UNIVERSITY OF EL SALVADOR

WESTERN MULTIDISCIPLINARY CAMPUS

LANGUAGE DEPARTMENT

AN ANALYSIS OF THE METHODS FOR TEACHING ENGLISH TO

BEGINNERS OF THE EXTENSION PROGRAM OF FOREIGN

LANGUAGES AT THE WESTERN MULTIDISCIPLINARY CAMPUS

OF THE UNIVERSITY OF EL SALVADOR

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INTRODUCTION

This thesis comprises significant information about the research project "An Analysis of the Methods for Teaching English to Beginners at the Extension Program of Foreign Languages at the Western Multidisciplinary Campus of the University of El Salvador" carried out from April, 4, 2006 to November 15, 2006.

To find out the most effective methods for teaching English to beginners, this research work consists of three chapters: The first part presents convincing reasons to carry out this research study, as well as the research objectives which led this investigation to determine which methods are influencing beginners learning process and the analysis on the relationship between the methods for teaching English to beginners and their acquisition of the foreign language is also included. The Theoretical Framework presents the different approaches, methods and techniques developed for teaching English throughout the years. Moreover this research work contains the hypothesis for testing if the different methods applied to teach English to beginners of the Extension Program of Foreign Languages impinge upon students' acquisition and competence on the four Macro skills: listening, speaking reading and writing in the foreign language.

Chapter II presents the analysis and interpretation of data, the method used to execute this project, the subjects and the instruments: two observation

checklists, a questionnaire, and four English tests. Through these instruments, students command of the foreign language, the different methods for teaching English to beginners at the Western Multidisciplinary Campus of the University of El Salvador, and students' acquisition of the foreign language was observed. Such results aimed to determine how effective the applied methods are.

Finally, chapter III encompasses the conclusions that helped testing the hypothesis and presents the methods to teach English to beginners applied at the Extension Program of Foreign Languages, which are influencing students' acquisition and competence in the four-macro skills. Besides it gives some recommendations to take into account. This section also presents the bibliographical references and the appendixes that give supplementary details of the different stages of the project.

SUMMARY

In this research work you will find information related to how the different methods to teach English to beginners impinge upon students acquisition and competence of the foreign language in the four macro skills: listening, speaking, reading, and writing. The general objective of this work is to determine what methods are influencing beginners' learning process of the foreign language in the Extension Program of Foreign Language at the Western Multidisciplinary Campus of the University of El Salvador. There are two specific objectives:

1- to analyze the relationship between the methods applied in the Extension Program of Foreign Languages and beginners` acquisition of the foreign language at the Western Multidisciplinary Campus of the University of El Salvador

2- to determine the level of beginners´ competence in the foreign language and its relationship with the methods applied in the Extension Program of Foreign Languages at the Western Multidisciplinary Campus of the University of El Salvador

This research study was carried out at the Western Multidisciplinary Campus of the University of El Salvador from April 4th to November 15th, 2006. It was conducted using the descriptive research model, qualitative and quantitative research, and the researcher administered one checklist, a questionnaire for the students, an interview to the teachers, an oral, a written, a dictation an a reading

comprehension test. The analysis of data was made through the SPSS system. Researchers expected to find out the methods that teachers apply to teach English to beginners at the Extension Program of Foreign Languages. This research will help teachers to take advantage of the different approaches, methods, and techniques to help students to perform themselves in the four macro skills; listening, speaking, reading and writing.

CHAPTER I

RESEARCH DESIGN

I. DESCRIPTION OF THE PROBLEM

The Extension Program of Foreign Languages at the Western Multidisciplinary Campus of the University of El Salvador was created in the year 2005 providing English courses to fulfill the new needs of Salvadoran society. Since then, many persons who take these courses have been benefited. Besides people want to learn English for many reasons as unemployment in El Salvador is so high that some people try to improve their job opportunities by learning English quickly and effectively. On the other hand, some others want to travel to the USA to work, to get a scholarship or to get a raise in their jobs as well as to improve their living conditions.

A study on 2005 Extension Program of Foreign Languages grades reflects that from a population of 206 beginner students, 41 students (19.99%) got less than 6.0 in the written exam, 35 students (16.99%) in the oral exam and dictation exam respectively. However, according to beginners' final average records in the English Extension Program, only 25 students (12.13%) got grades from 9.1 to 9.8. So according to this, students' grades are high and teachers say that they are ready to pass to the next level; however, if the program is successful do students reflect their learning in their performance of the foreign language? What factor is influencing the learning process? According to this, what is the key to succeed in the teaching learning process?

There are many factors that may influence a foreign language learning process, such as the methodology used by teachers, the teachers' knowledge of methods, the teachers' command of methods, the evaluation instruments, the grade inflection that refers to the attitude of an academy or university toward students' grades in order to keep their prestige, the methodological procedures, and the use of appropriate techniques and approaches. However, this research study will focus on the methods applied by the teachers at the Extension Program of Foreign Languages, Western Multidisciplinary Campus, University of El Salvador. In fact, a survey applied to the teachers in charge of these levels revealed that they are not sure and get confused about methods they are using to guide the students in their learning process.

Besides, an observation check list revealed that teachers usually begin a class with a dialogue and then continue with repetition drills, memorization drills, or question and answer drills, and they use the role reversal to finish the class. These techniques belong to certain methods.

So the purpose of this research is to analyze methods, which are the way to guide the learning process, students' acquisition and their competence to perform themselves in the foreign language. As every method has its purpose, it is teachers' task to find out the right one to guide the learning process. Since methods are one of the most important factors to get a successful teaching learning process, this research study attempts to analyze the relationship between the success students have had and the teaching methodology used by

the teacher of the Extension Program of Foreign Languages at the University of El Salvador. Therefore, it is researchers' task to find out where the successes of these courses rely on.

II. JUSTIFICATION

As teaching methods are so important to get a successful teaching learning process, this research study attempts to analyze the most effective methods for teaching English to beginners of the Extension Program of Foreign Language at the Western Campus of the University of El Salvador. Also, this triangulation which is a mixture of the descriptive research model, and of the qualitative and the quantitative research, will be useful as a starting point for other studies in this area and similar ones to find suitable information to get specific results during the teaching learning process.

The benefited population with this research study will be the beginners who are taking the English Courses at the Extension Program of Foreign Language, since they will receive suitable guidance in the teaching learning process, and the teachers who facilitate those courses or any EFL teachers concern with beginners' acquisition and competence in the foreign language as they will know which methods to apply when guiding students effectively.

Even though there are several aspects to take into account for getting the best results during the teaching learning process, any aspect is as important as the method that a teacher uses to teach because teachers have to face and deal

with many different situations during this process. So, the question is: What are the most effective methods for teaching English to beginners in order to get the best results? It is a difficult question to answer, and that is the reason of the existence and the axis of this research project. That is why the relevance of this research study relies on methods as they will reveal if they are the ones that are determining students' acquisition and competence in the foreign language.

III. OBJECTIVES

A. General objective:

to determine what methods are influencing beginners' learning process of the foreign language in the Extension Program of Foreign Language at the Western Multidisciplinary Campus of the University of El Salvador

B. Specific Objectives:

1- to analyze the relationship between the methods applied in the Extension Program of Foreign Language and beginners` acquisition of the foreign language at the Western Multidisciplinary Campus of the University of El Salvador

2- to determine the level of beginners´ competence in the foreign language and its relationship with the   methods   applied   in   the

Extension Program of Foreign Language at the Western Multidisciplinary Campus of the University of El Salvador.

IV. THEORETICAL FRAMEWORK

Modern English teachers are always searching new ways to make the teaching learning process effective as Richards and Rodgers said "The Quality of Language Teaching will improve if Teachers use the best available approaches and methods". And as Henry Adams said: "A teacher affects eternity; he can never tell where his influence stops." So, they need to be updated in order to fulfill their goals and improve the teaching - learning process. Besides, "among the qualities of English teachers they must command educative administration, psychology, technology, ability to manage their mother tongue and a foreign language, teamwork, to be able to tilt time and work, to have emotional control and the ability to make choices effectively and on time"[1] . "So, if English is an essential life skill for all who work, travel or merely inhabit today's world, How can English language educators-as a profession- accelerate, promote and ensure communicative competence in EFL learners? Essentially the question is: How can we make English unforgettable?"[2] That is one of the main objectives teachers should have in order to create a successful learning of the foreign language.

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[1] Ministerio de Educación (2004). Perfil para la Formación Inicial del Docente en la Especialidad de Inglés. San salvador: Maya, S.A. de C.V.

In order to create an understandable environment Edward Anthony identified three levels of conceptualization and organization which he termed "approach, method and technique: The arrangement is hierarchical. The organization key is that techniques carry out a method which is consistent with an approach….

…. An approach is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught….

…. A method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic, a method is procedural. Within an approach, there can be many methods…

… A technique is implementational –that which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Technique must be consistent with a method, and therefore in harmony with an approach as well." (Anthony 1963: 63-67)[3].
Learning refers to the formal study of language rules and is a conscious process. **Acquisition** refers to the natural assimilation of language rules through using language for communication. **Competence** refers to the state or quality of being capable or competent skill, ability**. Beginner** is one who is just starting to

[2] Saslow, Joan and Allen, Ascher (2005). Making English Unforgettable. Top Notch Professional Development Series, Issue 1, 2.

learn or to do something; a novice[4]. In a teaching-learning process there must be approaches and methods to take into account:

APPROACHES	METHODS
1- Whole Language	1- The Grammar- Translation
2- Natural	2- The Direct method
3-Communicative Language Teaching	3- The Audiolingual
	4- The total Physical Response
4- Cooperative Language Learning	5- The Silent Way
5- Content- Based Instruction	6- Community Language Learning
6- Task- Based Instruction	7- Suggestopedia
7- Eclectic	

Since this research study will analyze the different methods to teach English to beginners, the ones showed above will be explained one by one in a brief but precise way beginning with the approaches because according to the information gotten from this research study teachers seem to confuse an approach with a method.

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[3]Richards, Jack and Rodgers, Theodore (2001). Approaches and Methods in Language Teaching. Cambridge: Cambridge University Press.
[4] Morris, William (1981). The American Heritage Dictionary of the English Language. Boston: Houghton Mifflin Company.

APPROACHES

Whole Language Education:

Initially the term came from reading research and was used to emphasize a) the "Wholeness" of language as opposed to views that fragmented language into its bits and pieces of phonemes, morphemes, and words; b) the interaction and interconnection between oral language (listening and speaking) and written language (reading and writing); and c) the importance, in literate societies, of the written code as natural and developmental just as the oral code is.

Whole language is label that has been used to describe:

§ Cooperative learning

§ Participatory learning

§ Student – centered learning

§ Focus on the community of learners

§ Focus on the social nature of language

§ Use of authentic, natural language

§ Meaning – centered language

§ Holistic assessment techniques in testing

§ Integration of the "four skills"

Two interconnected concepts are brought together in whole language:

A) The wholeness of language implies that language not the sum of its many dissectible and discrete parts. First language acquisition research how us

that children begin perceiving "wholes" (sentences, emotions, intonation, patterns) well before "parts".

Second language teachers therefore do well to help their student attend to such wholes and not to gield to the temptation to build language only from the bottom up. And since part of the wholeness of language includes the interrelationship of the four skills… we are compelled to attend conscientiously to the integration of two or more of these skills in our classrooms.

B) Whole language is a perspective "anchored in a vision of an equitable, democratic, diverse society" (Eldesky 1993: 548). Because we use language to construct meaning and… reality, teaching a language enables learners to understand a system of social practices that both constrain and liberate. Part of our job as teachers is to empower our learners to liberate themselves from whatever social, political, or economical forces constrain them.

The Natural Approach

It was created by one of Krashen´s colleagues, (Tracy Terrell 1983). It acts on many of the claims that Asher made for a comprehension – based approach such as TPR. Krashen and Terrell felt that learners would benefit from delaying production until speech "emerges" that learners should be as relaxed as possible in the classroom, and that a great deal of communication and

"acquisition" should take place, as opposed to analysis. In fact, the natural approach advocated using of TPR activities at the beginning level of language learning when "comprehensive input" is essential for triggering the acquisition of language.

Krashen and Terrell defined three stages:

a) The reproduction stage is the development of listening comprehension skills.

b) The early production stage is usually marked with errors as the students struggle with the language. The teacher focuses meaning here, not on form, and therefore the teacher does not make a paint of correcting errors during this stage (unless they are gross errors that block or hinder meaning entirely)

c) The last stage is one of entering production into longer stretches of discourse involving more complex games, role- plays, open – ended dialogues discussions, and extended small group work. Since the objective in this stage is to promote fluency, teachers are asked to be very sparse in their correction of errors.

Communicative Language Teaching (CLT)

Richard and Rodgers (1986) describe CLT as an approach rather than a method, since it is defined in rather broad terms and represents a philosophy of teaching that is based on communicative language use.

PRINCIPLES

1) Meaning is of primary importance in CLT and contextualization is a basic principle.

2) Attempts by learners to communicate with the language are encouraged from the beginning of instruction. The new language system will be learn best by struggling to communicate one's own meaning and by negotiation of meaning, through interaction with others.

3) Sequencing of materials is determined by the content, function, and/or meaning that will maintain students´ interest.

4) Judicious use of the native language is acceptable where feasible and translation may be used when students find it beneficial or necessary.

5) Activities and strategies for learning are varied according to learner preferences and needs.

6) Communicative competence with an emphasis on fluency and acceptable language use, is the goal of instruction. "Accuracy is judged not in the abstract, but in context".

Cooperative and Collaborative Learning

A curriculum or classroom that is cooperative and therefore not competitive usually involves learner – centered characteristics. As students work together in pairs or groups, they share information and come each others´ aid. In cooperative learning models, a group learning activity is dependent on the

socially structured exchange of information between learners. In collaborative learning, the learner engages "with more capable others (teachers, advanced peers, etc.) who provide assistance and guidance" (Oxford 1987: 444)

Content – Based Instruction (CBI)

"It is the integration of content learning with language teaching aims. More specifically, it refers to concurrent study of language and subject matter, with the form and sequence of language presentation dictated by content material." … When language becomes the medium to convey informational content of interest and relevance to the learner, then learners are painted toward matters of intrinsic concern. Language takes on its appropriate role as a vehicle for accomplishing a set of content goals.

Task – Based Instruction

Peter Skehan (1998: 95) … defines task as an activity in which:

a. Meaning is primary

b. There is some communication problem to solve

c. There is some sort of relationship to comparable

real – world activities

d. Task completion has some priority; and

e. The assessment of the task in terms of outcome.

A task is really a special form of technique. In some cases, task and technique may be synonymous (a problem – solving task/ technique, a role play task/technique, for example). But in other cases, a task may be comprised of several techniques (for example, a problem – solving task that includes let's say, grammatical explanation, teacher initiated questions and a specific turn – taking procedure).

The "Eclectic Approach"

It is not a method but an approach consisted of a number of possible methodological options at disposal for tailoring classes to particular contexts. On the whole from teachers´ answers look like if not all of them command the meaning of method or an approach. The final results will show how successful the learning of the foreign language at the English Extension Program is.

METHODS

The Grammar-Translation Method:

The first method applied during the sixteenth, seventeenth and eighteenth centuries. It was based upon the Grammar Translation Approach and it was in fact first known in the United States as the "Prussian Method". Its leading exponents were; Johann Seidenstücker, Karl Plötz, H.S. Ollendorf, and Johann Meidinger. It consists of a way of studying a language that approaches the language first through detailed analysis of its grammar rules, followed by

application of this knowledge to the task of translating sentences and texts into and out of the target language. This method has the following principles:

A) It hence views language learning as consisting of little more than memorizing rules and facts in order to understand and manipulate the morphology and syntax of the foreign language.

B) Reading and writing are the major focus; little or no systematic attention is paid to speaking or listening.

C) Vocabulary selection is based solely on the reading texts used, and words are taught through bilingual word lists, dictionary study, and memorization.

D) The sentence is the basic unit of teaching and language practice.

E) Accuracy is emphasized.

F) Grammar is taught deductively- that is, by presentation and study of grammar rules, which are then practiced through translation exercises.

G) The student's native language is the medium of instruction.

Techniques applied with the Grammar-Translation method:

Translation of a literary passage

"Learners translate any reading from the target language into their native language. The reading then supplies the basis for many classes. During

subsequent lessons, learners will study vocabulary and grammatical structures of the reading. The passage may be taken from any piece of literature in the target language or the teacher could write a passage containing specific grammar rules and vocabulary. The translation can be either written, spoken or both showing learners understanding of the meaning.

Reading comprehension questions

Students answer questions in the target language based on their understanding of the reading passages.

Often the questions have a sequence so that the first group of questions asks for information contained within the reading passage. In order to answer the second group of questions, students will have to make inferences based on their understanding of the passage. This means they will have to answer the questions about the passage even though the answers are not contained in the passage itself. The third group of questions requires students to relate the passage to their own experience.

Antonyms / Synonyms

Teachers give students one set of words and then he/she asks them to find antonyms in the reading passage. A similar exercise could be done by asking students to find synonyms for a particular set of words. Or students may be asked to define a set of words based on their understanding. Then, as they

occur in the reading passage, other exercises, which make students work with the vocabulary of the passage, are also possible.

Cognates

Teachers teach students to recognize cognates by learning the spelling or sound patterns that correspond between the languages. Students also have to memorize words that look like cognates but have meanings in the target language that are different from those in the native language.

Deductive application of rule

The teacher presents Grammar rules with examples. Exceptions to each rule are also noted. Once students understand a rule, they are asked to apply to some different examples

Fill in the blanks

Teachers give students a series of sentences with missing words. They fill in the blanks with new vocabulary items or with items of a particular grammar type, such as prepositions or verbs with different tenses.

Memorization

Teachers give students lists of target language vocabulary words and their native language equivalents and they have to memorize them. Students also require memorizing grammatical rules and grammatical paradigms such as verb conjugations.

Use of words in sentences

In order to show that students understand the meaning and use of a new vocabulary item, they make up the sentences in which they use the new words.

Composition

The teacher gives the students a topic to write about in the target language. The topic is based upon some aspect of the reading passage of the lesson. Sometimes, instead of creating a composition, students are asked to prepare a précis of the reading passage."[5]

The Direct Method

Known as the Natural Method, too, was developed in the nineteenth-century and the first who tried to apply natural principles to the language classes was L. Sauver. The Natural Method argued that a foreign language could be taught without translation or the use of the learner's native language if meaning was conveyed directly through demonstration and action. And it was widely known in the United States through its use by Sauver and Maximilian Berlitz in successful commercial language schools. (Berlitz, in fact, never used the term; he referred to the method used in his schools as the Berlitz method.) In practice it stood for the following principles:

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[5] Larsen-Freeman, Diane (2000). <u>Techniques and Principles in Language Teaching</u>. Hong Kong: Oxford University Press.

H) Classroom instruction is conducted exclusively in the target language.

I) Only everyday vocabulary and sentences are taught.

J) Oral communication skills are built up in a carefully graded progression organized around question-and-answer exchanges between teachers and students in small, intensive classes.

K) Grammar is taught inductively.

L) New teaching points are introduced orally.

M) Concrete vocabulary is taught through demonstration, objects, and pictures; association of ideas teaches abstract vocabulary.

N) Both speech and listening comprehension are taught.

O) Correct pronunciation and grammar are emphasized.

Direct method techniques:

Reading aloud

Students take turns reading sections of a passage play or dialogue out aloud. At the end of each student's turn, the teacher uses gestures, pictures, realia, examples or other means to make the meaning of the section clear.

Question and answer exercise

This exercise is conducted only in the target language. Students are asked questions and answers in full sentences so that they practice with new words and grammatical structures. They have the opportunity to ask and answer questions.

Getting students to self – correct

The teacher of this class has the students self correct by asking them to make a choice between what they said and an alternative answer he/she supplied. For example, a teacher, might simply repeat what a student has just said, using a questioning voice to signal to the student that something was wrong with it. Another possibility is for the teacher to repeat what the student said, stopping just before the error. The student knows that the next word was wrong.

Conversation practice

The teacher asks students a number of questions in the target language, which the students have to understand to be able to answer correctly.

Fill- in- the blank exercise

This technique has already been discussed in the grammar-translation method, but differs in its application in the direct method. All the items are in the

target language; furthermore, no explicit grammar rule is applied. The students induce the grammar rule they need to fill in the blanks from examples and practice with earlier parts of the lesson.

Dictation

The teacher reads the passage three times. The first time the teacher reads in a normal speed. While students just listen. The second time he reads the passage phase by phase, pausing long enough to allow students to write down what they have heard. The last time the teacher again reads at a normal speed, and students check their work.

Map drawing

The class includes one example of a technique used to give students listening comprehension practice. The students are given a map with the geographical features unnamed. Then the teacher gives the students directions such as the following, "find the mountain range in the west. Write the words Rocky Mountains across the mountain range." He/She gives instructions for all the geographical features in the United States so that students would have a completely labeled map if they followed his/her instructions correctly. The students then instruct the teacher to do the same thing with a map he/she has drawn on the board. Each student has a turn giving the teachers instructions for finding and labeling one geographical feature.

<u>Paragraph writing</u>

For example the teacher in this class asks the students to write a paragraph in their own words on the major geographical features of the United States. They could do this from memory, or they could use the reading passage in the lesson as a model"

The Audio-lingual Method:

The most active period in the history of approaches and methods was from the 1950´s to the 1980´s. The 1950´s and the 1960´s saw the emergence of the Audiolingual Method and the Situational Method, which were both superseded by the Communicative Approach. Few language teachers today are familiar with the terms Oral Approach or Situational language Teaching, which refer to an approach to language teaching developed by British applied linguists from the 1930´s to the 1960´s. Even though neither term is commonly used today, the impact of the Oral Approach has been long-lasting and it has shaped the design of many widely used EFL/ESL textbooks and courses, including many still being used today. One of the most successful ESL courses published, Streamline English ((Hartley and Viney 1978) reflected the classical principles of Situational Language Teaching, as did many other series that have been widely used (e.g., Access to English, Coles and Lord 1975; Kernel Lessons Plus, O'Neill 1973; and many of L. G. Alexander's widely used

textbooks, e.g., Alexander 1967). The origin of this approach began with the work of British applied linguists in the 1920s and 1930s. Beginning at this time a number of outstanding applied linguists developed the basis for a principled applied to methodology in language teaching. Two leaders of this movement were Harold Palmer and A.S. Hornby, two of the most prominent figures in British twentieth-century language teaching. The emergence of the Audio-lingual Method resulted from the increased attention given to foreign language teaching in the United States toward the end of the 1950s. These are the main learning principles:

P) Foreign language learning is basically a process of mechanical habit information. Good habits are formed by giving correct responses rather than by making mistakes.

Q) Language skills are learned more effectively if the items to be learned in the target language are presented in spoken form before they are seen in the written form.

R) Analogy provides a better foundation for language learning than analysis. Analogy involves the process of generalization and discrimination.

S) The meaning that the words of a language have for the native speaker can be learned only in a linguistic and cultural context and not in isolation. Teaching a language involves teaching aspects of

the cultural system of the people who speak the language. (Rivers 1964: 19-22) "[6]

Techniques applied in the Audio-lingual method:

Dialogue memorization:

Dialogues or short conversations between two people are often used to begin a new lesson. Students memorize the dialogue through mimicry (sometimes hi is referred to as "mim- mem"); students usually take the role of one person in the dialogue and the teacher the other. After students have learned one person's line they switch roles and memorize the other person's part. Another way of practicing the two roles is when half of the class takes one role and the other half takes the other. After the dialogue has been memorized, pairs of individual students may perform the dialogue for the rest of the class.

In the Audiolingual method, certain sentence patterns and grammar points are included within the dialogue. These patterns and points are later practiced in drills based on the lines of the dialog.

Backward build-up (Expansion) drill

Teachers use this drill when the long line of a dialog is giving students trouble. The teacher breaks down the line into several parts. The students

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[6] Richards, Jack and Rodgers, Theodore (2001). <u>Approaches and Methods in Language Teaching.</u> Cambridge: Cambridge University Press.

repeat a part of the sentence, using the last phrase of the line. Then, following the teacher's cue, the students expand what they are repeating part by part until they are able to repeat the entire line. The teacher begins with the part at the end of the sentence (and works backward from there) to keep the intonation of the line as natural as possible. This also directs more students' attention to the end of the sentence where new information typically occurs.

Repetition drill

Teachers ask students to repeat the teacher's model as accurately and as quickly as possible. This drill is often used to teach the lines of a dialog.

Chain drill

A chain drill gets its name from the chain of conversation that is formed around the room as students, one- by- one asks and answer questions to each other. The teacher begins the chain by greeting a particular student, or asking him a question that the student responds, and then this one turns to the student sitting next to him and greets or asks a question to the second student and the chain continues. A chain drill allows some control communication, even though is limited. A chain drill also gives the teacher an opportunity to check each student's speech.

Single slot substitution drill

The teacher says a line, usually from the dialog. Next, the teacher says a word or a phrase called the cue. The students repeat the line the teacher has given them, substituting the cue into the line in its proper place. The major purpose of this drill is to give the students practice in finding and filling in the slots of a sentence.

Multiple slot substitution drill

This drill is similar to the single – slot substitution drill. The difference is that the teacher gives cue phrases, one at a time that fit into different slots in the dialog line. The students must recognize what part of speech each cue is, where it fits into the sentence, and make any other changes, such as subject – verb – agreement. They then say the line, filling the cue phrase into the line where it belongs.

Transformation drill

The teacher gives students a certain kind of sentence, an affirmative sentence for example. Students are asked to transform this sentence into a negative sentence. Other examples of transformations drills are to ask the students to change a statement into a question, an active sentence into a passive one, or direct speech into reported speech.

Question and answer drill

This drill gives the students practice with answering questions. The students should answer the teacher's questions very quickly… it is also possible for the teacher to cue the students to ask questions as well. This gives students practice with the question pattern.

Use of minimal pairs

The teacher works with pairs of words which differ in only one sound, for example, "ship/sheep". Students are first asked to perceive the difference between the two words and later to be able to say the two words. The teacher selects the sounds to work on after she has done a contrastive analysis, a comparison between the students' native language and the language they are studying.

Complete the dialogue

The teacher erases selected words from a dialog students have learned, then, students complete the dialog by filling in the blanks with the missing words.

Grammar game

Games like the supermarket alphabet game described in this chapter are often used in the Audiolingual method. The games are designed to get students to practice a grammar point within a context. Students are able to express

themselves, although it is rather limited in this game. Notice there is also a lot of repetition in this game.[7]

Total Physical Response Method (TPR):

This is a method derived from a general approach called: "The Comprehension Approach", whose creator was Asher, a research psychologist at San Jose State University. This method deals with listening skills. During class, learners listen to the commands of the spoken target language and they carry out the command.

Techniques applied in the Total Physical Response Method :

T) Using commands to direct behavior

U) Role reversal

V) Action sequence

One of the liabilities of this method is that it is too general and fails to train students to perform survival functions.[8]

• **Using commands to direct behavior**. The main technique of the TPR is the use of commands the learners receive a command and they

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[7] Larsen-Freeman, Diane (2000). <u>Techniques and Principles in Language Teaching</u>. Hong Kong: Oxford University Press.

[8] Larsen-Freeman, Diane (2000). <u>Techniques and Principles in Language Teaching</u>. Hong Kong: Oxford University Press.

perform the action making clear the meaning of the command. First of all, the teacher performs the action to clarify the meaning for the students. Later the teacher directs the students alone. Students´ performance indicates if students understood or not.

- **Role reversal**. Learners command their teacher and classmates to perform some actions.

- **Action sequence of operation** while the learners learn more and more of the target language, a longer of series of connected commands can be given, which together comprise a whole procedure. For example:
- take out a pen
- take out a piece of paper
- write a letter (imaginary)

The Silent Way Learning:

During the early 1970´s appeared the innovative cognitive approach which elicits the developing of a deductive and inductive learning. Then Caleb Gattegno´s silent Way emerged and one of its basic tenets is that "teaching should be subordinated to learning" according to Diane Larsen (2000). One of the main characteristics of this method is that the teacher stands silent during the teaching-learning process making the learners more responsible by their own learning. For this purpose the teacher aids herself/himself with scatter charts of words and affixes, Cuisenaire rods (small wooden or plastic blocks of

various sizes and colors, called "rods" for short), language specific "Fidel charts" which color - code all pronunciations possibilities uniformly, regardless of spelling, and gestural cues and other kind of hints. Since there is no perfect method and teacher, the Silent Way Learning has its own liability. Evidently this method offers limited results speaking about students´ acquisition.

Techniques applied in the Silent Way Method

Sound-color chart

The chart contains blocks of colors, each one representing a sound in the target language. The teacher, and later the students point to blocks of colors on the chart to form syllables, words and even sentences. Sometimes the teacher will tap a particular block of color very hard when forming a word. In this way the teacher can introduce the stress pattern for the word. The chart allows students to produce sound combination in the target language without doing so through repetition. The chart draws the students´ attention and allows them to

concentrate on the target language not on the teacher. When a particular sound contrast is new for students and they can't perceive which sound of the two they are producing, the sound - color chart can be used to give them feedback on which sound they are making.

Finally, since the sound – color chart presents all the sounds of the target language at once, students know what they have learned and what they yet need to learn. This relates to the issue of learner autonomy.

Teacher's silence

The teacher gives just as much help as it is necessary and then is silent. Or the teacher sets up an unambiguous situation, puts a language structure into circulation (for example, "Take a ___rod"), and then is silent. Even in error correction, the teacher will only supply a verbal answer as a last resort.

Peer correction

Teachers encourage students to help another student when he or she is experiencing difficulty. It is important that any help be offered in a cooperative manner, not a competitive one. The teacher monitors the aids so that it is helpful, not interfering.

Rods

Rods can be used to provide visible actions or situations for any language structure, to introduce it, or to enable students to practice using it. The rods trigger meaning. Situation with the rods can be created in such a way that the meaning is made clear; then the language is connected to the meaning. At the beginning level, the rods can be used for teaching colors and numbers. Later on they can be used for more complicated structures; for example, statements with prepositions("The blue rod is between the green one and the yellow one") and conditionals ("If you give me a blue rod, then I'll give you two green ones") They can be used abstractly as well; for instance, for students to make a clock when learning to tell the time in the target language, to create a family tree or to make

a floor plan of their house, which they later describe to their classmates. Sometimes teachers will put the rods down on the desk in a line, using a different rod to represent each word in a sentence. By pointing to each rod in turn, while remaining silent, the teacher can elicit the sentence from the students. He can also make the students concrete aspects of the structure, for example, the need to invert the subject and auxiliary verb in order to form questions.

The rods are therefore very versatile. They can be used as rods or more abstractedly to represent other realities. They allow students to be creative and imaginative, and they allow for action to accompany language.

Self correction gestures

The teacher puts his/her palms together and then moves them outwards to signal to students the need to lengthen the particular vowel they are working on. In another instance, the teacher indicates that each of his/her fingers represent a word in a sentence and uses this to locate the trouble spot for the student.

Word chart

The teacher and later the students, point to words on the wall charts in a sequence where they can read aloud the sentences they have spoken. The ways are colored (the colors from the sound - chart are used) helps the students with their pronunciation. There are twelve English charts containing about 500

words. The charts contain the functional vocabulary of English. In the Silent Way students also work with wall pictures and books to further expand their vocabularies and facility with the language.

Fidel charts

The teacher, and later the students, point the color – sound Fidel Charts in order that students associate the sounds of the language with their spelling. For example, listed together and colored the same as the color block for the sound /ey/ are ay, ea, ei, eigh, etc. showing that these are all ways of spelling the /ey/ sound in English (e.g. in the words "say", "steak", "veil", "weigh"). Because of the large number of ways sounds in English can be spelled, there are eight Fidel Charts in all. There are a number of charts available in other languages as well.

Structured feedback

Teachers invite students to make observations about the day's lesson and what they have learned. The teacher accepts the students´ comments in a nondeffensive manner, hearing things that will help give him/her know where he should work when the class meets again. The students learn to take responsibility for their own learning by becoming aware of and controlling how

they use certain learning strategies in class. The length and frequency of feedback sessions vary depending on the teacher and the class.[9]

Community Language Learning:

Charles A. Curran developed the Counseling – Learning approach. The Community language Learning Method is derived from this approach. This method is characterized because the teachers consider students as whole persons with the different characteristics that makes them different individual from each other. There is a personal interaction between the teacher and the students. The techniques for this method are:

A) Tape – recording students conversations

B) Transcription

C) Reflection on the experience

D) Reflective listening (Students listen to themselves)

E) Human computer ™

F) Small group tasks.[10]

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[9] Larsen-Freeman, Diane (2000). Techniques and Principles in Language Teaching. Hong Kong: Oxford University Press.

[10] Larsen-freeman, Diane (2000). Techniques and Principles in Language Teaching. Hong Kong: Oxford University Press.

Community Language learning techniques:

Tape - recording student conversation

This technique is used to record student – generates language as well as gives the opportunity for community learning to come about. By giving students the choice about what to say and when to say it, students are in good position to take the responsibility for their own learning. Students are asked to have a conversation about anything they want, using their mother tongue as the common language of the group. After each native language utterance the teacher translates what the students say into the target language. The teacher gives the students the target language translation in appropriate – sized chunks. Each chunk is recorded, giving students a final tape recording only the target language.

After a conversation has been recorded, it can be replayed. Since the students has a choice in what they want to say in the original conversation, it is easier for them to associate meaning with a particular target language utterances. Being able to recall the meaning of almost everything said in a first conversation is motivating for learners. The recording can also be used to simply listen to their voices in the target language.

Recording student conversation works best with twelve or fewer students. In a larger class students can take turns being the ones to have the conversation.

Transcription

The teacher transcribes the student´ tape – recorded target language conversation. Each student is given the opportunity to translate his/her utterances and the teacher writes the mother tongue equivalent beneath the target language words. Students can copy the transcript after it has been completely written on the board on a large poster – sized paper, or the teacher may provide them with a copy. The transcript provides a basis for future activities. If poster – sized paper is used, the transcript can be saved and used in a future class for reference.

Reflection on a experience

The teacher takes time during and/or after various activities to give the students the opportunity to reflect on how they feel about the language learning experience, themselves as learners, and their relationship with one another. As students give their reaction, the teacher understands them- shows that he/she has listened carefully by giving appropriate understanding response to what the student has said. He does not repeat what the learner says, but rather shows that he understands its essence. Such responses can encourage students to think about their unique statement with the language, activities, the teacher, and the other students, strengthening their independent learning.

Reflective listening

The students relay and listen to their own voices speaking the target language on the tape. Another possible technique is for the teacher to read the transcript while the students simply listen.

Human computer ™

A student chooses some part of the transcript to practice pronunciation. He/She is "in control" of the teacher when he/she tries to say the word or phase as often as the student wants to practice it. The teacher does not correct the student's mispronunciation in any way. It is through the teacher's consistent manner of repeating the word or phrase clearly that student self- corrects as he or she tries to imitate the teacher's model.

Small group tasks

A small group in the class is asked to make new sentences with the words on the transcript. Afterwards, the group shares the sentences they made with the rest of the class. Later in the week, students work in pairs and make sentences with the different verb conjugation. There are a lot of different activities that could occur with students working in small groups. Teacher who use small group activities believe students can learn from each other and can get more practice with the target language by working in small groups. Also,

small groups allow students to get to know each other better. This can lead to the development of a community among class members"[11].

Suggestopedia:

It is also called Suggestive Accelerative learning and teaching (SALT). This method is derived from Humanistic and Psycho – Suggestive Approaches and a Bulgarian physician and psychotherapist named Georgi Lozanov in 1978 created it. By the 1980´s there were new international transformations provided with new dimensions and new names such as Accelerated Learning, Super learning, Power learning, Integrated Learning, Right - Brain Learning, Psychopedia, Language in New Dimensions, etc.

The main goal of this method is to neutralize all those inhibitions and de-suggesting false learners' limitations. To get this Lozanov proposed two important principles:

1- Infantilization: This permits learners to recapture their learning capacities as well as they were children.

2- Pseudopasivity: This refers to a relaxed physical state of heightened mental activity and concentration.

Hallmarks of this method are: a "suggestive" atmosphere in which it takes place, soft lights, Baroque music, cheerful room decorations, comfortable seating and

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[11] Larsen-freeman, Diane (2000). *Techniques and Principles in Language Teaching*. Hong Kong: Oxford University Press.

dramatic techniques used by the teacher in the presentation of material. Also this method is addressed to learners' affective needs by providing a relaxed and non-threatening learning atmosphere.

There are three parts in its instructional circle:

1- Review of previous learned material in the target language using games and skits. Mechanistic practice is not used.

2- New material is introduced in context presented in lengthy dialogue within two "concert" phases. Before getting into these "concerts" learners listen to a guided imagery tape in order to relax which is the key element of this method. Typical – Language – Use situations in the target language is involved in the dialogues. In the Active – Concert – Session learners may adopt the role of these characters.

In the Active Concert Session the learners listen to emotional music as the teacher reads the dialogue lines using voice inflection changes. Learners have the script arrange in two languages (Target language and its equivalent). Also the learners practice controlled breathing techniques to assure concentration while they listen to the dialogue.

During the Passive Concert session learners listen to the reading with closed eyes companied by baroque music in a normal rate of speech. The two phases are designed to permit learners to acquire the new material at unconscious levels.

3) After both concerts there is an eight-hour follow up session on the new

Material, called the activated phase. In this phase the students are engaged in role-play and practice activities to activate new learned material. Grammatical explanations are provided in the native language when it is necessary.[12]

Suggestopedia techniques

Classroom set up

The teacher has the challenge to create a classroom environment different from a normal classroom by the use of dim lights, soft music, cushioned armchairs, and small decorated with scenes from a country where the target language is spoken"[13].

Peripheral learning

According to this technique we perceive much more in our environment than that which we attend consciously. The teacher may put posters containing grammatical information about the target language on the classroom walls while the students absorb the necessary facts effortlessly. The teacher does not need to call the attention to the posters and they (the posters) are changed from time to time according to the students needs (Larsen-Freeman 2000)".

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[12] Larsen-freeman, Diane (2000).

[13] Larsen-freeman, Diane (2000). *Techniques and Principles in Language Teaching*. Hong Kong: Oxford University Press.

Positive suggestion

"Teachers responsibility of breaking down the barriers of learning what students bring with them may be accomplished if the teacher does this through direct and indirect means. Direct suggestions appeals to the students' consciousness. A teacher tells students they are going to be successful. But an indirect suggestion, which appeals to the students' subconscious, is actually the more powerful of the two. Indirect suggestion is accomplished through the use of music and comfortable physical environment. The students get relaxed and feel the learning experience pleasant.

Visualization

It can be a mean for a positive suggestion or it could be used to make the learners relax. Learners are asked to close their eyes and to concentrate on their own breathing. After a minute or so, the teacher, speaking in a quiet voice, describes a scene or event. The detailed description makes the students feel they really there. When the description is complete, the teacher asks the students to slowly open their eyes and to return to the present.

Some teachers have used such visualization exercises to activate students' creativity just before their students do something in the target language - writing a composition, for example.

Choose a new identity

The students choose a target language name and a new occupation. As the course continues, the students have an opportunity to develop a whole biography about their fictional selves. For instance, later on they may be asked to talk or write about their fictional hometown, childhood and family.

Role play

Students are asked to pretend temporarily that they are someone else and to perform in the target language as if they were that person. They are often asked to create their own lines relevant to the situation.

First concert

The two concerts are components of the receptive phase of the lesson. After the teacher has introduced the story as related in the dialogue and has called his students attention to some particular grammar points that arise in it, he reads the dialogue in the target language. The learners have their own copies of the dialogue in the target language and their mother tongue and refer to it as the teacher is reading.

Music is played. After a few minutes, the teacher begins a slow, dramatic reading, synchronized in intonation with the music. The music is classical; the early Romantic period is suggested. The teacher's voice is usually hushed, but raises and falls with the music.

Second concert

In the second phase, the students are asked to put their copies aside. They simply close their eyes and listen as the teacher reads the dialogue in a normal speed. The teacher is seated and reads with musical accompaniment. This time the content govern the way the teacher reads the script, not the music, which is pre-classical or Baroque. At the end of this concert, the class ends for the day.

Primary activation

This technique and the one that follows are components of the active phase of the lesson. The students playfully reread the target language dialogue out loud, as individuals or in groups.

Secondary activation

The learners engage in various activities designed to help them learn the new material and use it spontaneously. Activities particularly recommended for this phase include, singing, dancing, dramatization and games. The important thing is that the activities are varied and don't allow the students to focus on the form   of he linguistic message, just the communicative intent".[14].

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[14] Larsen-freeman, Diane (2000). *Techniques and Principles in Language Teaching*. Hong Kong: Oxford University Press.

V. HYPOTHESIS

⬤ The different methods used to teach English to beginners of the Extension Program of Foreign Language at the Western Multidisciplinary Campus of the University of El Salvador impinge upon students' acquisition and competence in the four macro skills: listening, speaking, reading and writing in the foreign language.

OPERATIONALIZATION OF VARIABLES

Variables:

        ü the different methods to teach English to beginners of the Extension Program of Foreign Language at the Western Multidisciplinary Campus of the University of El Salvador

        ü students acquisition of the foreign language at the Western Multidisciplinary Campus of the University of El Salvador

        ü students' competence in the four macro skills: listening, speaking, reading and writing.

OBJECTIVES	HYPOTHESIS	UNITY OF OBSERVATION	VARIABLE	DEFINITION OF VARIABLE
GENERAL OBJECTIVE: To determine what methods are influencing beginners learning process of the foreign language in the Extension Program of Foreign Languages at the Western	The different methods applied to teach English to beginners of the Extension Program of Foreign Languages impinge upon students' acquisition and competence in the four macro skills: listening, speaking,	Beginners of the Extension Program of Foreign Language at the Western Multidisciplinary Campus of the University of El Salvador during the year 2006	• The different methods to teach English to beginners at the Extension Program of Foreign Languages	A **method** is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic, a method is

OBJECTIVES	HYPOTHESIS	UNITY OF OBSERVATION	VARIABLE	DEFINITION OF VARIABLE
Multidisciplinary Campus of the University of El Salvador	reading and writing in the foreign language at the Western Multidisciplinary Campus of the University of El Salvador.		• Students acquisition of the foreign language • Students competence in	procedural. **Acquisition** refers to the natural assimilation of language rules through using language for communication**.** **Competence** refers to the state or quality of being capable or

OBJECTIVES	HYPOTHESIS	UNITY OF OBSERVATION	VARIABLE	DEFINITION OF VARIABLE
			the foreign Language	competent skill, ability

VARIABLE	INDICADOR	MATERIALS	QUANTITY OF OBSERVATIONS	TIME LIMIT
*The different methods to teach English to beginners	1- Grammar-translation 2- Direct 3- Audiolingual 4- Total physical	-An observation checklist to be administered to the English teachers of the basic level at the	- It will be administered once.	• Six hours

VARIABLE	INDICADOR	MATERIALS	QUANTITY OF OBSERVATIONS	TIME LIMIT
* Students acquisition of the foreign language	response 5- Silent way 6- Community language learning 7- Desuggestopedia - Students grades - Learners performance of the language inside the classroom	English Extension Program - A questionnaire to be administered to the beginners of the Extension Program of Foreign Languages	- It will be administered once	• Two hours

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VARIABLE	INDICADOR	MATERIALS	QUANTITY OF OBSERVATIONS	TIME LIMIT
* Students competence in the foreign language and its relationship with the methods applied at the Extension Program of Foreign Languages	- Students command of the foreign language	- Students final results in the four macro skills - An observation checklist to be administered to beginners of the Extension Program of Foreign Languages	- The results of the years 2005 and 2006 of Extension Program of Foreign Languages students of the basic level - three times	• Two hours • One week

VARIABLE	INDICADOR	MATERIALS	QUANTITY OF OBSERVATIONS	TIME LIMIT
		- An oral, a written and comprehension test, and a dictation exam	- One time at the beginning of the course	• Two weeks

VI. METHODOLOGY

Type and general design of the study

Since this research study is an analysis of the methods for teaching English to beginners at the Extension Program of Foreign Languages at the Western Multidisciplinary Campus of the University of El Salvador, it will be conducted using the descriptive research model, qualitative and quantitative research. To gather data it will be necessary to administer two checklists, a survey, a questionnaire and four exams (an oral, written, dictation, and a reading comprehension test).

Defining the unity of observation

The studied population will be the beginner students of the year 2006 and the teachers in charge of the basic levels at the Extension Program of Foreign Languages at the Western Multidisciplinary Campus of the University of El Salvador. Since the population is not so big, the researchers will not use a sample. As students and teachers will supply all important data to carry out this study, they are important elements for testing the hypothesis stated before.

Procedure to collect data

First of all, the researchers will apply an observation checklist for the teachers and an interview for each of them to observe the variable THE

DIFFERENT METHODS TO TEACH ENGLISH TO BEGINNERS AT THE EXTENSION PROGRAM OF FOREIGN LANGUAGES, this will be administered once and the interview will be done individually in the time teachers accept to do it. Second, a questionnaire will be administered to the beginner students of all the basic level groups, and a study of their final grades will be done to observe the variable STUDENTS ACQUISITION OF THE FOREIGN LANGUAGE. Third, in order to observe the variable STUDENTS COMPETENCE IN THE FOREIGN LANGUAGE AND ITS RELATIONSHIP WITH THE METHOD APPLIED, an oral exam, a comprehension written test an d a dictation exam will be administered to the beginner students of the Extension Program of Foreign Languages during the year 2006.

Instruments

To carry out this investigation, the researchers will administer the following instruments:

1) An observation checklist to be administered to the teachers in charge of the basic levels of the Extension Program of Foreign Languages in order to observe methods for teaching to beginners and how useful they are.

2) An interview directed to the teachers responsible of the basic levels in the Extension Program of Foreign

Languages in order to test teachers command and knowledge about methods to teach English.

3) A questionnaire to be administered to the beginner students of the Extension Program of Foreign Languages. This instrument will be useful to collect beginners´ opinion about the effectiveness of methods used in the Extension Program of Foreign Languages.

4) A study of students' final grades will be done to observe students acquisition of the foreign language.

5) An oral, a written and a comprehension test, and a dictation exam will be administered to the beginners in order to measure students´ competence and command of the English language.

Procedure to control data

The control of data will be done by taking into account two important aspects: reliability and validity. Moreover, to validate instruments the researchers will count with experts' opinion to guarantee the reliability and validity of the collected data. Besides, to validate these instruments they will be administered to ten students before applying them to the whole population.

Procedure to guarantee ethic during the process

Since human beings are so difficult to study, the researchers will carry out the investigation without revealing the names or answers of people involved in the process. The gathered information will serve as the basis for future investigation in the same area, but the original instruments and the information provided by teachers and students answers will be stated without pointing out their names or mistakes, but providing recommendations and suggestions that present the most effective methods to teach English to beginners.

Plan of Analysis of data

Once the instruments are analyzed, the researchers will use a statistic method to process the information in order to relate them with the appropriate variables to transform the data into reliable results. The electronic program SPSS will be used to process the results.

Timetable of Activities

Months grouped as: **March** (weeks 1–5), **April** (1–4), **May** (1–5), **June** (1–5), **July** (1–4), **August** (1–5), **September** (1–4), **October** (1–5), **November** (1–5). Shaded planned work = ■ (gray), ■ = █ (black).

No.	Months and weeks / Activities	Mar 1	2	3	4	5	Apr 1	2	3	4	May 1	2	3	4	5	Jun 1	2	3	4	5	Jul 1	2	3	4	Aug 1	2	3	4	5	Sep 1	2	3	4	Oct 1	2	3	4	5	Nov 1	2	3	4	5
1	Selection and registration of the project				■																																						
2	Investigation of Bibliography				■																																						
3	Justification and Statement of the Problem						■	■	■																																		
4	Description of the Problematic Situation									■	■	■																															
5	Theoretical Framework												■	■	■																												
6	Preparation for the First Undergraduate Work Presentation (June 14, 2006)																■																										
7	First Undergraduate Work Presentation (June 14, 2006																█																										

Timetable of Activities

No.	Months and weeks / Activities	March					April				May					June					July				August					September				October					November				
		1	2	3	4	5	1	2	3	4	1	2	3	4	5	1	2	3	4	5	1	2	3	4	1	2	3	4	5	1	2	3	4	1	2	3	4	5	1	2	3	4	5
																	█																										
8	Revision of Observations made during the first Undergraduate Work Presentation																	▓																									
9	Hypothesis and Operationalization of Variables																		▓	▓																							
10	Methodology																				▓																						
11	Elaboration of Instruments																					▓																					
12	Revision of Instruments																						▓																				
13	Administration of Instruments																							▓	▓																		
14	Second Undergraduate Work Presentation																									█																	

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Timetable of Activities

No.	Months and weeks / Activities	March 1	2	3	4	5	April 1	2	3	4	May 1	2	3	4	5	June 1	2	3	4	5	July 1	2	3	4	August 1	2	3	4	5	September 1	2	3	4	October 1	2	3	4	5	November 1	2	3	4	5
	(August 18, 2006)																									■																	
15	Revision of Observations made during the Second Undergraduate Work Presentation																										▓																
16	Design of final Instruments (tests)																											▓	▓														
17	Reliability of Final Instruments																													▓	▓	▓	▓										
18	Administration of Final Instruments																																	▓	▓								
19	Data Analysis																																			▓							
20	Conclusions and Recommendations																																					▓					
21	Elaboration of Monthly Reports										▓					▓					▓				▓					▓					▓									

Timetable of Activities

No.	Months and weeks / Activities	March					April				May					June					July				August					September				October					November				
		1	2	3	4	5	1	2	3	4	1	2	3	4	5	1	2	3	4	5	1	2	3	4	1	2	3	4	5	1	2	3	4	1	2	3	4	5	1	2	3	4	5
22	Preparation for Final Presentation																																						▒				
23	Final Undergraduate Work Presentation (November 15, 2006)																																							■			
24	Meetings with Advisor Teacher	▒	▒	▒	▒	▒	▒	▒	▒	▒	▒	▒	▒	▒	▒	▒	▒	▒	▒	▒	▒	▒	▒	▒	▒	▒	▒	▒	▒	▒	▒	▒	▒	▒	▒	▒	▒	▒	▒				

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CHAPTER II: DATA ANALYSIS AND INTERPRETATION

Since the aim of this project is to find out the most effective methods to teach English to beginners in the Extension Program of Foreign Languages, different instruments were used to carry out this investigation which launched the following data:

I. Interviews Administered to the teachers

During the interviews the researchers notice that most of the Teachers say that they use more than one method for teaching English to beginners. But most of them were not really conscious about the methods they were using to teach. As they got confused with the terms, they finally stated that they use the Eclectic method in class. Nevertheless, the researchers found out that the eclectic is not a method but an approach involving a combination of different methods for teaching. From a population of five teachers, three prefer to use any other method or technique in the class (See table 1 – A) or to apply techniques presented by the book Interchanges. (See table 1 – B).

II. Observation Checklists

METHOD	TECHNIQUE (S)	ANALYSIS
1. AUDIOLINGUAL	- Repetition drill - Transformation drill - Question and answer drill	From a population of five interviewed teachers, two of them apply this method and three do not apply any particular method but a combination of these techniques in the classroom. (See table 1 – A)
2. DIRECT	- Question and answer exercise - Conversation practice	Two of the five teachers use the direct method in the class and the others guide their classes by techniques suggested in the

METHOD	TECHNIQUE (S)	ANALYSIS
		book. (See table 1 – B)
3. SILENT WAY	- Peer correction - Self correct gestures	The peer correction and self correct gesture are applied from time to time by all the teachers as simple techniques without knowing that they belong to the Silent Way. moreover, 2 prefer to apply the silent way rather than the Suggestopedia method. (See table 1 – C)
4. TOTAL PHYSICAL RESPONSE	- Using commands to direct behaviour	The five teachers use this method with only this

METHOD	TECHNIQUE (S)	ANALYSIS
		technique in different moments of the class to give directions in the classes. (See table 1 – D)
5. ECLECTIC APPROACH	- Role play - Pictures - Fill-in the blanks - Pair work - Building up drills - Find the differences - Order the events of a story - Recognition of objects from a group of things.	The role-play is applied by teachers at the moment of the oral exam. The other techniques are applied when the book they use (INTERCHANGE THIRD EDITION, by Jack C. Richards with Jonathan Hull and Susan Proctor. Cambridge University Press

METHOD	TECHNIQUE (S)	ANALYSIS
		2005) mentions them or when the teachers consider that it is the right moment to do it. All of them apply a combination of techniques to teach English; however they do not prepare the environment of the classroom as the Suggestopedia method states. They also say that the Eclectic approach is the most used in the classroom. (See table 1 – E)

Table 1 - A

	Any other method or technique		
	yes	no	Total
The audiolingual method	2	3	5
Total	2	3	5

Teachers prefer to use any other method or technique rather than the Audiolingual method in classes.

Table 1- B

	Any other method or technique		
	yes	no	Total
The direct method	2	3	5
Total	2	3	5

Teachers apply techniques mentioned by the book instead of a particular method.

Table 1 -C

	Suggestopedia		
	Yes	No	Total
The silent way	1	1	2
	0	3	3
Total	1	4	5

The silent Way and the suggestopedia are the less used in classroom environment.

Table 1 – D

| | Total physical response | | Total |
	yes	No	
The audiolingual No method	4	1	5
Total	4	1	5

Audiolingual and T.P.R. are applied most of the time to command students'
behaviour in the classroom.

Table 1 - E

| | Any other method or technique | | Total |
	Yes	no	
Suggestope dia yes	0	1	1
no	1	3	4
Total	1	4	5

Teachers use the role play (a Suggestopedia technique) just to evaluate
students in the oral exam.

III. Questionnaire

This is the result of the questionnaire applied to the beginners at the
extension program of foreign languages to figure out their competence and
acquisition of the English language:

Table 2 – A

		cual fue su ultima calificación en el examen oral			
		5.1 – 7	7.1 - 10	no contesto	Total
hacen ejercicios de repetición verbal	a veces	1	6	1	8
	siempre	11	23	3	37
Total		12	29	4	45

According to the information gotten students stated that their oral practice is effective.

Table 2 – B

		cual fue su ultima calificación en el examen dictado					
		0 – 3	3.1 - 5	5.1- 7	7.1 - 10	no contesto	Total
Practican dictados en clase	a veces	0	2	5	13	1	21
	siempre	1	0	3	15	3	22
	nunca	0	0	0	2	0	2
Total		1	2	8	30	4	45

Students expressed that they are having helpful dictation practice.

TABLE 2 - C

		como considera su nivel de Inglés					
		regular	bueno	muy bueno	Excelente	no contesto	Total
cual fue su ultima calificación en el examen escrito	3.1 – 5	1	0	0	0	0	
	5.1 – 7	3	4	2	1	1	1
	7.1- 10	10	8	6	2	1	2
	no contesto	3	1	2	0	0	
Total		17	13	10	3	2	4

This tables shows that students consider their written practice as regular.

IV. English Tests Results

The results of the English tests administered to beginner students of the Extension Program of Foreign Languages were interpreted as follows:

Table 3 – A   (Intensive Program from Monday to Friday)

EVALUATIONS				
Name	Oral	Written	Dictation	Average
A	7.3	8.0	7.1	7.5
B	9.7	4.5	5.6	6.6
C	4.6	5.7	6.4	5.6
D	6.1	7.5	7.2	6.9
E	9.9	5.1	3.2	6.1
F	5.1	4.5	4.3	4.6
G	5.6	5.1	6.9	5.9
H	6.6	6.4	7.2	6.7
I	6.4	7.3	6.6	6.8
J	8.9	6.2	7.2	7.4
K	7.7	8.8	8.9	8.5
L	7.0	6.0	6.3	6.4
M	10.0	7.1	8.6	8.6

Table 3 – B (Saturday Program)

Name	Written	Reading Comprehension	Average
1	5.7	1.0	3.4
2	3.5	1.4	2.5
3	8.7	6.7	7.7
4	7.0	1.0	4.0
5	3.9	1.0	2.5
6	5.1	1.0	3.1
7	5.8	1.0	3.4
8	5.3	1.0	3.2
9	5.9	1.0	3.4
10	6.9	1.0	4.0
11	4.6	1.0	2.8
12	6.1	1.0	3.6
13	4.8	1.0	2.9
14	8.3	1.4	4.9
15	4.8	3.6	4.2
16	4.7	1.0	2.9

17	3.2	1.0	4.2
18	4.3	1.0	2.7
19	8.5	1.0	4.8
20	4.2	1.0	2.6
21	5.6	1.0	3.3
22	3.4	1.0	4.4
23	5.8	1.0	3.4
24	2.2	1.0	1.6
25	6.1	1.0	3.6
26	5.0	1.0	3.0
27	6.0	1.0	3.5

In regards to the table above, students have successfully acquired the four macro skills: It is outstanding the achievement acquired in the oral and dictation exams, too; however there is a small variation on the amount of students who passed the written exam, but it is not so significant. This shows that in a population of 40 students eleven got to pass to the next level. But with some deficiencies that were manifested by students in the questionnaire administered where they expressed that they need reinforcement in the four macro skills and this can be seen in the results which show that only five of them got grades from 7.0 to 8.6 in the final average.

CHAPTER III: CONCLUSIONS, RECOMMENDATIONS, BIBLIOGRAPHICAL REFERENCES, GLOSARY AND APPENDICES

I. CONCLUSIONS

Departing from the results obtained from the research in the Extension Program of Foreign Languages, the researchers came to the following:

1. From a population of five interviewed teachers, two of them apply the **Audiolingual method** with these techniques in the classroom; **Repetition Drill, Transformation drill and Question and answer Drill.** But the other three do not apply any method in particular but a combination of techniques suggested by the book (INTERCHANGE THIRD EDITION, by Jack C. Richards with Jonathan Hull and Susan Proctor. Cambridge University Press 2005). The use of this method is influencing beginners' development of the oral skill, according to the results from a population of 13 students of the Intensive Program 7 of them got grades from 7.0 to 10.0 in the oral exam.

2. The five teachers working at the Extension Program of Foreign Languages apply **the Silent Way** through these techniques; **peer correction and self-correct gestures** without knowing that they belong to this method. They also apply the **Total Physical Response**

by **using commands to direct behaviour; however,** they apply them from time to time at different moments of the class. This means that they apply a variety of activities taken at random to teach in class without referring to any method in particular. Moreover in the interviews, teachers got confused with the concepts of method, technique and approach showing that they do not remember what each of them imply.

3. Teachers stated that they use **The Eclectic Approach** as a method to teach. These are the techniques they apply the most:

   a. **Role play (oral skill)**

   b. **Pictures (oral skill)**

   c. **Fill-in the blanks (written skill)**

   d. **Pair work (oral and written skill)**

   e. **Building up drills (oral and written)**

   f. **Find the differences (oral skill)**

   g. **Order the events of a story (oral, reading and written skill)**

   h. **Recognition of objects from a group of things. (Oral skill)**

Through these techniques teachers help students to perform themselves in the four macro skills; listening, speaking, reading and writing, giving more relevance to the oral and written skill.

4. Teachers use books like the only source to deliver instruction, leaving apart the wide variety of techniques that methods offer to assure students acquisition in the classroom.

5. Beginner students fulfilled the required grades to pass to the next level, but when they had to perform themselves in the oral and written exam administered by the researchers, their **competence** did not reflect what they have learned in class.

6. According to this investigation, the learning process is more fruitful in the Intensive Program where students receive classes two hours a day.

Departing from the gathered data and results, the hypothesis stated at the beginning of the research study, "The different methods used to teach English to beginners of the Extension Program of Foreign Languages at the Western Multidisciplinary Campus of the University of El Salvador impinge upon students' acquisition and competence in the four macro skills: listening, speaking, reading and writing in the foreign language," could not be proved to some extended since teacher do not apply any method in particular but a variety of techniques taken at random from different methods (eclectic approach), strengthening

students' acquisition and competence in the oral and written skill more than in the reading and listening skill.

II. RECOMMENDATIONS

According to the information gather through this research study the researchers recommend the following:

1) Teachers at the Extension Program of Foreign Languages need to make a diagnosis at the beginning of the basic level in order to take into account students needs, and students' interests to prepare lesson plans that help them to acquire the foreign language appropriately designing ESP (English for Specific Purposes) courses.

2) The Extension Program of Foreign Languages needs to train their teachers in order to help them to recognize and command methods and techniques that make students competent to express themselves in the foreign language.

3) Teachers need to be updated about current information to teach English in order to make use of the wide variety of Approaches, Methods and Techniques to succeed in class.

4) The Extension Program of Foreign Languages should encourage teachers to use the book as an auxiliary tool instead of a principal basis of their courses with the purpose to take advantage of the different available approaches, methods and techniques for teaching English successfully to beginners.

5) Due to the fact that there are a lot of approaches, methods and techniques to teach English, teachers should look for the most appropriate ones to help their students develop the four-macro skills in accordance to their level age, and needs.

6) Workshops for teachers interested to join the Extension Program of Foreign Languages should be carried out to make them skilful using different approaches, methods, and techniques.

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IV. GLOSARY

- Ø **ACQUISITION:** Refers to the natural assimilation of language rules through using language for communication**.**

- Ø **APPROACH:** It is a set of correlative assumptions dealing with the nature of language teaching and learning.

- Ø **BEGINNER:** Is one who is just starting to learn or to do something; a novice.

- Ø **COMPETENCE:** Refers to the state or quality of being capable or competent skill, ability**.**

- Ø **LEARNING:** Refers to the formal study of language rules and is a conscious process.

- Ø **METHOD:** It is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach.

- Ø **PERFORMANCE**: The act of performing, or the state of being performed. The act or style of performing a work or role before an audience. The way in which someone or something   functions. Something performed; an accomplishment; a deed.

- Ø **TECHNIQUE:** It is implementational –that which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective.

V. APPENDICES

APPENDIX A

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGE DEPARTMENT

INTERVIEW ADMINISTERED TO THE TEACHERS OF THE BASIC LEVEL AT THE EXTENSION PROGRAM OF FOREIGN LANGUAGES AT THE WESTERN MULTIDISCIPLINARY CAMPUS OF THE UNIVERSITY OF EL SALVADOR

Objective: to determine which methods teachers apply in the classroom

1. Which method(s) do you use to teach?

2. What was your impression when you applied this (those) method(s)? Why?

3. What method(s) do you apply the most? Why?

4. Do you apply more than one method at once? When? Why?

5. Which techniques do you apply the most? Why?

6. Which method(s) or/and technique(s) do you feel more comfortable with? Why?

7. How do you determine which method or technique to apply in class?

8. How do you know when you have accomplished the goal(s)?

APPENDIX B

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGE DEPARTMENT

Objective: to observe the different methods to teach English to beginners at the Extension Program of Foreign Languages at the Western Multidisciplinary Campus of the University of El Salvador

Checklist # _____Group: _____ Room: _____ Schedule: _____
Date: _____Teacher's name: _____
Content: _____Hour: from _____ to _____

No.	THE DIRECT METHOD	YES	NO
1	Reading aloud		
2	Question and answer exercise		
3	Getting students to self – correction		
4	Conversation practice		
5	Dictation		
6	Map drawing		
7	Paragraph writing		

No.	THE AUDIOLINGUAL METHOD	YES	NO
1	Dialog memorization		
2	Backward build up expansion drill		
3	Repetition drill		
4	Single slot drill		
5	Multiple slot substitution drill		
6	Transformation drill		
7	Question and answer drill		
8	Use of minimal pairs		
9	Complete the dialog		
10	Grammar game		
11	Chain drill		

No.	THE SILENT WAY	YES	NO
1	Sound color chart		
2	Teachers´ silence		
3	Peer correction		

4	Rods		
5	Self correct gestures		
6	Word chart		
7	Fidel chart		
8	Structural feedback		

No.	THE COMMUNITY LANGUAGE LEARNING	YES	NO
1	Tape recording student conversation		
2	Transcription		
3	Reflection on experience		
4	Reflective listening		
5	Human computer™		
6	Small group task		

No.	SUGGESTOPEDIA	YES	NO
1	Classroom set up		
2	Peripheral learning		
3	Positive suggestion		
4	Choose a new identity		
5	First concert		
6	Second concert		
7	Primary activation		
8	Creative adaptation		

No.	TOTAL PHYSICAL RESPONSE	YES	NO
1	Using commands to direct behaviour		
2	Role reversal		
3	Action sequence		
4	Composition		

No.	ANY OTHER METHOD OR TECHNIQUE	YES	NO

OBSERVATIONS:_____
_____
_____
_____

APPENDIX C

ENCUESTA DIRIGIDA A ESTUDIANTES DE LOS CURSOS DEL PROGRAMA DE EXTENSION DE IDIOMAS EXTRANJEROS

OBJETIVO: determinar los diferentes métodos para enseñar el idioma Inglés a principiantes y el rendimiento académico de los estudiantes del Programa de Extensión de Idiomas Extranjeros de la Facultad Multidisciplinaria de Occidente, Universidad de El Salvador.

INDICACION: Marque con una x la opción que usted considera adecuada. En algunas proposiciones puede haber más de una opción.

1- Las instrucciones son dadas en español.
   A veces ☐   siempre ☐   nunca ☐

2- Usan el inglés en todo momento.
   A veces ☐   siempre ☐   nunca ☐

3- Trabajan con diálogos en la clase.
   A veces ☐   siempre ☐   nunca ☐

4- Se utilizan dibujos u objetos reales para explicar el vocabulario de la clase.
   A veces ☐   siempre ☐   nunca ☐

5- Practican lectura en clase.
A veces ☐ siempre ☐ nunca ☐

6- Practican dictados en clase.
A veces ☐ siempre ☐ nunca ☐

7- Trabajan en parejas o grupos de trabajo en la clase.
A veces ☐ siempre ☐ nunca ☐

8- Hacen ejercicios de repetición de palabras o diálogos en clase.
A veces ☐ siempre ☐ nunca ☐

9- Se les corrige inmediatamente cuando cometen un error en clase.
A veces ☐ siempre ☐ nunca ☐

10- En cual habilidad tiene más problemas.
Escuchar ☐ hablar ☐ leer ☐ escribir ☐

11- ¿Cuál fue su última calificación en el examen oral?
0 - 3 ☐ 3.1 – 5 ☐ 5.1 – 7 ☐ 7.1 – 10 ☐

12- ¿Cuál fue su última calificación en el examen escrito?
0 - 3 ☐ 3.1 – 5 ☐ 5.1 – 7 ☐ 7.1 – 10 ☐

13- ¿Cuál fue su última calificación en el examen dictado?
0 - 3 ☐ 3.1 – 5 ☐ 5.1 – 7 ☐ 7.1 – 10 ☐

14- ¿Cómo considera su nivel de inglés?
Regular ☐ Bueno ☐ Muy bueno ☐ Excelente ☐

15- ¿Qué sugiere para mejorar los cursos de inglés?

_____
_____
_____
_____
_____
_____
_____

¡¡¡GRACIAS POR SU COLABORACIÓN. QUE TENGA FELIZ DIA!!!

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGE DEPARTMENT

READING COMPREHENSION TEST

Objective: **to determine the level of beginners´ competence in the foreign language.**

Researchers: Guerra López, Sandra Yanira
                Villatoro Guevara, Rosa Elvira

Student's   name: _____Grade: _____

PART I (40%)
Time: 15 minutes (including directions)

DIRECTIONS: Read the following story and answer the questions according to the reading

THE WISE GIBEONITES

    Many of the cities in Canaan now get ready to fight against Israel. They think that they can win. But the people in the nearby city of Gibeon do not think so. They believe that God is helping the Israelites, and they do not want to fight against God. So do you know what the Gibeonites do?

    They decide to make it look as if they live somewhere very far away. So some of the men put on ragged clothes and worn- out sandals. They load their donkeys with worn – out sacks, and take some old dry bread. Then they go to Joshua and say: "We came from a very distant land, because we heard about your great God, Jehovah. We heard all the things that he did for you in Egypt. So our leaders told us to get some food ready for a trip and to go and say to you: "We are your servants. Promise that you do not make war with us. You can see that our clothes are worn-out from the long trip and that our bread is old and dry".

    Joshua and the other leaders believe the Gibeonites. So, they make a promise not to fight against them. But three days later they learn that the Gibeonites really live nearby.

    Why did you tell us that you come from a distant land? Joshua asks them.

The Gibeonites answer: "We did so because we were told that your God Jehovah promise to give all this land of Canaan to you. So we were afraid that you would kill us". But the Israelites keep their promise, and they do not kill the Gibeonites. Instead they make them their servants.

The king of Jerusalem is angry because the Gibeonites made peace with Israel so he says to four other kings: "Come and help me to fight Gibeon. And that is what these five kings do.

Joshua 9: 1 – 27; 10: 1 – 32
1. Who were the Gibeonites?
_____
_____
_____
_____

2. Where did they live?
_____
_____
_____

3. What did they do?
_____
_____
_____

4. How did the Israelites react to what the Gibeonites did?
_____
_____
_____

5. How would you react?
_____
_____
_____

PART II (20%)
Time: 5 minutes (including directions)

Directions: Match the following nouns with their corresponding counterpart filling the parenthesis with right number.
(Note: there are two additional parentheses)

1. They get ready to fight against Israel   (   ) Israelites
2- Some of the men put on ragged clothes
and worn out sandals   (   ) Joshua
3- He believes the Gibeonites   (   ) The king of Jerusalem

4- They did not fight against the Gibeonites   (   )   Many cities in Canaan

5- He is very angry and wants to fight against Gibeon   (   )   Gibeonites

(   ) Jehovah

(   )   Egypt

PART III (20%)
Time: 5 minutes (including directions)

Directions: Fill-in-the-blank with suitable information

1. _____ believe that God is helping the Israelites.
2. _____ make a promise not to fight against them.
3. _____ says to other four kings "come and help me to fight against them".
4. Why did you tell us that you come from a distant land? _____ asks them.
5. _____ make them servants.

PART IV (20%)
Time: 15 minutes (including directions)

Directions: List the events of the story in a ten – line paragraph.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

DO YOUR BEST!!!

APPENDIX E

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGE DEPARTMENT

ENGLISH WRITTEN EXAM FOR BASIC LEVEL AT THE EXTENSION PROGRAM OF FOREIGN LANGUAGES

Student's name:_____ Date: _____

Objective: **to determine the level of beginners´ competence in the foreign language.**

Researchers: Guerra López, Sandra Yanira
Villatoro Guevara, Rosa Elvira

FIRST PART (40%)

DIRECTIONS: ANSWER THE STATEMENTS ACCORDING TO THE DIRECTIONS. PLEASE BE CLEAR AND SPECIFIC. (KNOWLEDGE)

A. WRITE "A" OR "AN" TO THE FOLLOWING OBJECTS

_____book	_____ cat	____ egg
_____umbrella	_____ pencil	____ key
_____wallet	_____eraser	____clock
_____notebook	_____briefcase	____ apple
_____dictionary	_____earring	____onion

B. WRITE THE WORD THAT CORRESPONDS IN EACH SPACE. USE THE LIST FROM THE RIGHT

1. The books are _____ the book bag.	next to
2. The DVD player is _____ the table.	under
3. The chair is _____ the desk.	in
4. My house is _____ the school.	on
5. The keys are _____ the chair	behind
6. The cell phone is _____ my bag.	next to

7. The wallet is _____ the bed.   in
8. The map is _____the newspaper.   on
9. The car is _____ the street.   under
10. The lamp is _____ the television.   On

C. WRITE EACH WORD IN ITS CORRESPONDING CATEGORY (ANALYSIS)

<u>**CLOTHES**</u>	<u>**VOCABULARY**</u>	<u>**WEATHER AND SEASONS**</u>
Example: skirt	summer	summer
	skirt	
	boots	
	spring	
	blouse	
	hot	
	pajamas	
	tie	
	cold	
	cap	
	rainy	
	fall	
	winter	
	dress	
	cold	
	scarf	
	jacket	
	sunny	

D. GIVE LOGICAL ANSWERS TO THE FOLLOWING QUESTIONS:

1- What do you do on weekends?
_____
_____

2- What do you do everyday?
_____
_____

3- Who's your favorite movie star? Why?
_____
_____

4- How is your dream house?

_____
_____
_____

5- Describe your best friend?

_____
_____
_____

SECOND PART (20%)

APPLICATION (USE THE GIVEN INFORMATION)
A. IDENTIFY AND UNDERLINE THE VERBS IN THE FOLLOWING TEXT.

My family and I live in the suburbs. My wife and I work near here, so we walk to work. Our daughter Emily works downtown, so she drives to work. Our son doesn't drive. He rides his bike to school.

My parents live in the city. My mother takes a train to work. My father is retired, so he doesn't work now. He also uses public transportation, so they don't need a car.

B. ANSWER THE FOLLOWING QUESTIONS

1. What time is it? (1: 40)
- _____
2. What time is it? (5: 45)
- _____
3. What time is it? (7:00)
- _____
4. What time is it? (3:30)
- _____
5. What time is it? (6:10)
- _____

THIRD PART (10%)

SYNTHESIS (REARRANGE)

- **PUT THE FOLLOWING LIST OF INFORMATION IN CHRONOLOGICAL ORDER.**

- I go to school	_____
- I take a bath	_____
- I wake up very early	___1___
- I get dressed	_____
- I prepare breakfast	_____
- I eat lunch	_____
- I come back home	_____
- I do my homework	_____
- I take a nap	_____
- I watch T.V.	_____
- I go to bed	_____
- I brush my teeth	_____
- I put on my pajamas	_____
- I say my prayers	_____

FOURTH PART (30%)

SYNTHESIS (CREATE)

- **A MYSTERY STORY TELLS US A FRIGHTENING OR STRANGE ADVENTURE THAT INVOLVES A PROBLEM TO BE SOLVED. CHOOSE ONE OF THE SENTENCES TO BEGIN YOUR OWN MYSTERY STORY.**

☐ - Jill turned on the living room lights. The telephone rang…

☐ - Five hundred years ago, a meteor fell on far from the ghost town of Calico…

☐ - At half past ten on a cold Friday night, Rick Hammer, a secret agent, just turned the corner from Charles Street onto Seventh Avenue when he saw them…

_____
_____
_____
_____
_____

NEVER GIVE UP!!

APPENDIX F

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGE DEPARTMENT
DICTATION TEST FOR BASIC LEVEL AT THE EXTENSION PROGRAM OF FOREIGN LANGUAGES

Objective: **to determine the level of beginners´ competence in the foreign language.**

Researchers: Guerra López, Sandra Yanira
Villatoro Guevara, Rosa Elvira

A SCIENCE FICTION STORY

The spaceship flew/ around the new planet/ several times. / The planet was/ blue and green. / They couldn't see/ the surface of the planet/ because there were/ too many white clouds. / Then the spaceship/ descended slowly/ through the clouds/ and landed/ in the middle/ of a green forest./ The two astronauts/ put on their space suits,/ opened the door,/ climbed carefully/ down the ladder,/ and stepped/ onto the planet./

The woman looked at/ a small control unit/ on her arm. / "It's O.K.,"/ she said to the man. / "We can breathe the air. / It's a mixture/ of oxygen and nitrogen."/ Both of them/ took off their helmets/ and breathed deeply. / They looked at everything carefully. / All the plants and animals/ looked new and strange./ They couldn't find/ any intelligent life./

After several hours,/ they returned to their spaceship./ Everything looked normal./ The man turned on the controls,/ but nothing happened./ "Something's wrong,"/ he said./ "I don't understand./ The engines aren't working."/ He switched on the computer, / but that didn't work either. / "Eve;" he said,/ "We're stuck here./ We can't take off!"/ "Don't worry, Adam,"/ she replied. / "They'll rescue us soon."/

(Taken from American Streamline by Bernard and Viney, 1984. Lesson No. 12)

APPENDIX G

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGE DEPARTMENT

ORAL TEST FOR BASIC LEVEL AT THE EXTENSION PROGRAM OF FOREIGN LANGUAGES

Objective: **to determine the level of beginners´ competence in the foreign language.**

Researchers: Guerra López, Sandra Yanira
Villatoro Guevara, Rosa Elvira

A. You are a rich person, but you're in love with a poor one. Of course your mother doesn't accept this. How would you make her to accept him / her?

B. You are a mother or father and your dear child wants to marry a poor person. But you don't want that person for him /her. What would you do to persuade him/her not to marry him/her?

C. Last summer you took part in a bank robbery and police have just tracked down. Think of a story to explain your actions so that the judge does not send you to prison.
Use these questions to help you:
   1. Why did you rob the bank?
   2. How much money did you take?
   3. Is this the first time you have been involved in a bank robbery?

D. Last week you set fire to the local school and it burnt to the ground. Think of a story to explain your actions so that the judge does not send you to prison.
Use these questions to help you:
   1. Why did you set fire to the school?
   2. How did you do it?
   3. Have you ever done anything like this before?

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No.	CRITERIA	1	2	3	4	5	6	7	8	9	10
1.	Appropriate vocabulary for the student's level										
2.	Grammatical structures for the student's level										
3.	Ability to understand questions without difficulty										
4.	Fluency for the student's level										
5.	Pronunciation										
6.	Discourse with coherence and details										
7.	Hesitation does not interfere with communication										
	TOTAL										

Observations:

_____
_____
_____
_____
_____
_____