

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

**THE INCIDENCE OF THE EFL METHODOLOGY TO FOSTER
INTENSIVE BASIC ENGLISH STUDENTS' FOUR MACRO SKILLS AT
THE WESTERN MULTIDISCIPLINARY CAMPUS IN THE YEAR 2006**

STUDENTS

BETSY E. CALDERON LIMA

VANESSA L. ESCOBAR RAMÍREZ

ARMANDO A. MENDOZA RUEDAS

MIGUEL ANGEL PERAZA MIRA

ADVISOR

LICDA. SONIA DE MARROQUIN

SANTA ANA, FEBRUARY 13th, 2007.

**UNIVERSITY OF EL SALVADOR
UNIVERSITY AUTHORITIES**

MAIN CAMPUS

RECTOR

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LICDA. LIDIA MARGARITA MUÑOZ VELA

WESTERN MULTIDISCIPLINARY CAMPUS

DEAN

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VICE-DEAN

ROBERTO GUTIERREZ AYALA, M.A.

SECRETARY GENERAL

LIC. VICTOR HUGO MERINO

UNDERGRADUATED DEGREE COORDINATOR

LICDA. DELURDY LINARES DE SERMEÑO

ADVISOR

LICDA. SONIA DE MARROQUIN

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ABSTRACT

The goal of this study was to determine the most suitable methodological procedures approaches, methods, techniques, and EFL theories in teaching Basic English at the Western Multidisciplinary Campus. The assumption that led to this research study was that the EFL methodology applied in the Intensive Basic English Courses hinders the development of the language skills. To collect the information, the researchers administered a semi-structured interview to fifteen English teachers in the field of EFL methodology in order to answer the questions: What are the most suitable EFL methodological procedures to balance the development of the language skills in basic English students? and in what manner do appropriate methodological procedures help basic English students to develop the four macro skills equally and naturally?. Through a meticulous analysis and interpretation of the data, the researchers found out that according to the EFL teachers in the field of methodology one of the most useful methods to develop the language skills is the Direct Method. Also, they agreed that the most useful activities to foster the language skills are the ones related to authentic materials.

INTRODUCTION

This document describes the research study “The Incidence of the EFL Methodology to foster Intensive Basic English Students’ four Macro Skills at the Western Multidisciplinary Campus in the Year 2006” carried out from March 12, 2006 through February 13th, 2007.

Chapter I comprises the statement of the problem. It describes the problem and the research questions which led the research study. Moreover, this chapter includes the justification of the problem: Why is it important to conduct the research study?. And in what manner will basic English teachers and students be benefited through this study?. Finally, it contains the objectives that were achieved (general and specific as well).

Chapter II, State of Art, compiles information about the most suitable EFL approaches, methods, techniques, and language theories to foster Basic English students’ skills effectively at the Western Multidisciplinary Campus.

Chapter III, Research Methodology, describes the steps employed to carry out the study as well as the population, the instruments, the procedures, and the data that were analyzed.

Chapter IV contains the data collected through the instruments. It also presents the analysis of the information given by the research participants and the discussion of the relation between this information and the theoretical information contained in chapter II. Furthermore, it presents the limitations to carry out the study.

The last chapter of this document comprises the conclusions the researchers arrived after conducting the project, and the recommendations for further studies,

bibliography used for this study, and appendixes of the instruments administered to the participants.

CHAPTER I

RESEARCH DESIGN

I. DESCRIPTION OF THE PROBLEM

One of the objectives of the EFL methodology as a means to guide a teaching-learning process is not easy. According to Brown (2001) methodology includes all the pedagogical practices such as methods, procedures, and techniques to teach a foreign language. Rogers (1986) states that methodology is that which links theory and practice. Such theory involves aspects like how the target language is learned and delivered. Even though, the EFL methodology includes approaches, methods, techniques, curriculum, syllabus specifications, objectives, and so forth, this research study will focus on approaches, methods, techniques, and EFL theories. All the previously mentioned elements define language teaching methodology.

The researchers observed four classes in each of the five basic English groups, interviewed eight teachers in charge of the Basic English courses, and the coordinator of the English area. In addition, the researchers administered a questionnaire to 125 basic English students at the Western Multidisciplinary Campus in order to get information about the EFL methodology used by teachers and its incidence on students. After having administered the aforementioned instruments, the investigators identified various methodological factors that affect students' learning process.

Besides, most students find English difficult to learn because they often do not understand teachers' directions and explanations (See Appendix 1). Sometimes, teachers have to explain more than once certain exercises for students to understand them. For instance, there was a teacher who explained an exercise more than once, and some students still asked each other what they had to do. As a result, such students wasted their time doing other things. Moreover, the large number of students hinders students' learning process. For example, not all the students have the chance to participate actively during classes, especially when performing dialogues in front of the class or when answering questions, and teachers are not able to check all the students' written work in class (See Appendix 2). Some students speak while the teacher is explaining or giving directions, which is allowed by the teacher as long as students speak in English; however, some students may be talking about other issues that are not related to the current topic or structure.

Even though teachers carry out a variety of activities for example, dictations, substitutions drills, reading aloud, question and answer exercises, fill in the blanks, and so forth during classes, they usually do not use authentic material. Consequently, such activities are not enough to develop students' skills. Also, the class sometimes tends to be boring, and students do not feel motivated to participate because they are pushed to do it. According to Rogers (2000) motivation is a very vital factor that may lead students to failure or success in the learning of a target language.

Another factor that the researchers found is that classroom arrangement is not appropriate for teaching English as a foreign language. For example, the size of the

classroom does not permit carrying out some activities that require more space to move around (making circles, running, group work, games, and so forth).

The temperature also affects students' concentration, for it is too hot, and the air conditioner does not work properly. Due to the distance, it is difficult for the students who sit at the back of the classroom to see and copy what is written on the board.

According to the Coordinator of the English area, one of the factors that affects students' learning process at the Western Multidisciplinary Campus is the methodology used to teach English as a foreign language. Even though teachers in charge of Basic English stated that they use the Eclectic Method, which encompasses the most important aspects of the EFL methods, the majority of the students does not develop the four macro skills effectively (see appendix 2 items 8, 13). Basic English teachers do not encourage students to use the language communicatively since they just dictate or provide the students with written exercises. Also, teachers focus too much on repetition that fact does not lead students to communicate effectively. Moreover, the overuse of certain techniques such as role plays, dialogues, substitution drills, and so forth hinders students' learning process. This is in regard to the fact that teachers do not employ a variety of updated techniques such as pre-during post listening framework, journals, tape gallery, dictogloss, and so forth to improve students' academic performance. Since students at basic levels have little or no prior knowledge of the target language, the teacher is the responsible of providing students with a variety of activities to facilitate students' learning process (Brinton 97).

In addition, the time allotted to some specific contents is not appropriate since teachers spend too much time on contents that do not need too much emphasis. For example, teachers take too much time teaching the verb “to be” instead of using that time to develop other contents such as countable and uncountable nouns, wh-questions with the present tense, the use of “some” and “any”, the pluralization of nouns, and so forth. These contents require more than ten hours to be practiced and time for students to internalize the structures naturally.

Another factor that lessens students’ academic performance is the poor background that students have at the beginning of the Basic English Course. In other words, students do not have the English basics to fulfill the demands that the course requires. For this reason, students need to spend more time practicing outside the classroom; however, they are not used to it. As a result, students have many problems to acquire the target language.

In conclusion, the methodological procedures applied to basic English students at the Western Multidisciplinary Campus do not fit students’ needs to foster their four macro skills effectively since basic English teachers do not employ a variety of activities according to students’ needs and interests. Thus, two questions emerged at this moment. What are the most suitable EFL methodological procedures to foster the language skills in basic English students?. In what manner do appropriate methodological procedures help basic English students to foster the four macro skills effectively?.

II. JUSTIFICATION

One of the main objectives of the EFL teaching methodology used at the Western Multidisciplinary Campus is to enable students to use the target language effectively. Unfortunately, instead of facilitating students' learning process, the methodology applied does not foster an effective development of students' skills because teachers use the same methodology applied many years ago. Moreover, some teachers believe that such methodology is the most suitable to teach EFL students, for they learned the target language through that methodology. So, teachers are not willing to change or to update their methodology. Consequently, most students have difficulties to acquire the target language. That is why, the main reason to carry out this research project is to find out the most suitable approaches, methods, techniques, and EFL theories that may help basic English students to foster their four macro skills effectively at the Western Multidisciplinary Campus in the year 2006.

Having identified the methodological procedures, the researchers intend to benefit both basic English teachers and students. First, teachers will make the necessary changes to the methodology they are using, update methods and techniques taking into account students' different needs, interests, and learning styles developing the four macro skills (listening, speaking, reading, and writing). Second, students' learning process will be improved since students' four macro skills will be foster effectively. Also, students will feel motivated to participate in class

actively, make use of other different resources to improve their acquisitions of the target language, and take advantage of the exposure to English.

Through this research study, the investigators do not intend to make any changes in the methodology used by the basic English teachers. Nevertheless, they do believe that this research study may be taken into consideration as the first step for future improvements in the methodology.

III. OBJECTIVES

A) GENERAL OBJECTIVE

- ∅ To find out the most suitable methodological procedures that may help Basic English students to have a better development of the four macro skills at the Western Multidisciplinary Campus

B) SPECIFIC OBJECTIVE

- ∅ To suggest the most suitable methodological procedures to foster basic English students' language skills effectively at Western Multidisciplinary Campus

CHAPTER II

I. THEORETICAL FRAMEWORK

English teaching methodology as a foreign language started in Israel, due to the massive amount of foreign investment in that country from the United States, England, and South Africa. High tech firms with American affiliates were beginning to spring up with all intra-office correspondence and technical data in English. English was starting to permeate every phase of the business and technical environment. So, the need to learn English quickly and efficiently was evident (Rodgers, T 2001)

Since that time on, linguists and language specialists look for different ways to improve the quality of language English teaching in the late 19th century. They often refer to general principles which concern how languages are learned, represented, structured and organized in memory. In the year 1963, the American linguist Edward Anthony identified three levels of conceptualization and organization, which he named approach, method, and technique. Also, he established that approaches have to be consistent with the methods, and the techniques have to be in strong harmony with the methods and approaches. According to Richard and Rogers (2001) an approach consists not just of particular beliefs about language and language learning, but also how teachers the approach should be put into practice. Some of the most well-known approaches are Oral Approach, Lexical Approach, Natural Approach, and Eclectic Approach.

Through the years, a variety of language teaching methods have been created to facilitate EFL teaching. Some of the most commonly used methods are Grammar

Translation Method (Classical Method), Direct Method, Audio-lingual Method (ALM), Silent Method, Suggestopedia, Community Language Learning, Total Physical Response (TPR), Natural Approach, Communicative Approach, and Eclectic Method. The last component of the EFL methodology is techniques. According to Rodgers (2001) techniques are the specific activities carried out in the classroom that are consistent with a method and therefore are in harmony with an approach as well.

EFL teachers should take into consideration the current approaches, techniques, and theories about language teaching. Some of the most up-to-day approaches are Communicative Language Teaching (CLT), Task-Based Approach, Content-Based Approach, Participatory Approach, Cooperative Learning, Learning Strategy Training, Multiple Intelligences, and Computer Assisted Language Learning (CALL) Freeman (2000). However, this research study will describe only the most important approaches for Basic English teachers to facilitate their students' learning process at the Western Multidisciplinary Campus.

The first approach to be mentioned is the Communicative Language Teaching (CLT). The main objective of this approach is to develop students' four macro skills in order to understand, communicate, interact with others in every day situations. Also, this approach considers that structure and vocabulary are important for students to learn. Notwithstanding, this approach expresses that the knowledge students have about vocabulary and grammar is not enough to communicate, since knowing about the language differs to a great extent from the fact of using it. In this approach, the role of the teacher is to promote real life communication inside the classroom. Likewise,

students are commuted to use the target language actively in the classroom even though their knowledge of it is narrow.

Computer Assisted Language Learning is an approach in which EFL teachers use computer technology as an aid to the presentation, reinforcements, and assessment of material to be learned. It focuses on developing the language skills. It does not permit the use of the mother tongue at all, and the teaching of grammar is taught deductively. It also offers a variety of activities such as collaborative projects in which two or four students carry out research projects using data available on the world wide web and other information resources, e-mail gives students the novelty of real-time communication with individuals around the world. Also, it facilitates the process of assigning and receiving homework assignments; web page design offers educational courses to students Rodgers (2001). In this process, learners not only become familiar with computer technology, but use English in doing research, composing, designing, and collaborating with other students.

Besides, teachers need to provide sufficient support to prevent students from being overwhelmed by difficulties than can arise on Internet usage. For example, teachers can create detailed handouts that students can refer to when a class is finished, and the teachers' personal help is not accessible.

In 1993, Howard Gardner proposed the Multiple Intelligences Theory, which states that there are eight types of intelligences that can be enhanced through training and practice. It is important to point out that the multiple intelligence theory is not prescriptive; it provides teachers with a complex mental model which may help teachers to create curriculum and to improve themselves as teachers (Campbell, 1997). In this way, teachers using the Multiple Intelligence Theory are not just instructors but aids for

the students to develop their intelligence type. Likewise, learners play the role of developing their personality along with their language acquisition.

The first type of intelligence is linguistic. It refers to the ability to use language in creative ways. Some of the activities that can be used with students with this type of intelligence are lectures, group discussions, word games, listening activities, story telling, debates, journals, and so on. The second type is the Logical or Mathematical Intelligence. People with logical intelligence have the ability to think rationally. Scientific, demonstrations, logic problems, and puzzles, creating codes and calculations are examples of activities that can be used to develop this type of intelligence.

Some people develop the ability to form mental models of the world. These people possess the Spatial Intelligence. Some activities that are well performed by these learners are charts, maps, diagrams, videos, pictures, imaginative, storytelling, visualization, students drawings, optical illusions, and so forth. The next intelligence type is called Musical. This type is specially found in learners with musical capacities and sharp auditory skills. Musical intelligence learners specialize in playing musical instruments, music appreciation, singing, mood music, and jazz chants.

Another type of learners are the ones that have a well coordinated body and perform well at creative movements, role plays, hands-on activities, field trips, and mimes. These learners belong to the Bodily or Kinesthetic Intelligence Type. Another type of intelligence is the Interpersonal. Learners bearing this type of intelligence have the ability to work well with other people. Some suitable activities for this type of intelligence are group or pair work, brainstorm, conflict meditation, peer teaching, and so forth.

The next intelligence type is the Intrapersonal. It refers to the ability to understand oneself and apply one's talent successfully. These learners specialize in independent work, inventories, checklists, self-teaching, reflective learning, goal settings, and so forth. Finally, the last type of intelligence is the Naturalistic. It specializes in the ability to understand and organize the patterns of nature.

The Linguistic Intelligence Type is the one that seems to support the most the process of learning a second language. However, learning a language involves aspects like rhythm, tone, volume, and pitch that are more related to music rather than to linguistics. In addition, a language is learned through the senses that provide context for the linguistic message to have purpose and meaning.

Different learning theories have emerged throughout countries. One of the latest 1960's theories is constructivism. Constructivists argue that all human beings construct their own version of reality. Many educational systems prescribe curricular goals and propose what shall be learned which deny freedom and dignity from students. On the other hand, constructivism is concerned with the role of the teachers as facilitators of learning through the establishment of interpersonal relationships with learners. In other words, EFL teachers must first be real and genuine, discarding masks of superiority and omniscience. In this way, teachers will gain genuine trust, acceptance, and respect from students. Furthermore, teachers need to communicate openly and emphatically with their students and vice versa. As a result, teachers will not only understand themselves better but will also be effective teachers.

The integration of the four macro skills (listening, speaking, reading, and writing) in the EFL classes is really important because they intertwined (Brown 2001). So, they are developed best if they are associated. For instance, without developing the listening

skill, learners are not able to internalize linguistic information, and as a result they cannot produce the target language effectively.

Listening is a very demanding skill for learners to develop, so EFL teachers have to work hard to encourage students to develop it due to the relevance listening has in the students' overall language proficiency. When students develop and improve their listening skill, they also develop and improve their independence as language learners. Furthermore, the better they listen, the better they produce, comprehend the language and enhance their own vocabulary. Some of the most currently used techniques are The Pre-During-Post Framework, Tape Gallery, Live Listening, Guest Stars, and Dictogloss. This information can be found at <http://www.cbs.com/primetime/amazingrace/>.

The Pre-During-Post Framework for listening tasks which is used at the TESOL school for International Training (SIT) helps EFL teachers to get the best of English through listening tasks. On the same grounds, learners will enjoy listening exercises which sometimes may be a boring, frustrating, and frightening experience. The pre-during-post framework consists of three parts. The first one is Pre-listening which prepares students for listening by contextualizing or personalizing to make it more accessible and more realistic. It also activates students prior knowledge. Some activities that EFL teachers can do during the pre-listening task are discussions of what they see in the visual or on the task, prediction questions in order to discuss what they could expect to listen to. Such activities can be done by matching, categorizing, completing a chart, discussing questions and so forth. The second part is during the listening, which is aimed at comprehending the text through multiple activities in order to complete a task, to get new information. In this part, students may listen for different purposes. For example, they may listen for main idea, key words, gist, time references, past, present,

future, agreement, or disagreement between speakers, likes and dislikes, general time, season, period of the day (evening, morning), etc. Some activities that include the second part are true/false, multiple choice, matching pictures with descriptions, checking off relevant information from a text or picture, and writing summary statements.

The last stage is Post Listening in which students may check answers in pairs/group. Moreover, students may use the information they learned about in the listening to do something new, using other skills (speaking, writing). Students also have the opportunity to personalize their learning by using a different skill.

The Tape Gallery is another technique to develop the listening skill. In this activity, EFL teachers have to look for ten interesting short jokes, stories, advertisements, or poems (not more than a minute long), and they also have to record themselves reading in different tapes. EFL teachers have to play some tape recorders at different locations around the classroom. They also have to put two or three tapes next to each tape recorder. Then, students are asked to wonder freely about the different places, changing tape or location at will, with the aim of choosing students' favorite recording. If it is possible, students are given a worksheet to fill in. Finally, EFL teachers get feedback on what students enjoyed or learned. This information can be found at <http://www.geocities.com/Athens/Sparta/8610/>.

One of the most important abilities that EFL learners want to develop is speaking. Such ability is a very complex task since it involves many factors. For example, the influence of age, listening ability, sociocultural knowledge, and affective factors in the ability to speak a foreign language. Some of the most well-known techniques applied to develop the speaking skill are Task and Project work, Story-Telling (pictures), Making an Oral Summary/Description, Narrating Action Segments.

Tasks and Project Works not only give learners the opportunity to use English for authentic purposes for an extended period of time, but also they provide intrinsically motivating activities which improve students' listening and speaking skills. Furthermore, they focus on content learning rather than on a specific target language. When carrying out tasks, learners take part of such processes as negotiation of meaning, paraphrase, and experimentation, which are thought to lead to successful language development. Beglar and Hunt (2000) propose a 12-week-long task-based learning project. Such project involves learners working in small groups, choosing a topic of interest, and designing a questionnaire, analyzing, and interpreting the information, and finally, students present their findings in class. If students carry out such tasks, they experience many opportunities for meaningful language use in a realistic context.

Story Telling with Pictures focuses on encouraging students to construct a story from the pictures by using their own creativity and vocabulary. In this activity, the teacher divides the class in small groups and provides each group with a set of sequence pictures. Then, each group creates a story following the sequence of the pictures. Finally, each group presents the story they have created in class.

Another activity is Making an Oral Summary/Description. In this activity, teachers select a video segment that contains a series of actions or visuals details. Then, the teachers provide the students with a list of target vocabulary words and asks the students to form pairs (groups of three) and get one of the pair/group members to be the "watcher", while the others cover their eyes and do not watch the video. The teacher plays the video once with no sound. Then the watcher describes to the group what he/she saw on the video. Consequently, the listeners can then be called upon one by

one to tell the class what they heard. After students have heard their version, the whole class sees the segment with the sound.

Another technique is Narrating Action Segments. In this technique, the teacher selects video segments and provides the students with a list of target vocabulary words. He asks the students to construct a narrator's script that incorporates as many of the target words as possible. The trick here is to be sure that the script, synchronizes with the images from the video segment when read at normal speech rate. In this way, students can time the images and rehearse. Students then record their narration and the teacher randomly selects individual versions to play back for the class.

Another ability that teachers must take into consideration is reading since the ability to read a foreign language is all that students ever want to acquire. For that reason, EFL teachers have to consider five of the most important reading activities which are scanning, skimming, sub-vocalization, light reading, study reading, intensive and extensive reading techniques.

Scanning is when students look over a text quickly to get specific information. On the other hand, skimming is when students look over the text quickly to get a general idea of the content. Sub-Vocalization is another activity in which students try out a recipe for the first time or carry out instructions as to assemble something they have bought. Light reading is fair and quick without paying too much attention to every word. Finally, study reading involves thinking about what is being read so that it is understood and can be recalled.

Some current techniques used to develop reading skills as survey question, read recall review (SQ3R), critical reading technique, semantic maps.

The main purpose of SQ3R is to make students' reading more active, directed, and easy. It is also divided in five stages. The first stage is survey in which EFL teachers go through the passage to see what it is about and what they expect their students to learn from the reading. The second stage is question. In this part, the learners are asked to answer some questions related to the passage they are going to read so that students get familiar with the reading. In that way, students feel motivated to carry out the activity. After students have answered the questions, they are ready to read, which is the next stage. Teachers must encourage students to scan in order to find the areas that answer the questions, and then students read those sections carefully. Furthermore, learners make any necessary notes, using diagrams or "Mind Maps" if they consider them useful. The recall stage trains students' minds to concentrate on learning as they read. Moreover, students try to answer their original questions from memory at the end of each section they have read. Recall lets students know what they have learned and what they are still unsure about. The last stage is Review. In this stage, students go back to the original passage to check if their answers are right or wrong.

Critical Reading Techniques focus on issues people live every day. For example, EFL teachers provide students real context passages (social problems, cultural events, natural disasters, pieces of literature, and so forth). After students read and analyze the passage, they come up with relevant opinions about the reading.

Semantic maps allow students to demonstrate their understanding of the relationship among ideas within a text. This technique was designed to overcome the constraints of the outline format. Semantic maps allow students the freedom to present hierarchy of ideas if a diagram format is theirs.

Another good technique is mystery story reading. In this technique, teachers give students stories with problems that are soluble through careful reading.

Incomplete stories consists of giving students a part of a narration for them to complete it. The fragment the students are provided with can be either the beginning or the end of the story. Students are committed to write the missing part out of their creativity. Finally, students are to compare their versions among them.

Journal writing techniques are divided into four techniques, which are dialogue writing, organic notes, timed writings, and absent letter. Dialogue writing provides students with the most direct answers to the questions about their own life. It also helps them to open up to the wisdom of their heart. Organic notes let students express their feelings without depending on words. Timed writings are used when students have so much on their minds that they cannot concentrate on what they need to be doing. It also helps students when they are not feeling very creative and need to become creative again quickly. And finally, absent letters let learners express all of the feelings in their heart to another person.

The notion of methods came under criticism in the 1990's due to a number of limitations implicit in the notion of all-purpose methods. By the end of the twentieth century, language teaching no longer regarded methods as the key factor. However, teachers need to be able to use approaches, methods, theories, and techniques flexibly and creatively based on their own judgement and experience. In the process, they should be encouraged to transform and adapt the methods they use to make them their own. In the early stages, teaching is largely a matter of applying procedures and techniques developed by others. As teachers gain experience and knowledge, they should begin to develop an individual or personal method of teaching. Also, teachers

should establish an approach or method that reflect their individual beliefs, values, principles, and experiences. In this way, basic English teachers may foster the development of their students' skills by applying the most suitable methodological procedures according to the students' needs.

CHAPTER III

RESEARCH METHODOLOGY

Basically, in every research study it is necessary to establish a specific method that serves as a foundation to develop methodological procedures in order to think, abstract, analyze and create new theories within a context. This study was carried out by using the descriptive qualitative method. The researchers administered a semi-structured interview to English teachers in the field of methodology on the Main Campus of the University of El Salvador in order to find out the most suitable methodological procedures to develop basic English students' four macro skills equally.

A) RESEARCH PARTICIPANTS

The participants to be taken into account for this research study will be fifteen English teachers in the field of EFL methodology of the language department at the Main Campus.

B) INSTRUMENTS

The researchers administered a semi-structured interview addressed to English teachers in the field of EFL methodology in order to collect the pertinent information that was useful to carry out this research study.

1) INTERVIEW

SEMI-STRUCTURED INTERVIEW

From November the 6th to November 10th, this instrument was administered to fifteen English teachers in the field of EFL methodology of the Language Department at

the Main Campus in the year 2006. The results helped the researchers to gather information about the most suitable approaches, methods, techniques, and EFL theories.

C) BUDGET

To carry out this project, the investigators incurred some expenses that facilitated the process of the investigation. Also, these materials helped to gather solid information from the research participants.

MATERIALS	COSTS
1) 800 photocopies (\$ 0.03 per photocopy)	\$ 24.00
2) Computer ink	\$ 25.00
3) 500 sheets of bond paper	\$ 4.50
4) Use of Internet	\$ 20.00
5) 4 books	\$ 100.00
6) 10 folders (\$ 0.15 per folder)	\$ 1.50
7) Expenses of the 1 st presentation	\$ 40.00
8) Expenses of the 2 nd presentation	\$ 50.00
9) Expenses of the final presentation	\$ 70.00
10) 3 copies of the final report (\$7.00 per copy)	\$ 21.00
TOTAL	\$ 356.00

CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

I. METHOD

The researchers carried out an analysis throughout a semi-structured interview administered to English teachers in the field of EFL methodology of the language Department of the Main Campus. The investigators administered this instrument in order to obtain different opinions about the most suitable approaches, methods, techniques, and EFL theories to foster Basic English students' four macro skills. The researchers used the qualitative research method. Finally, the information was analyzed and interpreted by using grills.

A. SUBJECTS

To carry out this research project, the researchers chose fifteen English teachers in the field of EFL methodology of the Language Department of the Main Campus in order to obtain their different points of view about approaches, methods, techniques, and EFL theories.

II. MATERIALS

To carry out this investigation, the researchers used a semi-structured interview for fifteen English teachers. The aforementioned instrument consisted of twelve open questions in order to obtain valid information about the methodological procedures (see Appendix 4, items 2,4,5,6,7,8,9,10). Item 2 refers to the most suitable approaches. Item

4 focuses on the most appropriate methods. Item 5,6,7,8 deal with the best activities and techniques to foster students' language skills. Finally, items 9 and 10 refer to language theories.

III. PROCEDURE

In order to collect information about the most appropriate approaches, methods, techniques, and EFL theories to develop basic English students' four macro skills, the researchers designed and administered a questionnaire to fifteen English teachers in the field of EFL methodology at the Main Campus from November 6th to November 10th, 2006. The investigators went to the Main Campus to administer a semi-structured interview. They asked fifteen EFL teachers in the field of methodology to answer the semi-structured interview.

IV. RESULTS

After having administered the research instrument, the researchers collected valid information to carry out the research study analysis. The investigators organized, analyzed, and interpreted the data in matrices. The results shown below show English teachers' opinions in the field of EFL methodology at the Main Campus about the most suitable methodological procedures for basic levels.

A. SEMI-STRUCTURED INTERVIEW ADMINISTERED TO ENGLISH
TEACHERS IN THE FIELD OF EFL METHODOLOGY AT THE MAIN CAMPUS

QUESTION	ANALYSIS
<p>1. Why do you think EFL approaches are really important to teach English?</p>	<p>Most EFL teachers agreed that EFL approaches are really important since they are one of the main tools to be adapted in the EFL teaching process. Also, EFL teachers said that approaches are based on previous successful experiences. And they can be modified to the teachers' style and students' needs. According to Jack Richards and Willy Renandya (2002) EFL approaches encourage EFL teachers to engage in a process of diagnosis treatment and assessment. They also enable them to account for learners' communicative and situational needs and, to diagnose suitable curricula treatment for students' different goals.</p>
<p>2. What approaches do you consider the most suitable and important in order to develop basic English students' macro skills?</p>	<p>According to the EFL teachers in the field of methodology the most suitable approach to develop the four macro skills is the Communicative Approach, since it allows EFL teachers to provide authentic material developing the four macro skills Also, it helps to use the language in a language. However, EFL teachers in the field of methodology stated that it is their responsibility to choose the approach the approach that fits the students' needs.</p>

<p>3. How effective do you consider Communicative Language Teaching (CLT) In basic levels?</p>	<p>According to EFL teachers the communicative language teaching (CLT) is really effective since students are exposed to the target language in basic levels so that students would be able to produce the language naturally. Even though some EFL teachers stated that it is effective, others said that it is recommendable to use controlled techniques and strategies. However, Littlewood (1981) states that Communicative Language Teaching pays a systematic attention to functional as well as structural aspects of language. It also develops procedures to teach the four macro skills.</p>
<p>4. What method/s do you consider appropriate to develop basic English students' four macro skills?</p>	<p>Most EFL teachers agreed that the Direct Method is appropriate to develop students' four macro skills equally since teachers can demonstrate what students have to do and associate it with their knowledge. However, other teachers pointed at other methods like Audiolingual Method, Suggestopedia, and Task Based Instruction (TBI). Notwithstanding, one teacher said that methods are outworn and what EFL teachers really need is to look for an appropriate approach and a variety of techniques.</p>
<p>5. What activities or techniques are the most appropriate to develop students' listening skills?</p>	<p>According to EFL teachers in the field of methodology, the most appropriate activities or techniques to develop students' listening skills are listening to authentic material for example, tapes, news, movies, documentaries, pictures, weather reports, literature, dictations.</p>

<p>6. What activities or techniques are the most suitable to develop students' speaking skills?</p>	<p>EFL teachers in the field of methodology agreed that the most suitable activities or techniques to develop students' speaking skills are role plays, dialogues, information gaps, group work, pair work, speeches, question and answer exercises.</p>
<p>7. What activities or techniques are the most appropriate to develop students' reading skills?</p>	<p>According to EFL teachers in the field of methodology the most recommendable activities or techniques to develop students' reading skills are skimming and scanning passages, authentic readings (newspapers, magazines, poems among others). Besides, they agreed that EFL teachers have to provide interesting readings so that students would create a habit of reading.</p>
<p>8. What activities or techniques are the appropriate to develop students' writing skills?</p>	<p>EFL teachers in the field of methodology agreed that the most suitable activities or techniques to develop students' writing skills are free writing, pre and controlled writing (brainstorming, interviews, outlines and so forth), essays, and paragraph writing, dictations, and journals.</p>
<p>9. Do you consider important to apply the theory of Multiple Intelligences in Basic English courses?</p>	<p>All EFL teachers in the field of methodology considered that it is necessary to apply the theory of Multiple intelligences to teach the language, so that, teachers know students' different abilities to acquire the language. By the same token, teachers would be able to choose the most suitable activities and techniques to facilitate students' learning process. The application of Multiple Intelligences Theory helps EFL teachers to find the most suitable educational tools to address students' learning differences and needs in the learning process Howard Gardners (1987)</p>

<p>10. How important is it to apply the theory of constructivism to teach EFL to Basic English students?</p>	<p>According to EFL teachers in the field of the theory of constructivism is really important in the process of teaching English, since it encourages students to think and act by themselves. Also, students create their own systems of learning because learning is based on prior knowledge. According to Jean Piaget and Lev Vygotsky (2002) Constructivism enables students to construct their own learning style based on their previous knowledge.</p>
<p>11. In what manner do you think Basic English students' development of the four macro skills would be benefited if EFL teachers use and apply the appropriate and updated language theories, approaches, methods, techniques, and activities?</p>	<p>All EFL teachers in the field of methodology agreed that the instruction would be better if teachers use and apply the aforementioned theories, approaches, methods, techniques, and activities, students would be motivated to learn the language and, therefore, they would improve their academic performance.</p>
<p>12. What are the benefits of using the Computer Assisted Language Learning (CALL) in basic Levels?</p>	<p>EFL teachers in the field of methodology mentioned different benefits of using computer assisted Learning (CALL) in basic levels. For example, students learn at their own pace; also they have the opportunity to develop their creativity, they have multiple choices for exercises. Also, students receive feedback immediately.</p>

V. DISCUSSION

In order to collect valid information about the most suitable methodological procedure, the researchers administered a questionnaire to fifteen English teachers in the field of EFL methodology at the Main Campus. The results gathered through this instrument showed that EFL approaches play an important role in teaching EFL because teachers can adapt and modify them according to the students' needs and styles. Furthermore, EFL teachers have the opportunity to select the most suitable approaches, since they are based on previous successful experiences. In addition, EFL teachers said that the most appropriate approach is the Communicative Approach because students are in contact to real language through the use of authentic material. Also, the majority of EFL teachers agreed that the Communicative Language Teaching (CLT) is really effective since learners are exposed to the target language in basic levels. As a result, students are able to produce the language naturally.

In regards to methods, teachers agreed that the Direct Method is the most appropriate to develop students' four macro skills. Notwithstanding, other teachers said that methods are outworn, and what they really need to do is to look for and apply a variety of techniques. In order to develop the four macro skills in a balanced way, teachers stated that activities such as movies, tapes, weather reports, dictations, role plays, group work, pair work, speeches, skimming and scanning passages, magazines, newspapers, pre- and controlled writing, paragraph writing, journals, and so forth are the most effective for this purpose.

Moreover, EFL teachers considered that the theory of Multiple Intelligences is really important to be taken into account to teach the target language. As a result, EFL teachers would know students' different abilities to acquire the target language. On the same ground, teachers would use different activities and techniques according to the students' abilities to make the learning process effective. Besides, they said that another important theory is constructivism since it encourages learners to develop their own way of acting and thinking.

After having administered the semi-structured interview and analyzed the results of the data, both EFL teachers and the researchers agreed that even though some methods such as Direct Method, Communicative Learning Teaching (CLT) , and Communicative Approach are not updated, they are very helpful in teaching basic levels. Furthermore, they also stated that EFL approaches are fundamental since they give the opportunity to integrate a variety of activities that best fit students' needs. Besides, they said that the Multiple Intelligences and Constructivism EFL theories are really necessary in teaching English at basic levels because the multiple intelligences theory allows EFL teachers to identify students' different abilities to acquire the target language. Also, constructivism helps EFL teachers to apply different activities and techniques through which students develop their way to build their own knowledge of the target language. Finally, if teachers take into account the aforementioned methodological procedures, basic English students would be able to develop the four language learning macro skills more effectively .

VI. LIMITATIONS

In regards to the limitations that affected this study, the researchers found the following:

- 1) At the end of the research study, the distance of the Main Campus of the University of El Salvador (where the researches contacted the participants) from Santa Ana affected the course of the study in regards to time and money because the researchers had to travel there very often.
- 2) Since the participants (English teachers in the field of methodology) had different work schedules, the researchers traveled to the Main Campus many times to interview the majority of the EFL teachers.
- 3) It was hard for the researchers to collect information about the different components of the EFL methodology (approaches, methods, and techniques).

CHAPTER V
CONCLUSIONS, RECOMMENDATIONS, APPENDICES, AND
REFERENCES
I. CONCLUSIONS

Based upon the results obtained through the analysis and interpretation of the information collected from the instrument administered to EFL teachers in the field of EFL methodology at the Main Campus, the researchers conclude the following:

- 1) The majority of EFL teachers from the Main Campus in the field of methodology agree that the Direct Method is the most recommendable to teach students in basic English.
- 2) EFL teachers from the Main Campus in the field of methodology state that both Communicative Language Teaching (CLT) and Communicative Approach are important to teach basic levels.
- 3) EFL teachers from the Main Campus in the field of methodology agree that the most useful activities and techniques to improve the development of the four macro skills are those that relate to authentic material such as, tapes, news, movies, weather reports, magazines, poems, journals among others.
- 4) EFL teachers from the Main Campus in the field of methodology said that both theories of Multiple Intelligences and Constructivism are quite important in the process of teaching English because EFL teachers identify students' different abilities to learn a foreign language and students build their own learning.

II. RECOMMENDATIONS

After having carried out this research study about the incidence of the EFL methodology in the academic performance of the basic English students at the Western Multidisciplinary Campus, the researchers recommend the following:

- 1) In order to teach the communicative English course for basic English students, basic English teachers should take into account the principles of Howard Garden's Multiple Intelligence Theory which states that students have different ways of learning a language. In this way, basic English teachers should incorporate a variety of activities according to students learning styles.
- 2) Basic English teachers should take into consideration the theory of Constructivism since such theory not only promotes interaction between teachers and students and vice versa but also encourages students to construct their own learning. In this way, basic English teachers would apply a variety of activities to foster students' language skills.
- 3) Basic English teachers should look for authentic material in order to enable students to develop the four macro skills naturally. For example, teachers should use magazines, movies, weather reports, journals, skimming and scanning passages.
- 4) The Head of the English Department should make the necessary arrangements to provide trainings with updated techniques and activities to Basic English teachers. In this way, teachers would apply the different activities and techniques with their students in order to foster students' four macro skills.

- 5) Basic English teachers should be more familiar with the different components of EFL methodology in order to develop four macro skills.
- 6) Since this research study did not deal with all the components of the EFL methodology, it may serve as a sample for further studies including the rest of the EFL methodology (curriculum design, syllabus specifications, objectives, and so forth).
- 7) This qualitative research study may also serve as a sample for future studies to better the development of basic students' language skills.

APPENDIXES

APPENDIX 1

**UNIVERSIDAD DE EL SALVADOR
FACULTAD MULTIDISCIPLINARIA DE OCCIDENTE
DEPARTAMENTO DE IDIOMAS**

**CUESTIONARIO ADMINISTRADO A LOS ESTUDIANTES DE INGLÉS BÁSICO
INTENSIVO GRUPO 5 EN LA FACULTAD MULTIDISCIPLINARIA DE OCCIDENTE**

OBJETIVO: Obtener información acerca de la metodología utilizada por el docente encargado de impartir las clases de Inglés Básico Intensivo
Obtener información acerca del desempeño académico de los estudiantes

INDICACIÓN: Conteste las siguientes preguntas de manera breve y precisa

I PARTE: RESPONSABILIDAD

1) ¿ Es usted responsable con las exigencias de la materia de Inglés Básico Intensivo?

_____ Si _____ No

2) ¿Con qué frecuencia le asignan los docentes tareas?

_____ siempre _____ a veces _____ nunca

3) ¿Con qué frecuencia cumple usted con las tareas asignadas por el docente?

___ siempre ___ casi siempre ___ a veces ___ nunca

4) ¿Se esmera usted en sobresalir en las actividades de evaluación?

___ siempre ___ casi siempre ___ a veces ___ nunca

5) ¿Con qué facilidad esta usted aprendiendo el idioma Inglés?

_____ mucha facilidad _____ poca facilidad _____ alguna facilidad

6) ¿Cuenta usted con material de apoyo (libros, diccionario, CD's) para mejorar su desempeño en la asignatura?

_____ Si _____ No

7) ¿Tiene usted acceso a libros de consulta en Inglés en la biblioteca o el departamento de Idiomas para mejorar su desempeño en la asignatura?

_____ Si _____ No

8) ¿Se ve usted en la necesidad de buscar tutoría particular para reforzar o mejorar las clases vistas?

_____ Si _____ No

II PARTE: METODOLOGÍA

9) ¿Cómo considera usted la forma en que los docentes imparten la clase de Inglés Básico?

_____ muy apropiado _____ apropiado _____ inapropiado

10) ¿Cuáles de las siguientes actividades emplea el maestro durante la clase?

_____ diálogos _____ lecturas _____ prácticas orales

_____ uso de la grabadora _____ juegos _____ actividades grupales

Otros:

11) ¿Cuán motivadoras son las clases que el docente imparte para aprender en idioma Inglés?

_____ muy motivadoras _____ poco motivadoras _____ nada motivadoras

12) ¿Cuáles de las siguientes dificultades enfrenta durante la clase de Inglés?

_____ Tiene problemas para entender las explicaciones e indicaciones que el docente da.

_____ El docente habla en voz baja.

_____ No posee el libro que se utiliza en clase.

_____ Se le dificulta formular preguntas en inglés

_____ Se le dificulta participar en clase, debido al numero de estudiantes.

_____ Le afecta la ambientación del salón, (espacio, iluminación, ruidos, etc.) en su aprendizaje

_____ El docente habla muy rápido.

Además de las anteriores encuentra otras dificultades

13) ¿Le ayudan sus docentes a superar las dificultades anteriormente mencionadas?

_____ Si _____ No

De que manera:

14) ¿Están los docentes disponibles para algunas consultas fuera de las horas de clase?

_____ siempre _____ a veces _____ nunca

15) ¿Considera usted que las actividades de evaluación corresponden a la temática vista en clase?

_____ Si _____ No

Porque:

16) ¿Considera usted que 10 horas clase son suficientes para su aprendizaje de inglés?

_____ Si

_____ No

APPENDIX 2

UNIVERSITY OF EL SALVADOR WESTERN MULTIDISCIPLINARY CAMPUS LANGUAGE DEPARTMENT

QUESTIONNAIRE ADDRESSED TO BASIC ENGLISH TEACHERS AT THE WESTERN MULTIDISCIPLINARY CAMPUS

OBJECTIVE: To gather information about the methodology employed to teach Basic English in the first semester of 2006 at the Western Multidisciplinary Campus
To collect information about the students' academic performance at the Western Multidisciplinary Campus

DIRECTIONS: Mark with an "x" and answer the following questions.

PART I: ANTECEDENT

1) Do you think that the students' English basics are enough to have a good academic performance?

Yes

No

2) Do you think that students are mature enough to face their academic performance?

Yes

No

PART II: RESPONSIBILITY

3) How responsible are your students to attend classes?

_____ very responsible _____ responsible _____ irresponsible

4) How responsible are your students with their homework assignments?

_____ very responsible _____ responsible _____ irresponsible

5) How responsible are your students with their study habits?

_____ very responsible _____ responsible _____ irresponsible

6) Do you think that your students study enough to get good grades?

_____ Yes _____ No

PART III: METHODOLOGY

7) What kind of techniques do you employ during your classes?

8) Do your students face any difficulties to acquire the target language?

_____ Yes _____ No

Which ones?

9) How do you help your students to overcome such difficulties?

10) Are you available when your students need help outside the classroom?

_____ Yes _____ No

11) How often do you assign homework to your students?

_____ always _____ usually _____ sometimes _____ never

12) How does the number of students in your classroom affect their learning?

13) Do you consider that ten- hour classes are enough for students' English learning?

_____ Yes _____ No

Why?

APPENDIX 3

**UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
LANGUAGE DEPARTMENT
GRADUATION WORK**

**OBSERVATION GUIDELINE CARRIED OUT WITH THE BASIC ENGLISH STUDENTS
GROUP 5 AT THE WESTERN MULTIDISCIPLINARY CAMPUS**

OBJECTIVE: To gather information about the methodology used by the teachers in Basic English classes

1) What techniques does the teacher use to teach EFL students?

2) What steps does the teacher follow to teach EFL students (exercises, drills, games)?

3) What are the students' attitudes towards the teacher's methodology?

4) Which difficulties do students face during their English classes?

5) How does the teacher solve his/her students' difficulties?

APPENDIX 4

UNIVERSITY OF EL SALVADOR WESTERN MULTIDISCIPLINARY CAMPUS LANGUAGE DEPARTMENT

SEMI-STRUCTURED INTERVIEW ADDRESSED TO ENGLISH TEACHERS IN THE FIELD OF EFL METHODOLOGY OF THE LANGUAGE DEPARTMENT AT THE MAIN CAMPUS

OBJECTIVE: To gather information about the most suitable approaches, methods, techniques, and EFL theories to foster Basic English students' four macro skills

DIRECTIONS: Answer the following questions.

1) Why do you think EFL approaches are really important to teach English?

2) What approach/es do you consider the most suitable and important in order to foster Basic English students' four macro skills? Why?

3) How effective do you consider Communicative Language Teaching (CLT) in basic levels?

4) What method/s do you consider appropriate to develop basic English students' four macro skills?

5) What activities or techniques are the most appropriate to develop students' listening skills?

6) What activities or techniques are the most appropriate to develop students' speaking skills?

7) What activities or techniques are the most appropriate to develop students' reading skills?

8) What activities or techniques are the most appropriate to develop students' writing skills?

9) Do you consider important to apply the theory of multiple intelligences in basic English courses?

10) How important is it to apply the theory of constructivism to teach EFL to basic English students?

11) In what manner do you think Basic English students' development of the four macro skills would be benefited if EFL teachers use and apply appropriate and updated EFL theories, approaches, methods, techniques, and activities?

12) What are the benefits of using the Computer Assisted Language Learning (CALL) in basic levels?

IV. REFERENCES

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