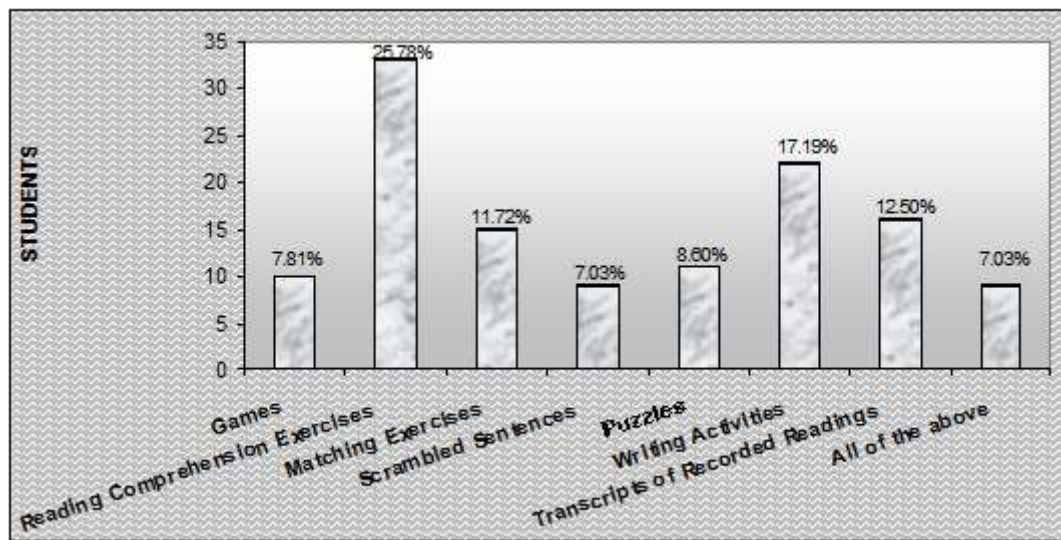
The results show that the students considered as the most relevant out of class activities to be included in a textbook the following:

To visit Embassies with 27.78% and to interview professionals in the field with 25.93%, followed by the use of internet with 20.37% and to visit Ministry of Foreign Affairs with 19.44%.

5. Which of the following activities should a textbook have in order to enrich your vocabulary?

OBJECTIVE: To determine which activities are better for them in order to enrich their vocabulary.

OPTIONS	No. OF ANSWERS	PERCENTAGE
Games	10	7.81%
Reading Comprehension exercises	33	25.78%
Matching Exercises	15	11.72%
Scrambled Sentences	09	7.03%
Puzzles	11	8.6%
Writing Activities	22	17.19%
Transcripts of Recorded Readings	16	12.5%
All of the above	09	7.03%
Others	03	2.34%
Total	128	100%



INTERPRETATION

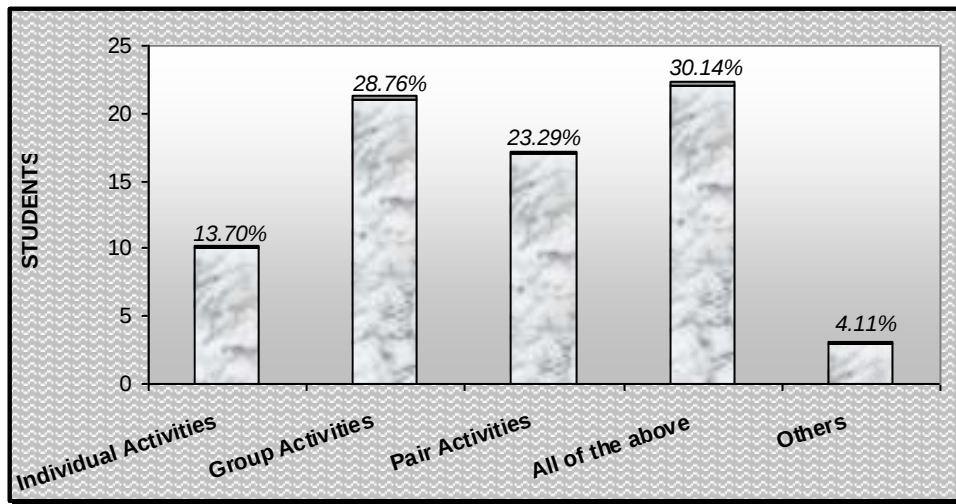
The results show that the students considered as the most relevant out of class activities to be included in a textbook the following:

To visit Embassies: 27.78%, and to interview professionals in the field: 25.93%, followed by the use of internet: 20.37% and to visit Ministry of Foreign Affairs: 19.44%.

6. What kind of activities would you like to perform in class?

OBJECTIVE: To know which activities the students like the most in order to be applied in class.

OPTIONS	No. OF ANSWERS	PERCENTAGE
Individual Activities	10	13.70%
Group Activities	21	28.76%
Pair Activities	17	23.29%
All of the above	22	30.14%
Others	3	4.11%
Total	73	100%



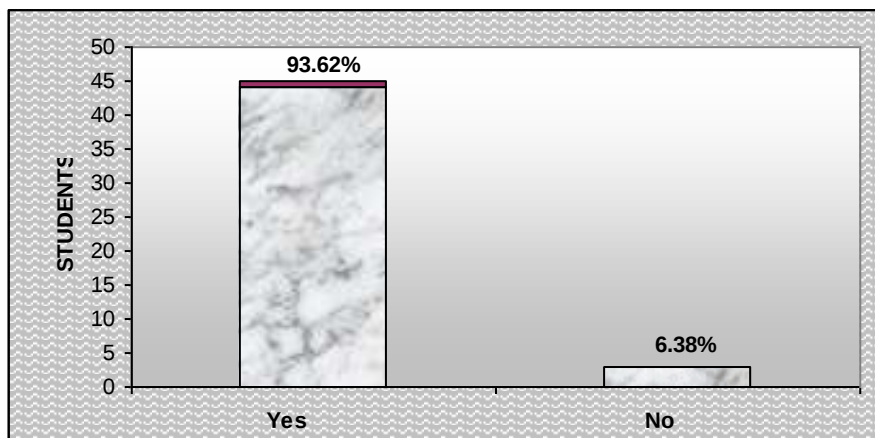
INTERPRETATION

The results display as the most relevant activities: The application of all of them, representing a 30.14%, and the group activities, 28.76%. Followed by a lower percentage, but considered as important activities, are pair activities with a 23.29% and individual activities with 13.70%.

7. Would you like to improve your vocabulary, content knowledge and understanding, through reading comprehension, writing activities and recordings?

OBJECTIVE: To find out if students are interested in improving their vocabulary, content knowledge and understanding, through reading comprehension, writing activities and recordings.

OPTIONS	No. OF STUDENTS	PERCENTAGE
Yes	44	93.62%
No	3	6.38%
Total	47	100%



INTERPRETATION.

According to the data obtained, 93.62% of students are interested in improving their vocabulary, content knowledge through readings writings and recordings.

On the other hand, 6.38% of students are not interested.

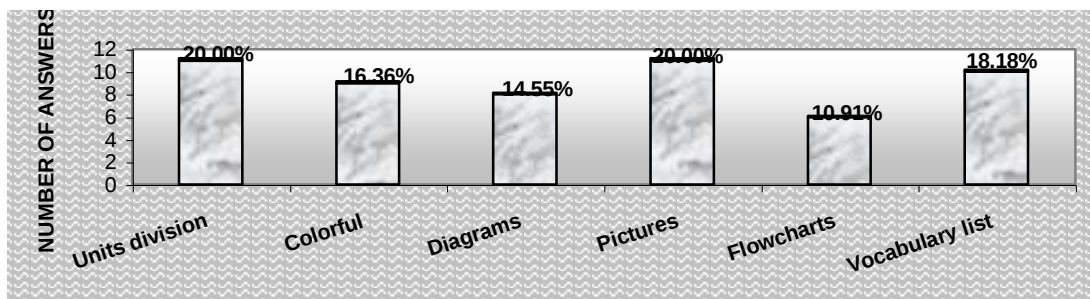
2.2 TEACHER'S QUESTIONNAIRE INTERPRETATION

ITEM # 1

What kind of characteristics have to be considered for the elaboration of a textbook?

OBJECTIVE: To identify which characteristics the teachers consider have to be taken into account for the elaboration of a textbook.

OPTIONS	No. OF ANSWERS	PERCENTAGE
Units division	11	20.00%
Colorful	9	16.36%
Diagrams	8	14.55%
Pictures	11	20.00%
Flowcharts	6	10.91%
Vocabulary list	10	18.18%
TOTAL	55	100%



INTERPRETATION:

The results show that the teachers consider as the most appropriate characteristics for the elaboration of a textbook the pictures and unit divisions with a representative ness of 20% as the highest. Besides, the vocabulary list appears with 18.18% followed by colorful with 16.36%; and with less percentage diagrams with 14.55% and flowcharts with 10.91%.

ITEM # 2

Which steps do you suggest to follow for the elaboration of a textbook?

OBJECTIVE: To know which steps the teachers suggest for the elaboration of a textbook.

INTERPRETATION

According to the teachers, the steps they suggest for the elaboration of a textbook are the development of coherent theory with clear instructions and the selection of the most suitable materials. Besides, the examples are of vital importance to obtain a better understanding of the students. Finally, it is necessary for the students to put into practice what they learn.

ITEM # 3

What innovations for elaborating a textbook do you know that could be considered for the textbook of international relations subject?

OBJECTIVE: To know what innovations the teachers consider to take into account

for the elaboration of a textbook for International Relations Subject.

INTERPRETATION

The teachers concluded that the use of multimedia and CD ROOMS is necessary as well as real situations on readings taken from newspapers or

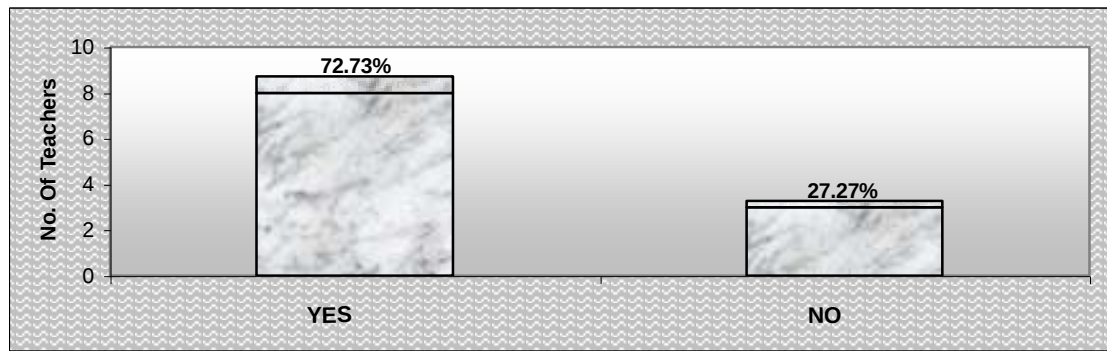
books, to increase the students technical vocabulary. Besides, for them it is necessary to add internet addresses for the students to do extra research.

ITEM # 4.

Do you consider that it is important to include in a textbook a teacher's guide ?

OBJECTIVE: To know if teachers think it is necessary to include a teachers guide in the textbook.

OPTIONS	No. OF TEACHERS	PERCENTAGE
YES	8	72.73%
NO	3	27.27%
TOTAL	11	100%



INTERPRETATION

According to the results, the teachers that consider relevant to include a teacher's guide in the textbook represent a 72.73%; only 27.27% of the teachers disagreed.

ITEM # 5

According to your experience, what methodological recommendations do you suggest for the elaboration of a textbook to teach International Relations?

OBJECTIVE:

To know which methodological recommendations the teachers suggest for the elaboration of a textbook to teach International Relations.

INTERPRETATION

Teachers recommendations about the methodology to be applied in the textbook is to updated exercises emphasizing students speaking, discussions and debates about different cultures and topics. They consider it is important to include diagrams summarizing information presented on readings.

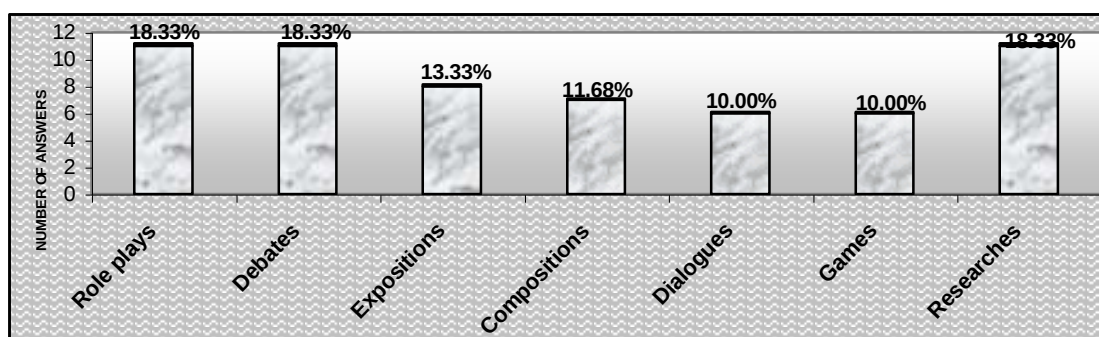
ITEM # 6

Which of the following techniques are the most appropriate to be included in a textbook for International Relations ?

OBJECTIVE:

To know the techniques the teachers consider as more appropriate to include in a textbook.

OPTION	No. OF ANSWERS	PERCENTAGE
Role plays	11	18.33 %
Debates	11	18.33 %
Expositions	8	13.33 %
Compositions	7	11.68%
Dialogues	6	10.00 %
Games	6	10.00 %
Researches	11	18.33 %
TOTAL	60	100 %



INTERPRETATION

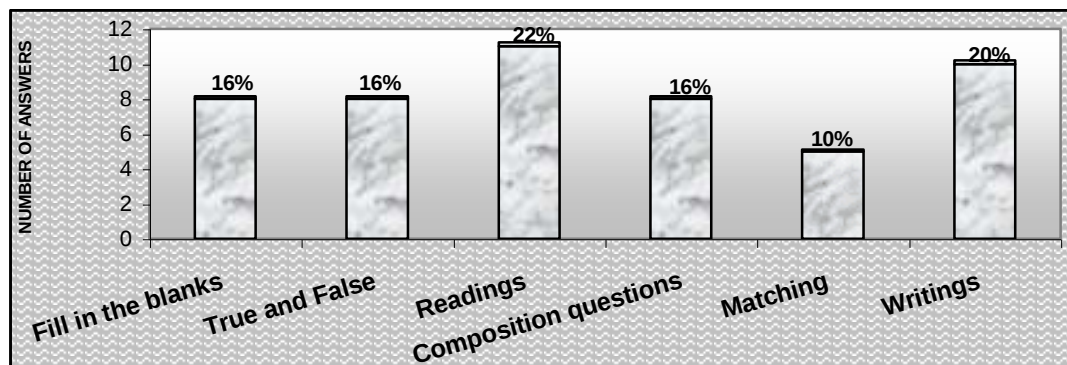
The results show that the most important techniques to point out according to teachers are role plays, researches and debates with 18.33%, followed by expositions with 13.33%, and compositions with 11.68%. Finally, dialogues and games represent 10% each.

ITEM # 7

Which of the following exercises do you consider as the most appropriate to include in a textbook for International Relations ?

OBJECTIVE: To identify which exercises teachers consider as more appropriate to include in a textbook.

OPTION	No. OF ANSWERS	PERCENTAGE
Fill in the blanks	8	16 %
True and False	8	16 %
Reading comprehension	11	22 %
Composition questions	8	16%
Matching	5	10 %
Writings	10	20 %
TOTAL	50	100 %



INTERPRETATION

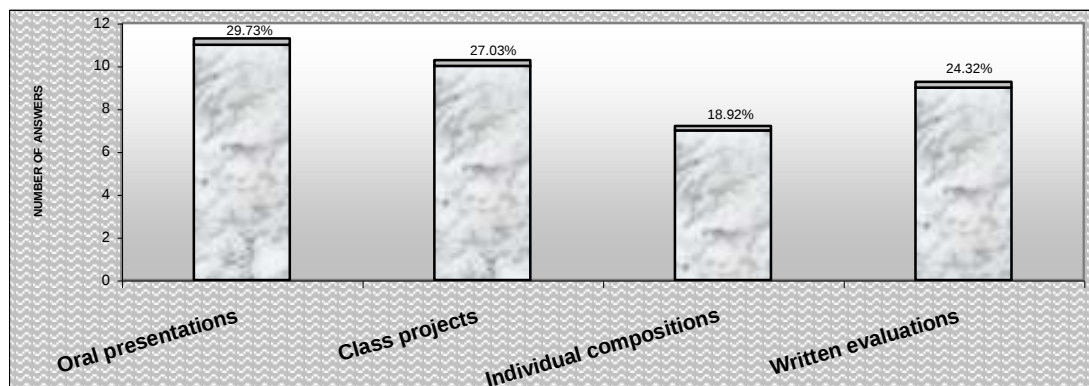
It can be seen that teachers agree in the exercises they like the most which are readings with 22%; writings with 20%. Besides, fill in the blanks, true and false, composition questions with 16%; and with a less percentage, matching, with 10%.

ITEM # 8

Through which of the following aspects do you think the students acquisition of the contents of International Relations can be evaluated ?

OBJECTIVE: To which aspect of evaluation students contents are more attractive for the teachers.

OPTIONS	No. OF ANSWERS	PERCENTAGE
Oral presentations	11	29.73%
Class projects	10	27.03 %
Individual compositions	7	18.92 %
Written evaluations	9	24.32 %
TOTAL	37	100%



INTERPRETATION

Teachers remarked that the students acquisition of contents evaluation can be done through oral presentations with 29.73%, class projects with 27.03%, written evaluation with 24.32%; and considered as not very relevant, individual compositions, with 18.92%.

ITEM # 9

What kind of listening exercises do you think are appropriate to be included in the textbook?

OBJECTIVE: To know the most appropriate listening exercises to include in the textbook.

INTERPRETATION

According to the teachers it is necessary that students to apply the listening exercises that include experts talking about particular topics, being the next step to have students answering some comprehension questions, exercises with missing clue words, dialogues, speeches, monologues, conferences, dictations and T.V news.

2.3 ANALYSIS AND INTERPRETATION OF THE INTERVIEW WITH PROFESSIONALS IN THE AREA OF INTERNATIONAL RELATIONS

- 1) What aspects have to be considered while elaborating a textbook for International Relations subject?

OBJECTIVE: To know the aspects to be considered while elaborating a textbook for International Relations subject.

INTERPRETATION:

Some of the interviewed professionals consider as important aspects for the elaboration of a textbook the following: A combination of techniques included in texts of the same classification; taking into account the coherence in the order topics of diagrams, graphics, photos and images. Besides, it is necessary to consider style and form, contents, text density, time assigned to the course, human resources, design and extension. Illustrations, materials and kind of paper, etc. Other professionals consider that it is important to take into account the juridical areas, national and international politics, national and international economics, international rights, globalization, political axis. Besides, the curricular model is important, the students' background, and the exchange of new cultures.

- 2) In what areas would you divide the textbook according to your teaching experience?

OBJECTIVE: To know the areas the teachers consider the textbook has to be divided into.

INTERPRETATION:

Since the International Relations complies a diversity of disciplines, the textbook could be divided into four principal areas: Socio juridical, economical, political, and diplomatic. Besides, it is necessary to place the importance of the historical development, international rights, a basic knowledge of International Relations and its theories, basic subjects and contents by levels.

- 3) How could the contents of International Relations be developed?

OBJECTIVE: To know which methodology the professionals suggest for the development of contents.

INTERPRETATION:

According to the teachers, they suggest the following methodology: Field survey, interviews to people who know about the topic, bibliographic investigation, participative methodology. Other very important methods are the magisterial speeches, articles with process of discussion and conclusion elaboration, readings for comprehension, reflexive guides, expositive classes, individual and collective work, panel forums, round

tables, videos, speeches and conferences. Some professionals conclude that the eclectic method is one that could be used for the teaching of International Relations subject which consists in the use of diversity methods.

- 4) What topics do you recommend to be included in a textbook for teaching International Relations?

OBJECTIVE: To identify which topics could be included in the textbook of International Relations.

INTERPRETATION:

The professionals concluded that the best topics are the following:

International traits, political doctrines, diplomacy, extradition, importation-exportation, international rights, integrations, globalization, United States history and its relation with Latin America, the European Union, international politics of El Salvador, El Salvador's economy, Central America and its relation with other countries , open merchandise, juridical framework, internet, culture, technology, migration, the role of international organizations for the solution of conflicts, International Relations history, Latin American economy. Other very important topics are: political management with a technological and juridical combination.

- 5) What places could you recommend in order to ask the students to visit in order to look for additional information or develop an activity outside the classroom?

OBJECTIVE: To identify the places the professionals recommend as the most appropriate for the students to look for information and development of an outside activity.

INTERPRETATION:

Some of the places suggested for the teachers are the following: Universidad de El Salvador, Universidad Centroamericana, Universidad Technological libraries. Faculty of laws at Universidad El Salvador, embassies, Legislative Assembly, chancelleries, public and private institutions, civil society organization, institutions related with the countable affairs; “DIGESTID”, Banco Central de Reserva, internet, T.V cable, magazines, international newspapers, commercial web sites.

- 6) What activities inside or outside the classroom could be developed with the students in a class like this in order to help them get in touch with something real?

OBJECTIVE: To know which activities can be developed with the students.

INTERPRETATION:

The activities mentioned by the professionals are the following: Readings, discussions, exposition of topics, debates, field work, investigation projects, to invite professionals to share information with the students, daily cards, diaries, check lists, teachers interviews, video conferences, seminars, cine forums, movies, workshops, bringing guest professionals in politics, sociologists.

7) What kind of practices do you suggest the students to develop?

OBJECTIVE: To find out what practices teachers suggest for students.

INTERPRETATION:

The professionals suggested audio linguistic activities, English conferences, interviews, dialogues, study guides through e-mail, essays, conflict solutions, to bring real situations to the classroom, practices related with the international service, negotiation with the contents of the international cooperation, debates. Also, to visit ministries, chancelleries, Latin American embassies, international organizations in order for the students to get the social hours, induction to the investigation, individual topics expositions, and actual situation investigations.

In conclusion, the most common elements provided by the professionals in the area of International Relations are the following : Most of the professionals agreed that it is necessary to emphasize the political, juridical, social, and

economical areas as well as International Rights, International Relations history. Related to form it was mentioned the importance of keeping coherence in topics, as well as illustrations. As methodology to develop contents, the professionals concluded that it is necessary to include the use bibliographic investigation, a participative methodology, expositive classes, panel forums, speeches and conferences. Besides, the Eclective Method was very emphasized as the best, since it includes various methods.

The places recommended as more appropriate for the students to visit in order to look for information are the embassies, “DIGESTID”, ministries, chancelleries. The activities mentioned for the students work outside the classrooms would be readings, workshop, teachers’ interviews, movies, debates, exposition of topics, investigation projects.

Finally, the researchers believe that all of these elements will be very important for the elaboration of the textbook, since they come from what the professionals own experience reflects as more appropriate to be included in an English textbook of International Relations as subject in the English Major.

CONCLUSION

This investigation was carried out having as main goal the Elaboration of a Textbook for teaching the subject of International Relations of Majoring in English, to be effective in the year 2004. In order to determine the importance of such textbook, the researches handed in questionnaires for teachers and future students of this subject. There were done some interviews to professionals in the area of International Relations.

The result of this investigation was that the students and teachers researched agreed that it is of vital importance to have a textbook as guide in the TLP of the International Relations subject.

The objective of this investigation was to elaborate a textbook with all characteristics to be used as a guide for the teacher and students. The objective was reached with the elaboration of such textbook.

The researchers concluded that to have a textbook is very important since teachers and students have a tool that provide them relevant information. Nevertheless, the teacher could enrich ideas looking for more information either in Internet or books related with the topics. Besides, he may use his creativity, after researchers are sure the students and teachers will be benefited with this

textbook specially for the fact that they will acquire theoretical, updated information by means of readings and listening activities.

They will be more involved in the area of International Relations, because they will have real experience when visiting institutions dealing with this area. Furthermore, the students will be able to face any situation in their jobs being this related to their jobs.

Finally, this investigation has been completed successfully since the textbook was elaborated with all the characteristics that the researchers pretended.

RECOMMENDATIONS

The researchers after having elaborated this textbook, and conscious of its applicability, realized that there were some troubles while elaborating it and completing it. Besides, the students and teachers have to be aware of some situations to use the book appropriately.

- 1- The researchers recommend that the topics for the future elaboration of a textbook should be chosen carefully, and verify if they are really available.
- 2- Besides, the topics should be chosen by professional people in the area of investigation, to make sure of their existence of them.
- 3- Also, it is recommended that the time given for the elaboration of the proposal be enough, as well as the time given to the preliminary project because the majority of information obtained is in Spanish, to be translated into English, depending on the topics to be covered.
- 4- It is recommended to the teacher that will teach this subject, to read the information carefully in case of any question from the students.

- 5- The teacher of this subject have a motivate attitude toward his students and the subject to make the class dynamic and practical.
- 6- The teachers have to investigate more current information, since in the field of International Relations there is always more updated information every year. They have to be aware of this change to manage the International Relations or at least the topics included in the textbook.
- 7- The researchers recommend to the students the following:
- To read every reading carefully in order to be able to develop all the activities appropriately and acquire the concept inductively.
 - It would be a good help if the students investigate the meaning of some vocabulary that seems to be new for them and that is not included in the textbook glossary. He/she may ask the teacher to clarify any doubt.
 - To participate in every class since, these are a mean of interaction among students. Also, the activities provoke the students analysis, critical thinking and memory.
 - The students have to look for additional information about the topics in order to enrich their understanding and vocabulary.

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ANNEXES



ANNEX A

UNIVERSIDAD TECNOLÓGICA DE EL SALVADOR

STUDENTS' QUESTIONNAIRE

Dear Students:

We like to thank you in advance for your accessibility to answer this questionnaire. Your cooperation is very important to reach the objective of collecting information to be used in our graduation project, based on the elaboration of a textbook for the subject of International Relations.

INSTRUCTIONS: Answer the following questions by checking on the squares according to the options provided, and include comments when necessary.

1. Do you think a textbook is useful and necessary for International Relations Subject?

YES

☐

NO

☐

Why?

2. What does a textbook have to include in order to be attractive but academically complete?

Pictures

☐

Dialogues

☐

Readings

☐

Vocabulary List

☐

Different kinds of exercises

☐

Interactive activities

☐

Others:

3. According to you, which of the following readings are necessary to learn the contents in the field of International Relations?

Decrees

☐

Reports

☐

News

☐

Accords

☐

Laws

☐

Regulations

☐

All of them

☐

4. What out of class activities would you like to be included in a textbook in order to enrich your knowledge in the area of International Relations?

Use of Internet

☐

To visit embassies

☐

Interview Professionals in the field

☐

To visit Ministry of Foreign Affairs

☐

Others: _____

5. Which of the following activities should a textbook have in order to enrich your vocabulary?

Games

☐

Puzzles

☐

Reading comprehension exercises

☐

Writing activities

☐

Matching exercises

☐

Tapescripts of recorded readings.

☐

Scrambled sentences

☐

All of the above

☐

Others _____

6. What kind of activities would you like to perform in class?

Individual activities

☐

Pair activities

☐

Group Activities

☐

All of the above

☐

Others: _____

7. Would you like to improve your vocabulary, contents knowledge and understanding, through reading comprehension, writing activities and recordings?

YES

☐

NO

☐



ANNEX B

UNIVERSIDAD TECNOLÓGICA DE EL SALVADOR

TEACHERS QUESTIONNAIRE

Dear teacher:

We appreciate your help and time when answering objectively and professionally the following questions. Your answers will be helpful in order to make an excellent project research focused on the elaboration of a textbook for the International Relations Subject.

INSTRUCTIONS: Answer the following questions by checking on the squares according to the options provided. Feel free to provide any necessary explanations.

1. What kind of characteristics have to be considered for the elaboration of a textbook?

Units division	☐	Diagrams	☐	Flowcharts	☐
Colorful	☐	Pictures	☐	Vocabulary list	☐

Others: _____

2. Which steps do you suggest to follow for the elaboration of a textbook?

3. What innovations for elaborating textbooks do you know that could be considered for the textbook of International Relations Subject?

4. Do you consider that it is important to include in a textbook a teacher's guide?

YES

☐

NO

☐

5. According to your experience, what methodological recommendations do you suggest for the elaboration of a textbook to teach International Relations ?

6. Which of the following techniques are the most appropriate to be included in a textbook for International Relations?

Role plays

☐

Expositions

☐

Dialogues

☐

Debates

☐

Compositions

☐

Games

☐

Research

☐

Others:

7. Which of the following exercises do you consider as the most appropriate to include in a textbook for International Relations?

Fill in the blanks

☐

Composition Questions

☐

True and false

☐

Matching

☐

Reading

☐

Writing

☐

Others:

8. Through which of the following aspects do you think the students' acquisition of the contents of International Relations can be evaluated?

Oral presentations

☐

Individual Compositions

☐

Class projects

☐

Written evaluation

☐

Others:

9. What kind of listening exercises do you think are appropriate to include in the textbook?



ANNEX C

UNIVERSIDAD TECNOLÓGICA DE EL SALVADOR

PROFESSIONALS IN THE AREA OF INTERNATIONAL RELATIONS

INTERVIEW

The objective of the interview is to gather information which will be used in our graduation project, for that reason your cooperation is going to be very helpful. Please, answer the following questions in an objective way and according to your work experience. Thank you very much.

Name: _____

Date: _____

- 1) What aspects have to be considered while elaborating a textbook for International Relations subject?
- 2) In what areas would you divide the textbook according to your teaching experience.
- 3) How could be developed the contents of International Relations?
- 4) What topics do you recommend to be included in a textbook for teaching International Relations?
- 5) What places could you recommend in order to ask the students to visit in order to look for additional information or develop an activity outside the classroom?
- 6) What activities inside or outside the classroom could be developed with the students in a class like this in order to help them get in touch with something real.
- 7) What kind of practices do you suggest the students develop.



ANNEX D

UNIVERSIDAD TECNOLÓGICA DE EL SALVADOR

ENTREVISTA PARA PROFESIONALES EN EL AREA DE RELACIONES INTERNACIONALES

El objetivo de esta entrevista es recolectar información que será utilizada en nuestro proyecto de graduación que consiste en la elaboración de un libro de texto para la materia de Relaciones Internacionales de la carrera Licenciatura en Idioma Inglés, por esa razón su cooperación es indispensable y valiosa. Por favor, conteste las siguientes preguntas de forma objetiva y de acuerdo a su experiencia en el área. Muchas gracias.

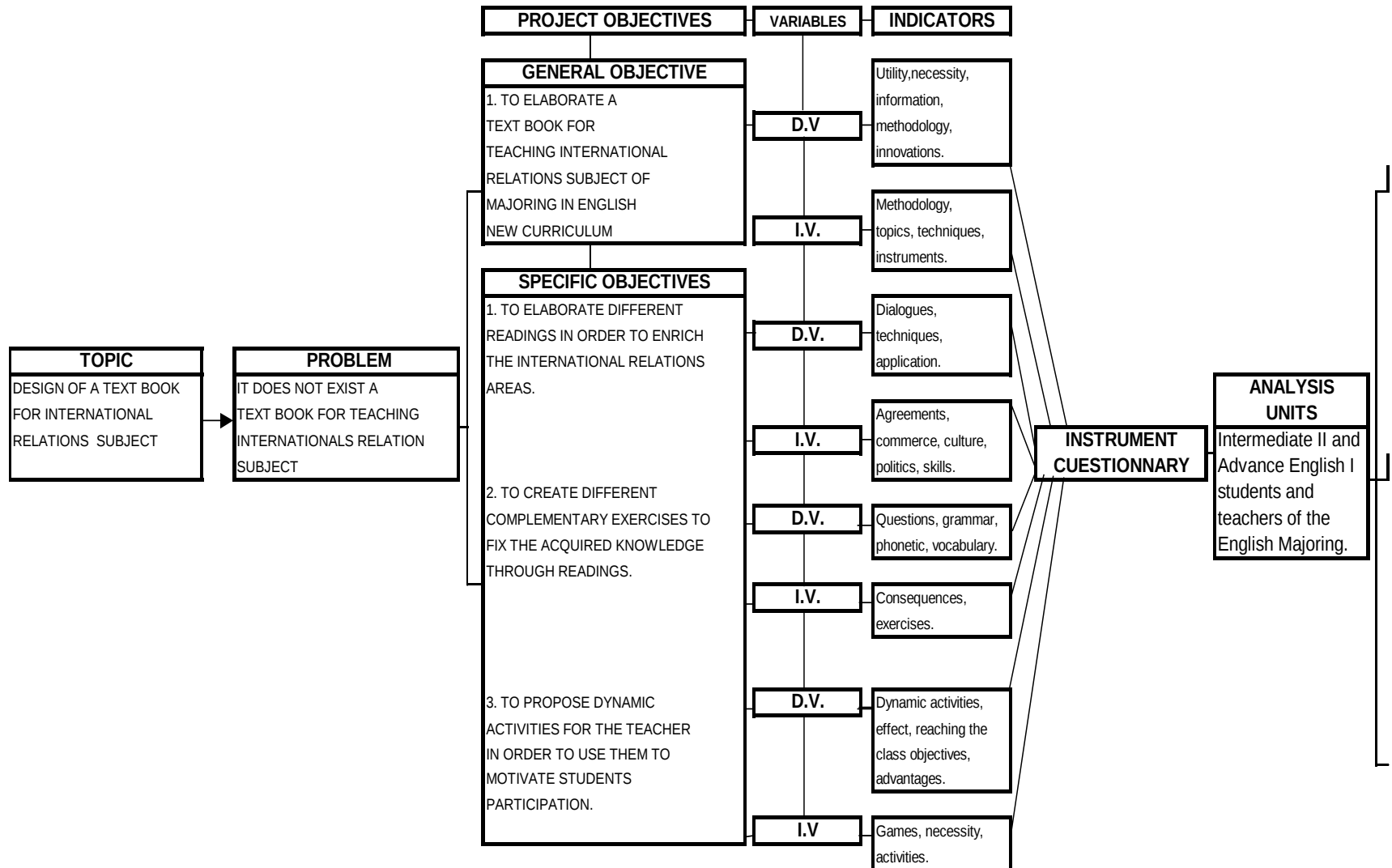
Nombre :

Fecha :

1. ¿ Qué aspectos se deben tomar en cuenta para la elaboración de un libro de texto que será aplicado en la materia de Relaciones Internacionales de la Licenciatura en Idioma Inglés?
2. ¿ En que áreas dividiría tal libro de texto?
3. ¿Qué metodología sugeriría para desarrollar los contenidos de la materia de Relaciones Internacionales?
4. ¿Qué temas recomendaría que se incluyeran en un libro de texto para la materia de Relaciones Internacionales de la Licenciatura en Idioma Inglés?

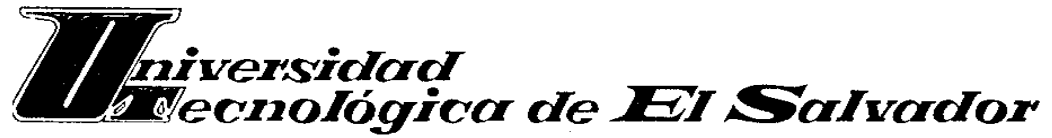
5. ¿Qué lugares recomendaría que los estudiantes visitaran con el fin de encontrar información adicional o para el desarrollo de una actividad fuera del aula?
6. ¿Qué actividades dentro o fuera del aula se pueden desarrollar con los estudiantes en una clase como ésta, para que ellos entren en contacto con una situación o experiencia?
7. ¿Qué prácticas sugiere para que los estudiantes realicen?

CONGRUENCE MATRIX



TIME TABLE

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FACULTY OF HUMANITIES AND NATURAL SCIENCES.

LANGUAGE DEPARTMENT



TEXTBOOK FOR TEACHING THE SUBJECT OF
INTERNATIONAL RELATIONS II MAJORING IN ENGLISH
LANGUAGE.

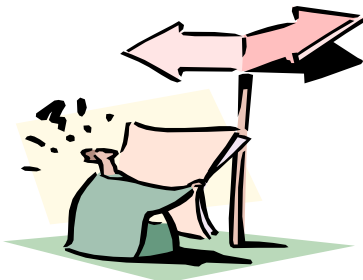
BY:

YESENIA GARCIA, GLENDA RIVAS AND DEYSI PEREZ.

INTERNATIONAL RELATIONS I



TEXTBOOK



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INTRODUCTION

The International Relations I textbook, has been created for the students of the English Major at Universidad Tecnológica. The textbook covers the majority topics chosen by the Universidad Tecnológica. This textbook is written in English, since it will be used by future professionals of the major in English that are almost finishing their studies. It will become an aid with an appropriate information to study this subject and it will fulfil the need to provide enough information to be studied in this subject.

The textbook has different kinds of activities and many of them have been elaborated for the students to have a real experience in this field. The objective of this textbook is not to teach English but to teach International Relations as a subject.

Besides, in order to help teachers in the development of the activities, the researchers have created a teachers guide, which contains all the answers for the activities presented in this textbook.

UNIT I

IMPORTANCE OF INTERNATIONAL RELATIONS



OBJECTIVE:

At the end of this unit, the students will be able to recognize the importance of the relations El Salvador has with other countries.

DEFINITION OF INTERNATIONAL RELATIONS

"International Relations is the study of the relations among states and other political and economic units in the international system. Particular areas of study within the field of international relations include diplomacy and diplomatic history, international law, international organizations, international finance and economics, and communications, among others."ⁱ

In addition, increased attention has been paid in recent years to developing a more scientific understanding of the international system as a whole. Aspects of international relations have been studied as early as the time of the ancient Greek historian. As a separate and definable discipline, however, it dates from the early 20th century, when the first organized efforts were made to find alternatives to wars in nation-state international behaviour. With increased importance attached to a theoretical understanding of the whole international system, there has been a growing use of concepts and modes of analysis developed in the natural sciences in an attempt to improve the verifiability and applicability of theories.

It is the study of conflict and cooperation in the interstate system and the world economy. The players are diverse: nation-states, international organizations, sub-national actors (such as unions and firms), and transnational actors (such as the Catholic Church. Major questions include the origins of war and peace, the effects of a global economy on domestic politics, and the causes of international integration. For example, it is an empirical fact that democracies are less likely to fight each other than are non-democracies. Why is this the case? There is a panoply of competing explanations, many of which are mutually exclusive.

ⁱ [www.sussex.ac.uk/users/hafa3/stateof IR.htm](http://www.sussex.ac.uk/users/hafa3/stateof%20IR.htm)

ADVANTAGES OF INTERNATIONAL RELATIONS

In many areas of life, we humans have discovered benefits from social and political cooperation. We can all eat and dress better when some of us grow food and others weave clothes. We can educate our children better when some of us teach elementary school, to put it differently, it would be a shame if we had to forget the benefits of the cooperation because we could not arrange to enjoy them fairly and democratically.

Even taking considerations traditionally ignored into account, there are circumstances under which the entire populations of two countries can be better with specialization and trade rather than living self-sufficiently.

No doubt the advantages have been considerably overestimated since important environmental and human costs have long been ignored.

There are benefits from international cooperation, but the question becomes *how to take advantage of them?* A model of a participatory economy has been developed that can be understood from cooperation, and then helping them take advantage of these opportunities equitably and democratically.

HOW WOULD A PARTICIPATORY ECONOMY INTERACT WITH OTHER ECONOMIES?

There are some advantages of the international economic relations: one of the advantages is that it promotes variety. Different ways of making things, different

choices of what to consume, and different choices between consumption and leisure are all encourage by its procedures.

Compared to a world economy integrated by international markets for goods and capital, a world-wide system of participatory planning would field more diverse local outcomes. The only differences it would eliminate are those due to economic exploitations and domination.

While this way be the best way to take advantage of the potential benefits of international specialization while making world economic affairs democratic and equitable, there would still have to be a transition from a world of historically distinct participatory economies to a world-wide participatory economy. And during this transitions international cooperation among participatory economies would be something different than participatory planning.

WHAT KIND OF RELATIONS BETWEEN DISTINCT PARTICIPATORY ECONOMIES WOULD BE DEMOCRATIC, EQUITABLE, AND ECOLOGICALLY SOUND WHILE PERMITTING THOSE ECONOMIES TO ENJOY THE BENEFITS OF INTERNATIONAL SPECIALIZATION?

Different economies can exchange goods and services, productive resources, or productive knowledge. Suppose our distinct participatory economies began by only wanting to trade goods, but wanted to do this consistent with their principles of economic democracy, equity and ecological sustainability. Particularly if productive knowledge and resources were immobile, there would be benefits from international specialization of production according to comparative advantage.

ACTIVITY:

INSTRUCTIONS: *Elaborate a written report answering the following question, individually.*

Investigate either in Internet or institutions related with the field of International Relations (Ministerio del Exterior, Universidad de El Salvador, etc..) the following:

With what purpose do the International Relations study the following areas?

- *Diplomacy and diplomatic history*
- *International law*
- *International organizations*
- *International finance and economics*
- *Communications*

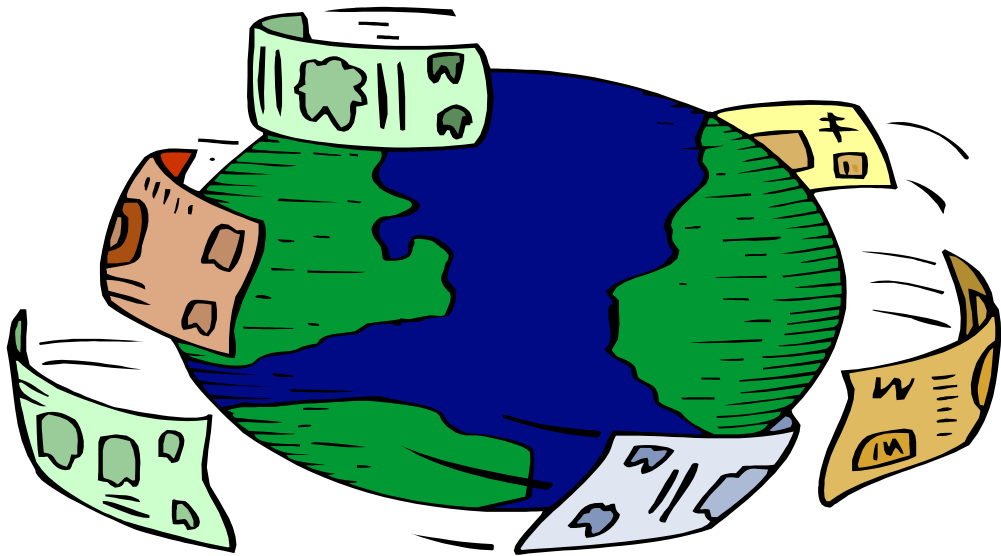


Listen to the following words and underline the stress for each.

Diplomacy	Finance	economics
Diplomatic	cooperation	global
Integration	market	affairs
Trade	domestic	services

UNIT II

COMMERCIAL TRANSACTIONS



OBJECTIVE:

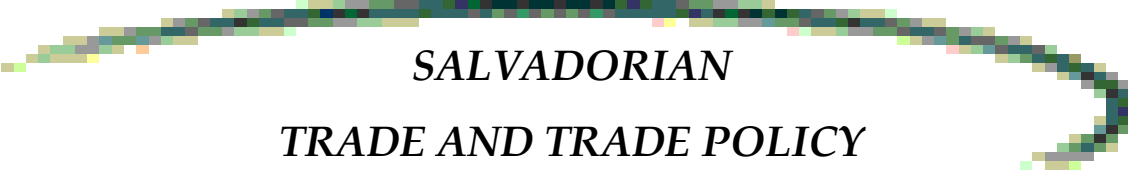
The students will be able to know about the different commercial transactions the different countries of the world have around the globe.



LISTENING ACTIVITY I

Listen to the following information and fill in the parenthesis in blank with the year you hear.

- () El Salvador's degree of dependence on imports of intermediate and capital goods changed little.
- () The value of imported and exported goods and services was equivalent to over 50 percent of GDP.
- () Trade policy in El Salvador changed significantly.
- () They have been characterized as the Golden Age for El Salvador.
- () The establishment of the CACM (Central American Common Market) was on.
- () The CACM began to decline and policy markets established an industrial free zone.
- () At the end of this year only four foreign companies continued to operate joint venture in the free-trade-zone.



SALVADORIAN TRADE AND TRADE POLICY

El Salvador's degree of dependence on imports of intermediate and capital goods changed little between 1978-1985. Moreover, its dependence on a few agricultural export commodities, such as coffee and sugar and its failure to explore non-traditional export continued to limit growth potential. Despite government promotion of non-traditional export products, exports actually became less diversified throughout the seven year period, with manufactured goods falling as a share of total exports from a 40 percent to 24 percent.

The value of imported and exported goods and services was equivalent to over 50 percent of GDP in 1985. Lacking a dependence on imports of capital and intermediate goods the Salvadoran economy was vulnerable to variations in the terms of trade. Since the world market prices of El Salvador's primary exports especially coffee were highly volatile, fluctuations in the terms of trade were common.

The 1960's have been characterized as the Golden Age for El Salvador and the rest of Central America. The establishment of the CACM (Central American Common Market) in 1960, reduced intra-regional trade barriers and drastically cut import duties.

The CACM made it possible for the Salvadoran Government to pursue import substitution industrialization policies, then in vogue in Latin America because the reduction in intra-regional trade barriers effectively increased aggregate demand for non-traditional export products.

El Salvador's trade policy continued centered on the promotion of agricultural exports, a promotion of agricultural exports, a promotion essential to the governments industrialization plans. The earning from agricultural exports were diverted (through export taxes and other charges) to the purchase of raw materials, machinery and other unavailable domestic capital goods.

In the 1970's the CACM began to decline and policy markets established an industrial free zone, which provided some incentives to exports manufactured goods outside the CACM. The industries that were in the free-trade zone, however, tended costly imported inputs. Consequently these industries neither created value added for the Salvadoran economy nor improved El Salvador's balance of payment position.

By the end 1980 only four foreign companies continued to operate joint ventures in the free-trade zone.

CLASS PROJECT:

Work in groups of 3 on new trade policies to have a new partner in El Salvador. Then, prepare a presentation about it. Offer the advantages El Salvador will have with these policies and a new partner. You may use charts, overhead projector, etc. to support your presentation.



FINANCIAL TRANSACTIONS IN EL SALVADOR

The Central Reserve Bank of El Salvador, aware that foreign trade is one of the essential factors for reactivation of the economy, established currency exchange regulations characterized by the freedom that all persons have to buy and sell foreign currency in the country. The law states that foreign currency purchase and sale activity in the country, may only be carried out in banks and financial institutions, and at properly authorized exchange houses.

The function of the Central Bank, is focused at promoting and maintaining the currency exchange stability, buying and selling currency to authorized intermediaries, whenever the market is not capable of satisfying the offer or demand. Regarding the determination of the exchange rate and the amounts to negotiate, there is complete freedom for their establishment.

The method to calculate the exchange rate used by the Central Bank is determined by the simple average exchange rates of the banks and financial institutions, of the previous working day, which is published daily in one of the papers with greater national circulation.

All foreign currencies entering the country under any concept may be cased in national or foreign currency, depending on the preference of the beneficiary.

The intermediary institutions of the currency exchange market authorized by the Central Bank, may purchase or sell foreign currency in any amount or concept, without major restrictions, except :

- foreign currency from loans or grants to the public sector, which go into the Central Bank, as well as disbursement of these for service of the debt.
- The exchange houses may not purchase currency from coffee exports.

ACTIVITY:

INSTRUCTIONS: *According to your teacher's instructions, and based on your personal viewpoint, join one of the two groups assigned (one pro-dollar, and one against-dollar) in order to have a debate to agree or disagree with the following:*

The advantages and disadvantages the American currency (dollar) has brought to the financial transactions in El Salvador.

MULTISECTORIAL INVESTMENT BANK

B M I

The BMI establishes the norms for the use of investment credits, BMI credit resources have no intention of substituting resources destined for investment in the existing financial market, but aid in complementing them. Also, to contribute in avoiding the distortion of the financial market, allowing the development of other financial mechanisms for investment in the national economy; however, in the case of companies that as a result of their exports generate foreign currency sufficient for payment of their obligations, credits in US Dollars may be granted.



The projects eligible for obtaining of credit are those of private initiative, which are to be executed within the national territory, preferably those whose production is destined for the foreign market and do not contain any adverse environmental impact, and the natural or legal persons who justify their managerial capacity and the technical and economical feasibility of the project. The loans will be granted to the final user (called “borrower”), by means of: Commercial banks, financial institutions, the of Agricultural Promotion, Finance and Warranty Fund for the Small Business (FIGAPE), credit Union Federation, the branches of foreign banks according to the current legal regulations and any other credit institution authorized by BMI to intermediate its resources, using the programs created by the BMI.

The BCIE is a regional financial institution with international legal existence. Being its founding members the Republics of El Salvador, Guatemala, Honduras, Nicaragua and Costa Rica.

The BCIE created the private sector management office (GEPRI), in order to take care as a secondary bank, of the initiatives and needs of the private productive sector, with the end of promoting the development of countries in the region, and has as objectives:

- ✦ To use the banking and financial system infrastructure of the countries in the area.
- ✦ To channel financial and technical resources towards short, medium and long term projects.
- ✦ To promote the development of the Central American private sector.

PROJECT:

Visit the BMI offices and ask for an interview with the person in charge of the financial transactions in El Salvador, or ask for information related to the topic. make a summary of the most relevant information and be ready to participate in a round table next class.

CENTRAL AMERICAN COMMERCE

COMMERCE BETWEEN CENTRAL AMERICA AND THE UNITED STATES

Currently, the commercial negotiations are used like instruments that the underdeveloped countries need to use in a better way which can give great benefits to the current societies.

In the last 20 years, Central America has suffered fundamental changes which have renewed the democratic regimes. From the forties to the sixties, the emphasis was in the imports' substitutions strategy, under which the industrialization was the beginning and the way toward development.

Developing countries came late to the industrialization process which was the cause of the underdevelopment. Therefore, it was necessary to make an effort to overcome and to get into industrialization and in that way to have place in the developed world. The Industrialization is very important, but not enough for a developing country, which tries to improve its life quality and its macroeconomic indicators.

With the protocol of Guatemala in 1993, the Central American common market renewed the economical integration and started to impugn a new integration project. The political and institutional changes have come to make a great change in the Central American integration.

In 1997 a new order of priorities about how Central America was going to manage the commercial negotiations with the rest of the world in El Salvador was ratified. Central America defines the multilateral relation in the OMC in a

coordinated way. The OMC is an application in which is concrete negotiated: These countries, not always work together because the interests change according to the profit that is being negotiated, and the structure of the groups of interests are redefined according to the profit which is handled.

In the bilateral level, Central America has a very important commercial negotiations agenda in which some of them are convergent and others are joined and a bit coordinated. Joined means that Central America will release negotiations as a block. This aspect is very important for the region taking into account that there exists a common external tariff and regulations in commercial material that rules nationally. A convergent level is when the countries will act individually but they have the same rhythm and direction that the accords converge.

In a general way, the negotiation scheme and the priorities that Central America came in March, 1997 was the following: the relationship with Mexico is coordinated and convergent (bilateral) and constitutes priority A. The European Union is a relationship joined (multilateral) which is considered priority A. A Free Trade Agreement was started with Panama in a joined way, which was priority A. The **MERCOSUR** (Mercado del Cono Sur) is considered priority B. **CARICOM** priority B in which the negotiation will be done in a joined way.

The Presidents of Central America met in the Dominican Republic in order to start a Free Trade Agreement between Central America and the Dominican Republic. It took place in the first months of 1998. The Central American will is based on the political interests and the completion of the economies of the countries involved in the negotiation.

The United States is the most important commercial partner for Central America. 50% of the exports and imports belongs to that market. From this point of view, it is a great benefit to have a commercial integration through a Free Trade Agreement with the USA because it is considered the most powerful country.

The USA's commercial policy has been used not only to promulgate the commerce but as a political tool in order to affiliate the region to its interests. The USA has given a series of facilities to the region in order to have more access to its markets, but also to have an appropriate growing, access to the benefits which are generated for the fact of being close to a powerful country like the USA and for growing in the commercial and political fields.

One of the reasons that essentially respond to the policy is the initiative of the Cuenca del Caribe (CBI). One of the characteristics of the CBI is that it is a unilateral concession which was given by the United States government. Another characteristic is that in order for the merchandise have these benefits and access to the United States market, these have to have a 35% of IVA (Value added tax) created in the region to consider it a product of it. In the CBI case, it is the congress of the United States who gives away something that it has to be accepted or not with its conditions. For that reason Central American interest has been to change toward a more reciprocal relation and to leave the unilateral relations.

Before the year 2005 Central American wants to negotiate a Free Trade Agreement with The United States in order to take advantage of the time in relation with the other countries of the hemisphere. The strategy that Central America has began to develop is the creation of conditions to show the North American private sector the benefits and importance that its congress

authorizes the executives the negotiation of a free trade treaty. This will provoke sufficient political interest.

It is expected that with all these negotiations the Central American commerce improve its negotiations in the following coming years.



LISTENING ACTIVITY II

Listen to the following reading and answer the questions below.

- 1- What is the reading about?**
- 2- Is the dollarisation an essential part of a regional plan for integration?**
- 3- Do you believe that the monetary integration would make regional trade more stable?**
- 4- What do you think about Guatemala's dollarisation point of view?**
- 5- Do you believe that dollarisation is positive for Central American trade?**

PROJECT:

INSTRUCTIONS: *Prepare a political campaign proposing, offering new trade agreements with the United States.*

Make groups of 7 or 8 and give a slogan to your campaign, be original and creative. Choose a representative to be the one who gives the general aspects. Then, each member of the group will explain the advantages of the new agreement.

There will be chosen the best new trades agreements offered by the groups in the following manner way: Before making the groups, choose a jury to vote for the best campaign. They can be teachers from other courses.

Materials: Transparencies, charts, posters, overhead projector.

GLOBAL TRADE

WTO (World Trade Organization) is the successor to the General Agreement on Tariffs and Trade (GATT) established in the wake of the Second World War. So while the WTO is still young, the multilateral trading system that was originally set up under GATT is well over 50 years old.

The past 50 years have seen an exceptional growth in world trade. Merchandise exports grew on average by 6% annually.

“Total trade in 2000 was 22-times the level of 1950. GATT and the WTO have helped to create a strong and prosperous trading system contributing to unprecedented growth.”ⁱⁱ

www.wto.com



The system was developed through a series of trade negotiations, or rounds, held under GATT. The first rounds dealt mainly with tariff reductions but later negotiations included other areas such as anti-dumping and non-tariff measures. The last round — the 1986–94 Uruguay Round — led to the WTO’s creation.

The negotiations did not end there. Some continued after the end of the Uruguay Round. In February 1997 agreement was reached on telecommunications services, with 69 governments agreeing to wide-ranging liberalization measures that went beyond those agreed in the Uruguay Round.

ⁱⁱ www.wto.com

In the same year 40 governments successfully concluded negotiations for tariff-free trade in information technology products, and 70 members concluded a financial services deal covering more than 95% of trade in banking, insurance, securities and financial information.

In 2000, new talks started on agriculture and services. These have now been incorporated into a broader agenda launched at the fourth WTO Ministerial Conference in Doha, Qatar, in November 2001.

The agenda adds negotiations and other work on non-agricultural tariffs, trade and environment, WTO rules such as anti-dumping and subsidies, investment, competition policy, trade facilitation, transparency in government procurement, intellectual property, and a range of issues raised by developing countries as difficulties they face in implementing the present WTO agreements.

All WTO agreements contain special provisions for them, including:

- longer time periods to implement agreements and commitments,
- measures to increase their trading opportunities,
- and support to help them build the infrastructure for WTO work, handle disputes, and implement technical standards.



The 2001 Ministerial Conference in Doha set out tasks, including negotiations, for a wide range of issues concerning developing countries. Some people call the new negotiations the Doha Development Round.

Before that, in 1997, a high-level meeting on trade initiatives and technical assistance for least-

developed countries resulted in an “integrated framework” involving six intergovernmental agencies, to help least-developed countries increase their ability to trade, and some additional preferential market access agreements.

A WTO committee on trade and development, assisted by a sub-committee on least-developed countries, looks at developing countries’ special needs. Its responsibility includes implementation of the agreements, technical cooperation, and the increased participation of developing countries in the global trading system.

TECHNICAL ASSISTANCE AND TRAINING

The WTO organizes around 100 technical cooperation missions to developing countries annually. It holds on average three trade policy courses each year in Geneva for government officials. Regional seminars are held regularly in all regions of the world with a special emphasis on African countries. Training courses are also organized in Geneva for officials from countries in transition from central planning to market economies.

“The WTO set up reference centers in over 100 trade ministries and regional organizations in capitals of developing and least-developed countries, providing computers and internet access to enable ministry officials to keep abreast of events in the WTO in Geneva through online access to the WTO’s immense database of official documents and other material.”ⁱⁱⁱ

www.wto.com

Efforts are also being made to help countries that do not have permanent representatives in Geneva

ⁱⁱⁱ Ibid 2

...In brief, *the World Trade Organization (WTO) is the only international organization dealing with the global rules of trade between nations. Its main function is to ensure that trade flows as smoothly, predictably and freely as possible.*

The result is assurance. Consumers and producers know that they can enjoy secure supplies and greater choice of the finished products, components, raw materials and services that they use. Producers and exporters know that foreign markets will remain open to them.

The result is also a more prosperous, peaceful and accountable economic world. Virtually all decisions in the WTO are taken by consensus among all member countries and they are ratified by members' parliaments. Trade friction is channeled into the WTO's dispute settlement process where the focus is on interpreting agreements and commitments, and how to ensure that countries' trade policies conform with them. That way, the risk of disputes spilling over into political or military conflict is reduced.

By lowering trade barriers, the WTO's system also breaks down other barriers between peoples and nations.

At the heart of the system — known as the multilateral trading system — are the WTO's agreements, negotiated and signed by a large majority of the world's trading nations, and ratified in their parliaments. These agreements are the legal ground-rules for international commerce. Essentially, they are contracts, guaranteeing member countries important trade rights. They also bind governments to keep their trade policies within agreed limits to everybody's benefit.

The agreements were negotiated and signed by governments. But their purpose is to help producers of goods and services, exporters, and importers conduct their business.



LISTENING ACTIVITY III

Listen to the following reading text. Then answer the following questions by checking the options presented after each question.

1- What kind of countries does the WTO train?

Developing countries ☐ Least-developed countries ☐

Underdeveloped countries ☐

2- In what countries does WTO have more emphasis when training?

American countries ☐ African countries ☐

Asian countries ☐ European countries ☐

3- In what way does the WTO keeps Ministry officials abreast of events?

It creates internet access to ministry ☐ Sets up reference centers ☐

It creates documents ☐ Offers seminars ☐

4- What is the function of the WTO?

It deals with rules of trade between two nations. ☐

It is the global trade between nations. ☐

It deals global rules of trade between nations. ☐

It deals global rules of trade. ☐

ACTIVITY:

INSTRUCTIONS: *Investigate on international newspapers or internet about the current changes that the following aspects in the WTO have suffered.*

- *Technical cooperation missions*
- *Agreements*
- *Rules*

Then, compare the new information you have found with the information you have now in this document. Prepare a written report.

Services: rules for growth and investment

The [General Agreement on Trade in Services](#) (GATS) is the first ever set of multilateral, legally-enforceable rules covering international trade in services. It was negotiated in the Uruguay Round.

Like the agreements on goods, GATS operates on three levels: the main text containing general principles and obligations; annexes dealing with rules for specific sectors; and individual countries' specific commitments to provide access to their markets.

Unlike in goods, GATS has a fourth special element: lists showing where countries are temporarily not applying the “[most-favoured-nation](#)” principle of non-discrimination. These commitments — like tariff schedules under GATT — are an integral part of the agreement. So are the temporary withdrawals of most-favored-nation treatment.

A WTO [Council for Trade in Services](#) oversees the operation of the agreement. Negotiations on commitments in four topics have taken place after the Uruguay Round. A full new services round started, as required in GATS, in 2000.

The framework: the GATS articles

GATS's 29 articles cover all services sectors. They contain the general obligations that all members have to apply. (See *also* [Principles of the trading system](#).):

TOTAL COVERAGE

The agreement covers all internationally-traded services. This includes all the different ways of providing an international service — GAT defines four:

- Services supplied from one country to another (e.g. international telephone calls), officially known as “cross-border supply”
- Consumers or firms making use of a service in another country (e.g. tourism), officially known as “consumption abroad”
- A foreign company setting up subsidiaries or branches to provide services in another country (e.g. foreign banks setting up operations in a country), officially “commercial presence”
- Individuals traveling from their own country to supply services in another (e.g. fashion models or consultants), officially “presence of natural persons”

ACTIVITY:

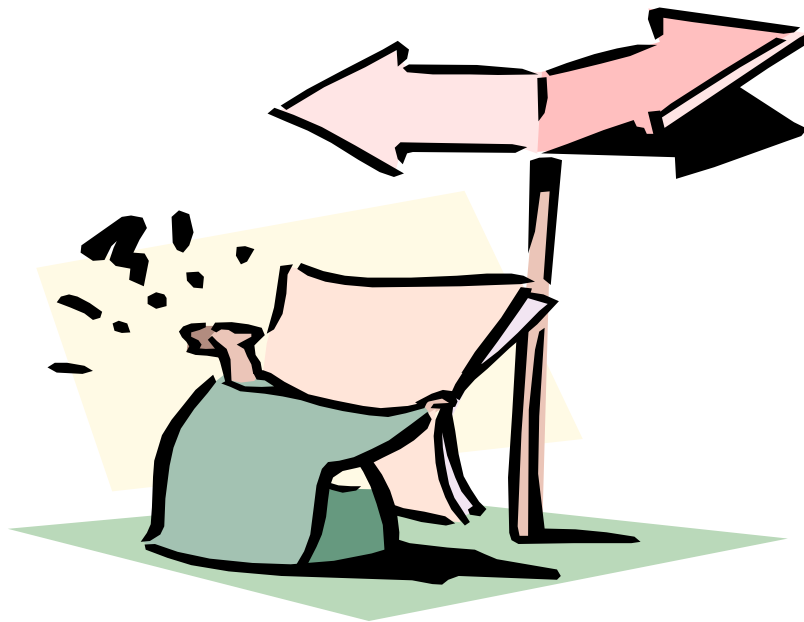
INSTRUCTIONS:

Circle T if the statement is true or F if the statement is false.

1	The World Trade Organization deals with rules of trade between two nations.	<i>T-F</i>
2	The two first rounds dealt with non-tariff measures.	<i>T-F</i>
3	The agreement of telecommunications was reached in January 1995.	<i>T-F</i>
4	In 1997, 40 governments successfully concluded negotiation for tariff-free-trade information technology products.	<i>T-F</i>
5	The General Agreement on Trade in Services (GATS) is the third ever set of multilateral legally, enforceable rules covering international trade in services.	<i>T-F</i>
6	In the WTO all decisions are taken by consensus among all member countries and they are ratified by parliament members.	<i>T-F</i>

UNIT III

INTERNATIONAL RELATIONS THEORIES



OBJECTIVE:

At the end of the unit, the students will be able to manage the different theories in International Relations.

POLICIES AND TRADE RELATIONS SYSTEMATIC THEORIES.

Nowadays, the term “system” is commonly used in the trade relations bibliography, but...

WHAT IS A SYSTEM?

1. A theoretical frame for the codification of data referring to politic phenomenon.
2. A group of relations integrated as a whole based on hypothetical variable policies, for example an international system which takes a non worldwide government.
3. A group of relations among variable policies into an international system that is supposed existed, for example, during the 50's international system.

When referring to systematic theories, it is necessary to make definitions. Let's take a look at some of them:

“The system theories or the general system theories is a group of affirmations referring to the relation between the independent variable and the dependent one in which the changes in one or more variables are joint or followed for changes in another variables or combinations of variables.”^{iv}

Robert J. Lieber

“A whole which works as a whole by virtue of the interdependence of its parts is called: System and the method headed to discover how this is produced in the more wide variety of systems is called: System Theories.”^v

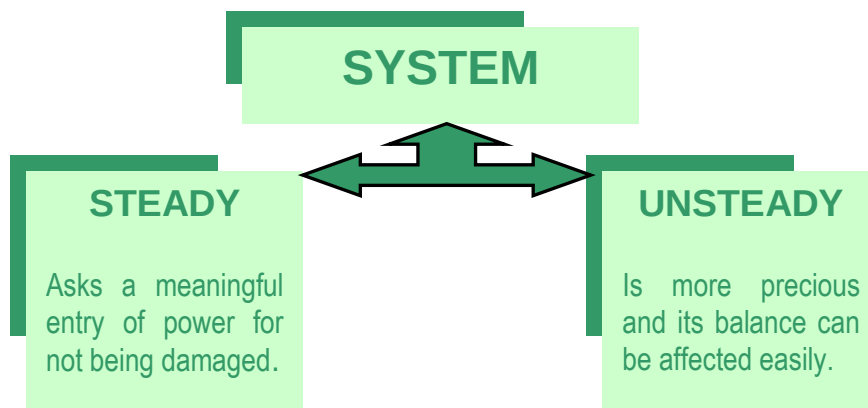
Anatol Rapoport

^{iv} Waltz N. Kenneth, Teoría de la Política Internacional, Grupo Editorial Latinoamericano. P 148

^v Ibid. 4, P. 150

John Burton has written that the system concept connotes to interlaced relations. Each of the unities of the system belong to the same “group”, this means that each unit has common characteristics that allow a specific relation.

A system can be described by its following states, it can be organized both restrictive or free, it can also be **steady** or **unsteady**.



Every system fights for balance, this means, being steady and resist the perturbation produced by any kind of balance. The balance itself can be steady or unsteady.

A steady balance is able to get new items and process a variety of entries without affecting its regular operation and getting adjusted toward the changes and making up the conduct by turning the appropriate reactions into a “negative feedback.”

The term “Interdependence” is narrowly bonded with the system theories; it’s used to distinguish the relations in a global international system. In such a case, the necessity of a real global system for the very first time in the history,

demands a “geocentric” focus more than a “ethnocentric” one in the matter of the trade relations.

According to Robert O. Keohane and Joseph S. Nye, the interdependence brings high costs due to the fact that the interdependence limits the Autonomy.

The interdependence as concept is narrowly bonded with the Power theory and the Dependence. It's probable that, an interdependence relation between parts that are not equals, is being already distinguished for either the Dependence, defined as a necessity or for the Asymmetry that refers to a situation in which “A part is needing the derived benefits of the relation more than the other one.”

Also, the term “Interaction” is widely used in the International Relations Studies but specially in the System Theory.

The bigger the level of interdependence is, the bigger the quantity of interaction is going to be. The systems are hypothetic models of interaction. As long as the interdependence level and the quantity of interaction increase, the system complexity rises.

The interactions consist not only in the demands, answers and action of the states (countries), international organizations or any other non governmental institution but also the transaction made by the national borders; this includes the trade, tourism, inversion, exchange of technology and the ideas flow in a wider way.

"A thousand of agents introduce actions into the international stage at the same time and those ones turn aside, get together or mix each other in a diversity of forms... it's a unleaded Adding Process, the individual agents conduct is deliberate but the process as a whole does not have any goal and is not under a general management. A process that only is under a partial management does not turn motionless just because the control element is not adequate anymore but it keeps working and producing better results of which just some of them are deliberate."^{vi}

Andrew M. Scott

Summing up, the problems and entries in the international system are being multiplied faster than the solutions, as a result a system overload is given.

Both the interdependence and interaction models turn more complex as a result of the effect produced by the international system technology; the bigger the interdependence level is, the bigger the crisis probability is going to be. The interdependence not only causes crisis and a diversity binding forms, but also opens the possibilities that any involved part manipulates a specific crisis in order to benefit its own goals or foreign policies.

Richard Rosecrance and Arthur Stein consider the interdependence as an issue of interests connection in which if the position of any nation change, the other countries will be affected by it.

^{vi} Ibid 4, P.149



LISTENING ACTIVITY I

Listen to the following definitions and thoughts of different authors. Translate the number of the author to the parentheses.

- | | |
|--|--|
| 1. Robert J. Lieber | 5. John Burton |
| 2. Anatol Rapoport | 6. Robert O. Keohane and Joseph S. Nye |
| 3. Richard Rosecrance and Arthur Stein | 7. Jerome Stephens. |
| 4. Andrew M. Scott | |

- () *The interdependence brings high costs due to the fact that the interdependence limits the autonomy.*
- () *Has written that the system concept connotes to interlaced relations.*
- () *A whole which works as a whole by virtue of the interdependence.*
- () *The system theories or the general system theories is a group of affirmations.*
- () *The value of the system theory is based on the fact that the isomorphism can be found on the structural institutions.*
- () *A thousand of agents introduce actions into the international stage.*
- () *Considers the interdependence as an issue of interests connection.*

CLASS PROJECT:

INSTRUCTIONS: *Discuss with a classmate the following question:*

What is interdependence and interaction in International Relations?

Then, change classmate and compare your answers.

Say (orally) what you have written, with your own words.

STRUCTURAL THEORY

“The value of the system theory in a severely way is based on the fact that the Isomorphism can be found or the structural institutions between the political phenomenon and the social, physical and biological system.”

“Isomorphism has not been established neither into the international relations nor in Politic Sciences, besides the changes made in the General System Theory in order to find Isomorphism relation, are not being useful either, equally that the original formulation.”

Jerome Stephens

As a result, the system theory value comes from the conceptualization in order to rate the capacity of the alternative structures for developing some functions. Such structures can be joint by no governmental agents such a alliances, multinational factories, religious organizations. Etc.

These theories explain the international facts through elements and elements combination located in a national or sub-national levels. These theories affirm that the internal forces produce the foreign results. The diagram used for it is N-----X.

The International System, if it is accomplished, will be considered a result, only.

A Reductionism Theory is only a theory which watches the countries conduct. According to the Imperialism Theory, the international results are the summary of the result produced by the countries separately and the behavior of each country is explained through the internal characteristics.

There are two groups of political scientific who explain this theory; they are “ Los tradicionalistas Historicos” and “Los modernistas de Orientacion Cientifica”.

The first group marks the structural distinction between the domestic politics and the international one; this distinction is usually denied by the “Modernists”.

The distinction is based on the difference between the policy taken in effect in a situation where established laws exist and the policy taken in effect in a Anarchical situation. The “traditionalists” insist that the Anarchical character of the international politic marks the distinction between the internal and foreign field, this statement is denied by the Modernists. On the other hand, the modernists and “traditionalists” are shaped by the same mould. Both groups agree that the explanation of the international political results can be discovered starting from the action tests and the interaction of the nations and any other facts.

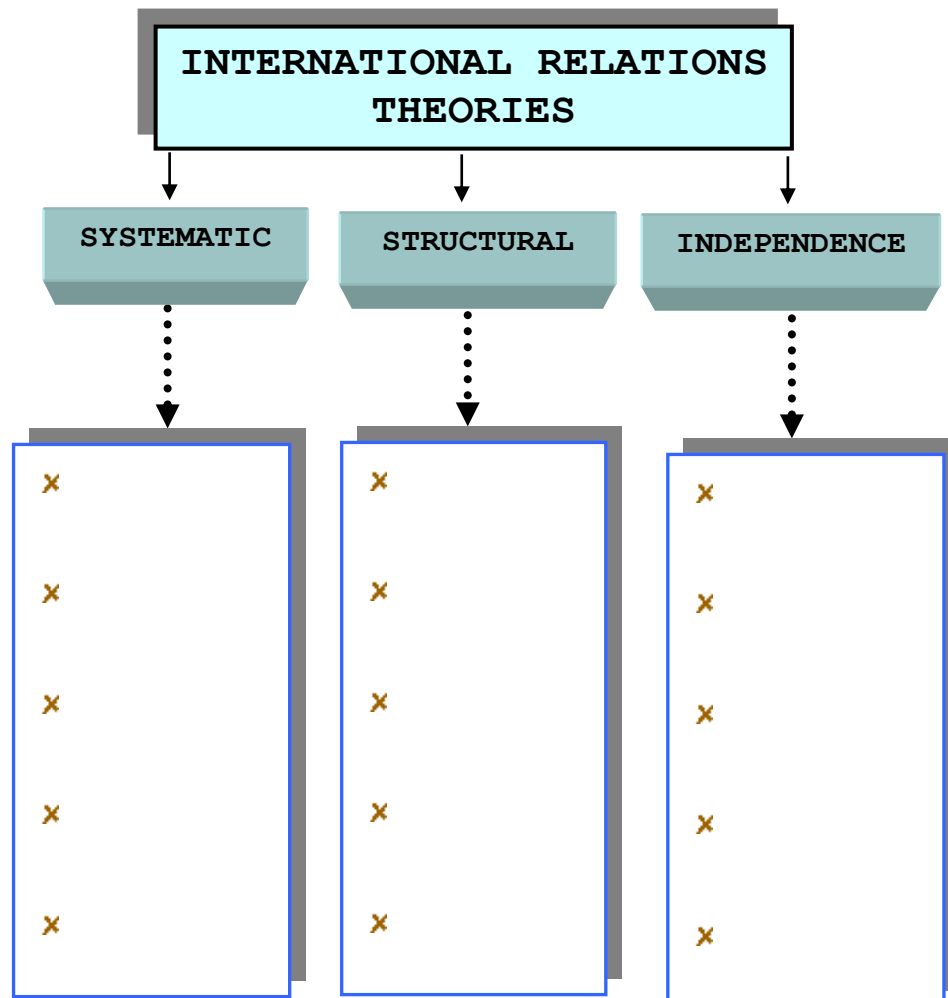
The analysts who limit their attention to the interplaying unities , not recognizing systematic causes are involved, try to make up the omissions by assigning those causes to the interplaying unities level and sharing them among the members arbitrarily. The internal politics are turned into an international control issue.

The revolutionary states revolutionize the international system. Levy thinks that the national stability is determined the international stability.

Kaplan says that the international politics has the control over the sub-systems.

ACTIVITY:

INSTRUCTIONS: Complete the following flowchart with each theory's characteristics; then check them in groups.



UNIT IV

INTERNATIONAL PROTOCOL



OBJECTIVE: *At the end of this unit, the students will be able to apply the appropriate rules used by different protocols.*

INTRODUCTION

Protocol could be defined as the code of ceremonial forms in official dealings, as between heads of state or diplomats.

The ceremony norms have frequently been not only severely criticized, but also ridiculed several times due to their own formal structure, that most of the time is focused more on the Social aspect than on the Juridical one. However, not accepting the exaggerations in years by gone, the establishment and observance of the ceremony norms have been not only useful for founding independence and equality principles of the countries, but have also been indispensable to obtain the suitable harmony, serenity and order for the diplomacy contacts. The purpose is to give them a congeniality and kindness frame to provide an advantageous environment to negotiate instead of being a discussion or discrepancies camp. We can not obviate that the ignorance and violation of the ceremony norms mean an affront to the effected country, which will inevitably bring unpleasant consequences in the matter of the trade relations.

ASSISTANCE



A

ssistance function: A consular action or management developed in favor of the National Republican sector, which is sent opposite to the administrative and legal authorities of the receiver country.

This kind of activities are carried out in the context of the reciprocal cooperation that exists among local authorities and accredited consuls attached to the respect of laws, norms, regulations and established procedures.

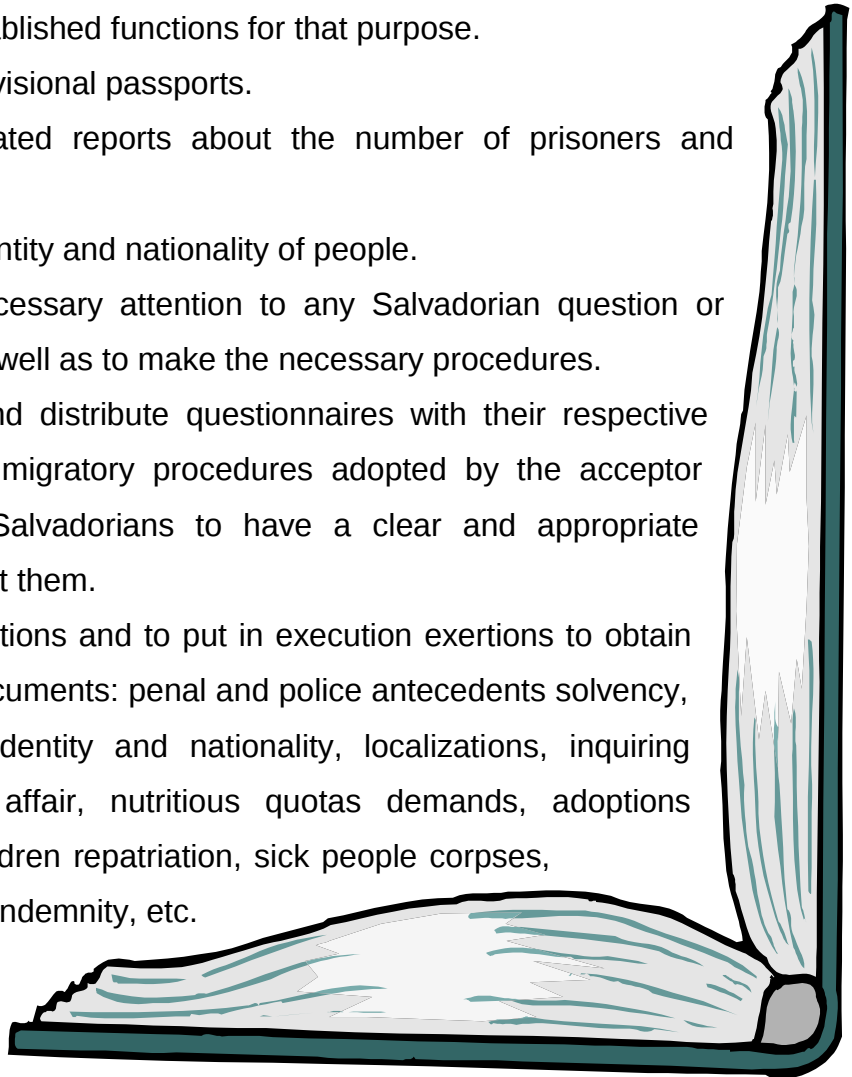
In the frame of the faculties recognized by the international law, the nationals of the state can communicate and attend the consular office. The consuls, as far as they are concerned, can have communication or visit their compatriots or go to the local authorities concerning matters related to any particular situation.

In this matter, the consul is authorized to:

- ✚ Require information about any incident, where their nationals are affected.
- ✚ To address mails, to carry out personal matters, telephone calls or personal presence in those audiences provided by local authorities to deal with matters related with the interests of the compatriots.
- ✚ To provide assistance to nationals in jail for any fault.

ACTIVITIES IN THE HUMAN AND SOCIAL WORLD

- + Different kinds of advice
- + Interviews, conferences, and participation in meetings to explain the migratory politics and the immigrant laws.
- + Permanent communication with local authorities, congress or parliament members, etc.
- + Juridical analysis and recommendations on laws that affect the Salvadorians.
- + To visit jails in order to know the juridical situation and necessities of the prisoner, as well as to provide him the necessary support taking into account the established functions for that purpose.
- + To expedite provisional passports.
- + To submit updated reports about the number of prisoners and deported ones.
- + To verify the identity and nationality of people.
- + To give the necessary attention to any Salvadorian question or accusations, as well as to make the necessary procedures.
- + To elaborate and distribute questionnaires with their respective answers about migratory procedures adopted by the acceptor state, for the Salvadorians to have a clear and appropriate knowledge about them.
- + To exert applications and to put in execution exertions to obtain the following documents: penal and police antecedents solvency, documents of identity and nationality, localizations, inquiring about juridical affair, nutritious quotas demands, adoptions supervision, children repatriation, sick people corpses, insurances and indemnity, etc.



ACTIVITIES IN THE PUBLIC WORLD

- ✚ To inform about social-economical and political aspects of the host country.
- ✚ To inform about El Salvador's political-social process.



The Salvadorian external service is the one in charge of the management of the country interest outlandish: The ministry of Foreign Affairs is the one in charge of formulating and executing the international politics of our country through means of its embassies and consulates. To represent El Salvador in other friend countries and governments with which there are diplomatic relations and where there have been accredited the respective missions. To provide consular service and protect the Salvadorian outlandish through the consular offices, to promote the national interests before the international organizations, being these based on universal characters like the **ONU**, or regional like the **OEA** as well as before the specialized international organizations in which El Salvador takes part as member.

Its basic structure consists of the diplomatic service, performed through the diplomatic missions and the consular service which is performed through the consular offices. The functions and competence of the diplomatic entity and the social service (Diplomatic and consular agent) are included and regulated in the diplomatic entity and the republic consular service organic law. These are emphasized in the politic constitution and the country secondary laws, as well as in the international agreement or accords subscribed and notified by El Salvador, such is the case of the Vienna Convention in 1961 about diplomatic relations; and in 1963, about consular relations. At the same time, the activities of the consular diplomatic agents must be placed in the ambit of respect to the laws of the respective receptive country.

For a good function of the structure mentioned before, this has to have a narrow co-ordination and planning with the Ministry of International Affairs, that is the one in charge of formulating and executing our country international politic, taking as base the objectives and interests defined by the government by means of the president of the republic whose business is to manage the international relations.



LISTENING ACTIVITY I

Listen to the following dialogue. Then, perform it with a classmate. You will listen to a situation that may commonly happen in a Consular Office.

CONSUL ASSISTANT : Good morning. Salvadorian Consular. May I help you?

SALVADORIAN WOMAN : Yes please, may I talk to the consul?

ASSISTANT : I 'm her assistant. She's in a meeting right now. Is there anything I can do for you?

WOMAN : Well, I don't really know. I'm calling because I was told that you bring assistance to Salvadorian foreigners. I'm a student and I need a new passport.

ASSISTANT : That's true. One of our functions is that. Please leave me your name, passport number and we will make the necessary procedures to expedite your passport as soon as possible.

WOMAN : Thank you very much. When can I ask for it? Because my stay here expires this month.

ASSISTANT : Sure, call me back in three days. I will do my best to look for a solution to your problem.

WOMAN : Oh...! Thanks a lot for your help.

ASSISTANT : Ok. Have a nice day.

WOMAN : Sure, good bye.

ASSISTANT : Good bye.

THE ETYMOLOGY OF THE INTERNATIONAL INSULT

It is important to know some international words that sound offensive in other countries in order to avoid them. In that way, the social relations will be more successful. No aspect of language is more slanted and prejudiced than that of ethnic, racial, and religious insults.



“What is a kike?” Disraeli once asked a small group of fellow politicians. Then, as his audience shifted nervously, Queen Victoria’s great Jewish Prime Minister supplied the answer himself. “A kike,” he observed, “is a Jewish gentleman who has just left the room.”

The word kike is thought to have derived from the ending **–ki** or **–ky** found in many names borne by the Jews of Eastern Europe. This was used instead of an X, which resembles a cross, Kikel was not originally pejorative, but has become so through use.

The vulgar and opprobrious word “Sheeny” for Jew is a real inversion, as it derives from shaine (Yiddish) or schön (German), meaning “beautiful.” How could beautiful be an insult? The answer is that it all depends on the manner, tone or facial expression or sneer with which something is said. The opprobrious Mexican word for an American –*gringo*, for example, is essentially simply a sound echo of a song the American troops used to sing when the Americans were invading Mexico — “Green Grow the Lilacs.” Therefore the Mexicans began to call the Americans something equivalent to “los green-grows” which became Hispanized to gringo. But from his innocent beginning to the unfriendly emphasis with which many Mexicans say gringo today there is a

world of difference — almost a call to arms, with unforgettable memories of past real or fancied wrongs, including “lost” Texas and California.

Wop, an all-time pejorative favorite, is curiously not insulting at all by origin, as it means, in Neapolitan dialect, “handsome,” “strong” or “good looking.” Among the young Italian immigrants some of the stronger and more active — sometimes to the point of combat — were called *guappi*, from which the first syllable, “wop,” attained an “immediate insult” status for all Italians.

ne of the epithets for Negroes has a curious and tragic historic origin, the memory of which is still haunting us. The word is “coons.” It comes from *baracoes* (the o gives a nasal n sound in Portuguese), and refers to the slave pens or barracks (“**baracoons**”) in which the victims of the slave trade were kept while awaiting transshipment. Their descendants, in their present emphasizing of the term “black” over “Negro,” may be in the process of upgrading the very word “black”, so often used pejoratively, as in “black-hearted,” “black day,” “black arts,” “black hand,” etc. Even some African languages use “black” in a negative sense. In Hausa “to have a black stomach” means to be angry or unhappy.

A common type of national insult is that of referring to nationalities by their food habits. Thus “Frogs” for the French and “Krauts” for the Germans are easily understandable, reflecting on the French addiction to *cuisse de grenouilles* (literally “thighs of frogs”) and that of the Germans for various kinds of cabbage, hot or cold. The French call the Italians “*les macaronis*” while the German insult word for Italians is *Katzenfresser* (Cateaters), an unjust accusation considering the hordes of cats among the Roman ruins fed by individual cat lovers — unless they are fattening them up? The insult word for an English person is “limey,”

referring to the limes distributed to seafaring Englishmen as an antiscurvy precaution in the day of sailing ships and long periods at sea.

In fact the words “Jap” and “Nip” both mean the same thing. “Jap” comes from Chinese and “Nip” from Japanese in the following fashion: *Jihpen* means “sun origin” in Chinese, while *Ni-hon* (Nippon) gives a like meaning in Japanese, both indicating that Japan was where the sun rose. Europeans were first in contact with China, and so originally chose the Chinese name for Japan instead of the Japanese one.

The Chinese “insult” words for whites are based on observations that they are too white and therefore look like ghosts or devils, fan kwei (ocean ghosts), or that their features are too sharp instead of being pleasantly flat, and that they have enormous noses, hence ***ta-bee-tsu*** (great-nosed ones). Differences in facial physiognomy have been fully reciprocated by whites in referring to Asians as “Slants” or “Slopes.”

Greeks in ancient times had an insult word for foreigners too, but one based on the sound of their language. This word is still with us, though its original meaning has changed. The ancient Greeks divided the world into Greeks and “Barbarians” — the latter word coming from a description of the ridiculous language the stranger was speaking. To the Greeks it sounded like the “baa-baa” of a sheep — hence “Barbarians”!

The black peoples of South Africa are not today referred to as Negro or Black but as Bantu — not in itself an insult but having somewhat the same effect when you are the lowest man on the totem pole. But the word means simply “the men,” *ntu* signifying “man” and *ba* being the plural prefix. This may have come from an early encounter with explorers or missionaries when Central or South

Africans on being asked by whites who they were may have replied simply “men” — with the implied though probably unspoken follow-up questions, “And who are you?”

This basic and ancient idea that one’s group are the only people — at least the only friendly or non-dangerous ones — is found among many tribes throughout the world. The Navajo Indians call themselves *Diné* — “the people” —and qualify other tribes generally as “the enemy.” Therefore an Indian tribe to the north would simply be called “the northern enemy,” one to the east “the eastern enemy,” etc., and that would be the only name used for them. These ancient customs, sanctified by time, of considering people who differ in color, customs, physical characteristics and habits—and by enlargement all strangers—as potential enemies is something mankind can no longer afford, even linguistically. Will man ever be able to rise above using insult as a weapon? It may not be possible to love your neighbor, but by understanding him one may be able eventually to tolerate him. Meanwhile, if you stop calling him names, he too may eventually learn to dislike you less.

RELIGIOUS PROTOCOL

The religious protocol deals with compromises done by the Vatican and archbishop Lefebvre to rule the Catholic church, these can be defined as follows:

-  To be faithful to the Catholic Church and to the Roman Pontiff, its supreme pastor, the vicar of Christ, successor of blessed Peter in his primacy and head of the body of bishops.
-  To recognize the validity of the sacrifice of the Mass and of the sacraments celebrated with the intention of doing what the Church

does and according to the rites in the typical editions of the missal and rituals of the sacraments promulgated by Popes Paul VI and John Paul II.

- ✚ To respect the common discipline of the Church and the ecclesiastical laws, particularly those contained in the Code of Canon Law promulgated by Pope John Paul II, except for the special discipline conceded to the fraternity by particular law.

Furthermore, there are some juridical questions in the protocol such as the Society of Apostolic Life, and the Roman Commission.

Society of Apostolic Life.

- ✚ It has full autonomy, can form its members, can incardinate priests and assures the common life of all its members. In its own statutes, with flexibility and creative possibility in the light of the known models of these societies of apostolic life, one anticipates a certain exemption in regard to diocesan bishops in what concerns public worship, and other apostolic activities.

Roman Commission.

- ✚ A commission to coordinate relations among the diverse dicasteries and the diocesan bishops as well as to resolve eventual problems and contentions will be established by the Holy See and given the necessary faculties to treat the above-indicated questions.

Condition of the people linked to the society:

The members of the clerical society of apostolic life (priests and coadjutor lay brothers): They are governed by the statutes of the society of pontifical right.

The sisters (that is, the congregation founded by Archbishop Lefebvre) who make public vows: They will constitute a true institute of consecrated life, with its own structure and autonomy, even if one foresees a certain link for the unity of spirituality with the superior of the society. This congregation—at least at the beginning—will be responsible to the Roman Commission instead of the Congregation for Religious.

Priests who are individuals are morally linked with the fraternity will receive a personal status, taking into account their aspirations, and, at the same time, the obligations resulting from their incardination. Other particular cases of this kind will be examined and resolved by the Roman Commission.

MILITAR PROTOCOL

As part of the protocol there are different aspects destined as ceremonies. The sequences and setups shown represent basic sequences of events and may certainly be modified by event organizers to suit specific needs.

- Street parade
- Tree planting
- Change of responsibility
- Missing man

STREET PARADE

Form up using columns of three or four, two or more columns abreast, mass formation with or without weapons, uniform of choice. Vehicles can be used but tactically if necessary. In Band(s) if more than one, it is not necessary to put marching units between bands (hard to hear commands). The band has to be at front of troop formation or at center (if more than one marching unit). The honor

guard (2,3 or 4 persons), optional, have to be placed at head of troop formation or at center if more than one marching unit. There is no specific sequence of events for a street parade. The military unit takes its position within other displays and marches to military music or cadence until reaching the end of the parade route.

TREE PLANTING

Tree pre-positioned in planting hole arrival of guests (seated or standing). Official party moves to planting site (should be in immediate area) Host/other participants use shovel(s) to put one-shovel full of dirt in hole. The official party returns to original position. Thank you and conclusion by host. Dismissal (small information on-site reception is optional)

Change of responsibility

This a ceremony sometimes used to mimic a change of command when command of a unit is not involved. For example, the changeover of a division or wing chief of staff or the changeover of service chiefs or vice chiefs. Use the format of a change of command substituting the element of command change with the element of change of responsibility.

MISSING MAN

This table setting is often used-but not required- at military dinners or balls to recognize and honor those lost in battle. There is no correct placement of the table. It can be placed near the head table, to the side, or in the center of other tables. The place setting shown is the only one on the table (i.e. The table is set for one). The boots, if used, are typically placed under the chair facing out. Other items that are sometimes used are a single rose (color of your choice), and white gloves (sometimes placed on the plate or above the cap).

ACTIVITY:

INSTRUCTIONS: Do as required in the following statements and Answer the questions appropriately.

1. Write an essay discussing racial and national insults as forms of violence in language.
2. We have all been exposed to ethnic and racial insults. Write an essay discussing how the media—movies, television, books, even music—contribute to the growth of prejudicial language.
3. If you have ever been directly victimized by national or racial insults, describe your experience. What effect did the insults have on you?
4. Choose a racial, national or religious insult and define it as best you can. How is it insulting? What is its origin?

ACTIVITY:

INSTRUCTIONS: Identify and write the different characteristics of each protocol. Which do you think is/are the similar aspect(s) among them. Then, write a report.

EL SALVADOR'S ARMY FORCE PROTOCOL

The Army Force mission is the defense of the state sovereignty and the territory integrity based on the terms established by the constitution and laws. Its accomplishment does not have to be separated from the democratic values and the strict respect to the constitution as a whole.

In accordance with the established in the constitution, the Army Force is an institution at the service of the nation: It is obedient, professional, apolitical and deliberative. Its institutional regimen and behavior would be established in the principles of the State of Right, of the human dignity and its rights respects, the respect and defense of the Salvadorians dignity; of the notion of the army force as an institution with nothing to see with political, ideological, social position or any other discrimination; and from army institution subordination to the constitutional authorities.

The Army Force owes respect to the political order determined by the people willing, to any political and social change that such willing would generate, following democratic procedures in accordance to the constitution. The Army Force institutional regimen and its performing will be defined in terms that assure an always harmonic relation with the civil society, as well as the normal developing of its members as its integrants.

As a state institution, the Army Force has an institutional character, with nothing to see in the political field. As a consequence, only the president of the republic and the government organs will be able to dispose of the Army Force to make possible all their dispositions within its respective constitutional competence areas in order that the constitution be accomplished.

CLASS PROJECT:

INSTRUCTIONS: *Investigate in Internet or Army Force about what the rules of it are in terms of procedures*

Investigate about what the functions of the Army Force are, its ranges and in what way these are based on the protocol.

Make a written report.

GLOSSARY

☀ **ASSISTANCE :**

It is the help that a person, State, Organization and so on give to another.

☀ **BILATERAL:**

Two countries decide to eliminate the existence barriers among their economy.

☀ **COMMON MARKET:**

It is the compromise of allowing the free circulation of the foreign capital and labor hand of those countries that are being included.

☀ **CACM:**

Central American Common Market.

☀ **DIPLOMACY:**

It is the Science of the official relations and interest among nations. Also, a group of people and organizations that intervene in these relations.

☀ **FREE TRADE ZONE:**

The countries sign a commitment to eliminate the taxes toward the product that come from the involved countries. Also, any other barrier which stand the free commodities circulation up.

☀ **FAT** : Free Trade Agreement

☀ **GATS** : General Agreement on Trade in Services.

☀ **INTERNATIONAL RELATIONS:**

Study of the relations among states and other political and economic units in the International System.

☀ **MERCOSUR** :

The South Cone Market.

☀ **MULTILATERAL:**

It is opening is the result of the negotiation with more than two countries.

☀ **PROTOCOL:**

It is the area in the International Relations that deals with formalist.

☀ **TRANSACTION:**

It is a business deal among countries, institutions, organizations, etc.

☀ **UNILATERAL :**

A country decides by itself to eliminate all commerce barriers, incomes and outcomes of capitals.

☀ **VAT** : Value Added Tax

☀ **WTO:** World Trade Organization.

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INTERNATIONAL RELATIONS II



TEXTBOOK



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INTRODUCTION

The International Relations II textbook, has been created for the students of the English Major at Universidad Tecnológica who already studied International Relations I. The textbook covers the majority of the topics chosen by the Universidad Tecnológica. This textbook is written in English, since it will be used by future professionals of the major in English that are almost finishing their studies. It will become an aid with an appropriate information to study in this subject and it will fulfil the need to provide enough information to be studied in this subject.

The textbook has different kinds of activities and many of them have been elaborated for the students to have a real experience in this field. The objective of this textbook is not to teach English but to teach International Relations as a subject.

Besides, in order to help teachers in the development of the activities, the researchers have created a teachers guide, which contains all the answers for the activities presented in this textbook.

UNIT I

NATURAL RESOURCES



OBJECTIVE:

The students will know the procedures that every company in each country has to follow in order to import and export their goods.

EXPORTS FOR THE FIRST QUARTER OF THE YEAR

El Salvador's exports reached the US\$ 741.5 Million mark during the first quarter of year 2001 and total exports, excluding coffee, registered an 8.9% growth rate with regards to the same period of the previous year. Exports achieved a positive performance in the areas of maquila, non-traditional exports to Central America and traditional products, excluding coffee. Maquila exports were valued at US\$410 millions with an 8.9% growth rate, whilst non-traditional exports towards Central America grew at a 5.2% annual rate, increasing to US\$186.1 millions.

It can also be mentioned that greater growth was observed for exports towards Nicaragua, Costa Rica and Guatemala. By March 2001, traditional exports excluding coffee, contributed with US\$36.4 millions and the growth rate was 1293% mainly supported by a 141.4% growth in sugar exports, equivalent to US\$30.9 millions,. Coffee exports continued on its negative tendency, registering a 63% drop, affecting the final results. The value and volume of coffee exported during the period January-March 2001 decreased, due to the fact that the average prices in the international market decreased by 40.5% and the volume of bean exports was less by a 38.1% when compared to the reports during the first quarter of year 2000.

EXPORTS

Exports, particularly to the reconstituted Central American Common market, expanded notably during the year. The president Armando Calderon Sol, who took office in June 1994, has stated clearly his intention to pursue the trade



liberalization and economic reform programs begun by his predecessor. However, the post-war economic recovery is fragile, heavily dependent on a favorable balance of payments position maintained by large amounts of remittances from Salvadorans abroad. El Salvador turned decisively toward market oriented economics on the four years under President Alfredo Cristiani (1989-1994). The Cristiani government rejected the import-substitution model and pursued trade

liberalization and export-led growth. The Central American Common Market has been reactivated, with most commerce duty-free.

Trade has grown 12 percent from 1993-1994; although the absolute value of merchandise exports is still less than half the value of imports. There are no legal barriers to U.S. exports of manufactured goods or bulk, non agricultural commodities to El Salvador. Virtually, all import licenses and prohibitive tariffs were removed by the Cristiani administration. U.S. goods face tariffs from 5 to 20 percent with higher duties only applied to automobiles, alcoholic beverages, textiles and luxury items. The Ministry of Health requires a Certificate of Free

Sale showing that the product has been approved by US health authorities for public sale.

Importers also may be required to deliver samples for laboratory testing, but this requirement has not been enforced. All fresh foods, agricultural commodities and live animals must be accompanied by a sanitary certificate. Basic grains and dairy products also must have import licenses. Authorities also have not enforced the Spanish labeling requirement. El Salvador officially promotes foreign investment in most sectors of the economy. The foreign investment law allows unlimited remittance of net profits for most types of companies, and up to 50 percent for commercial or service companies.

El Salvador is a member of the GATT and expects to become a member of the World Trade Organization. The government is drafting legislation to implement the full range of its Uruguay Round commitments.

EXPORT SUBSIDIES POLICIES .

El Salvador does not employ direct export subsidies. It does offer a six percent rebate to exporters of non-traditional goods based on the FOB value of the export, but exporters have found it very difficult to collect. In addition, exporters benefit from an exemption from the tax on net worth. Free zone operations are not eligible for the rebate but enjoy a ten year exemption from income tax as well as duty –free import privileges.

EL SALVADOR



EXPORT / IMPORT INFORMATION	
EXPORTS	\$ 1.96 BILLIONS 1997
EXPORTS COMMODITIES	COFFEE, SUGAR, SHRIMP, TEXTILES
EXPORTS PARTNERS	US, GUATEMALA, GERMANY, COSTA RICA Y HONDURAS
IMPORTS	\$3.5 BILON 1997
IMPORTS COMMODITIES	RAW MATERIALS, CONSUMER GOODS, CAPITAL GOODS, FUELS.
IMPORTS PARTNERS	US, GUATEMALA, MEXICO, PANAMA, VENEZUELA, JAPAN



LISTENING ACTIVITY I

Listen to the following dialogue and write the missing words.

AN OVERDUE ORDER

Mr. Lean: Good afternoon. Mister Lean`s speaking. May I help you?

Mrs. Luigi: Yes Mister Lean. This is Rosalby Luigi from Milan Electronics. I`m calling about our circuit board order. Can you tell me what`s _____ ?

Mr. Lean: Ah..., yes Mrs. Luigi. We`re very sorry for the delay. We should be able to _____ that order very soon.

Mrs. Luigi: Yes. Well, that`s why I`m calling. We can`t afford to wait much longer. As you know, the _____ day was three weeks ago. What will be your earliest delivery day now?

Mr. Lean: Well I know we`re a little bit late on this one. But we`ve have problems with our suppliers. I`m afraid I can`t _____ day without checking the schedules. But I promise you we`ll deliver within _____.

Mrs. Luigi: _____, I appreciate your difficulties Mr. Lean, but my company can`t wait that long. Unless you can give me a delivery day within the \_\_\_\_\_ I`m afraid will be forced to cancel the order.

Mr. Lean: Well, that`s going to be very difficult, but I`ll certainly do my best.

Mrs. Luigi: Thank you Mr. Lean. We`ll appreciate your _____ to this matter.



LISTENING ACTIVITY II

Listen to the following dialogue (twice). Repeat, individually and practice it with a partner. Create a dialogue using a similar situation.

AN UNHAPPY CUSTOMER

- Mr. Otikotto** : Mr. Otikotto!
- Mr. Clark** : Hello Mr. Otikotto, this is Tony Clark of Sidney Fashions.
- Mr. Otikotto** : Ah...! Mr. Clark. How are you?
- Mr. Clark** : Well, I'm a bit disappointed with your latest clothing shipment. Actually, Mr. Odikotto, we received your dispatch today and we're not very happy with it.
- Mr. Otikotto** : Oh...! I'm sorry to hear that. What exactly is the problem?
- Mr. Clark** : Well, on model A, the quantity is wrong.
On model B, the color is wrong
On model C, the size is wrong.
And in model D, evade the charges
I wanna know what you're gonna do about it.
- Mr. Orikotto** : Well, it's certainly not the policy here to dispatch the wrong goods or to make mistakes with prices. Mr. Clark I'm very sorry about this. I'll look into it immediately.
- Mr. Clark** : Yes, I think you should have a sight. It's really not good enough.
- Mr. Otikotto** : I assure you that will rectify the situation as quickly as we can. I'll attend to the matter personally. If you'd be kind enough to fax me the details.
- Mr. Clark** : I'll appreciate that. When can I expect to hear from you ?
- Mr. Otikotto** : I'll get back to you before the end of the day.

CLASS PROJECT:

INSTRUCTIONS:

Visit a maquila (sweatshop/manufacturing apparel or territorio extra aduanal (tea) or deposito para perfeccionamiento activo (dpa) and ask for information about the necessary documentation in order to make an export and receive imports, plus customs procedures.

Then hand in a written report.

UNIT II

INTERNATIONAL EXCHANGES



OBJECTIVE: *At the end of the unit, the students will be able to know about the reality El Salvador lives through the different commercial exchanges, treats, strategies and guidelines.*



LISTENING ACTIVITY I

Listen to one of President George W. Bush's speech on January 16, 2002. Work in a group of three students to discuss the president's message. Then choose one of you to explain it, orally.



LISTENING ACTIVITY II

*Listen to the following definitions of the different markets opportunity process .
Write what you understood of it.*

UNILATERAL	
BILATERAL	
MULTILATERAL	
SELECTIVE	
GRADUAL	



COMMERCIAL EXCHANGES

TREATIES

There exists a series of topics around which the discussion of the external commercial politics turns in our country, and between them there can be mentioned the following: The Free trade treaty (TLC: Tratado de Libre Comercio, Spanish acronym) in which El Salvador takes part; in Spanish TLC with Central America and Panama. There are other TLC's still in negotiation with Mexico, the Dominican Republic and the United States. These, along with the ones mentioned before, have as their main objective the tax relief of tariff rights for the imports of industrial agricultural products, as well as the non-tariff barriers in order to promote the productive competition, not only for the challenge that the foreign production traces, but for the great provisions of inputs in better conditions of price and probably of quality.

El Salvador counts with comparative and competitive advantages in some agricultural and industrial products. For that reason, the TLC will contribute to the expansion of production and exportation of such goods, providing, at the same time, a contribution to El Salvador's economical growth.

BACKGROUND:

Since the end of the 80's the government of El Salvador has developed programs of reform, with the purpose of reorienting the national economy through the external markets to turn it more competitive internationally.

In the case of the external commercial politics, the referred programs started focusing on tax relief of tariffs and the non-tariff barriers reduction. Besides, the external commercial liberation started to incorporate other aspects such as; the emission and completion of the Central America process of integration, the participation in the negotiations of the named Uruguayan meeting, which culminated with the creation of the world trade organisation in April 1994. In that same year there were created negotiations oriented to the signing of the TLC with Colombia, Venezuela and Mexico.



At the end of the last decade, the former government manifested its disposition to negotiate TLC with other countries: Panama, The Dominican Republic, Chile and North America; eventually, with the United States.

OBJECTIVES IN THE NEGOTIATION OF FREE TRADE TREATIES

- ✓ To amplify the possibilities of economical growth supported by the productive sectors, to promote the employment and to raise the level of life in the country and city.
- ✓ To establish clear rules for the trade exchange of goods and services.
- ✓ To generate and to impel new opportunities for business of goods and services.

- ✓ To achieve the recognition of the differences or asymmetries among the Salvadorian and other countries economy grade of relative development.
- ✓ To establish credit terms of market opportunities with appropriate regulations, that would allow to make the necessary adjustments for the country productive activities and units. In other words, to negotiate credit terms for tax relief of tariffs that provide the Salvadorian companies with opportunities to be accommodate through the new background of trade and competence liberation that the TLC implies

ACTIVITY:

INSTRUCTIONS: After reading the information above, answer the following questions:

- Do you think El Salvador is a competitive country in the TLC?
- What are the advantages that El Salvador has being part of the TLC?
- What is your opinion about the TLC objectives?
- What is the TLC?

Discuss your answers with your teacher and classmates.

RISKS IN THE NEGOTIATION OF TLC

Generally, it is considered that the TLC are benefits for a country, in the sense that they permit the incorporation in new markets, which at the same time implies to achieve a better diversification of them. Nevertheless, they can also establish risks for the country that is necessary to evaluate them before advancing to more TLC in a discriminated way.

SOME OF THE TLC RISKS ARE THE FOLLOWING

- They have been based in political aspects and International Relations, with a base of logical economical trade.
- The treats have started with visits of the presidents to the countries with which it is required to have TLC. It could be said that the TLC's have been analysed in a fast way taking advantage of the visits of the presidents. Therefore, the real and effective advantages of such accords have not been deeply studied. Briefly, the TLC proliferation must have contraproductent effects, diverting resources of the public and private sectors and formulating and auto generative bureaucracy of TLC in the government.
- The fact that the TLC are in series and in a discretional manner could be finished with an extremely complicated and ineffective external trade politics scheme. In the other hand, there appears tariffs exceptions for the major products, and for that reason the customs labour are tedious.

The external trade politics based on the TLC subscriptions are selective or discriminative with the products countries of precedence. This situation could cause inefficient trade deflections, and that these countries pay different tariffs.

ACTIVITY:

INSTRUCTIONS: Work in couples to analyse all the risks presented. Then, decide which risk you consider as outstanding and present it to the class .

ADVANTAGES IN THE NEGOTIATIONS IN WHICH EL SALVADOR TAKES PART.

a) Free Trade Treaty: among the Triangle North and Mexico.

-1991 The presidents of Central America and Mexico subscribed the certificate and the declaration of Tuxtla, in Tuxtla I Gutierrez, Mexico, in which there was established an economical completion accord.

-1996 in the meeting of Tuxtla II was decided to begin again the trade negotiations among the countries of the Triangle North and Mexico in an effective way.

-1998 The development of the process of negotiation to concrete the TLC among the mentioned countries registered an advance of the 85%. In July of the same year it was accomplished the meeting named Tuxtla II, in which it was adopted a very important accord to define the methodology of negotiation of the tax relief programs, and based in that, to exchange products list.

-2000 The Triangle North made a proposal to Mexico that includes a list of products pending of negotiation with their respective programs of tax relief.

STRATEGIES

STRATEGIC PARTNERS FOR THE TLC NEGOTIATION AGENDA

- a) **USA:** It is considered as one of the strategic partners in the TLC for El Salvador, because it constitutes effective investments for small and open economies like ours. In the other hand, the purpose has to be that the Central American sales to the north American market, in which its relative proximity is a significant advantage facing other competitive countries. When finding a major penetration to the USA market through the negotiation of a TLC with such country of an adhesion to North American Free Trade Agreement (NAFTA) could be very benefit , and in such sense, has to be one of the must important objectives of the External trade politic of El Salvador.
- b) **Mexico-** It would be a benefit for El Salvador to have Mexico as an strategic partner because all the arbitrariness, generally made by the Mexican customs would disappear. Therefore, it is necessary a TLC with Mexico that eliminate the non-tariff barriers, that arrange effective and transparent tools for the solution of the trade distinctions.
- c) **Canada** – It is considered that there exist many opportunities to establish a TLC with Canada, specifically for geographic reasons, but also reasons of International Relations.

- d) **Chile** – This country relies upon a similar economy Central America has in terms of size. For that reason a TLC with such country would imply to reinforce the trade promotional actions, especially for complementary products of the national productions.

ACTIVITY:

INSTRUCTIONS: - With your own words, write a definition about the Free Trade Treaty.

- Mention some countries with which you think El Salvador should have a TLC and why. Then, the teacher will ask for volunteers to form a round table.

The general agreement on tariffs and trade was signed on October 30th, 1947, with the participation of 23 countries, and it was taken in effect since January 1st, 1948.

The GATT is a multilateral agreement which expects to take out the barriers and obstacles of the international trade; this will allow a steady bases development. A managing code is essential to establish some guidance which rules the attitude of the different countries governments toward the trade connections. The General Agreement and the managing code determines the

managing policies which the countries should follow concerning to the international trade relations.

The GATT can be used like a negotiation instrument, this means, a forum in which the countries can discuss and find out solutions to the international trade problems.

The GATT is defined as a conciliatory organization which offers a searching solution camp for trade issues between two countries.

The GATT basic principles as goal to rule the trade relation between two countries in order to make them harmonious are the following:

■ *MORE FAVORED NATIONAL CLAUSE.*

This principle rejects every discriminating action concerning to trade connection, this means that, all of the countries must be benefited by the trade concession made by any country.

This will provide a multilateral sense which is required in an international trade relation.

■ *MULTILATERALLY.*

This principle sets a commitment of given facilities for the countries under the principle of Most-favored Nation and having the certainty that each member country is supported by the other ones.

■ *PROTECTION.*

It should be based on the customs tariffs, not on another kind of protection like non-tariff barriers or subsidy.

■ *COMPENSATION.*

If any country decides to withdraw any concession or facility previously given in the matter of foreign trade, this country must give any compensation in exchange.

■ *CUSTOMS UNION APPROVAL.*

Just in case the tariff measure and trade measure imposed on a non member country are not more restrictive than the existing measure before the foundation of the new group.

■ *CONSULTATION FOR THE APPLICATION OF ANY RESTRICTIVE MEASURE.*

The negotiation for international trade controversies will be required, in the case any country take a revenge action in a unilateral way, due to that its interests are being affected. The negotiation goal will be to get an Agreement or a respective compensation.

■ *REVENGES.*

Can be applied just after the consultation process, this means that the revenge regulations have been severely made and can be used in the case that the negotiation possibilities have been finished only.

The basic aspects with which the GATT tries to blend interest in order to promote the free trade are:

- ✿ Compensatory Subsidies and Rights.
- ✿ Technical barriers toward the trade.
- ✿ Public sector purchases.
- ✿ Import License.
- ✿ Antidumping.
- ✿ Customs Valuation.

The goal of the aspect is removing obstacles which stop the quick trade among countries and to look for a similar treatment between the foreign and home products as well. The aspects also try to prevent that a country treats favorably

its producing class giving them subsidies that put the competition in a disadvantageous position which is called “unfair competition”.

In order to reach the felt goal, which is the free trade, the GATT functioning is basically done through three main ways:

■ *PERMANENT WORK TEAMS.*

The permanent work team are dedicated to analyze and elaborate proposals in the matter of general interest like antidumping practice, technical barrier toward trade, etc.

■ *TEMPORARY TEAMS.*

Work teams designated to investigate certain issues or make specific activities like the structural adjustment.

■ *MULTILATERAL TRADE NEGOTIATION MEETING.*

The member countries are met to discuss and find outstanding interest agreements to the global trade starting from a work agenda.

ACTIVITY:

INSTRUCTIONS: Read the principles of GATT. Then, work in the following with a partner.

Analyze in what way do each principle benefit the countries that have signed the GATT agreement, and present a written report. Then, create another principle with your own words and explain its benefits to the class.

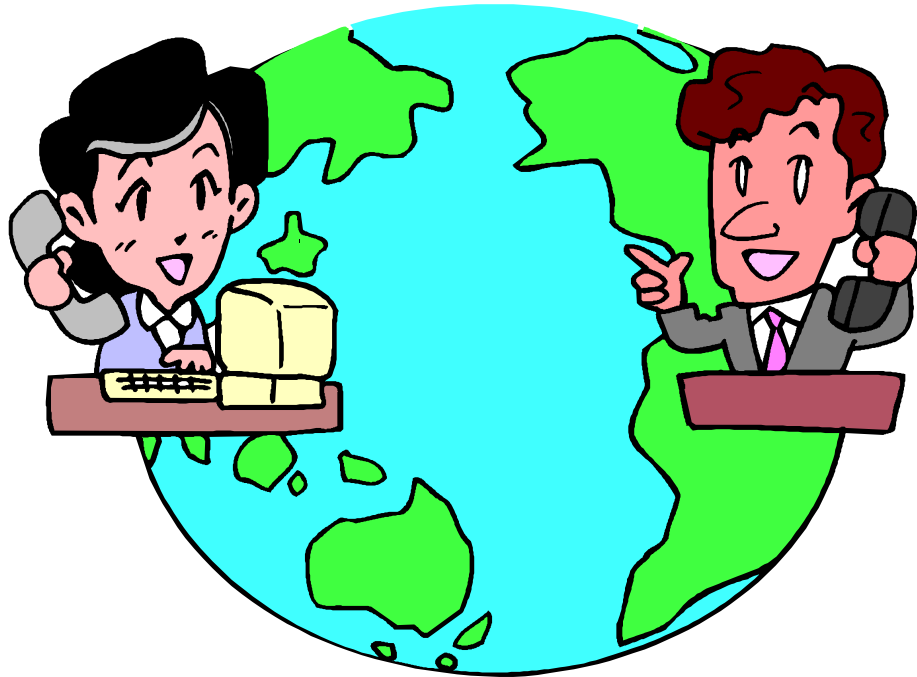
CLASS PROJECT

Look for information that defines the aspects with which the GATT tries to blend interest in order to promote the free trade.

Analyze the information and write it with your own words. Hand it to the teacher in the stipulated date.

UNIT III

MULTINATIONAL CORPORATIONS



OBJECTIVE:

The students will be able to know the most important aspects referring to the financial field.

FINANCIAL TREATIES

In 1992 Peace Accords reforms included: narrowing the scope of the military to national defense; establishing a National Civilian Police; reforming the electoral and judicial systems; and setting up a Land Transfer Program for ex-combatants and supporters of the leftist opposition.

The financial treaties include The Bank's assistance to El Salvador focused mainly on macroeconomic reform, but included projects addressing the health and education sectors to improve the country's poor social indicators. Bank assistance was critical to mobilizing international economic support and laying a sound macroeconomic foundation for an impressive economic recovery during the first half of the 1990s. While the Bank lagged behind other donors in the volume of its post-conflict assistance, its leadership of four Consultative Group (CG) meetings between 1991 and 1995 significantly supported post-conflict reconstruction and economic recovery. Bank high-quality lending operations and non-lending services were part of this effort.

El Salvador macroeconomic fundamentals are strong, following implementation in recent years of comprehensive structural reforms designed to improve productivity. In this context, the Salvadorian Government's decision to make the U.S. dollar legal tender in the country, while maintaining parity with the Colon, is part of a broader vision of reform and modernization, aimed at reactivating the economy and enhancing long-term investment and growth prospects.

The World Bank has been, and will continue to be, an active partner in El Salvador's development effort. In recent years, Bank support has focused on

expanding access to basic education, increasing land security and competitiveness, and modernizing the public sector. It has included technical advice and support for the financial system.

The Bank has started preparing a new Country Assistance Strategy for El Salvador, which will define priorities for the next several years. Major themes are expected to include a continued focus on reducing poverty, promoting social development, modernizing the judicial system, improving environmental management, community participation and local development.

ACTIVITY:

INSTRUCTIONS: *Circle T if the statement is true or F if the statement.*

1.- The Bank assistance was focused only on macroeconomic reform **T - F**

2.- The legalization of US dollar in El Salvador is part of a modern vision of reform and modernization. **T - F**

3.- The World Bank new Country Assistance Strategy for El Salvador priority, is only social

FINANCIAL TRANSACTIONS

Trading with other countries is not the same as trading within one's own country. At home a company or a bank is familiar with its own people, laws, and business practices. Each country is different and therefore is said to carry different risks. Political risks, for example relate to such varied factors as treaties, war, import quotas, and foreign exchange restrictions.

Commercial risks, also to be found at home, may increase abroad because business practices in the foreign country may differ or because the foreign country may be in a weaker economic position than that of the exporter's country. Trading abroad is also a distance are factors that may create problems in communications and in the saleability of goods, especially those which are perishable.

Language barriers, differences in laws, and exchange rate fluctuations all add to a company's problems. Banks that finance world trade are guided in the same way as exporters. They take a very close look at each country they become involved with. They rate each country according to its overall country risk, which encompasses all the factors mentioned above. The total amount of loans extended by a bank to a foreign nation is called *country exposure*. Country exposure will depend on the bank's estimated of the country risk involved. Commercial banks that finance international trade take risk either in the foreign country or in the exporter.

Sometimes banks perform merely a collection function (i.e., they collect the proceeds of a sale from the importer abroad) with out financing anybody. At the

outset of foreign trade, banks develop a network of *correspondent banks* abroad with which they maintain accounts. This facilitates long-distance communication transfer of funds and other transactions. Eventually many banks decide to establish *foreign branches*, which then assume various functions previously carried out by correspondent banks. In addition, many banks buy into existing overseas banks, thus achieving the same objective: generating business overseas and keeping it in their own bank. Today the various networks of branches, joint ventures, and correspondent banks coexist peacefully.

An exporter has a number of trading options. If the country risk is great and the importer's credit standing is uncertain, the exporter may wish to settle on cash in advance or partial cash in advance. If the buyer and seller know each other well, they may decide to trade on *open account*. This means that no documents are involved and that legally the buyer can pay anytime.

The exporter will forward drafts (an order to pay), whether clean or documentary, to the bank, which in turn will send the drafts to a foreign bank for collection. The importer can take possession of the goods only upon payment. However, in the case of a clean draft, where the importer has been sent documents directly from the exporter, the merchandise can be collected on presentation. A clean draft is therefore only used if the seller knows the customer well. In the case of a documentary drafts, the bank possesses the documents and surrenders them only upon payment. A documentary drafts offers greater security to the exporter.

The methods of payment just described are used if a buyer and a seller have gained a degree of confidence in each other. If a importer's bank is satisfied with

its customer's credit rating, it will open a letter of credit in favor of and addressed to the exporter.

A letter of credit agreement between the opening bank and an importer stipulates that the bank will be reimbursed by the importer for any payments it may have made on the importer's behalf. The importer further agrees to pay the bank on demand (upon request) or one day prior to maturity date. The bank's responsibility is to verify that exporter's documents conform to the documents. The documents which always accompany a letter of credit are: a commercial invoice, which describes the goods and their value; a bill of lading, which gives evidence that the goods have been properly insured. In addition, consular invoices, also describing the goods and their value, contain a statement of origin telling from which countries the goods originate.

Packing lists help identify contents of packages, either for customs purposes or for the importer. These lists facilitate locating the goods on arrival and settling insurance claims in case of loss or damage. By far the most important document, though, is the bill of lading which gives title to the goods either to the addressee or to the bank when a letter of credit is used.

Confirming the letter of credit, the exporter delivers the goods to the shipper who then issues a bill of lading. Other documents, such as invoices and insurance documents, are prepared by the exporter. The next step occurs when the exporter draws a draft on the opening bank and presents it, with the letter of credit plus documents, to his or her own bank.

There are many types of letters of credit. In a *back to back letter of credit* there are two letters of credit involved. One is in favor of the exporter who is not the actual supplier of goods; the other is opened by the exporter in favor of the

actual supplier. The *back to back credit* will show a lesser amount for the value of the goods, the difference being the profits the exporter makes.

Financing of international trade is made possible in part by *commercial banks* the basic function of a bank is to gather deposits (demand, time, and savings accounts) in order to lend these funds at a profit. Deposits are received from customers who are “*cash rich*.” They might be exporters who regularly receive payments from the buyers. They might be exporters who regularly receive payments from their buyers.

International trade is financed on local as well as international money markets. The *Eurodollar* market has become a most important source of international financing. International trade today would not have the same dimensions were it for the role played by international finance.

ACTIVITY:

INSTRUCTIONS: Discuss the following questions in pairs.

- 1.- What is country exposure? What determines the degree of country exposure a bank is willing to assume?
- 2.- Name two reasons why a foreign buyer is usually a higher commercial risk than a domestic buyer.
- 3.- What is a *back to back letter of credit*? Why would an exporter open a *back to back letter of credit*?
- 4.- What is a clean draft and who used it?

INTERNATIONAL FINANCIAL ASSISTANCE

FUNCTIONS, STRUCTURES AND STRATEGIES OF INTERNATIONAL NETWORKING IN HUMANITARIAN ASSISTANCE.

The intensification of world-wide relationship has caused deep international, political, social, economic and ecological interdependencies, no matter what we consider the destruction in El Salvador caused by the latest earthquake, the strains on the world economy from the turbulence in Asian financial markets in the explosion of knowledge in the information society.

NPOs, Nonprofit organizations are involved in the educational environmental, social or humanitarian area and are part of cultural and social life. On the other hand, they play a distinctive political role in democratic systems and are an important economic factor as employers.

The humanitarian assistance is characterized by complex disasters in the sense of a... "Chronic crisis where inter-and inner-state, armed conflicts are linked to a partial or complete break down of the respective state authority an insufficient economic and ecological environment in the region, and where the ability of the society for self-help is not existent or sufficient" that can not be solved without international cooperation.

DEVELOPMENTS IN NETWORK RESEARCH.

Enterprise networks are characterized through complex reciprocal, more cooperative than competitive and relatively stable relationships between legally independent but, economically mainly dependent enterprises.

Strategic networks for example show more stable and hierarchical relationships than virtual networks, where enterprises cooperate during a limited period of time in order to perform certain task.

There is a gap between the potential advantages of networks and the uncertainty concerning the possibilities of coordination for a division of labor. On the one hand a superior instance as would be the case in hierarchical mechanisms is missing. On the other hand, they do not dispose of a coordinating price mechanism, as would be characteristic for market relationship. Other authors like Powell (1996) comprehend networks as a qualitatively independent type of social structure, which leaves the market hierarchy-continuum and whose specific logic consists in negotiation.

NETWORKS OF NONPROFIT ORGANIZATIONS IN HUMANITARIAN ASSISTANCE.

According to the hypothesis of this research project, networks can have an essential meaning for NOP's. On the other hand networks have the function to formulate and implement policies (like policy networks) on the other hand, they perform economic functions by providing advantages in the cost benefit analysis. NOP's do not exist primarily in order to achieve financial profit but rather to increase the public benefit.

Networks often abundant possibilities to deal with these challenges in an international context due to their supplementing competence. It is possible to differentiate between the following specific organizational configurations:

- a) networks in the sense of international, organizational families
- b) networks with specialized operational interest and whose members are mainly national organizations without international family and
- c) the individual network with partner organizations on the spot.

Some core motives for the cooperation in networks of humanitarian help can be assumed as follows :

- Exchange information and resources for more efficient and effective disaster relief.
- Quality management through standardization (e.g. codes of conduct) as well as the improvement of the coherence in disasters.
- Political lobbying and representation of an institutionalized counterpart to political interest of government donors.

These different interest and forms of networks result in different activities within transnational networks like short term assistance in catastrophes, acquisition of government funds, coordination of long term programs and joint lobbying activities, which require according to multiple levels of differentiation.

CLASS PROJECT:

INSTRUCTIONS:

Visit an ONG set in El Salvador. Interview a professional, if it is possible, or use Internet to look for information about how non profit organizations work in El Salvador. what their functions are and the kind of assistance



LISTENING ACTIVITY

Listen to the news and write with your own words what the reading is about. Then give your opinion about it.

INTERNATIONAL BODIES AND CARTELS



The most significant common market is the European Economic Community (**EEC**), a union of nine European nations. It is a customs union where there are no important duties among members. But a common external tariff exist for non- **EEC** countries. Most associations are free trade associations which have no import duties among member nations; however, each member country has its own tariffs with nonmember countries.

The **EEC** is attempting to reach its goal of a full economic and monetary union by about 1980, possibly with a common currency. Furthermore, it hopes to reduce the differences in wealth between certain regions.

The **EEC** was established by the Treaty of Rome in 1958. Its original members were France, West Germany, Italy, Holland, Belgium, and Luxembourg. In 1973 the United Kingdom Denmark, and Ireland joined.

In July 1968 the six original **EEC** members created a customs union by completely removing customs duties and quotas among member countries. A common external tariff (CXT) exist for imports from nonmembers countries. CXT does not apply to imports of certain agricultural products, which are subject to the EEC's common agricultural policy (CAP). CAP protects domestic agricultural production by applying import duties on products from nonmembers. These tend to equalize prices of imports with EEC prices. Some countries, such as Greece

and Turkey, are associate members of the EEC, and most of their products enter the Common Market duty free. The EEC also has concluded many preferential trade agreements with developing countries.

European economic cooperation began long before the establishment of the EEC. The Marshall Plan, the massive United States aid programs to rebuild Europe's economy destroyed after World War II, was largely administered by the Organization for European Economic Cooperation and Development(OEEC). When the reconstruction of Europe was completed, the OEEC with the United States and Canada as new members, became the Organization for Economic Cooperation and Development (OECD) with headquarters in Paris. The OECD promotes policies to achieve economic growth, employments in world trade. OECD published critical reviews on the economies of members states and often makes recommendations for changes in policies.

Latin American nations announced that by 1985 they would establish a common market with unrestricted intrazonal trade, a common external tariff against non-member countries, and free mobility of capital, labour, and other factors of production. This will be called the Latin American Common Market (LACM). Latin American economic integration started with the Central American Common Market (CACM), which has a long history of attempts to integrated economically. Even though CACM is ahead in the establishment of a truly common market, the Latin American Free Trade Association (LAFTA) is an extremely important organization. LAFTA countries (Argentina, Brazil, Ecuador, Venezuela, Bolivia, Chile, México, Paraguay, Peru, Uruguay, and Colombia) account for over 90 percent of Latin America's area, GNP, population, trade, and investment. LAFTA was established in 1960 and has its headquarters in Montevideo, Uruguay. It

seeks gradually to eliminate trade barriers among members and to eventually establish a Latin American common market. LAFTA works closely with CACM.

The international trading system does not only evolve from common markets. Multilateral trade negotiations take place under the auspices of the General Agreement on Tariff and Trade (GATT), headquartered in Geneva. GATT contains reciprocal commercial rights and obligations. Its four basic provisions are:

1–Nondiscriminations, meaning that through GATT's most favored nation clause, any concession made to one signatory country has to be extended to all.

2– Tariff protection, which gives sanctioned means to protect domestic industry from foreign competition .

3– Submission of trade disputes to consultation, and

4– A periodically held forum for negotiations to reduce trade barriers.

The major difficulties in international trade today are the non tariff measures, such as quotas, export controls, and cartelization. Therefore, future rounds in GATT will be more concerned with these aspects, as well as with questions of agricultural support programs and with the trade problems of less developed countries.

Most trade agreements today are multilateral (among many nations) as opposed to bilateral (between two nations). Many agreements today are monetary agreements and are of enormous significance.

Developing nations are increasingly attempting to form cartels, which are agreements to fix prices, production, and exports of certain raw materials. In some cases developed nations also have cartels.



LISTENING ACTIVITY II

Listening to the following information and answer the questions presented at the end. Then, compare your answer with a classmate.

The most significant common market is the European Economic Community (EEC), A UNION OF NINE European nations. It is a customs union where there are no import duties among members. But a common external tariff exists for non-EEC countries. Most associations are free trade associations which have no import duties among member nations; however, each member country has its own tariffs with nonmember countries.

The EEC was established by the Treaty of Rome in 1958. Its original members were France, West Germany, Italy, Holland, Belgium, and Luxembourg. In 1973 the United Kingdom, Denmark, and Ireland joined. Its headquarters are in Brussels, Belgium, which makes decisions, and the Commission, which makes suggestions. The Court of Justice, an EEC agency, is located in Luxembourg. It has the power to judge whether acts by corporations or governments are compatible with EEC treaties. The Treaty of Rome, for example, has two articles dealing with antitrust and the Court often rules in antitrust cases.

Another EEC offshoot, the European Parliament, which convenes in Strasbourg and Luxembourg, consists of members appointed by and from the nine national legislatures. It hopes to have its members elected directly by 1978. At that time it will change from its presently consultative role to a legislative one.

- 1- Where was the EEC established and in what year?**
- 2- Who were the original members?**
- 3- What other countries joined to EEC in 1973?**
- 4- What do the treaty of Rome articles deal with?**
- 5- What do the non-EEC countries have in common?**
- 6- Where was the EEC established and in what year?**

CLASS PROJECT:

INSTRUCTIONS: Match the word or phrase on the left with the statement on the right. Only one statement is appropriate for each term.

- | | |
|----------------------------|--|
| 1.- Customs union | An agreement between more than two nations. |
| 2.- Common | A group of countries having no import duties among agricultural policy members, while each member has its own set of tariff for imports from nonmembers. |
| 3.- Multilateral treat | An association of producing countries with the goal of maximizing earnings on commodities through price fixing and export controls. |
| 4.- Free trade association | Protection of agricultural production among EEC members by levying import duties on certain agricultural products from nonmembers. |

5.- Cartel

A group of countries having no import duties among members, by a common external tariff is in effect for imports from nonmembers.

CLASS PROJECT:

INSTRUCTIONS: Are the following statements true or false ? Explain

- 1.- The EEC is a free trade association. ***T - F***
- 2.- Latin American nations want to establish a customs union by 1985. ***T - F***
- 3.- The major difficulties in international trade are the non-tariff measures,
such as quotas, export controls and cartelization. ***T - F***
- 4.- The trading system only evolves from common market ***T - F***

UNIT IV

FUTURE OF THE INTERNATIONAL TREATIES



OBJECTIVE:

At the end of this unit, the students will be able to have an overview about what to expect on future treaties, being these with El Salvador or world-wide.

DEFINING GLOBALIZATION

Globalization is a journey. But it is a journey toward an unreachable destination: the globalization world. A global economy could be defined as one in which neither distance nor national borders impede economic transactions. This would be a world where the costs of transport and communications were zero and the barriers created by differing national jurisdictions had vanished. Needless to say, we do not live in anything even close such a world. And since many of the things we transport (including ourselves) are physical, we never will.

This globalizing journey is not a new one. Over the past five centuries, technological change has progressively reduced the barriers to international integration. Transatlantic communication, for example, has evolved from sail power to steam, to the telegraph, the telephone, commercial aircraft, and now to the Internet. Yet states have become neither weaker no less important during this odyssey. On the contrary, in the countries with the most advanced and internationally integrated economies, governments' ability to tax and redistribute incomes, regulate the economy, and monitor the activity of their citizens has increased beyond all recognition. This has been especially true over the past century.

The question that remains, however, is whether today's form of globalization is likely to have a different impact from that of the past. Indeed, it may well, for numerous factors distinguish today's globalizing journey from the past ones and could produce a different outcome. These distinctions include more rapid communications, market liberalization, and global integration of the production of goods and services. Yet contrary to one common assumption, the modern form of globalization will not spell the end of the modern nation-state.

The economic globalization is the creation of a global market in which the financial, commercial and productive capital surround freely. It is about the elimination of all the difficulties disposed by the countries to the financial, commercial, and productive capital income from abroad.



LISTENING ACTIVITY I

Listen to the following definitions of globalization. Then, fill the chart with each definition.

DEFINITION ONE:	
DEFINITION TWO	
DEFINITION THREE	

DEFINITION FOUR:	
DEFINITION FIVE	

ACTIVITY:

INSTRUCTIONS: *According to what you have read, make your own definition about globalization. Then make a list of the advantages and disadvantages you consider a globalized country has.*

Globalization can be incredibly empowering and incredibly coercive. It can democratize opportunity and democratize panic. It makes the whales bigger and the minnows stronger. It leaves you behind faster and faster, and it catches up to you faster and faster. While it is homogenizing cultures, it is also enabling people to share their unique individuality farther and wider.

Globalization has dangers and an ugly dark side. But it can also bring tremendous opportunities and benefits. Just as capitalism requires a network of governing systems to keep it from devouring societies, globalization requires vigilance and the rule of law.

Anti-trust laws, the Securities and Exchange Commission, labor unions, charities, the Federal Trade Commission, and countless other agencies and organizations keep American capitalism in check. Similar transparent mechanisms are needed to make sure globalization is a positive force in the world.

Globalization will always have cheerleaders who are blind to the destruction globalization can cause. And it will always have strident opponents blind to the way globalization gives some people their first opportunity to fulfill basic aspirations.

As with most issues, the majority of people will be in the middle. They will see globalization not as something to worship or demonize. Instead, they will see it as something to mold, shape and manage for the betterment of everyone.

ACTIVITY:

INSTRUCTIONS: Answer the following questions:

✚ *Is globalization good or bad?*

✚ *Will the world develop mechanisms to better harness globalization?*

✚ *Who will be harmed by globalization?*

THE PAST AS PROLOGUE

Today's growing integration of the world economy is not unprecedented, at least when judged by the flow of goods, capital, and people. Similar trends occurred in the late nineteenth and early twentieth centuries. First, the proportion of world production that is traded on global markets is not that much higher today than it was in the years leading up to World War I. Commerce was comparably significant in 1910, when ratios of trade (merchandise exports plus imports) to GDP hit record highs in several of the advanced economies. Global commerce then collapsed during the Great Depression and World War II, but since then world trade has grown more rapidly than output. The share of global production traded worldwide grew.

UNDERDEVELOPED COUNTRIES

The world, at the beginning of the twenty-first century, is facing various challenges. Among them, poverty has been the continuous concern of many international organizations and countries. The current international excepted description of poverty is very clear and specific. The poor are the people who are “lacking adequate food, shelter, water and sanitation”. People, living in underdeveloped countries, and having access to food, shelter, water, and sanitation, may yet have inadequate food, shelter, water and sanitation in comparison to the rest of the world.

Inadequate living environments have mostly caused poverty. Inadequate living environments can be defined as lacking education, and effective economic actions from local governments. Most poor people know that they are quite capable of earning their living by their own efforts, and are eager to do so. But they must be given a fair chance to compete. ⁱ“Lack of access to formal or

ⁱ Annan, Kofi, Statement on the challenge of eradicating poverty for sustainable development (May, 2001)

informal education greatly limits job opportunities” As the result, low-paying jobs or unemployment brings people to poverty status. Furthermore, people who are educated might still be poor because they are living in underdeveloped countries where there are not enough effective economic actions taken. Their knowledge, skills and experiences have not been used efficaciously to contribute to the national economic development. Most poor people cannot overcome their problems because they do not have access to adequate resources and supports. Annan’s attitude is that poverty can be solved economically.

Solution for poverty is improving the deficient environments that have been hindering poor people. Mark Mallock Brown, United Nations Development Program (UNDP) Administrator, said “if we want to lift large numbers of people out of poverty, growth must be driven in part by open markets and closer integration into the global economy” So economic growth will help and promote strongly trade activities. Increasing investment and trade are the key for economic success. Once the economy of a country is good, everyone may benefits from it. The standards of living should be improved, more investments for education could be implemented and more welfare supports may be provided. Eventually, poverty could be eradicated . Since John Kenneth Galbraith did not discuss poverty in international perspective, he did not mention the macro economic methods. Instead, he presented specific domestic solutions for poverty. He suggested providing the poor with “plentiful, good and readily available housing... comfortable, efficient and economical mass transport”, “making the environment pleasant and safe”, and “eliminating the special health handicaps that afflict the poor.” ⁱⁱ These solutions can be applied more easily and quickly when a country is in a growing economic condition.

ⁱⁱ John kenneth Galbraith. The position of poverty. In Jacobus, LA. editor. A world of idea. Boston/New York: Bedford/St. Martins’s; p.246

No specific politician has acted as a spokesperson for the poor even though many of them have talked about poverty. Galbraith explained “Now any politician who speaks for the very poor is speaking for a small and generally inarticulate minority. As a result , the modern liberal politician regularly aligns himself not with the poverty-ridden members of the community but with the far more numerous people who enjoy the far more affluent income of (say) the modern trade union member or the intellectual.” ⁱⁱⁱ This explanation is still correct because political power is generated mostly from two main sources: the economic power and the support of majority. The poor do not belong to any of these two. Can they economically support their representative? Can they help their spokesperson win the election? The answers for both are “no”. If a politician tries to speak for the poor, that person will not be able to stay long in his political career. That is why there is no politician acting as spokesperson for the poor.

The world is moving ahead with many scientific inventions and economic achievements. Some people have benefited from them; they have had higher income, better education or more comfortable home. However, there are people living in poverty around the world. Some politicians think that inadequate environments have caused poverty, and necessary economic actions should be taken to help people get out of poverty. In underdeveloped countries where poverty rates are high, the main tool for fighting poverty is strong and growing economies.



LISTENING ACTIVITY II

Listen to the following information and answer the questions below.

ⁱⁱⁱ Ibid., p.246

In all the past talk about the economic bull run, subsequent economic slowdown and hopes for a quick recovery, it was often forgotten that 1.3 billion people — a quarter of the world's population — live in utter poverty. There is a huge difference between being poor in a Western country and in, say, sub-Saharan Africa. It is a difference that can well mean life or death. This first installment of our new Globalist Factsheet on developing countries takes a look at the fate of the people living in those countries.

In 2000, over 4.4 billion people — or 65% of the world's current total population of 6.8 billion — live in developing countries. As of 1999, the global population is growing at a rate of 80 million people a year. Of those, 76 million — or 95% — are born in developing countries. Fertility rates for developed countries have fallen from 2.8 children per woman in the early 1950s to 1.5 by 1997. In contrast, the fertility rate in developing countries has fallen from six to just under three. If this decline continues, the world's population will stabilize in 40 years at 7.7 billion — and begin to decline thereafter.

As of 1997, there are 842 million illiterate people living in all developing countries, accounting for roughly 20% of their total population. 50 years ago, only 18% of the population of developing countries resided in cities. In 2000, that figure has jumped to 40%. And by 2030, it is estimated that 56% of the developing world will live in cities. By 2015, an estimated 564 cities around the world will have populations of at least one million. Of these, 425 — or more than 75% — will be in developing countries.

How many people live in developing countries?

How much of the world's population growth occurs in developing countries?

How educated are people in developing countries?

Where do most people live in developing countries?

How big will cities be in the future?

ACTIVITY:

INSTRUCTIONS:

- ◆ *Analyze both thoughts, John Kenneth Galbraith's and Mark Mallock Brown's about the lift of poverty for underdeveloped countries. What is the difference between their ideas? (Complete comparative chart)*
- ◆ *What would you do to decrease poverty in El Salvador and other nations?*

GALBRAITH

BROWN

■ ■ ■ ■	■ ■ ■ ■
--	--

GLOSSARY

- BALANCE OF PAYMENT :**
 A detailed record of all financial and economic transactions between the resident of two countries.
- CXT :**
 Common External Tariff.
- EXPORT:**
 It is a group of merchandise that will be export to a different countries.
- EEC :**
 European Economic Community.
- EXCHANGE RATE :**
 Value at which one currency is traded for another.
- FOREIGN POLICY :**
 The goals that State officials seek to obtain abroad, the values that give rise to those objectives, and the means or instruments through which these are pursued.

 **FREE TREAT :**
Buying or selling of goods and services across international borders with a few on no restrictions.

 **GATT :**
General Agreement on Tariffs and Trade.

 **GLOBALIZATION :**
Global Economy, neither distance nor national borders impede economic transactions.

 **LACM :** Latin American Common Market.

 **LAFTA :** Latin American Free Trade Association.

 **LOANS :**
Money that the state or corporation on takes with a particular guarantee.

 **IMPORT :**
Entry of foreign products.

 **INVESTMENTS :**
It is the general capital productions in property or in the property reserved increasing of products unclear.

 **MARKET :**
Consumer with the capacity to buy a product or service.

 **NAFTA :**
North American Free Trade Agreement.

 **NPOS :**
Nonprofit Organizations.

 **OEEC :**
Organization for European Economic Cooperation.

 **TRADE :**

It is a negotiation by buying, selling or exchanging issues.

 TREATIES :

It is a formal agreement between two or more nations, relating to peace, trade, etc.

 TAX :

It is a contribution in which the State register the people and companies properties in order to cover the public expenses.

 TARIFF :

Official Tariff that sets the rights to be paid in many branches.

 UNDP : United Nations Development Program.

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TEACHER'S GUIDE



INTRODUCTION

This teacher's guide has been designed for you, the teacher, and your students in order to have a better guided teaching learning process. To reach this goal, you will find an explanation about the different activities included in the textbook for you to know what the purpose of each activity is.

You have to know what the answers for each activity are, since it is easier to clarify any doubt to the students. For that reason, the answer for the majority of activities, with the exception of those in which it is expected that the students use their own criteria are included here.

Furthermore, as reference to know where the activities are in the textbook, the number of chapter, unit, and page are provided before presenting the activities.

WRITTEN REPORTS

The students are expected to write a report about a previous investigation on some topics. This is done with the purpose of developing in the students their investigation capacity, analysis and writing ability.

The kind of evaluation will depend on the type of information they find and how they interpret it . The teacher has to clarify this before assigning the activity.

DIFFERENT KIND OF ACTIVITIES (CLASS PROJECT, POLITICAL CAMPAIGN)

The purpose of this activity is to provoke in the students the ability of investigation and the capacity of working in group. Besides, they have to develop their ability to give a speech.

The evaluation will be specifically based on the students development in front of other people, as well as the quality of information presented, material used for that purpose, and creativity.

DEBATES

The purpose of this activity is that the students develop their ability to debate about if they agree or disagree on a specific topic provided by the teacher.

The evaluation will focused on participation of every student and the way they express themselves.

TRUE AND FALSE EXERCISES

This activity has as purpose that the students, after reading twice the text presented, they are asked to differ between true or false statements.

Before evaluating this activity, the teacher has to read the textbook carefully.

FLOW CHART ACTIVITIES

The main purpose here is that the students classify information after the reading. Then, they explain each characteristic function according to their own criteria.

The evaluation is to check what the students have done.

PRE READING AND DISCUSSION QUESTIONS

The goal of this activity is that the students give their point of view after analyzing the previous reading presented by answering some questions.

The teacher will evaluate the students' capability of analysis.

MATCHING ACTIVITIES

In these activities the students are expected to identify the relation a statement or word has with the options presented.

the students logical thinking and knowledge of the topic will be evaluated after the reading.

ANSWER KEY AND TRANSCRIPTS

INTERNATIONAL RELATIONS I

UNIT ONE



LISTENING ACTIVITY I (See page 5)

Listen to the following words and underline the stress for each.

Diplomacy	Finance	economics
Diplomatic	cooperation	global
Integration	market	affairs
Trade	domestic	services

UNIT TWO



LISTENING ACTIVITY I (See page 7)

Listen to the following information and fill in the parenthesis in blank with the year you hear.

- (1978-1985) El Salvador's degree of dependence on imports of intermediate and capital goods changed little.
- (1985) The value of imported and exported goods and services was equivalent to over 50 percent of GDP.
- (1960-1987) Trade policy in El Salvador changed significantly.
- (1960's) They have been characterized as the Golden Age for El Salvador.
- (1960) he establishment of the CACM (Central American Common

Market was on.

(1970) The CACM began to decline and policy markets established an industrial free zone.

(1980) At the end of this year only four foreign companies continued to operate joint venture in the free -trade- zone.



LISTENING ACTIVITY II (See page 17)

Listen to the following reading and answer the questions.

CENTRAL AMERICAN TRADE (DEBATE ON DOLLARISATION)

The debate on whether progressing towards deeper monetary integration in Central America based on adoption of the dollar is a good idea has extended throughout the sub-region at the behest of EL Salvador.

Dollarisation is not a magic wand, but should be seen as an essential part of a regional plan for integration with the rest of world.

The dollar be used as the sole currency for trade in Central America, sees the debate sparked in the region by El Salvador's new economy policy as positive.

Monetary integration would make intre-regional trade more stable, according to the official, who said Central America`s governments should put priority on designing, as a block an integrated policy for the region to open up and insert itself into the world.

The initiative of the governing Guatemalan Republican Front would deprive the Central Bank of its monopoly over dollars, and create a dual currency system.

Without a doubt, El Salvador's decision puts more pressure on Guatemala and Honduras, the economies that are most closely linked. The Honduran Council of Private Enterprise, meanwhile, has stated that dollarisation in El Salvador puts pressure on the rest of the sub-region to bolster competitiveness and efficiency.

Dollarisation has also become an issue of public debate in Nicaragua, although authorities there have announced that at this point the measure would not be viable, because it would drive up costs in farming and industry.

Dollarisation must not be studied in an isolated manner, but in the context of the process of creation of the Free Trade Area of the Americas

1- What is the reading about?

Answer: It's about how the dollarisation in El Salvador has affected Central American economy and trade.

2- Is the dollarisation an essential part of a regional plan for integration?

Answer: YES or NO. Explain your answer.

3- Do you believe that the monetary integration would make regional trade more stable?

Answer: YES or NO. Explain your answer.

4- What do you think about Guatemala's dollarisation point of view?

5- Do you believe that dollarisation is positive for Central American trade?



LISTENING ACTIVITY III (See page 23)

Listen to the following reading text. Then answer the following questions by checking the options presented after each question.

(FIND THE READING FOR THIS ACTIVITY IN THE TEXTBOOK
“GLOBAL TRADE”.

5- What kind of countries does the WTO train?

- ☐ ☐ Developing countries ☐ (☐ Least-developed countries ☐
☐ ☐
Underdeveloped countries ☐

6- In what countries does WTO have more emphasis when training?

- ☐ ☐ American countries ☐ African countries (☐
☐ ☐
☐ Asian countries ☐ European countries ☐

7- In what way does the WTO keeps Ministry officials abreast of events?

- ☐ ☐ It creates internet access to ministry ☐ Sets up reference centers ☐
(☐
☐ ☐ ☐ ☐
It creates documents ☐ Offers seminars ☐

8- What is the function of the WTO?

☐ It deals with rules of trade between two nations.

☐

It is the global trade between nations.

☐

It deals global rules of trade between nations.

☐

(

☐

It deals global rules of trade.

☐

ACTIVITY:

INSTRUCTIONS:

(See page 27)

Circle T if the statement is true or F if the statement is false.

1	<i>The World Trade Organization deals with rules of trade between two nations.</i>	<i>T-F</i>
2	The two first rounds dealt with non-tariff measures.	<i>T-F</i>
3	The agreement of telecommunications was reached in January 1995.	<i>T-F</i>
4	In 1997, 40 governments successfully concluded negotiation for tariff-free-trade information technology products.	<i>T-F</i>
5	The General Agreement on Trade in Services (GATS) is the third ever set of multilateral legally, enforceable rules covering international trade in services.	<i>T-F</i>

6	<i>In the WTO all decisions are taken by</i> <i>consensus among all member countries and</i> <i>they</i> are ratified by parliament members.	T-F
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UNIT III



LISTENING ACTIVITY I (See page 33)

Listen to the following definitions and thoughts of different authors. Translate the names of the authors in the box to the blank space next to the definition on the right.

- Robert J. Lieber	- John Burton
- Anatol Rapoport	- Robert O. Keohane and Joseph S. Nye
- Richard Rosecrance and Arthur Stein	- Jerome Stephens.
- Andrew M. Scott	

(Robert O. Keohane and Joseph S. Nye)

The interdependence brings high costs due to the fact that the interdependence limits the autonomy.

(John Burton)

Has written that the system concept connotes to interlaced relations.

(Anatol Rapoport)

A whole which works as a whole by virtue of the interdependence.

- | | |
|---|---|
| (Robert J. Lieber) | The system theories or the general system theories is a group of affirmations. |
| (Jerome Stephens) | The value of the system theory is based on the fact that the isomorphism can be found on the structural institutions. |
| (Andrew M. Scott) | A thousand of agents introduce actions into the international stage. |
| (Richard Rosecrance and Arthur Stein) | Considers the interdependence as an issue of interests connection. |



UNIT IV

LISTENING ACTIVITY I (See page 42)

The students will listen to the dialogue presented in the textbook. After that, they will perform it with a classmate. They will listen to a situation that may commonly happen in a Consular Office.

Listen to the following dialogue. Then perform it with a classmate

CONSUL ASSISTANT: Good morning. Salvadorian Consular. May I help you?

SALVADORIAN WOMAN: Yes please, may I talk to the consul?

ASSISTANT: I 'm her assistant. She's in a meeting right now. Is there anything I can do for you?

WOMAN: Well, I don't really know. I'm calling because I was told that you assistance Salvadorian foreigners. I'm a students and I need new passport .

ASSISTANT: That's true. One of our functions is that. Please leave me your name, passport number and we will make the necessary procedures to expedite your passport as soon as possible.

WOMAN: Thank you very much. When can I ask for it? Because my stay here expires this month.

ASSISTANT: Sure, call me back in three days. I will do my best to look for a solution to your problem.

WOMAN: Oh...! Thanks a lot for your help.

ASSISTANT: Ok. Have a nice day.

WOMAN: Sure, good bye.

ASSISTANT: Good bye.

ANSWER KEY AND TRANSCRIPTS INTERNATIONAL RELATIONS II

UNIT ONE



LISTENING ACTIVITY I (See page 6)

Listen to the following dialogue and write the missing words.

AN OVERDUE ORDER

Mr. Lean: Good afternoon. Mister Lean's speaking. May I help you?

Mrs. Luigi: Yes Mister Lean. This is Rosalby Luigi from Milan Electronics. I'm calling about our circuit board order. Can you tell me what's happening with it.

Mr. Lean: Ah..., yes Mrs. Luigi. We're very sorry for the delay. We should be able to dispatch that order very soon.

Mrs. Luigi: Yes. Well, that's why I'm calling. We can't afford to wait much longer. As you know, the delivery day was three weeks ago. What will be your earliest delivery day now?

Mr. Lean: Well I know we're a little bit late on this one. But we've have problems with our suppliers. I'm afraid I can't give you an exact day without checking the schedules. But I promise you we'll deliver within four weeks up today.

Mrs. Luigi: Well, I appreciate your difficulties Mr. Lean, but my company can't wait that long. Unless you can give me a delivery day within the next three weeks I'm afraid will be forced to cancel the order.

Mr. Lean: Well, that's going to be very difficult, but I'll certainly do my best.

Mrs. Lwiyi: Thank you Mr. Leen. We'll appreciate your urgent attention to this matter.



LISTENING ACTIVITY II (See page 7)

Listen to the following dialogue (twice). Repeat, individually and practice it with a partner. Create a dialogue using a similar situation.

AN UNHAPPY CUSTOMER

Mr. Otikotto: Mr. Otikotto!

Mr. Clarck: Hello Mr. Otikotto, this is Tony Clark of Sidney Fashions.

Mr. Otikotto: Ah...! Mr. Clark. How are you?

Mr. Clarck: Well, I'm a bit disappointed with your latest clothing shipment. Actually, Mr. Odikotto, we received your dispatch today and we're not very happy with it.

Mr. Otikotto: Oh...! I'm sorry to hear that. What exactly is the problem?

Mr. Clarck: Well, on model A, the quantity is wrong.

On model B, color is wrong

On model C, size is wrong.

And in model D, evade the changes

I want to know what you're going to do about it.

Mr. Orikotto: Well, it's certainly not the policy here to dispatch the wrong goods or to make mistakes with prices. Mr. Clark I'm very sorry about this. I'll look into it immediately.

Mr. Clarck: Yes, I think you should have a sight. It's really not good enough.

Mr. Otikotto: I assure you that will rectify the situation as quickly as we can. I'll attend to the matter personally. If you'd be kind enough to fax me the details.

Mr. Clarck: I'll appreciate that. When can I expect to hear from you ?

Mr. Otikotto: I'll give it back to you before the end of the day.

UNIT TWO



LISTENING ACTIVITY I (see page 10)

Listen to one of President George W. Bush's speech on January 16, 2002. Work in a group of three students to discuss the president's message. Then choose one of you to explain it, orally.

“ Today I announce that the United States will explore a free trade agreement with the countries of Central America. My administration will work closely with Congress towards this goal. Our purpose is to strengthen the economic ties we already have with these nations... to reinforce their progress toward economic, political, and social reform... and to take another step toward completing the Free Trade Area of the Americas. ”



LISTENING ACTIVITY II (See page 11)

Listen to the following definitions of the different market opportunity process .Write what you understood of it.

UNILATERAL:

A country decided by its own to remove every barrier from the trade, assets and liabilities of capital.

BILATERAL:

Two countries decide to eliminate the existing barrier between their economies.

MULTILATERAL:

The opportunity is given as a result of negotiation among more than two countries.

SELECTIVE:

This kind of market opportunity is given just over some products, capital or factories, For example, the foreign products, the basic consumer resources and production taxes are eliminated but the taxes remain for those high-quality products.

GRADUAL:

The elimination of barriers trade is done gradually, In the case that a non-selective or non-gradual market opportunity is given, the macro companies absorb the micro ones. The foreign enterprises, especially the transnational, have everything in his favor; capital, technology and knowledge. The national enterprises are not ready to compete with them, instead of that they have harmful results. Therefore the non-selective and the non-gradual market opportunity can produce terrible damages to the economy.

UNIT III

ACTIVITY:

(See page 26)

INSTRUCTIONS: Circle T if the statement is true or F if the statement.

- 1.- The Bank assistance was focused only on macroeconomic reform *T* - F
- 2.- The legalization of US dollar in El Salvador is part of a modern vision of reform and modernization. *T* - F
- 3.- The World Bank new Country Assistance Strategy for El Salvador priority, is only social development. *T* - *F*

ACTIVITY:

(See page 30)

INSTRUCTIONS: Discuss the following questions in pairs.

1.- What is country exposure? What determines the degree of country exposure a bank is willing to assume?

country exposure is the total amount of loans extended by a bank to foreign nations. Country exposure will depend on the bank's estimated of the country risk involved.

2.- Name two reasons why a foreign buyer is usually a higher commercial risk than a domestic buyer.

Because business practices in the foreign country may differ.

The foreign country may be in a weaker economic position than that of the exporter's country.

3.- What is a *back to back letter of credit*? Why would an exporter open a *back to back letter of credit*?

A document in which there are included two letters of credit, one is in favor of the exporter who is not the actual supplier of goods. The other is opened by the exporter in favor of the actual supplier.

4.- What is a clean draft and who use it ?

An order where the importer has been sent documents directly from the exporter.



LISTENING ACTIVITY I (See page 34)

*Listen to the news and write with your own words what the reading is about.
Then give your opinion about it.*

The Inter-American Development Bank will host on June 14 and 15 a roundtable for Central American ministers on the challenges and opportunities posed by future negotiations for a free trade agreement between Central America and the United States.

The event organized by the IDB's Integration and Regional Programs Department will bring together high-level officials from Costa Rica, El Salvador, Guatemala, Honduras and Nicaragua; diplomats and experts who played key roles in trade negotiations for Argentina, Chile, Jordan, Mexico and United States; leading academics and delegates from the WTO, UNCTAD, ECLAC, OAS, USAID, CIDA and the World Bank.

Among other issues, participants will discuss Central America's level of preparation for negotiations, the macroeconomic implications of a free trade agreement between Central American nations and their biggest trade partner and main sources of foreign direct investment; other developing countries' experiences in negotiating trade accords with the United States and the influence of farm subsidies on international trade.



LISTENING ACTIVITY II (See page 38)

Listening to the following information and answer the questions presented at the end. Then, compare your answer with a classmate.

The most significant common market is the European Economic Community (EEC), A UNION OF NINE European nations. It is a customs union where there are no import duties among members. But a common external tariff exists for non-EEC countries. Most associations are free trade associations which have no import duties among member nations; however, each member country has its own tariffs with nonmember countries.

The EEC was established by the Treaty of Rome in 1958. Its original members were France, West Germany, Italy, Holland, Belgium, and Luxembourg. In 1973 the United Kingdom, Denmark, and Ireland joined. Its headquarters are in Brussels, Belgium, which makes decisions, and the Commission, which makes suggestions. The Court of Justice, an EEC agency, is located in Luxembourg. It has the power to judge whether acts by corporations or governments are

compatible with EEC treaties. The Treaty of Rome, for example, has two articles dealing with antitrust and the Court often rules in antitrust cases.

Another EEC offshoot, the European Parliament, which convenes in Strasbourg and Luxembourg, consists of members appointed by and from the nine national legislatures. It hopes to have its members elected directly by 1978. At that time it will change from its presently consultative role to a legislative one.

7- Where was the EEC established and in what year?

Answer : It was established in Rome, 1958.

8- Who were the original members?

Answer: France, West Germany, Italy, Holland, Belgium and Luxemburg.

9- What other countries joined to EEC in 1973?

Answer: The United Kingdom, Denmark and Ireland.

10-What do the treaty of Rome articles deal with?

Answer: They deal with antitrust.

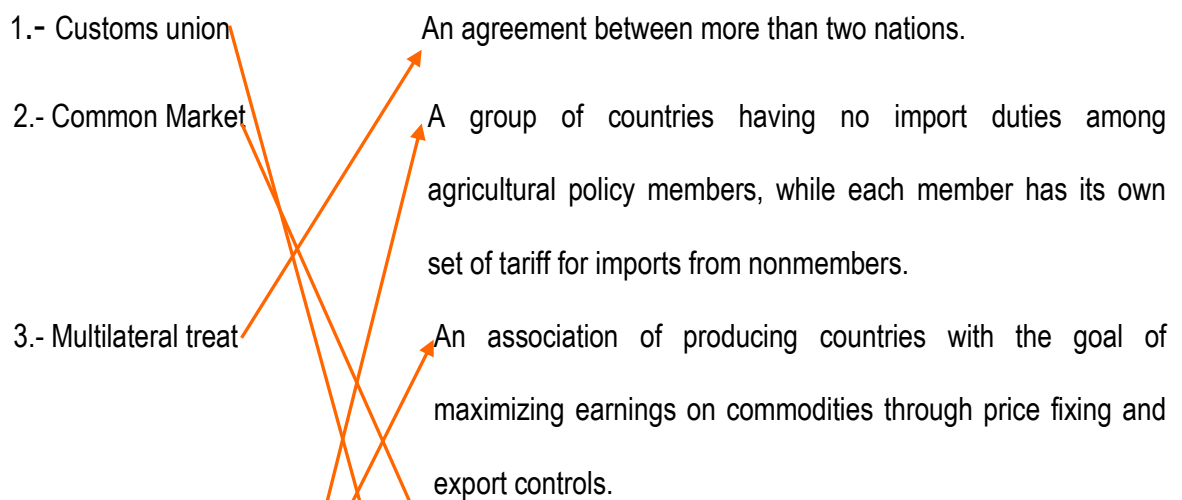
11-What do the non-EEC countries have in common?

Answer: They have a common external tariff.

ACTIVITY:

(See page 40)

INSTRUCTIONS: Match the word or phrase on the left with the

- 
- 1.- Customs union An agreement between more than two nations.
- 2.- Common Market A group of countries having no import duties among agricultural policy members, while each member has its own set of tariff for imports from nonmembers.
- 3.- Multilateral treat An association of producing countries with the goal of maximizing earnings on commodities through price fixing and export controls.

- 4.- Free trade association Protection of agricultural production among EEC members by levying import duties on certain agricultural products from nonmembers.
- 5.- Cartel A group of countries having no import duties among members, by a common external tariff is in effect for imports from nonmembers.

CLASS PROJECT:

(See page 41)

INSTRUCTIONS: Are the following statements true or false ? Explain

- 1.- The EEC is a free trade association. **T - F**
- 2.- Latin American nations want to establish a customs union by 1985. **T - F**
- 3.- The major difficulties in international trade are the non-tariff measures,
such as quotas, export controls and cartelization. **T - F**
- 4.- The trading system only evolves from common market **T - F**

UNIT IV



LISTENING ACTIVITY I (See page 44)

Listen to the following definitions of globalization. Then, fill the chart with each definition.

DEFINITION ONE:

The process through which an increasingly free flow of ideas, people, goods, services, and capital leads to the integration of economies has brought rising prosperity to the countries that have participated.

DEFINITION TWO:

It is the privatization and co modification of public services and remaining aspects of the global and community commons, such as bulk water and genetic resources.

DEFINITION THREE:

It's integration and conversion of national economies (including some that were largely self-reliant) to environmentally and socially harmful export-oriented production.

DEFINITION FOUR:

Undermining of national social, health and environmental programs.

DEFINITION FIVE:

Erosion of traditional powers and policies of democratic nation-states and local communities by global corporate bureaucracies.



LISTENING ACTIVITY II (See pages 50 / 51)

Listen to the following information and answer the questions below.

In all the past talk about the economic bull run, subsequent economic slowdown and hopes for a quick recovery, it was often forgotten that 1.3 billion people — a quarter of the world's population — live in utter poverty. There is a huge difference between being poor in a Western country and in, say, sub-Saharan Africa. It is a difference that can well mean life or death. This first installment of our new Globalist Factsheet on developing countries takes a look at the fate of the people living in those countries.

In 2000, over 4.4 billion people — or 65% of the world's current total population of 6.8 billion — live in developing countries. As of 1999, the global population is growing at a rate of 80 million people a year. Of those, 76 million — or 95% — are born in developing countries. Fertility rates for developed countries have fallen from 2.8 children per woman in the early 1950s to 1.5 by 1997. In contrast, the fertility rate in developing countries has fallen from six to just under three. If this decline

continues, the world's population will stabilize in 40 years at 7.7 billion — and begin to decline thereafter.

As of 1997, there are 842 million illiterate people living in all developing countries, accounting for roughly 20% of their total population. 50 years ago, only 18% of the population of developing countries resided in cities. In 2000, that figure has jumped to 40%. And by 2030, it is estimated that 56% of the developing world will live in cities. By 2015, an estimated 564 cities around the world will have populations of at least one million. Of these, 425 — or more than 75% — will be in developing countries.

✓ **How many people live in developing countries?**

In 2000, over 4.4 billion people — or 65% of the world's current total population of 6.8 billion — live in developing countries.

✓ **How much of the world's population growth occurs in developing countries?**

As of 1999, the global population is growing at a rate of 80 million people a year. Of those, 76 million — or 95% — are born in developing countries.

✓ **How educated are people in developing countries?**

As of 1997, there are 842 million illiterate people living in all developing countries, accounting for roughly 20% of their total population.

✓ **Where do most people live in developing countries?**

50 years ago, only 18% of the population of developing countries resided in cities. In 2000, that figure has jumped to 40%. And by 2030, it is estimated that 56% of the developing world will live in cities.

✓ **How big will cities be in the future?**

By 2015, an estimated 564 cities around the world will have populations of at least one million. Of these, 425 — or more than 75% — will be in developing countries.