UNIVERSITY OF EL SALVADOR

SCHOOL OF ARTS AND SCIENCES

FOREIGN LANGUAGE DEPARTMENT

"THE IMPACT OF THE METHODS, TECHNIQUES, AND STRATEGIES IMPLEMENTED BY PUBLIC HIGH-SCHOOL ENGLISH TEACHERS OF THE METROPOLITAN AREA OF SAN SALVADOR IN THE YEAR 2016"

PRESENTED BY:

LUIS ENRIQUE GARCÍA GG11066

EDWIN DAGOBERTO CRUZ ÁLVAREZ CA10049

IRIS IVONNE MIRANDA DÍAZ MD11033

TO OBTAIN THE DEGREE OF:

LICENCIATURA EN IDIOMA INGLÉS: OPCIÓN ENSEÑANZA

ADVISOR:

MAURICIO SALVADOR CONTRERAS CÁRCAMO, MsD

SAN SALVADOR, FEBRUARY 24th, 2017

TABLE OF CONTENTS

INTRODUCTION

Nowadays, to speak English in the working world has stopped being just something desirable and it has turned into a mandatory language for progress in general terms. English has become the predominant language of business and has become an important tool in many areas. The knowledge and management of the above-mentioned language increases the possibilities of finding a good job, so today more than ever, it is essential to learn the English language. In the globalization era, the English language is an international language and a lingua franca that is now being used in most countries, including El Salvador, in which speaking English has become a need to apply for a job or get a scholarship abroad.

Language teaching, as any other process, has the function of making students interact with one another; to make this happen, teachers must be highly qualified not only to develop certain contents or inculcate values and beliefs, but also to identify and correct the learning difficulties of the students so as to improve the English learning process. For this reason, English teachers should have a specialized academic education degree that allows them to apply methods, techniques, and strategies appropriately in every single class to develop and reinforce students' abilities through the use of teaching materials and audiovisual resources needed to teach an English class.

The present research work about the impact of the methods, techniques, and strategies implemented by public high-school English teachers of the Metropolitan Area of San Salvador in the year 2016. It consists of six chapters and is made up of the following parts:

CHAPTER I: STATEMENT OF THE PROBLEM. The starting point of this research is presented in this chapter beginning with the problematic situation, the delimitation of the investigation, the justification of why to investigate this topic, its importance, the general and specific objectives and the research questions.

CHAPTER II: THEORETICAL FRAMEWORK. This makes allusion to different theories regarding the topic of this paper, experts' opinions, and a definition of terms into a conceptual framework.

CHAPTER III: METHODOLOGICAL FRAMEWORK. This describes the type of investigation carried out, the population and sampling taken into account, and techniques and instruments to gather information.

CHAPTER IV: DATA ANALYSIS AND INTERPRETATION. This chapter expresses the authenticity of the data analysis and the interpretation of it.

CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS: In this chapter, the authors present their findings based on their objectives and what they suggest regarding the issues detected.

BIBLIOGRAPHY: This section lists the different references consulted by the authors of this paper in order to reinforce what they state about a specific issue.

APPENDICES: This section includes a copy of each instrument used in this research such as graphs, pictures, diagrams, and the like.

CHAPTER I

STATEMENT OF THE PROBLEM

A. PROBLEMATIC SITUATION

The English language has become one of the most spoken languages around the world, so it is very important to teach it at schools to give students a better opportunity to get a job or apply for a scholarship when finishing their high-school studies. Nowadays, in El Salvador, learning the English language in public high schools has turned a little complicated because of students' lack of interest in it. In order to find out what the issue is, the research team decided to study a part of this huge problem, which is one of the most important: the methods, techniques, and strategies implemented by public high-school English teachers.

Along the years, many different methods, techniques and strategies have been developed to face students' needs; all of them claiming to be the best option to teach English, but the effectiveness of their use will depend on how teachers use them for making students learn the language in a natural and amusing way.

In order to know about the way English teachers teach and make use of different methods, techniques, and strategies, the research team decided to visit two public high schools of the metropolitan area of San Salvador: Centro Escolar General Francisco Morazán and Complejo Educativo Capitán General Gerardo Barrios. The students are between the ages of 14 and 19 years old. There will be 72 students. Those schools are going to be visited during a period of the school year to observe how the English classes go and how students react when the English teachers implement a new method, technique, and strategy. At the end of this research, the researchers hope this project can be helpful for future investigations about this situation in public high schools.

B. OBJECTIVES

- **General Objective**

  ✓ To identify the impact of the methods, techniques, and strategies implemented by public high-school English teachers of the Metropolitan Area of San Salvador in the year 2016

- **Specific Objectives**

  ✓ To gather information about the English learning methods, techniques, and strategies used by public high-school English teachers of the Metropolitan Area of San Salvador

  ✓ To analyze the methods, techniques, and strategies implemented by public high-school English teachers of the Metropolitan Area of San Salvador

  ✓ To determine the impact of the methods, techniques, and strategies implemented by public high-school English teachers of the Metropolitan Area of San Salvador

C. RESEARCH QUESTIONS

✓ **General Research Question**

What is the impact of the methods, techniques, and strategies that English teachers implement in the public high schools of the Metropolitan Area of San Salvador?

✓ **Research Subsidiary Questions**

1. Which methods do English teachers apply when teaching?

2. Which techniques do English teachers apply when teaching?

3. Which strategies do English teachers apply when teaching?

D. RATIONALE

Due to the fact that most of the students from public high schools do not get interest in the English classes, the researchers decided to carry out this study to find out about the problem that is going on in the English classes and why students get low grades. For that reason, the research team will study the methods, techniques and strategies implemented by English teachers and the impact of these on students. Most of the English teachers who are working in public high schools were taught during their careers the different methods, techniques and strategies that they could apply in their English classes when teaching. So, researchers will observe the English classes from Public High schools in the Metropolitan Area of San Salvador at Centro Escolar General Francisco Morazán and Complejo Educativo Capitán General Gerardo Barrios. Those classes will be observed during a period of the school year to gather information and identify the methods, techniques and strategies implemented by the English teachers from those institutions. The instruments that the research team will administer are interviews and questionnaires; researchers will interview and ask the English teachers and some students of the English class.

The researchers consider this investigation very important for three main reasons. First, it will help people to determine what methods, techniques, and strategies are implemented by English teachers from public high schools. Second, this will help future investigators to identify the impact of methods, techniques and strategies on students. Finally, researchers will analyze more easily how public high-school teachers encourage their students in the learning process of the English language.

This research will be important because it will allow future researchers to know about the methodologies that most of the teachers implement in public high schools these days. This will also provide the research team with a better analysis of how public high-school English teachers teach and the results or accomplishments they have once they finish a unit, school period, and school year through the implementation of the appropriate methods, techniques, and strategies.

E. LIMITATIONS

➢ At the beginning of the research, the members of the team decided to work with three institutions of the Metropolitan Area of San Salvador; but due to some inconveniences, researchers were not allowed to observe the English class of one of the institutions. So, they had to observe only two institutions, Centro Escolar General Francisco Morazán and Complejo Educativo Capitán General Gerardo Barrios.

➢ The class observations were supposed to be done in two months, but because of teachers' training, students' activities, and teachers' sick leaves, the English classes were suspended, and the observations were postponed two weeks.

➢ It was not possible to administer the questionnaires and interviews to all the students selected in the scheduled day because some of them did not attend the English class.

CHAPTER II

THEORETICAL FRAMEWORK

The purpose of this study is to identify the impact of the methods, techniques, and strategies implemented by public high-school English teachers of the Metropolitan Area of San Salvador in the year 2016. To get the main goal of this research project, the research team decided to focus on the main characteristics of the methods, techniques, and strategies to have complete data gathered to analyze and associate it with information collected during the observation time during a school period, in two public high schools of the metropolitan area of San Salvador.

The literature review provides a theoretical basis for this study. For this reason, it is organized under the following subheadings: 1) How English was introduced in El Salvador, 2) How to teach and learn the English language, and 3) teaching methods, techniques, and strategies.

How English Was Introduced in El Salvador

The English language has been taught in El Salvador's public schools since the 40s. Before 1940, the English Language in Salvadoran schools was not an issue of major relevance. The people in charge of establishing plans and programs did not have a vision on the utility of the mentioned language above in this country; besides, the students were not interested in learning a foreign language. Also, technology was not very advanced and one did not need any knowledge of English to get a job.

In 1959, Centro El Salvador - United States, an institution dedicated to the teaching of the English language, worked in the three zones of the country to fulfill the needs of the privileged class that traveled constantly to the United States of America. The strategic procedures that they applied were based on the essential introduction of

the Audio Lingual Method, achieving with it, the teaching of the Communicative Approach Method.

During 1968, an Educational reform was implanted and became a significant movement in the evolution of the Salvadoran education with the differences of the previous educational movements. Some of the bases on which the reform of this year is founded are the science advances and the increase of the technical tools in all the fields in which the people move and work, thus leading to stronger relations with developed countries, especially the speaking English countries, thereby achieving the growing influence of the English language in El Salvador.

In 1972, the University of El Salvador offered the career Profesorado en Educación Media para la Enseñanza del Idioma Inglés by implementing a new curriculum, introducing methods and modern techniques, updating bibliography and audio-visual aids. In 1984, the government of the United States approved the scholarship program CAPS (Central America Peace Scholarship) sponsored by the United States Agency for International Development (USAID).

In 1991, the CAPS program designed a project focused on improving the quality of English Language teaching. Some of the teachers, experts and no experts, who taught the English subject from public and private schools, were chosen to receive training for a period of 9 months in the United States. In 1992, the teachers who were benefited with the CAPS program along with people from the Education Department of El Salvador created a new English "syllabus." So, a pilot test was administered; that later was immediately validated by the education authorities of El Salvador.

In 1998, The Education Department of the Ministry of Education in El Salvador developed a new curriculum based on the learning service, and it stipulated that the native language of El Salvador, Spanish, and the foreign language, English, share the same approach and the essential competencies of speaking, writing, listening, and reading. The English curriculum designed and implemented in 1998 was definitely one of the sources for the design and implementation of the current version. According to this curriculum, the application of the four English language macro skills would certainly be the spearhead to make radical and important changes in the learning process of students.

In the year 2008, within the framework of the 2021 National Education Plan, the Education Department of El Salvador updated the English syllabus version for high-school Education. To implement this new version of the syllabus, the MINED authorities approved the communicative approach in order to achieve the main objectives and language proficiency levels. The English curriculum was designed based on the standard proficiency levels to be reached in each grade of high school. Furthermore, the new curriculum is flexible to teacher's creativity to contextualize it to their teaching environment and achieve the stated objectives and language proficiency levels successfully. The current official English program of high school designed in the year 2008 is on the lead in the development of academic competencies to promote communication. This new model has another way for students to learn in the teaching-learning process, and it may impact the solution of real life problems.

The objectives of the Education Department of El Salvador for the high school category are oriented to prepare students to continue their university or technical studies. In addition, returning to the English language as our central point of this study, the Education Department of El Salvador stipulated in article 18 as follows:

"El plan de estudios de bachillerato diversificado comprenderá materias comunes y de especialización, en los porcentajes que se establezcan por el Ministerio de Educación. En el área común se impartirá la enseñanza de un idioma extranjero."

As noted above, In El Salvador, the educational system includes the English subject from seventh to eleventh grade. So, English is taught for 5 years in public schools. The school year, according to the Education Department of El Salvador, has 40 weeks. The curriculum of the English subject is developed in three classes of one hour each per week; this makes a total of 120 classes in the 40 weeks of the school year and a total of 600 classes from seventh to eleventh grade. The class time is 45 minutes, so in general terms, the following calculation is 450 normal hours.

When studying a foreign language, it is necessary to take into account four established linguistic macro skills: speaking, listening, reading, and writing. According to MINED, these are the competencies expected in each skill of language learning:

General Communicative Competence Level to be Reached by The End of The Eleventh Grade of High School Education

By the end of the eleventh grade of high school education students will be able to participate in conversations on familiar topics, and handle simple situations or transactions in past, present and future time.

Competencies					
Year	Listening	Speaking	Reading	Writing	Proficiency level
Tenth grade	Able to understand sentences in a limited number of content areas, particularly if strongly supported by the situational context. Content refers to basic personal background and needs, social conventions and routine tasks, such as getting meals and receiving simple instructions and directions. Listening tasks pertain primarily to face-to-face conversations. Understanding is often uneven; repetition and rewording may be necessary.	Able to handle successfully a limited number of interactive, task oriented and social situations. Can ask and answer questions, initiate and respond to simple statements and maintain face-to face conversation, although in a restricted manner. Within these limitations, can perform such tasks as introducing self, ordering a meal, asking directions, and making purchases. Strong interference from native language may occur.	Able to understand main ideas and/or some facts from simple texts dealing with basic personal and social needs such as public announcements and short, straightforward instructions dealing with public life.	Able to meet limited practical writing needs. Can write short messages, postcards, and take down simple notes, such as telephone messages. Can create statements or questions within the scope of limited language experience. Frequent errors in grammar, vocabulary, punctuation, and spelling and in formation of non-alphabetic symbols, but writing can be understood by natives used to the writing of nonnatives.	Intermediate Low [10]

Eleventh grade	Able to understand sentences on a variety of topics related to personal background interests and activities, social conventions and tasks, such as lodging, transportation, and shopping. Additional content areas include a diversity of instructions and directions. Listening tasks pertain to face-to-face conversations, short telephone conversations and some speech, such as simple announcements and reports over the media.	Able to talk simply about self and family members. Can participate in simple conversations on topics such as personal history and leisure time activities. Utterance length increases slightly, but speech may continue to be characterized by frequent long pauses. Pronunciation may continue to be strongly influenced by first language and fluency may still be strained. The Intermediate-Mid speaker can generally be understood by sympathetic interlocutors.	Able to read simple texts about which the reader has to make minimal suppositions and to which the reader brings personal interest and/or knowledge Examples may include short, straightforward descriptions of persons, places, and things written for a wide audience.	Able to write short, simple texts about personal preferences, daily routine, everyday events, and other topics of personal experience. Can express present time or at least one other time frame or aspect consistently, e.g., nonpast, habitual, imperfective. Evidence of control of the syntax and basic inflectional morphology, such as declensions and conjugation. Writing tends to be a loose collection of sentences or fragments on a given topic. Can be understood by natives used to the writing of nonnatives.	Intermediate Mid[11]

Taken from "English Syllabus Tenth and Eleventh Grades High School" (2008), MINED El Salvador.

According to the curriculum, English is taught as an obligatory subject in public institutions for five years from seventh to eleventh grade during three hours per week. In spite of the presence of the English language in the educational system of El Salvador, there is little information and knowledge on how English is taught in the public schools of our country, and how effective the methods, techniques, and strategies are, and how much and how well the students learn English is unknown. Moreover, diagnostic tests are not applied to public institution students to measure the development of the communicative skills of the English language. Therefore, there are no data or results that indicate the level of students' management of the English language. Besides, there is lack of supervision, support, monitoring, or systematic evaluation of the performance of the English teachers.

How to Teach and Learn the English Language

There are at least five factors that are determinant in the teaching-learning process of the English language: the teacher, student, methodology, the curriculum and the educational context (Martinez, 2009). These favorable factors can lead students to develop better levels of learning, but in unfavorable circumstances, it can interfere and greatly affect the results. Then, the key is to determine whether these factors work in favor or against public institutions.

It is important that English teachers have the best level of communicative competence possible. The importance lies in the fact that the English teacher, in the classroom, becomes a model of communicative performance in terms of pronunciation, fluency, intonation, vocabulary, grammar, etc. that students imitate and reproduce. A bad modeling of the teacher affects English acquisition negatively.

The role and profile of the English teachers are determinant in the successful process of English language learning. Their knowledge, communication skills, teaching skills, and personality traits affect positively or negatively in the teaching-learning process. Their influence is determinant and even the best English curriculum fails if the teacher is not at the level of the educational demands. The educational elements attributable to the teacher are their professionalism, English language proficiency, and didactic skills.

According to the British Council website (May, 2008), Teacher's role refers to the different functions a teacher can have in a class. The role usually implies the relationship between the teacher and learner, particularly in terms of the autonomy the learner has over their learning. Teachers' roles can be discussed with learners as part of learner training, along with other aspects of classes. Learners can think about what roles they prefer for their teacher, how this preference fits in with other aspects of their learning style, and why the teacher chooses each role.

Jack C. Richards (2006) the type of classroom activities proposed in CLT (Communicative Language Teaching) also implied new roles in the classroom for teachers and learners. Learners had to participate in classroom activities that were based on a cooperative rather than individualistic approach to learning. Students had to become comfortable with listening to their peers in group work or pair work tasks, rather than relying on the teacher for a model. They were expected to take on a greater degree of responsibility for their own learning. And teachers had to assume the role of facilitator and monitor. Rather than being a model for correct speech and writing and one with the primary responsibility of making students produce plenty of error-free sentences, the teacher had to develop a different view of learners' errors

and of her/his own role in facilitating language learning. So, in few words Facilitator, assessor, manager and evaluator are all teacher roles.

Hargreaves, p.835 (1994) apparently agrees, stating: Good teaching is charged with positive emotion. It is not just a matter of knowing one's subject, being efficient, having correct competencies, or learning all the right techniques. Good teachers are not just well oiled machines. They are emotional, passionate beings who connect with their students and fill their work and classes with pleasure, creativity, challenge and joy.

In a typical lesson, according to CLT, a three phase sequence, known as the P-P-P cycle, was often used: Presentation, Practice, and Production.

Presentation: The new grammar structure is presented, often by means of a conversation or short text. The teacher explains the new structure and checks students' comprehension of it.

Practice: Students practice using the new structure in a controlled context, through drills or substitution exercises.

Production: Students practice using the new structure in different contexts, often using their own content or information, in order to develop fluency with the new pattern.

Richards and Rogers (2001) suggest that currently, the language teaching profession is in a "post-methods" era, arguing that no longer should teachers feel obligated to follow the overly prescriptive mandates of one certain method or approach. They encourage teachers to identify principles of effective language teaching that would guide their classroom decisions, not dictate them. Some of these

crucial principles are related directly to the empirical work done in the field and include the following:

- ✓ Engage all learners in the lesson.

- ✓ Make learners, and not the teacher, the focus of the lesson.

- ✓ Provide maximum opportunities for student participation.

- ✓ Develop learners' responsibility.

- ✓ Be tolerant of mistakes.

- ✓ Develop learners' confidence.

- ✓ Teach learning strategies.

- ✓ Respond to learners' difficulties and build on them.

- ✓ Use a maximum amount of student-to-student activities

- ✓ Promote cooperation among learners.

- ✓ Practice both accuracy and fluency.

- ✓ Address learners' needs and interests

These principles provide some guidance, but teachers still must make concrete decisions on which activities they will implement in teaching their students within the context of their own classrooms. Armed with this information, then, teachers must choose which behaviors, on their part, will be most effective in stimulating second language acquisition.

Collier (1987) suggests that in the teaching of foreign languages, the education of a second language can begin at the age of 6, in which the child already knows the mother tongue and perceives a major relation between the word, its sense, and its meaning. On the other hand, they suggest that the learning process takes place before children turn 6 since at this age, they are more likely to assimilate information,

and as the years go by, and this is more difficult because they are accustomed to their mother tongue.

Undoubtedly, the most determining factor is the students. These are the ones who learn. They are the subject and object of all processes and educational activities. The student is also a variable that has an impact, in this case, in their own learning. Therefore, their study habits, attitudes towards English and their associated elements (English class, teacher, mother tongue, culture, etc.), their motivation and interest, and their self-esteem are intrinsic conditions to them, which are in favor or against their learning process.

The educational context is the physical environment and the social environment in which the student learns English. Among them are the family, the school, the classroom, the school principal and other teachers. The favorable environments have a positive impact and the unfavorable interfere with the intention that the students learn English.

According to Omaggio, A. (2001), a favorable educational context provides the resources and conditions that help the student learn English, such as material and technological resources (libraries, laboratories, technology, etc.), furniture and appropriate physical spaces, the correct use of the time assigned for the English class, small groups of classes (less than 20 students), support of extra class activities, and support of the school principal and other teachers, among others.

Language learning requires the support of many teaching resources. These can be two types: printed materials such as sheets, posters, flashcards, and textbooks, and technological equipment such as the recorder, TV, DVD, multimedia lab, computers and the Internet. These resources are powerful tools that help and promote

learning. The fact that a classroom is equipped with the highest technological resources does not exactly mean that the students will learn effectively if the teacher in charge is not well-trained to use such equipment.

Teaching Methods, Techniques, and Strategies

Learning a language involves a systematization of processes and methodologies that facilitate the assimilation of a linguistic body of a language. Through the learning of a language, the specific guidelines are set to establish methodological patterns that highlight an effective and efficient production. The teaching-learning methodology, understood as a set of didactic applications, methods, techniques, and strategies that seeks to generate learning within the classroom is also of principal importance.

Richards and Rodgers (2001) identify a structural view of language, which posits that "language is a system of structurally related elements for the coding of meaning." They also identify a functional view, which provides that "language is a vehicle for the expression of functional meaning."

Richards and Rodgers (2001) also distinguish between two basic types of learning theories: process oriented theories which "build on learning processes, such as habit formation, induction, inference, hypothesis testing, and generalization" and condition-oriented theories, which "emphasize the nature of the human and physical context in which language learning takes place."

To know more about the methods, techniques, and strategies that teachers have to apply for teaching the English language, the researchers present below a brief background of each of them, but before that, it is important to know the following terms to help the research:

Method: An overall plan for systematic presentation of language based upon a selected approach. A generalized set of classroom specifications for accomplishing linguistic objectives; Methods tend to be concerned primarily with teacher and students roles and behaviors and secondarily with such features as linguistic and subject-matter objectives, sequencing, and materials. They are most always thought of as being broadly applicable to a variety of audiences in a variety of contexts. According to Jack Richards and Theodore Rogers (1982, 1986) a method is "an umbrella term for the specification and interrelation of theory and practice."

Approach: An approach is a set of assumptions dealing with the nature of language, learning, and teaching. It defines assumptions, beliefs, well-informed positions, and theories about the nature of language, the nature of language learning, and the applicability of both to pedagogical settings.

Technique: Any of a wide variety of exercises, activities, or tasks used in the language classroom for realizing lesson objectives. The language teaching literature widely accepted technique as a superordinate term to refer to various activities that either teachers or learners perform in the classroom. In other words, techniques include all tasks and activities. They are almost always planned and deliberate. They are the product of a choice made by the teacher. And they can, for the purpose as a language teacher, comfortably refer to pedagogical units or components of a classroom session.

Strategy: a complex educational behavior of a teacher in using methods, techniques, tools, discipline, and communications in order to achieve goals and /or objectives. In a few words, a strategy refers to a general plan of action for achieving one's goals and objectives.

Teaching Methods

In the first chapter of their book, *Approaches and Methods in Language Teaching,* Richards and Rodgers (2001) offer a brief history of language teaching and trace the rise and fall of diverse methods and approaches. An abbreviated summary will be included in this research to provide needed background on the evolution of teaching methods and how methodological changes reflect concurrent thinking on proficiency needs as well as theories of language learning.

Richards and Rodgers (2001) begin their historical overview with the teaching of Latin and Greek and its great influence on language pedagogy that began 500 years ago. From the fifteenth through the nineteenth century language students were educated in the particulars of Latin through rote memorization of grammar and sample sentences. Teachers need not be conversational or truly communicative in the language rather able to explain the grammar in detail and model it through decontextualized sentences. The expert teacher was primarily a grammarian with extensive knowledge of Latin grammar. Even with the rise of modern languages such as French and English and the decline of Latin as a common means of spoken and written communication, Latin continued as a necessary academic subject. Many viewed the study of Latin as crucial for intellectual development.

The teaching of Latin through repetition, memorization, and direct translation of decontextualized sample sentences continued from the fifteenth century on through the nineteenth century and was personified by the "Grammar-Translation Method." Even after modern languages entered the school curriculum, the Grammar-Translation method prioritized the reading of a language's literature and considered it a valuable mental exercise. Reading and writing were the skills of choice, accuracy was vital, grammar became deductively visible, and students' native language was the medium of instruction. It was essential for teachers to have a comprehensive mastery of a language's grammar and the ability to effectively police students' production, specifically grammar. This method continued strong on into the twentieth century (Richards and Rodgers, 2001).

A reaction against the Grammar-Translation movement surfaced, which held up the successful acquisition of language by children as a model for second language learning. The reform movement that arose emphasized the spoken word with its sound system and contextualized nature. Out of this reformation grew the Natural Method, which attempted to reflect first language acquisition without resorting to the native language during instruction. One of the most well-known natural methods was the "Direct Method" which was adopted by Berlitz in his commercial schools and led to the term "Berlitz" method being used synonymously with the Direct Method. The Direct Method focused on oral and aural skills with the entire class being taught in the target language with correct pronunciation and grammar, considered principal. Grammar was taught inductively and vocabulary was presented through gestures, objects, and pictures (Richards and Rodgers, 2001).

Although the Direct Method seemed to improve upon the many limitations of the Grammar-Translation Method, it had several drawbacks too. Teachers had to demonstrate native, or native-like fluency in the target language, and they needed to be extremely skillful in their ability to communicate ideas and teach vocabulary using gesture and body language while maintaining a high level of energy and motivation among students. Also, the strict use of the target language to the exclusion of the native language resulted in teachers having to perform time consuming verbal exercises. The possibility of implementing such a method in public schools was impractical and far too ambitious given the great demands put on the teacher with large class sizes. The Coleman Report of 1927 recommended that a more achievable goal for foreign language programs was the development of reading knowledge through simple texts (Richards and Rodgers, 2001).

The Direct Method, however, opened the door to the methods era with its accompanying assumptions, 1) that methods and approaches refer to a consistent set of teaching strategies employed by the teacher that are theoretically based, 2) that certain methods or approaches will lead to more effective learning, and 3) that quality teaching will improve learning when the best methods are used. From the time directly following the second war in the 1950's through 1980's, several different methods surfaced as a result of different goals and changes in linguistic and educational theories—all based on the assumptions listed above (Richards and Rodgers, 2001).

The Audio-lingual Method surfaced as a way to afford students oral communication skills that the Grammar-Translation method could not. Furthermore, it was a logical by-product of the advances in behaviorist psychology that encourage stimulus-response approaches to learning. As a result of the Cold War and the

launching of Sputnik in 1957 by the Russians, later, the United States government invested heavily into foreign language teaching in order to improve American students' foreign language abilities throughout the country. Language labs were set up and they were characterized by a teacher-controlled console with individual student stations equipped with audiocassette players, recorders, and headphones. From their console, teachers could play for all students at the same time certain sound clips for them to repeat as practice or subsequently speak into their recorder. The teacher, therefore, was required to produce native-like language, both phonologically and grammatically, while being able to detect specific errors as well as error patterns among all students. In spite of this method's popularity for years, its effectiveness began to be called into question. Students memorized sets phrases and were required to articulate them clearly, but they did not have the communicative ability to talk to others because they were like robots.

Teaching Approaches

The 1960s, 1970s, and 1980s saw the birth of other methods and approaches that have been used longer than others. The Silent Way, the Natural Approach, Total Physical Response, Suggestopedia, Comprehension Approach, and Communicative Language Teaching all offered their ideas and prescriptions on how best to teach language and what the role of the teacher was. Some of these approaches assigned a more passive role to teachers, who served as counselors and interpreters to be used at the students' discretion as set out by the Silent Way and Suggestopedia Approaches. The Natural Approach, Total Physical Response, Comprehension Approach, and Communicative Language Teaching required a more

active role of the teacher as facilitator and leader of language learning and interaction. While Task-Based Language Teaching, Content-Based Instruction, and Proficiency-Based approaches focused on the outcomes of learning and not necessarily on the methods, they did require the teacher to be actively involved and carefully selective in their choice of tasks, content, and activities their students should be exposed to. Multiple intelligences, Cooperative Learning, and Whole Language are trends from outside the field of second language learning that have been related to language pedagogy and require an excellent amount of awareness and knowledge on the part of the teacher regarding the make-up of their students' abilities and learning preferences (Richards and Rodgers, 2001).

Teaching Techniques

Kassem (1992, p. 45) defined teaching techniques as teacher's activities in the class to involve students in the subject matter, and requires that students participate in learning activities, share equally with other learners, and react to the learning experience. The teacher also needs to work with students as a friend, make the learning place more comfortable, organize his/her lesson plans, and influence students by using different teaching methods. The teaching goals must be adapted to the needs and interests of learners, while teaching strategies should be carefully used to improve learning and make the subject matter useful. According to several studies, these strategies have been found to be significantly related to students' learning achievement.

According to Kahn (1990), educators over the last decade have shown great interest and speculation in developing new curricula, and reforming existing curricula, to promote the development of thinking skills. Dyer and Osborne (1995, p. 260) specified that students' thinking skills and problem solving abilities can be developed by teaching activities, especially by the selection of an appropriate teaching approach. Henson (1988, p.9) argued that the teacher's principal purpose is to help students learn and to give real help.

Newcomb et al. (1986) classified teaching techniques into two groups, namely the group techniques which include discussion, demonstrations, field trips, role playing and resource people, and the individualized techniques include supervised study, experiments and independent study. Similarly, Henson (1988) calling them "strategies," mentioned others including lecturing, tutoring, inquiry learning, questioning, discovery learning, and simulation games.

Yelon (1996, p. 154) strongly advised that teachers vary their teaching techniques in the classroom when he said. "To gain and keep students' attention, vary your instructional procedures. One simple thing to do within a lesson is to break up explanations with examples, demonstrations, practice, and feedback. That's enough variation to keep anyone alert. Vary your program format across lessons. Sometimes explain the idea to students; sometimes have learners discover the concept from examples you provide; sometimes have students discuss the meaning of a study; sometimes run a simulation. Have students work individually and in groups. Use varied techniques within a lecture. Use a series of short lectures followed by exercises, intersperse short readings or videos in the lecture, and ask students to briefly discuss a point with a partner or write a reaction to an issue during a lecture."

Also Yelon argued that using an aid as a major teaching tool is one of the most valuable techniques in the teaching-learning process. Handouts, transparencies, checklists and videotapes are good examples of instructional aids, teaching devices or mechanisms designed to make learning more effective, more efficient, and more satisfying (p. 133).

Teaching Strategies

In the past, behaviorists concentrated on the observable behavior produced by stimulating animals and human subjects under controlled laboratory conditions. This model remains a powerful tradition and the evidence produced has the merit of all experimental science models (Shipman, 1985, p. 21). The basic model is stimulus (or input) and response (or output), followed by the feedback approach in cognitive processing models. However, modem psychologists and educators have developed more advanced models in interacting, negotiating, active interpretation of learning, and refusal to treat learners as passive recipients because teaching-learning activities are complex and comprehensive processes (Shipman, 1985, p. 23-27).

Bloom's Taxonomy of Educational Objectives (Bloom et al., 1956) has provided acceptable descriptions of levels of cognitive complexity, from the simple recall through analysis to evaluation. Shipman (1985, p. 87) introduced the top-down and bottom-up teaching models comprising a number of steps including the analysis of the task in hand and breaking it down into parts that can be placed in sequence from simple to complex. This model has been applied to all levels of academic interaction although Shipman (1985, p. 87) argued that these linear models are not suitable for some tasks.

Worsham and Stockton (1986, p.16-19) introduced a model termed "Inclusion Process", which they believed to be the most useful approach to teaching thinking skills. Eight steps constitute the model as follows:

- ✓ Analyzing curriculum objectives to determine the categories and levels of thinking required.

- ✓ Assessing the learner's cognitive needs with regard to the curriculum objectives.

- ✓ Developing a list of thinking skills to be taught.

- ✓ Developing a long-range plan for the sequencing of thinking skills.

- ✓ Defining each skill.

- ✓ Listing the steps involved in applying each skill.

- ✓ Applying the skill to the curriculum.

- ✓ Testing for skill application.

This model could be characterized as comprehensive, based on analyzing the curriculum, focused on student's achievement, based on individual program requirements and the needs of a specific group of learners.

CHAPTER III

METHODOLOGICAL FRAMEWORK

METHODOLOGY

A. RESEARCH APPROACH

The approach that was used is a mixed method research, quantitative and qualitative approaches.

The researchers decided to use both methods since using a combination of qualitative and quantitative data can improve an evaluation by ensuring that limitations of one type of data are balanced by the strengths of another. This ensured that understanding is proved by integrating different ways of knowing. Most evaluation collected both qualitative data (text, images, and the like) and quantitative data (numbers).

B. TYPE OF STUDY

Descriptive study

A descriptive study was used in the research *"The Impact of the Methods, Techniques, and Strategies Implemented by Public High-School English Teachers of the Metropolitan Area of San Salvador in the Year 2016."* The investigators decided to use this type of study since their main aim is to describe and produce a straightforward description of participants' experiences, in this case the methodology performed by English teachers and students' participation.

C. RESEARCH DESIGN

Research Design

The approach that was used is a mixed method research, quantitative and qualitative approaches, and the design that was implemented in this research is a non-experimental research design. The reason why it has been decided to make use of this design is because no variables are going to be manipulated since they are not under the control of the researchers. No participants will be taken out of the natural context where they interact.

The type of study that was used in this research is non-experimental. This is a design in which the researcher is a passive agent, who observes, measures, and describes a phenomenon as it occurs or exists. The agents, in this case the researchers, visited two different public high schools, in which they observed how the classes were developed and the behavior of the English teachers and students in order to gather information and to identify the methods, techniques, and strategies implemented by the English teachers.

D. POPULATION

The Population

The research group selected two public high schools. The first one: Centro Escolar General Francisco Morazán; the population is tenth grade, Global Logistics Option, Section "C" with 32 students; the second one: Complejo Educativo Capitán General Gerardo Barrios, whose population is tenth grade, Certificate in Foreign Languages, Section "C" with 40 students.

This research has a population of 72 students from public high schools from the metropolitan area of San Salvador in the year 2016; these students are between 14 and 19 years old.

E. SAMPLING

Systematic Random Sampling

The research team decided to use a systematic random sampling in order to select the participants. This statistical method consisted in an equal probability to select each unit from within the population when creating the sample.

To carry out the observation of the investigation, two public high schools of the Metropolitan Area of San Salvador were taken into account, So the researchers decided to take only one part of the 72 students by using the program *sample size calculator* in which the researchers decided to use a confidence level of 95%, a

confidence internal of 11.3%, and the population of 72 students. After processing the mentioned data the researcher got a sample size of 37 students to administer the different instruments such as a questionnaire, an interview, and diagnostic and post tests, because this number could provide the researchers more accurate results to carry out a more reliable research.

F. RESEARCH TECHNIQUES AND RESEARCH INSTRUMENTS

The research team decided to apply the passive participation because there was not any contact with the participants during the classes taught by the English teachers. So, the researchers had contact with the participants only when they administered the instrument and that was out of classes, not during the observations. The public high-school classrooms were observed and recorded; there was not any interaction with students and teachers during the classes. Before and after the class observations, the researchers administered a diagnostic and post test to students. Besides, The English teachers and some students were interviewed and asked to complete questionnaires.

Diagnostic and Post Test

In order to know students' knowledge in the English language, the researchers decided to administer a diagnostic test before beginning the class observations. The purpose of this diagnostic test is to measure the current state of a student's progress or ability in the English language. After completing the class observations, the researchers decided to administer the same test as a post test to address the improvement of the students in the English language.

Questionnaire

The research team selected the questionnaire as the technique for collecting information from the two English teachers and students because it permits to gather critical information without attempting to modify the sample. This questionnaire research attempted to obtain data from the members of the sample to determine the methods, techniques, and strategies the teachers implemented and how the English classes were developed. For this purpose, pilot questionnaires were administered in the following days in order to verify the instruments' validity and to assure good expectations about the whole investigation.

The questionnaire used for the teachers consisted of 16 open questions, and the one used for the students consisted of 8 open questions; they were designed to obtain reliable information from the subject under study.

Interview

The team created two interviews and administered them to the two English teachers and 37 students from both sections; in the interview, the teachers talked about how much they knew about methodology to be implemented in the English classrooms, and if they had included the methods, techniques, and strategies in their classes. The students talked about activities developed by their English teachers.

A structured interview was created by the team as an instrument to gather information from teachers and students. The interview was addressed to a sample of teachers who were or are in charge of the English subject, and to students who participated of the English classes. So, they were able to give some specific information, which the researchers found important for the investigation.

G. DATA GATHERING PROCESS

The process of getting the data was conducted as follows: first of all, the researchers decided to carry out the research in two public high schools. Having a number of 72 students between the two institutions, in which only 37 students were administered diagnostic and post tests, a questionnaire, and an interview. In order to have only 37 students out of the 72 students. The researcher team assigned one number to each of the 72 students, then a program called *Random Integer Generator* was used to have only 37 students randomly, thereby each student had an equal chance of being chosen.

CHAPTER IV

*DATA ANALYSIS AND INTERPRETATION*

A. STUDENTS' QUESTIONNAIRE ANALYSIS

1. ¿Cuáles son tus expectativas de la asignatura idioma inglés?

Most of the students answered that the subject English is very important to master the main skills of this language so that they can get a job in a call center to make money in the near future. Also, students think that through speaking this language, they could travel to another country and have communication with others using this foreign language.

2. ¿Cómo te sientes en las clases de inglés? ¿Por qué?

The students answered that in previous English classes taken in schools, they did not feel comfortable because the methodology implemented by teachers was boring; so students did not improve in the language. But now, students are very motivated because of their teacher's methodology, such as activities assignments, and games, that help and encourage students to learn the language.

3. ¿Te gusta la clase de inglés? Si/No. ¿Por qué?
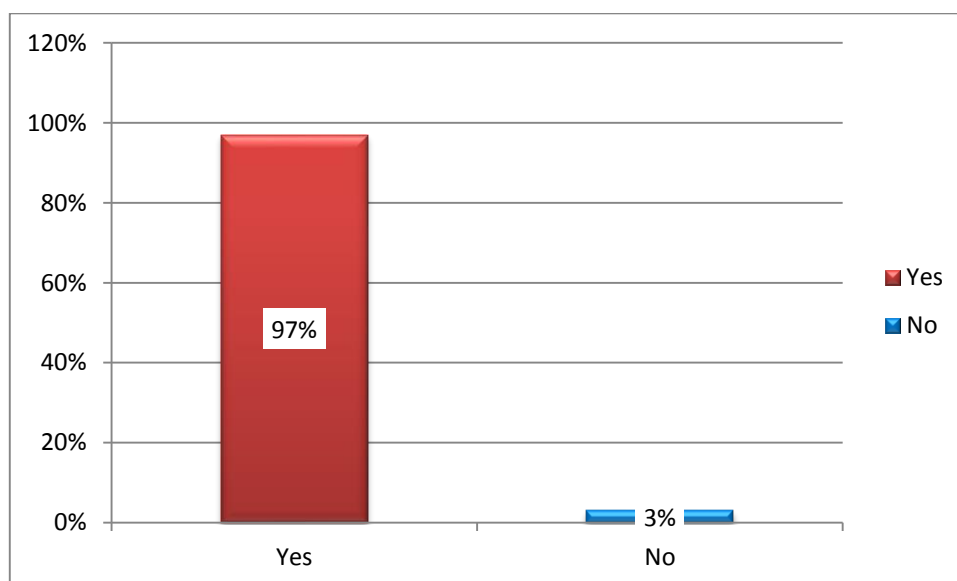
In this question, 97% of the students mentioned that they like the English class and 3% of the students said that they dislike it. Most of the students answered that the English classes are interesting and engaging, so they are learning and improving in the English language because of the way their teachers teach. Students mentioned that their teachers are joyful and entertaining in the classes, so they do not get bored. Also, they wrote they are learning a lot because of the activities implemented by the English teachers.

4. **¿Tu profesor de inglés implementa dinámicas durante la clase? Si/No. Mencione algunas.**
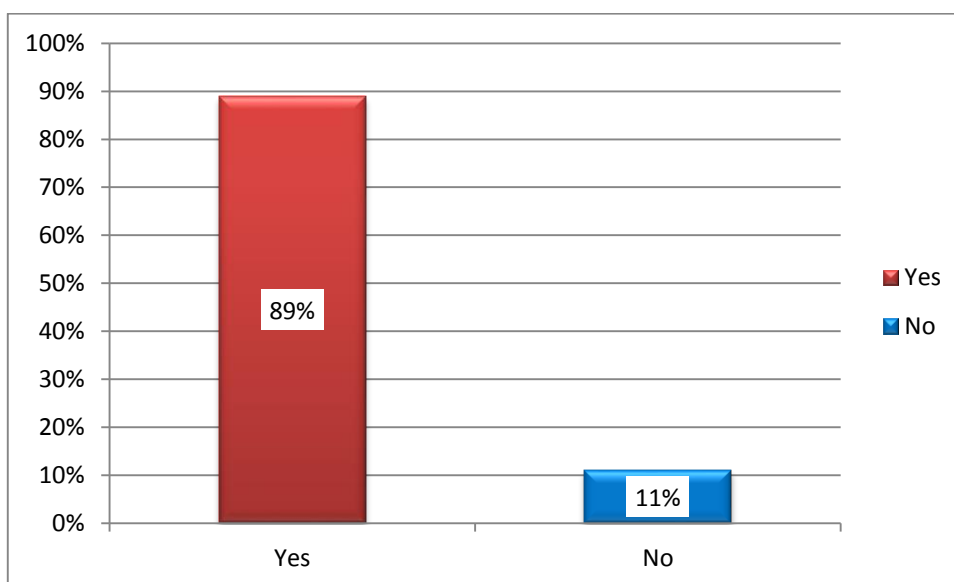
In this question, 89% of the students answered **yes** and 11% of the students answered **no**. The students mentioned that their English teachers implement activities in the class to make them learn the language by playing and practicing with their classmates. Some of the activities the students mentioned are the following: matching and unscrambling sentences, singing, role playing, tic-tac-toe, word-searcher puzzle, Simon Says, the Hot Potato, and flashcard use.

5. ¿Participas en las actividades que el profesor desarrolla durante la clase?

   Si/No ¿Por qué?
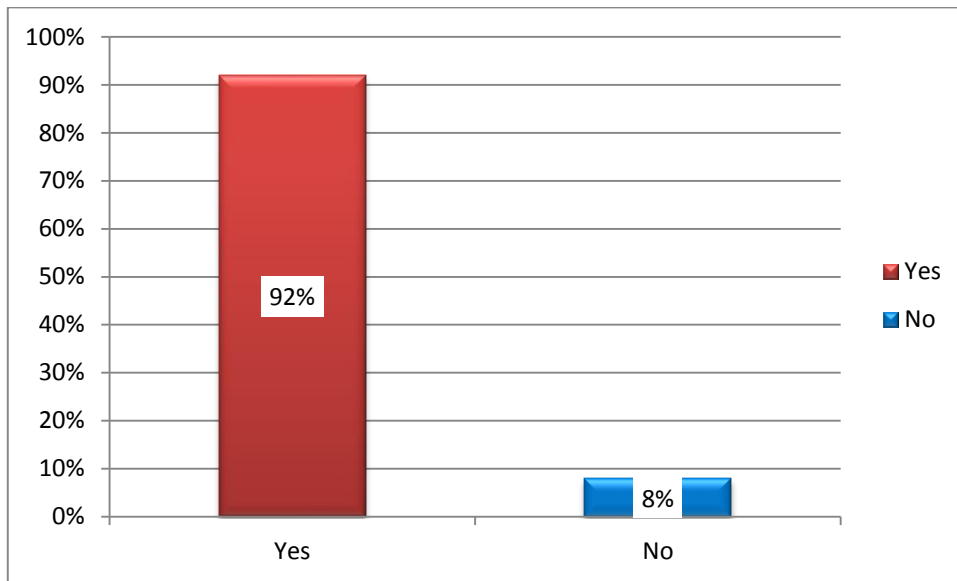
In this question, 92% of the students answered **yes** and 8% of the students answered **no.** The students mentioned that they participate in the different activities implemented by the teachers because those help them to understand the language better, although some mentioned that they do not participate in all of the activities because they get nervous. During the observation time, it was noticed that most of the students were shy to participate or use the language in a role play or any other activities.

6. Menciona algunos consejos que tu profesor de Inglés te recomienda para aprender el idioma.

Some of the pieces of advice that the English teachers give to their students are the following:

1. listening to English music because this could help them to improve their listening skill

2. looking up unknown words to increase their vocabulary

3. repeating words until they pronounce them correctly

4. watching movies with captions

5. paying attention to the teacher in the English class

6. playing video games

7. recording themselves to check out possible mistakes regarding pronunciation

8. writing English words as they listen and understand them

9. memorizing words or phrases

Some students mentioned that they have improved in the language by implementing some of the teacher's pieces of advice. Also, the researchers noticed that students used the English language more.

7. ¿Cómo quisieras que fueran las clases de Inglés?

Some of the students like the English classes they receive, but there are others who think that the teacher should be more active in the classes to make students participate in the activities. Also, students would like to have more classes during the week to improve their pronunciation and skills. The researchers agree with the

students because in most of the class observations, it was noticed that time was not enough for teachers to carry out all the activities.

8. **¿Te gustaría en un futuro continuar estudiando el idioma Inglés? Si/No ¿Por qué?**
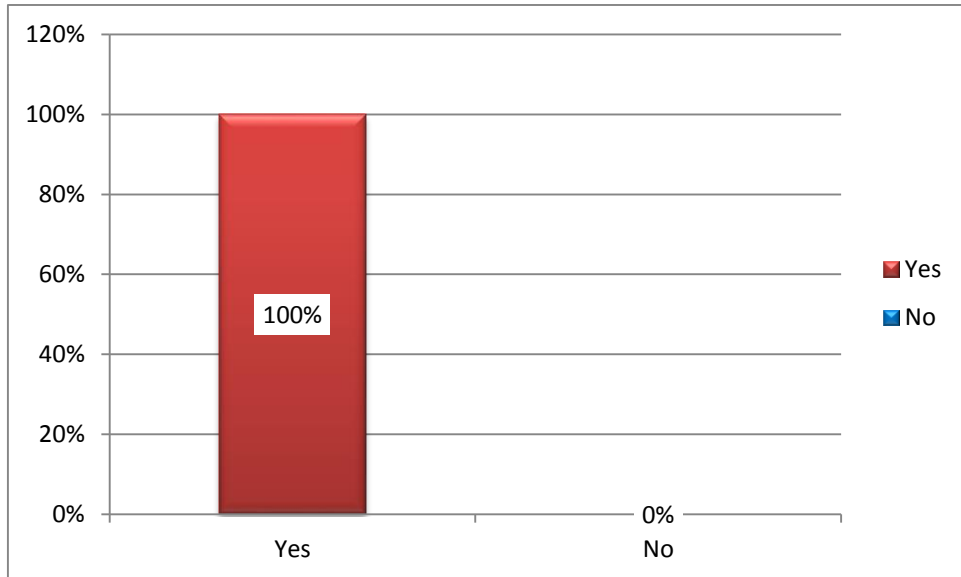

In this question, 100% of the students answered **yes** and 0% of the students answered **no.** Students think this language is very important to get a job, have a scholarship, become a teacher, and travel to another country. So, students want to continue learning and practicing the language.

B. TEACHERS' QUESTIONNAIRE ANALYSIS

The following questionnaire was administered to two public English teachers. The teachers answered it according to their experience when teaching English.

1. Do you like teaching in public high school? Yes/No. Why?
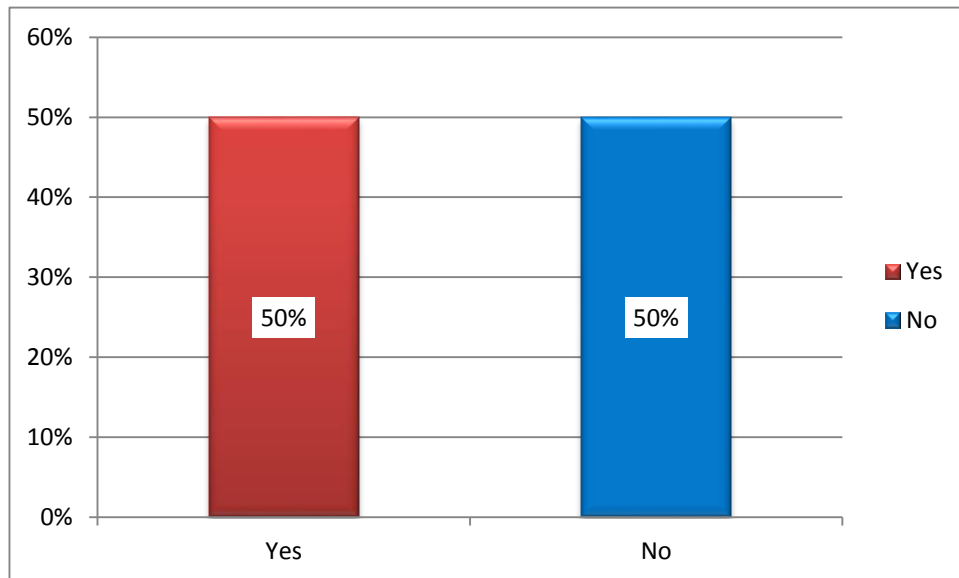
One of the teachers said **no** because it is pretty difficult to work with people who are not interested in learning a second language. On the contrary, the other teacher said **yes** because for her, it is important to help others, and that is the reason why she chose to be an English teacher.

2. Related to the subjects that you took in your academic formation, what are the most important ones in order to be a teacher? Why?

The subjects that the teachers consider important when teaching a second language are the following:

1. English

2. Didactics

3. Practice Teaching

4. Evaluation of Learning

3. Which skill is the most difficult for you to develop in the students when teaching? You can choose more than one.

**Listening**

Writing

Reading

Speaking

Why?

One of the teachers said that listening is the most difficult to teach because in the institution, there are no resources such us CD players, computers, or internet. On the other hand, the other teacher said that the most difficult skill is speaking because students are afraid to speak and pronounce words or phrases.

4. What type of drawbacks have you found during your teaching experience in public high schools?

Some problems mentioned were the following: students' lack of interest, lack of support from the institutions, and lack of resources such as textbooks, English labs, etc. According with the observation, the researcher noticed that the public high schools do not have the necessary resources to help students to improve their English language. Also, teachers do not have any support from principals and MINED authorities.

5.   Do you know any English teaching methods? If yes, mention them. Yes/No.
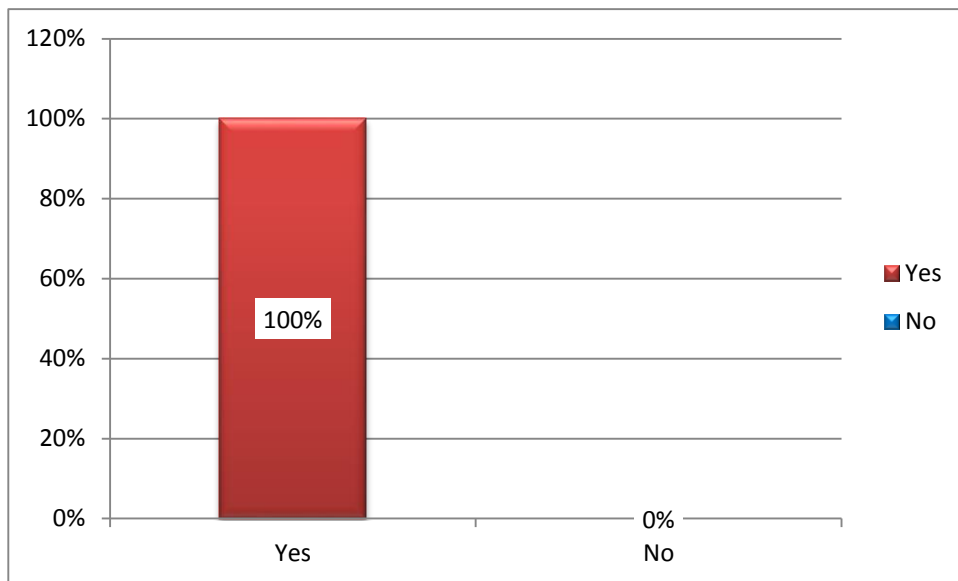

Teachers mentioned the communicative approach, grammar translation, audio-lingual, and natural approach. It was noticed that teachers had forgotten the different methods even though they use them when teaching. Also, the methods teachers mentioned were searched by them in the internet at the moment of answering this question.

**6.   What are the English teaching methods you apply when teaching? Why?**

One of the teachers said that she applies the natural approach because it allows her to have a good environment, and in that way the students do not feel they are forced when learning the language. The other teacher said that she applies a mix of all the methods and activities so her students can perform in a good way when learning the language.

7. Are you successful when you apply those methods? Yes/No. Explain:
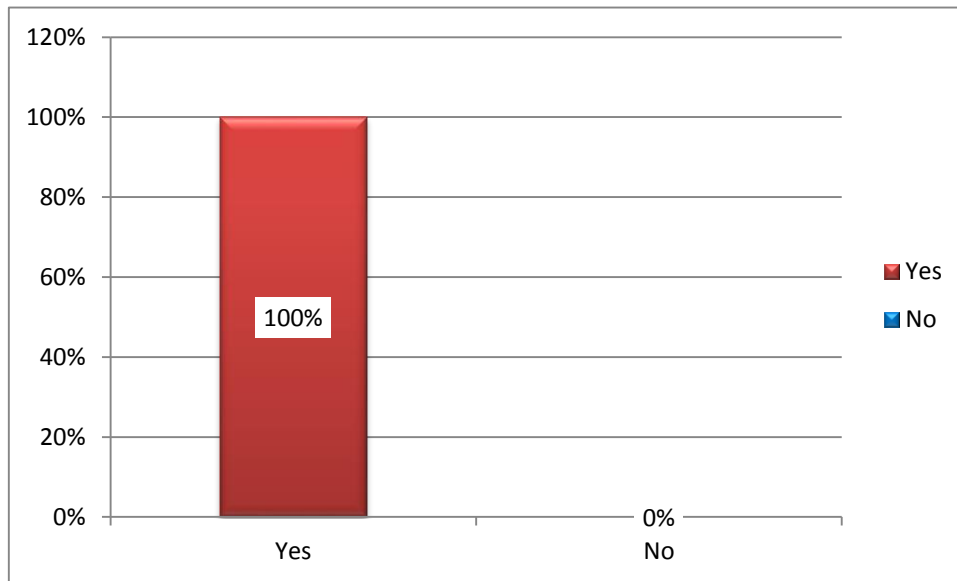
The teachers said that this depends on the students they teach because they often have students who are willing to learn more and more every day, but there are others who are not; that complicate the learning process and the application of the methods and activities previously planned. In the observation time, it was noticed that some of the students did not pay attention and did not follow any instructions when the teachers came up with an activity.

8. Do you know any English teaching techniques? Yes/No. If yes, mention them.
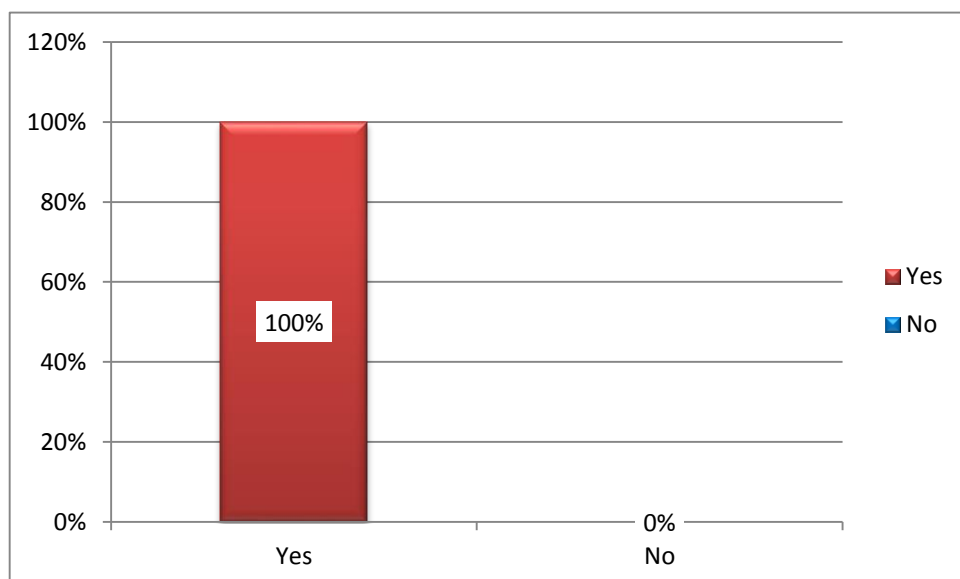
Some of the techniques that teachers mentioned were the following: board games, role plays, repetition, listening and answering questions, and reading comprehension. The researchers noticed that those activities were implemented in classes to have student engaged in the classes. So, students were motivated by this type of activities.

9. What are the English techniques you apply when teaching? Why?

The teachers said that when they have time, they apply different techniques to have students active in classes. Some of these activities are the following: board games, role plays, repetition drills, listening and answering questions, and reading comprehension. The researchers noticed that those techniques were implemented by the teachers at the beginning, in the middle, and at the end of the classes.

10. Are you successful when you apply those techniques?   Yes/No. Explain
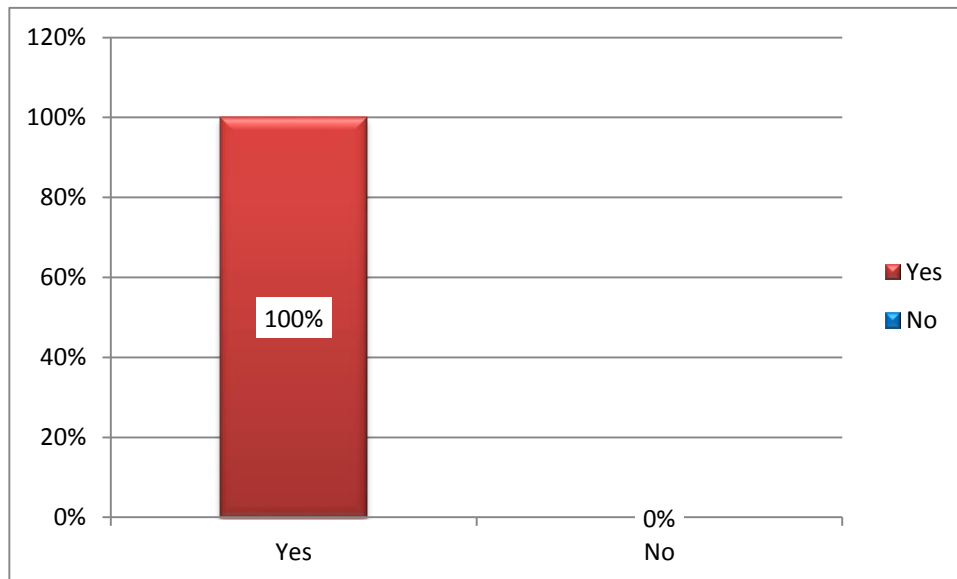
The teachers said that this depends on the students they have because they often have students who are willing to learn more and more, but there are others who are not; that complicates the learning process and the application of the techniques. For that reason, and due to the students' lack of interest, most of the activities are not effective in classes.

11. Do you know any English strategies? Yes/No. If yes, mention them.
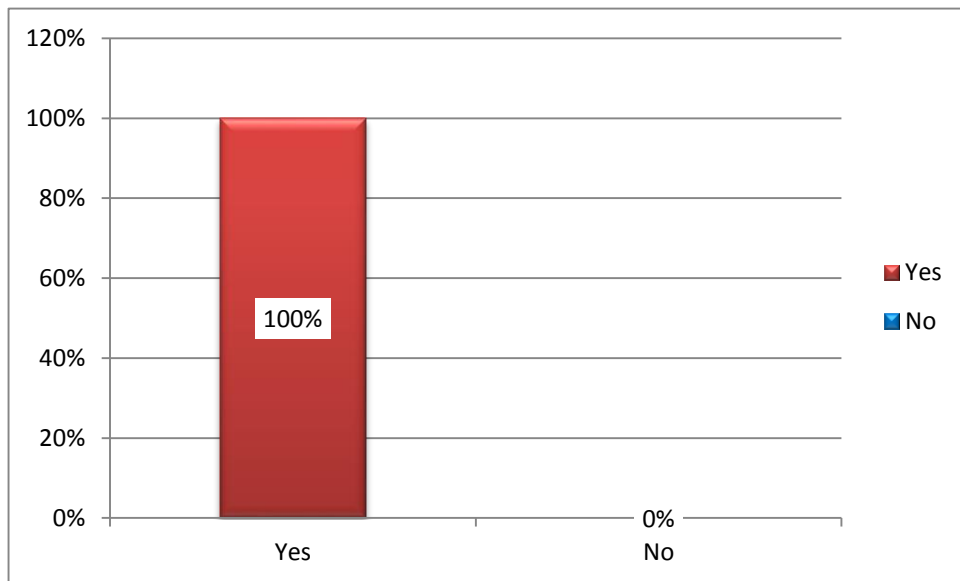
Some of the strategies teachers mentioned are the following: role plays, memorization, translation, repetition, readings, and feedback. In the observation time, it was noticed that most of these strategies were implemented at the beginning, and at the end of the classes.

**12. What are the English teaching strategies you apply when teaching? Why?**

The teachers said that when they have time, they apply different strategies to make their students pay attention in classes and have a good participation. Some of these strategies are the following: oral presentations, quizzes, online exams, feedback, repetition, memorization, and translation.

13. Are you successful when you apply those strategies? Yes/No. Explain.
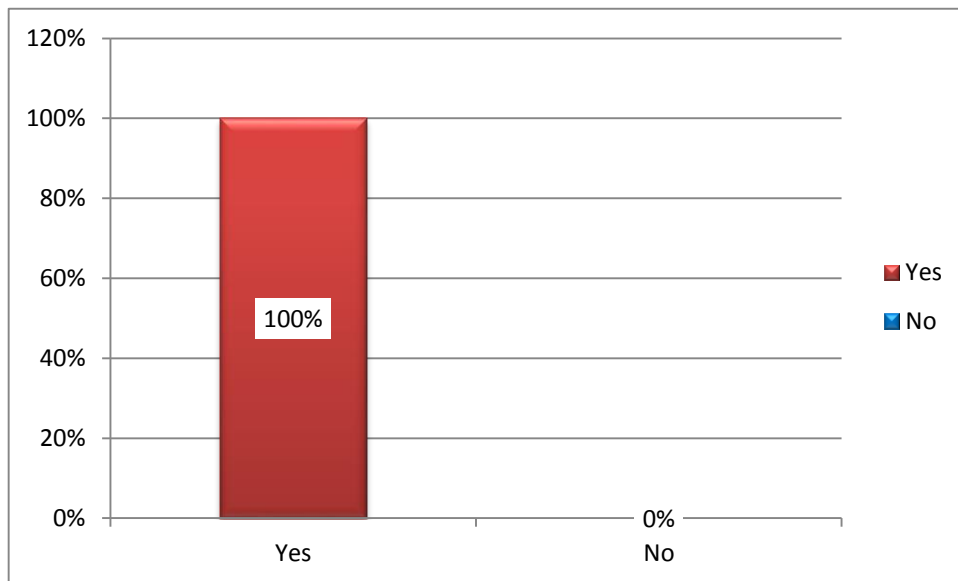
The teachers said that they are sometimes successful when they apply those strategies, and mostly when those activities are evaluated. In the observation time, it was noticed that most of the students only participated when the teachers gave them some points or extra points for doing the activities or assignments. So, students were motivated when gaining points for participating.

14. When applying methods, techniques, and strategies, how do you plan them?

The teachers plan the activities according to the level and students' needs, the time teachers have per week, and the interest that students show in classes. The researchers noticed that one teacher planed her classes in order to cover all the topics

and activities prepared for the classes. On the other hand, the other teacher lacks preparation in her classes because it was observed that some points were not clear for the students and the classes turned boring.

15. What is the reaction of the students when you apply a new method, technique, or strategy in class?

The teachers said that it depends on the groups and the students' interest in the class; the students feel motivated and enjoy the activities. On the other hand, the teachers said that there is always a group of students who do not care about classes, and do not work, or follow instructions. So, the teachers said that sometimes they achieve their goals of the classes and sometimes, such classes turn difficult.

16. What is the atmosphere inside of the English class?

The teachers said that applying the activities and topics without any problem depends on the groups of students that they have; they sometimes have to be pushing students to pay attention and follow instructions to get the main goals of the assignments or activities. The researchers observed that the teachers achieved their goals depending on the class time, activities, and motivation.

C. STUDENTS' INTERVIEW ANALYSIS

1. ¿Cómo se llama la especialidad que estas estudiando?

The students said they were studying two options: Global Logistics and Certificate in Foreign Languages.

2. ¿Cuántas horas de inglés recibes a la semana?

Students did not answer the question because they do not know exactly the number of hours they receive per week. But according to the class observation, the researchers realized that students from Global Logistics receive five hours per week, and the students from Certificate in Foreign Languages receive seven hours per week. The researchers noticed that the time assigned for the classes is enough for teachers to cover all the topics and activities only if the teachers prepare the classes previously.

3. ¿Por qué crees que es necesario estudiar inglés?

Students answered that the English language has become a necessity to get a job, and it opens many other opportunities. Also, students said that the English language can help people to communicate with others when travelling to another country where that language is spoken, or to apply for a scholarship. The researchers noticed, during the observation that most of the students are planning to get a job in a call center once they learn the language.

4. **¿Qué es lo que te gusta de las clases de Inglés? ¿Por qué?**

The students mentioned that they like the different activities implemented by the teacher because that helps students to pay attention to the class and understand the topic better through games, so they feel more motivated to participate and be more confident when speaking. The researchers noticed that most of the students participate in the different teachers' activities although there were some students who were not interested in the classes or activities.

5. **¿Qué es lo que no te gusta de las clases de Inglés? ¿Por qué?**

Most of the students said that they like the English classes, although some students do not feel comfortable when going to the board and speaking in front of others, so teachers try to motivate them. The researchers noticed that in most of the cases, students did not want to participate because they were tired; they also said that they did not know the answers to the questions they were asked.

6. **¿Te gusta la forma en que tu profesora te da la clase de Inglés? Si/No. ¿Por qué?**
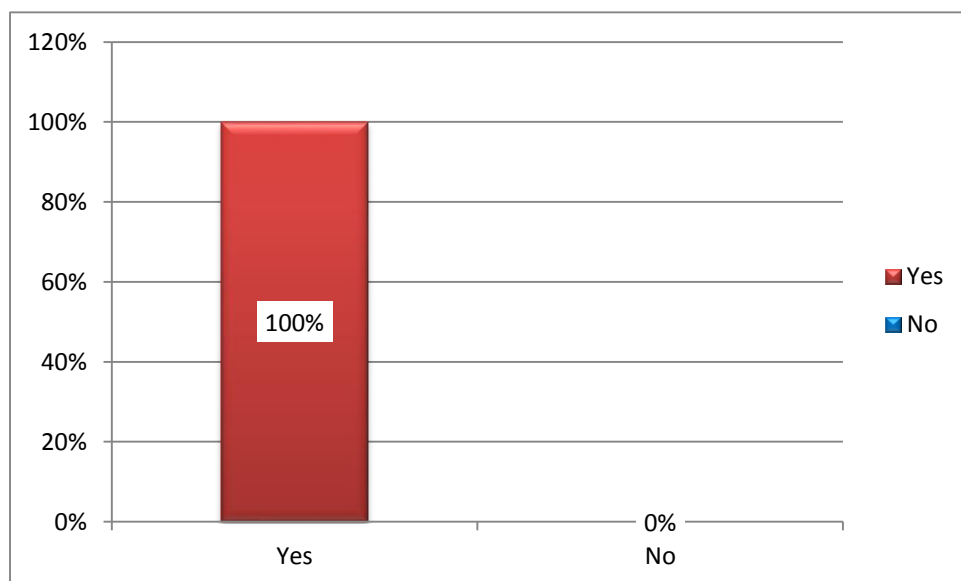
All the students approved the way teachers teach the classes because of the extra material, activities, and games developed during classes. Also, students said that their teachers explain the classes very well and make them understand the language and clear out any doubts from the classes. The researchers noticed that some students tried to pay attention, participate, and ask teachers about possible doubts, but there were other students who did not care about their learning process.

7. ¿Entiendes bien las explicaciones de tu profesora de Inglés? Si/No. ¿Por qué?
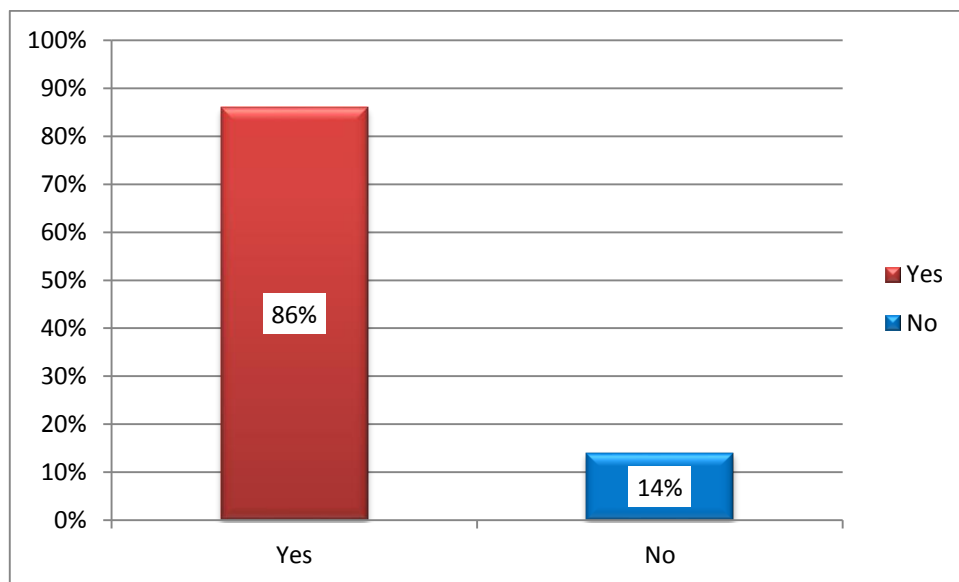
In this question, 86% of the students said yes, because their teachers explain the topics through games, so students do not get bored, and they understand the classes. On the other hand, there were a 14% of the students who do not unders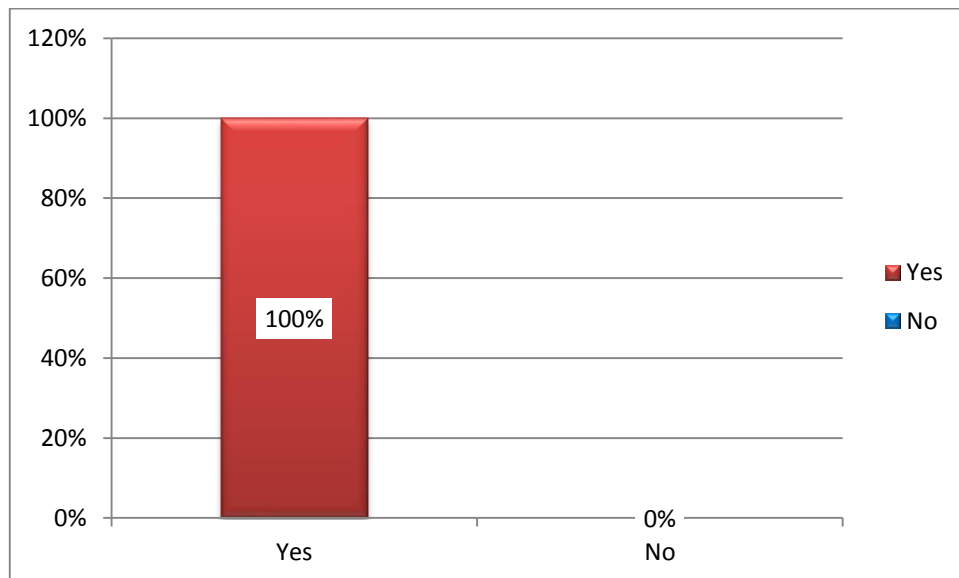tand the classes because they said that they sometimes do not pay attention to the classes, so they do not understand the teachers' instructions when the teachers ask them to follow them.

8. ¿Cuáles son las actividades que la profesora desarrolla en la clase de Inglés?

Some of the activities students mentioned are the following; matching and unscrambling sentences, singing, role plays, tic-tac-toe, word-searcher puzzle, Simon Says, the Hot Potato, and word-games. During the observation time, it was noticed that teachers came up with different activities for the English classes in order to make students understand the topic better; students also said that they learn more through activities rather than through explanations and theory only.

9. ¿Participas en las actividades? Si/No. ¿Por qué?

All the students said that they participate in the classes because of the following three reasons; first, students have to participate in classes to get a good grade. Second, students want to learn more about the language. Third, they want to get a job in which the English language is used. Those are some of the reasons that motivate students to learn the language. Also, the researchers asked the teachers about the students' answers, and they said they agreed with them.

10. ¿Cómo te gustaría que fueran las clases de Inglés?

All the students said they like the classes and there is nothing to change because they enjoy the classes and do not get bored. This is contradictory because they also said that they would like to have more games to have fun in the classes. During the observation time, it was noticed that students love having fun during the activities because they were always expecting activities; otherwise, they got bored, and they did not want to work much. That is why the teachers always tried to bring different activities to the classes.

11. ¿En un promedio de 1 a 10, cuanto inglés consideras que has aprendido? ¿Por qué?
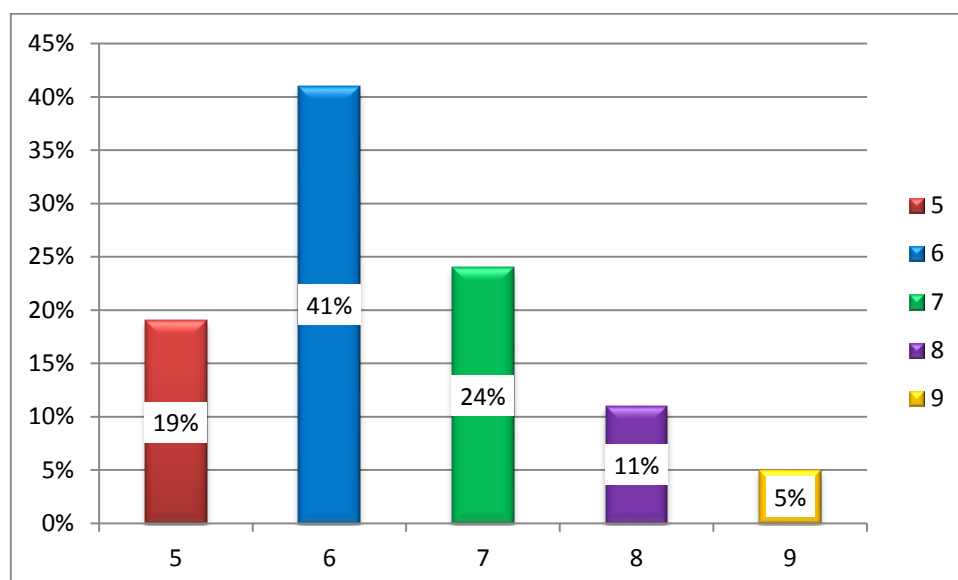
In this question, 19% of the students said that their average is 5.0; 41% of the students said that their average is 6.0; besides, 24% of the students said that their average is 7.0; 11% of the students said that their average is 8.0, and 5% of the students said that their average is 9.0. The students mentioned those averages

because at the beginning, they did not know much about the English language. They said it was difficult to understand the teachers' instructions, so they did not feel comfortable; also, the participation time was little. Students said that now they understand the classes and teachers' instructions a little more. So, they pay attention to the classes and try to understand what their teachers explain.

12. ¿Cumples con las actividades y tareas que la profesora de Inglés te asigna? Si/No. ¿Por qué?
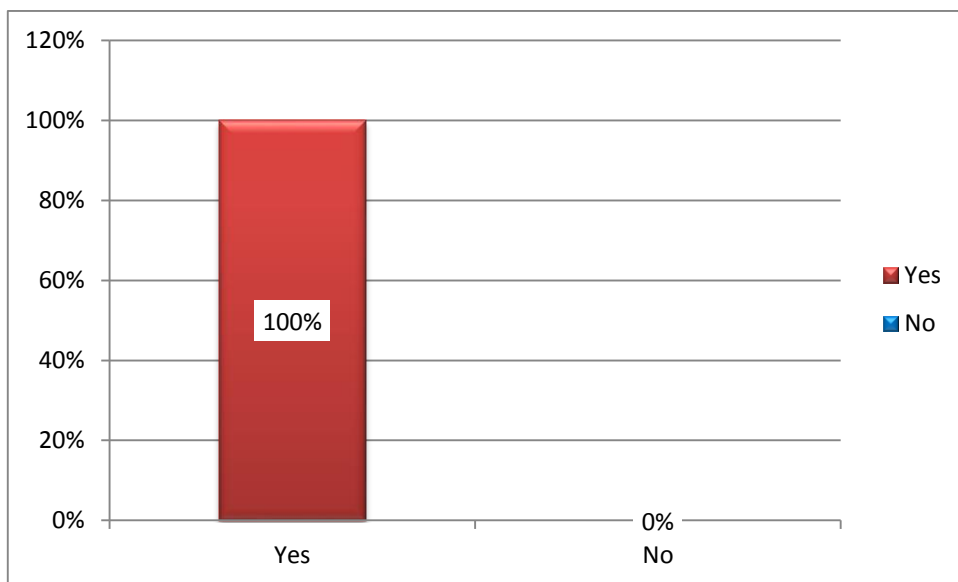
All of the students said yes because all the activities assigned by the teachers are evaluated. Also, students said that they like handing in homework because they learn more and practice what their teachers have explained during classes. Although during the observation time, it was noticed that most of the students turned in homework late, the students said that they do it because they are assigned more homework from the other subjects.

13. ¿Qué hace tu profesora para motivarte a aprender inglés?

A few students said that teachers do nothing to motivate them, but most of them said that teachers advise them to learn the language to get a good job. Also, the latter said that teachers' activities motivate them to continue learning the language. During the observation time, it was noticed that the teachers always took some time to advise students to hand in homework and study at home. The teachers also told them about the importance of learning the language. It was also noticed that teachers prepare activities to have students active in the classes.

14. ¿Cómo es tu comportamiento en las clases de inglés?

The majority of the students said that they bother in classes, but they try to pay attention in order to understand. Moreover, they mentioned that the problem happens when they do not understand what the teacher explains because they get desperate and start bothering others. A few students said that they pay attention without bothering others.

15. ¿Te gustaría seguir estudiando el idioma inglés en un futuro? Si/No. ¿Por qué?
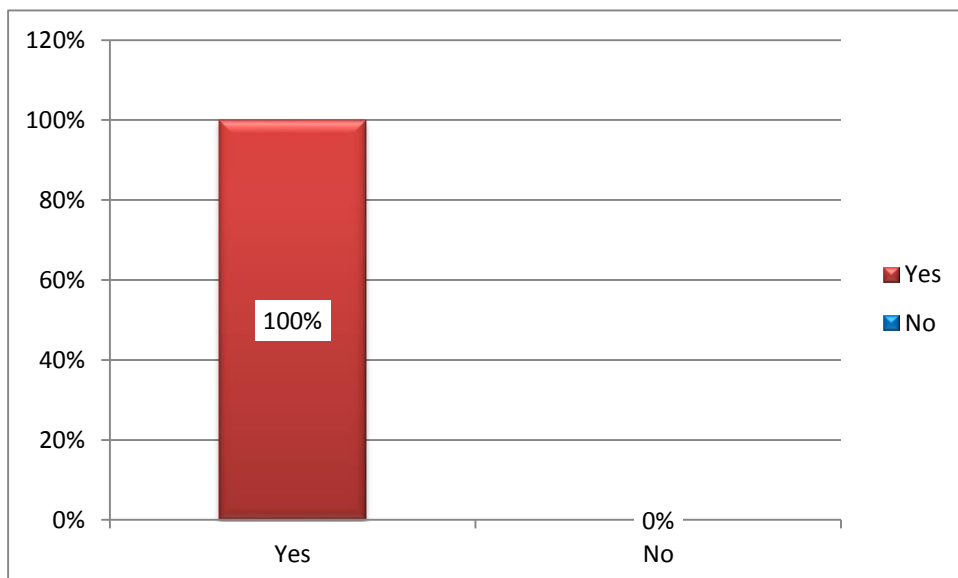
All of the students said yes because this language can open better job opportunities; also, students want to improve all their skills in the language to use them whenever they have the opportunity. They consider it is important to learn a language that is spoken around the world because they want to travel to another country in the future and, by speaking the language, they would speak with others without any inconveniences.

16. ¿En un futuro te gustaría trabajar en algo relacionado con el idioma inglés? Si/No. ¿Qué tipo de trabajo? ¿Por qué?
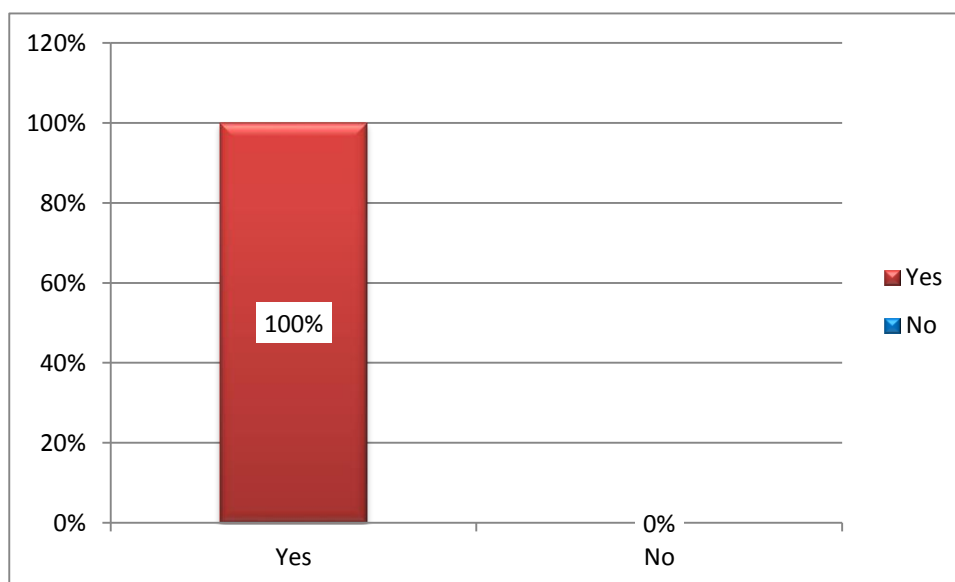
All of the students said yes because the majority of them want to work for a call center because in that way they could improve their language. Also, students have heard that it is a well-paid job, and that motivates them to learn the language. Moreover, some students said that they want to be teachers because they would like to teach and help others to learn English. Only a few students want to travel to another country to work for an international company.

D. TEACHERS' INTERVIEW ANALYSIS

1. **What motivated you to study English?**

One of the teachers said that she chose the B.A. in English Teaching because of the variety of job opportunities that a professional in English teaching has nowadays. The other teacher said she felt the need to help students, especially teenagers.

2. **How long have you been teaching English?**

One of the teachers has taught English Since 2009, around 6 years according to what she said, and the other teacher has taught English for 3 years.

3. **How would you define teaching methods? Give some examples.**

One of the teachers said that methods are defined as techniques or a bunch of techniques or activities that the teacher uses in every class. The teacher said that the one that she applies the most is PPP, presentation practice and production because this gives students examples. For instance, she said that she gives students conversations, and then she explains the topic. And at the end, the teacher makes them produce what they have learned through the class. The other teacher said that she did not remember how to define methods, but she knows some of them, such as the audio-lingual method, the silent way, and the natural approach.

The research team noticed that these teachers did not remember the names of some methods even though they use some of them when teaching.

4. **What do you know about teaching techniques?**

One of the teachers said that those are activities and games that teachers use in classes to reinforce students' comprehension about the topics studied. The other teacher said that those are tools to work in classes.

5. **What do you know about teaching strategies?**

One of the teachers said that those are similar to the techniques; this teacher thinks they are the teacher's tools to teach English in the classes. The other teacher said that repetition, and working in pairs or groups are some teaching techniques she applied.

6. **What teaching methods do you apply in your class?**

One of the teachers said that she applies PPP, and sometimes she uses others depending on the kind of students and students' needs. At the end, the teacher said that the method she implements is Communicative Language Teaching (CLT). The other teacher said that she likes to implement the Natural Approach because she is friendly with the students, and students learn in a relaxing way.

The research team noticed in the observation time that only one of the teachers use different methods. The other teacher, however, does not use the Natural Approach as she said, but the Grammar-Translation Method.

7. **How often do you use a new method?**

One of the teachers said that she implements new methods depending on the topic and the kind of students she teaches. Otherwise, the teacher uses the Grammar Translation Method. The other teacher said that the only method she uses is the Natural Approach.

The research team noticed that teachers do not know much about methods and their functions although they make use of some of them in the classes.

8. How do you overcome problems that are not expected when teaching?

One of the teachers said that she talks with the students and highlights their bad behavior, but if they do not understand even by calling their attention, the teacher takes them to the principal's office, or she calls their parents. The other teacher said that first she talks to them; also she tries to make them understand about their mistakes.

9. What kind of evaluations do you use?

One of the teachers said that the evaluations she uses in classes are oral presentations, quizzes, role plays, online exams; besides, she checks the students' workbooks. The other teacher said that she prefers written exams, presentations, and students' participation. She does not assign homework because they do not work on it.

10. What are some of the activities students like the most?

One of the teachers said that games and songs are the activities the students like the most because she has seen that through those activities, students get interested in the English language. The other teacher said that she uses songs and games as well. The research team noticed that students do like those types of activities, and they do not get bored.

11. What is the English teaching method you like the most?

One of the teachers said that the method she uses the most is Communicative Language Teaching. The other teacher said that the one she uses is the Natural Approach.

The researchers noticed in the observation time that teachers used the mentioned methods in most of the cases.

12. How is the reaction of your students when you apply a new technique or strategy?

One of the teachers said that students have fun when they play games, but when she carries out activities that have to do with the class itself, the students do not like it much, so the students get bored.. The other teacher said that students sometimes like to participate in the different activities she carries out, but when they do not like them, she never uses them again.

13. What do you do in order to have a good environment in the classroom?

One of the teachers said that she tries to be creative and uses a lot of games related with the topic so students get interested in it. The other teacher tries to be their friend to help them out with everything students need, not only about the classes, but also about their problems. The teacher also said that she loves advising and listening to them.

14. What do you do when a student does not understand what is taught?

One of the teachers stated that she explains the topics over and over again until the students understand them. She also said that she provides students with a lot of examples, and if it is necessary, she gives instructions in Spanish. The other teacher said that she explains the topics a lot until they understand them.

15. How do you give feedback to your students?

One of the teachers said that she gives feedback to students through drills and examples. The other teacher said that she gives feedback through questions she asks students, so she realizes how much they have learned.

16. How do you know if you have accomplished the goals set for the class?

One of the teachers said that she knows if she has accomplished her goals for the class through the results she sees on students at the end of the class. The other teacher said that she knows if she has accomplished her goals by checking students' notebooks and participation because when students participate, she realizes that they have learned the topics.

17. What do you do in order to motivate your students?

One of the teachers said that she speaks with them about the opportunities they could have by speaking English; also, the teacher said that students can learn the language only by paying attention in the classes. Furthermore, the teacher gives students the opportunity to ask whatever they want to know about the language. The other teacher said that she advises them and makes them know that they are studying for their future, so they can live in better conditions.

E. CLASS OBSERVATION ANALYSIS

COMPLEJO EDUCATIVO CAPITAN GENERAL GERARDO BARRIOS

1- Use of the Grammar Translation Method:

This method is based on the translation of words, phrases, or texts. That is basically what this teacher did in the classes because any given example was translated by her to the students. Also, she rarely used the target language. She always spoke in Spanish. The researchers consider the teacher should change this method or use it once in a while because students need to get involved in this language through listening and practicing the language.

2- Class Preparation and Organization:

The teacher did not prepare classes, it was noticed that she only follows the topics presented by MINED. In most of the cases, the teacher only took the book and wrote some exercises on the whiteboard because not all the students had a book. Sometimes, the teacher made some copies from the pages to cover some topics. Other times, students worked in groups of five or six, one book for every group of five students.

3- Smoothness, Sequence, and Coherence of the Class:

The teacher followed the student's book sequence of the classes, but there was no coherence in the classes because of the topics since they were not organized. Most of the time, classes were not clear for the students because the topics were not

according to their English level. Moreover, the researchers observed that the teacher did not search for extra material to make the learning process easier for the students.

4- Clarity and Conciseness of Directions:

The classes were always taught in Spanish, so they were clear because they were taught in the students' mother tongue, but at the moment of solving some exercises, they did not know how to solve them because they did not understand the book's instructions in English or the exercises. The researchers considered the teacher should apply other methods to make students understand the English language better as well as the exercises presented in the book.

5- Teacher's Ability to Answer Questions Carefully and Satisfactorily:

Most of the students were not interested in the classes, so they did not ask about the doubts they had. All the students' questions were answered in Spanish. The teacher never tried to make students understand and clear out a doubt in English because the teacher always answered in Spanish.

6- Usage of Appropriate Methods According to Student's Ages, Needs, and Abilities:

The teacher only followed MINED's book, so the topics were not based on the students' needs or ages. The teacher never prepared extra material to make the topics clearer and easier for the students. So, students never practiced the language because of the lack of English drilling. Moreover, it was noticed that most of the students were not interesting in learning the language even though they are studying the option Certificate in Foreign Languages in that school.

7- Balance and Variety of Activities:

The teacher used the same activities in all the classes. She applied the same activities to different topics. The researchers noticed that there were not any variations of activities in her classes, so students got bored and they did not want to participate in any activity because of the lack of interaction and activities in the classes.

8- Teacher's Ability to Adapt to Unanticipated Situations:

The researchers did not notice any situation in which the teacher had to use a second plan for the classes. The classes went normally, but the researchers noticed that the teacher was not prepared to handle problems because she was not sure about her classes; maybe the teacher did not prepare her classes previously. So, she taught her classes in Spanish only.

9- Use of Appropriate Didactic Materials:

The teacher only used the students' book; she never used flashcards, cards, charts, and so on; only a CD player was used in one class for a moment. The researcher noticed that public high school lacks equipment such as overhead projectors, and computers as well as any other materials that the teacher could use in her classes. So, those inconvenience made the English classes more difficult.

10- Class Monitoring and Eye Contact with Students:

The teacher sometimes monitored the classes because she only assigned exercises and checked other previously assigned activities that were not part of a particular class. The teacher never asked about possible students' concerns about the classes.

The researcher observed that was the reason why students had bad behavior in the classes.

11- Feedback and Reinforcement of Topics:

The researchers observed that the teacher never reinforced the topics; the teacher taught topic by topic and never gave feedback to students. Moreover, she never used any extra material or explained. The topics were taught only once, and that is the reason why students did not understand all the topics at all.

12- Effectiveness of Students' Responses

The classes were not taught properly because there was not a sequence with the different steps that a class must have. So, students' responses were not right; they made a lot of mistakes and had a lot of doubts when having role plays or grammar drills.

13- Effectiveness of the Use of Examples and Illustrations:

There were some examples in classes and sometimes they were not clear, so students got confused; there were no illustrations in classes, either. The teacher used to write on all the whiteboard, and students only copied the classes. Then, the teacher taught the classes in Spanish. So, students did not know how to work on the practical part because they did not understand the teacher's explanations.

14- Appropriate Application of Structures, Drills, and Context to the Real Culture and Personal Experiences of the Students:

Neither the classes nor the exercises were applied to real life. Only the applications of the structures were sometimes explained properly. The teacher only focused her classes on the Grammar Translation Method. She never gave students extra material in which they could apply the structures in context or with examples taken from daily activities or events.

1- Use of the Grammar Translation Method:

It was noticed that the teacher hardly ever used this method because she used to say and ask the students the meaning of some unknown words in Spanish.

For example:

What does _____ mean in Spanish?

What is the meaning of this word in Spanish?

It means_____

2- Use of the Direct Method:

It was noticed that every one of the classes was prepared and well organized because she followed a good sequence in her lesson plan. She always started the classes with a warm-up and ended with a wrap-up. Also, the students practiced a lot of dialogues, and all the classes were taught in English. Furthermore, students were asked to use English during classes; they read aloud most of the readings, questions and answers, did self-correction and many fill-in-the- blank drills. Finally, it was noticed that good feedback was given after presentations and activities.

3- Use of the Audio-Lingual Method:

The teacher used this method in every class because some of the activities were focused on grammar. Students used to make affirmative, negative, and interrogative sentences; the teacher asked a lot of questions and students had to answer them in English. She made the comparison of sounds to clarify the meaning of some words and their function, and students filled in missing parts of dialogues.

4- Use of the Communicative Language Teaching Approach:

The teacher used activities to motivate students to participate. For example: scrambled sentences, English language games, the Hot Potato, Simon Says, matching games, puzzles, board games, role plays, etc. It was noticed that students showed interest in the class at the end of each activity. Also, this was the method this teacher used the most.

5- Use of the Total Physical Response Approach:

The teacher complemented all the activities using this approach because there were commands in every class. The teacher used to say, "Raise your hands, come to the board, stand up, be quiet, etc." It was noticed that, through those commands, the students understood a little bit more.

6- Class Preparation and Organization:

The teacher always wrote on the board an agenda that she had to follow during the class; also, she used to keep track of time to complete all the activities. The teacher never missed any activities since all of them were carried out as planned. So, the researchers noticed that the teacher always planned her classes.

7- Smoothness, Sequence, and Coherence of the Class:

All the activities and classes followed a sequence, so they were developed as planned. Besides, there was coherence related with the topics. The researchers noticed that she always prepared extra activities to catch students' attention so it made the classes more interesting. Also, teacher's classes were inductive because she always had students participating or playing in an activity; after that, the teacher taught grammar.

8- Clarity and Conciseness of Directions:

The teacher used to give appropriate instructions because all students did what the teacher asked them to do. And if they did not understand the instructions, she tried over and over again until they understood the idea. So, it can be stated that the classes were taught only in English since the beginning of the school year.

9- Teacher's Ability to Answer Questions Carefully and Satisfactorily:

All students' questions and doubts were appropriately cleared out by the teacher because at the end of the class, it was noticed that all the students understood the class. The teacher usually answered the students' questions in English, but sometimes, she answered in Spanish because the students did not understand. The researchers noticed that teacher's answers were clear and coherent.

10- Usage of Appropriate Methods According to Student's Ages, Needs, and Abilities:

All the topics and activities were developed according to students' needs, skills, and age. In the classes, different methods were used in order to make students understand the topics to have a better knowledge in the English language and learning process.

11- Balance and Variety of Activities:

The teacher always implemented different activities in each class, such as scrambled sentences, dialogues, board games, etc. There was a balance in the teacher's classes because each of the activities was appropriate for each topic, so students understood the topics more easily. Moreover, the activities were not always the same, and students were always expecting new activities to have fun and learn through them.

12- Teacher's Ability to Adapt to Unanticipated Situations:

During the observation time, there were not any unanticipated situations. And if there was an event like this one, it was not observed because the teacher always planned all the classes; also, the teacher was ready to handle any event that could arise in the classes.

13- Use of Appropriate Didactic Materials:

In the classes, the teacher rarely had pictures, flashcards, or charts. She only used the book, but she made use of good activities. Even though there was not much didactic material, students understood the classes because of the teacher's explanation.

14- Class Monitoring and Eye Contact with Students:

The teacher was very confident, so she had eye contact with the students all the time. She also checked all her students were doing the class assignments. The teacher was very active in the classes, so she made students get involved in every activity or assignment. It was clearly noticed all the students eager to actively participate.

15- Feedback and Reinforcement of Topics:

The teacher used to give feedback after presentations and at the end of the classes, so students would not make the same mistakes in next presentations. Also, she used to reinforce the classes by reviewing activities that helped students to get good grades in the activities and exams.

16- Effectiveness of Students' Responses

After each explanation, students were ready to have the practice and participate in the activities the teacher carried out without any problem because all of them were well developed by the students. It was noticed that the good responses would come out only if the teacher gave a good explanation of the classes.

17- Effectiveness of the Use of Examples and Illustrations:

Through the different activities, the teacher used to make students learn and understand the topics better, so it was noticed that students always understood the topics taught, activities, and grammar drills.

18- Appropriate Application of Structures, Drills, and Context to the Real Culture and Personal Experiences of the Students:

Most of the activities assigned were applied to real situations and personal experiences like daily routines, my last vacation, etc. Also, the teacher tried to present drills based on real and daily activities to make students get involved in daily uses of the English language.

F. DIAGNOSTIC AND POST TEST ANALYSIS

The researchers decided to administer a diagnostic test at the beginning of the class observations in order to know students' knowledge in the English language. The purpose of this diagnostic test is to measure the current state of a student's progress or ability in the English language in public high schools. After completing the class observations, the researchers decided to administer the same test as a post test to address the improvement of the students in the English language. The collected data taken from the pre and post diagnostic test is presented in the following graphic.
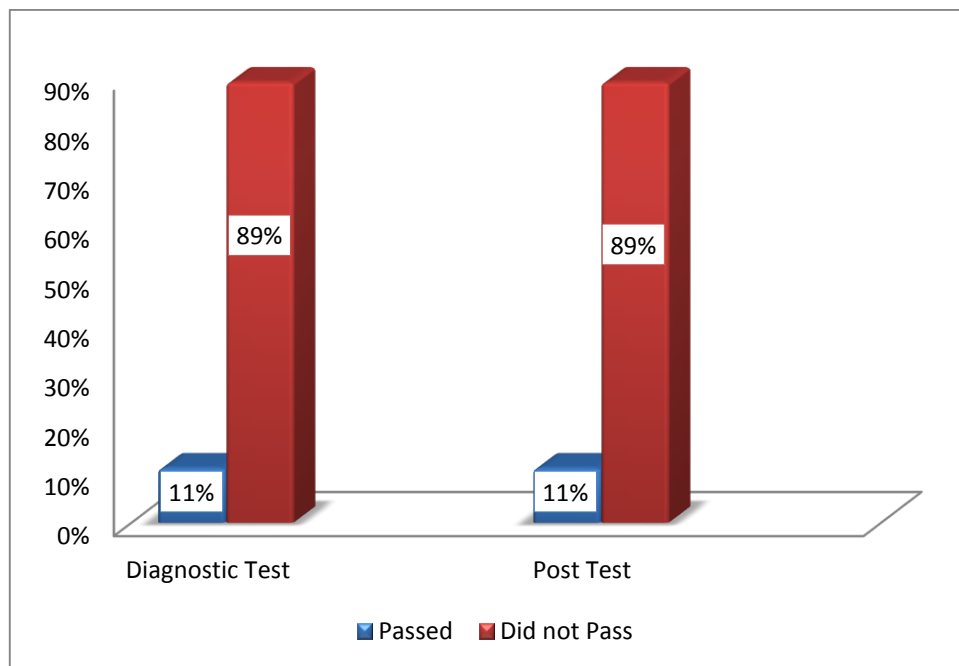
Analysis:

In the diagnostic test, 11% of the students passed the test and 89% did not pass it. In the post test, the results were the same, 11% of the students passed the test and 89% did not pass it.

Interpretation:

The researchers expected good grades in both tests because the contents evaluated were appropriate to students' English level. The research team considers that students forget the topics taught in classes because of the lack of interest in practicing the English language.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

A. CONCLUSIONS

After having analyzed each of the steps of this research and all the results gathered, the researchers conclude the following:

1. The methods used by the teachers have a negative and a positive influence in the learning of the English Language, specifically for the acquisition of the four macro-skills: listening, speaking, writing, and reading. So, they set their own techniques and strategies such as specific procedures for their domain. For that reason, a general method cannot promote the development of the four language skills; therefore, it is necessary to apply different methods to develop each of them.

2. Not all the teachers teach English by focusing on the development of the speaking skill because most of the English classes are taught in Spanish, so it makes the learning process slow. They do not use a specific method to develop the speaking skill on the students, which can facilitate the language acquisition to understand others and express feelings.

3. Public high schools do not have the audiovisual resources to teach an English class and motivate students. So, students have many difficulties to learn and practice the four language skills to improve the English language.

4. Teachers lack knowledge about methods, techniques, and strategies to develop the four macro-skills in the learners. This makes the English classes boring and monotonous.

5. Students' lack of interest in learning English and the limited support from parents hinders the level of knowledge that teachers hope to achieve in their students.

B. RECOMMENDATIONS

To have students acquire the English language more effectively, the researchers have written some recommendations that teachers have to take into account.

1. English teachers should apply different methods, techniques, and strategies in their classes to achieve specific development of the four language skills, and they should not use a general method because this also limits the acquisition of knowledge on the students.

2. Public high-school English teachers must speak less Spanish in class to motivate students and decrease their shyness to express their ideas in the English language as well as to make them aware that the frequent practice of the English language helps them to achieve a high and better knowledge.

3. Public high-school teachers and principals should be conscious of the importance of English language in the learning process of their students in order to support the development of activities and the acquisition of English books and other materials required for the English class.

4. Public high-school principals must get English learning resources to facilitate students' learning, and they have to focus on the development of the domain of the four English language skills.

5. Teachers should look for a vast array of bibliographic references in which they can learn about specific methods, techniques, and strategies for teaching the English Language in order to develop in the students the four English language skills.

6. The Education Department of the Ministry of Education in El Salvador should provide public high schools with modern didactic material mainly English textbooks for each student to have a better comprehension and opportunity to learn and practice the English language.

CHAPTER VI

BIBLIOGRAPHY

A. BIBLIOGRAPHIC REFERENCES

1. Aguilar Avilés Gilberto. *Reforma Educativa en Marcha. Un vistazo al pasado de la Educación de El Salvador; 1ª. Edición.* San Salvador El Salvador C.A. 1995.

2. Brian Paltridge, Aek Phakiti (2010). Continuum Companion to Research Methods in Applied Linguistics Continuum International Publishing Group, New York.

3. Collier, V.P. (1987). *Age and Rate of Acquisition of Second Language for Academic Purposes.* TESOL Quarterly, Vol. 21, No. 4 (Dec., 1987)

4. Diane Larsen-Freeman (2000). *Techniques and Principles in Language Teaching (2nd ed.).* Oxford University press 2000.

5. H. Douglas Brown (2000). *Teaching by Principles: An Interactive Approach to Language Pedagogy. (2nd ed.).* San Francisco, California 2000.

6. Jack C. Richards (2006). Communicative Language Teaching Today, Cambridge University Press 2006.

7. Jack C. Richards and Theodore S. Rodgers (2001). Approaches and Methods in Language Teaching. (2nd ed.). Cambridge University Press 2001.

8. Julia Brannen (2005). Mixed Methods Research: A Discussion Paper. Institute of Education, University of London 2005.

9. Ministerio de Educación de El Salvador (1999). *Dominios Curriculares Básicos. Educación Parvularia, Básica y Media Dirección Nacional de Educación*. San Salvador, El Salvador C.A. 1999.

10. Ministerio de Educación de El Salvador (2008). *English Syllabus. Tenth and Eleventh Grades. High School*. San Salvador, El Salvador, C. A. 2008.

11. Natascha Thomson (2012). *Language Teaching Strategies and Techniques Used to Support Students Learning in a Language other than Their Mother Tongue*. Kongsberg International School.

12. Omaggio, A. (2001). *Teaching Language in Context. 3rd ed.* Heinle & Heinle 2001.

13. Tiffini Banks (2008). *Foreign Language Learning Difficulties and Teaching Strategies.* School of Education Dominican University of California San Rafael, CA.

B. WEB REFERENCES

1. Jack C. Richards, Willy A. Renandya (2002). Methodology in Language Teaching: An Anthology of Current Practice. Cambridge University press 2002. Recovered from
http://s3.amazonaws.com/engrademyfiles/4085017259025879/Methodology_in_Language_Teaching.pdf

2. Ministerio de Educación de El Salvador. *English Syllabus Tenth and Eleventh Grades High School*, San Salvador, El Salvador, C. A. 2008. Recovered from
https://www.mined.gob.sv/jdownloads/Nuevos%20Programas%20de%20Estudio/Programa%20de%20Estudio%20de%20Educacion%20Media/ingles_educacion_media.pdf

3. Teaching English | British Council | BBC (2008). Teacher role. London 2008. Recovered from
https://www.teachingenglish.org.uk/article/teacher-role

APPENDICES

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

Objective: To identify the methods, techniques, and strategies implemented by public-high school English teachers of the metropolitan area of San Salvador

Instructions: Answer the following questions according to your own experience when teaching English.

1. Do you like teaching in public high schools?

    Yes   no
    Why?

_____
_____
_____

2. Related to the subjects that you took in your academic formation, what are the most important ones in order to be a teacher? Why?

_____
_____
_____

3. Which skill is the most difficult for you to develop in the students when teaching? You can choose more than one.

    a) Listening

    b) Writing

    c) Reading

    d) Speaking

    Why?

_____
_____
_____

4. What type of drawbacks have you found during your teaching experience in public high schools?

_____
_____
_____

5. Do you know any English teaching methods? If yes, mention them.

Yes   No

_____
_____
_____

6. What are the English teaching methods you apply when teaching? Why?

_____
_____
_____

7. Are you successful when you apply those methods?   yes / no. Explain:

Yes   No

_____
_____
_____

8. Do you know any English teaching techniques? If yes, mention them.

Yes   No

_____
_____
_____

9. What are the English teaching techniques you apply when teaching? Why?

_____
_____
_____

10. Are you successful when you apply those techniques?   yes / no. Explain.

Yes   No

_____

_____

_____

11. Do you know any English teaching strategies? If yes, mention them.

Yes   No

_____

_____

_____

12. What are the English teaching strategies you apply when teaching? Why?

_____

_____

_____

13. Are you successful when you apply those strategies? yes / no. Explain.

Yes   No

_____

_____

_____

14. When applying methods, techniques, and strategies, how do you plan them?

_____

_____

_____

15. What is the reaction of the students when you apply a new method, technique, or strategy in class?

_____

_____

_____

16. What is the atmosphere inside of the English class?

_____
_____
_____

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

Objetivo: identificar los métodos, técnicas y estrategias implementadas por el profesor de inglés durante la clase.

Instrucciones:
Responde las siguientes preguntas de acuerdo a tus experiencias vividas en las clases de inglés.

1. ¿Cuáles son tus expectativas de la asignatura idioma Inglés?

_____
_____
_____
_____

2. ¿Cómo te sientes en las clases de Inglés? ¿Por qué?

_____
_____
_____
_____

3. ¿Te gusta la clase de Inglés? Si/No. ¿Por qué?

_____
_____
_____
_____

4. ¿Tu profesor de inglés implementa dinámicas durante la clase? Si/No.
   Mencione algunas

_____
_____
_____
_____

5. ¿Participas en las actividades que el profesor desarrolla durante la clase? ¿Por qué?

_____
_____
_____
_____

6. Menciona algunos consejos que tu profesor de Inglés te recomienda para aprender el idioma.

_____
_____
_____
_____

7. ¿Cómo quisieras que fueran las clases de Inglés?

_____
_____
_____
_____

8. ¿Te gustaría en un futuro continuar estudiando el idioma Inglés? ¿Por qué?

_____
_____
_____
_____

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

TEACHERS' INTERVIEW

1. What motivated you to study English?

2. How long have you been teaching English?

3. How would you define teaching methods? Give some examples.

4. What do you know about teaching techniques?

5. What do you know about teaching strategies?

6. What teaching methods do you apply in your class?

7. How often do you use a new method?

8. How do you overcome problems that are expected when teaching?

9. What kind of evaluations do you use?

10. What are some of the activities students like the most?

11. What is the English teaching method you like the most?

12. How is the reaction of your students when you apply a new technique or
    strategy?

13. What do you do in order to have a good environment in the classroom?

14. What do you do when a student does not understand what is taught?

15. How do you give feedback to your students?

16. How do you know if you have accomplished the goals set for the class?

17. What do you do in order to motivate your students?

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

STUDENTS' INTERVIEW

1. ¿Cómo se llama la especialidad que estas estudiando?

2. ¿Cuántas horas de inglés recibes a la semana?

3. ¿Por qué crees que es necesario estudiar inglés?

4. ¿Qué es lo que te gusta de las clases de Inglés? ¿Por qué?

5. ¿Qué es lo que no te gusta de las clases de Inglés? ¿Por qué?

6. ¿Te gusta la forma en que tu profesora te da la clase de Inglés? Si-No. ¿Por qué?

7. ¿Entiendes bien las explicaciones de tu profesora de Inglés? Si-No. ¿Por qué?

8. ¿Cuáles son las actividades que la profesora desarrolla en la clase de Inglés?

9. ¿Participas en las actividades? Si-No. ¿Por qué?

10. ¿Cómo te gustaría que fueran las clases de Inglés?

11. ¿En un promedio del 1 al 10 cuanto considerarías que has aprendido inglés? ¿Por qué?

12. ¿Cumples con las actividades y tareas que la profesora de Inglés te asigna? Si-No. ¿Por qué?

13. ¿Qué hace tu profesora para motivarte a aprender inglés?

14. ¿Cómo es tu comportamiento en las clases de inglés?

15. ¿Te gustaría seguir estudiando el idioma inglés en un futuro? Si-No. ¿Por qué?

16. ¿En un futuro te gustaría trabajar en algo relacionado con el idioma inglés? Si-No. ¿Qué tipo de trabajo? ¿Por qué?

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

CLASS OBSERVATION FORM

1- use of the Grammar Translation Method:

_____
_____
_____

2- use of the Direct Method:

_____
_____
_____

3- use of the Audio-Lingual Method:

_____
_____
_____

4- use of the Communicative Language Teaching Approach:

_____
_____
_____

5- use of the Comprehension Approach:

_____
_____
_____

6- use of the Total Physical Approach:

_____
_____
_____

7- use of the Natural Approach:

_____
_____
_____

8- use of the Content Based, Task Based and Participatory Approaches:

_____
_____
_____

9- use of the Silent Way:

_____
_____
_____

10- use of Suggestopedia:

_____
_____
_____

11- class preparation and organization:

_____
_____
_____

12- smoothness, sequence, and coherence of the class:

_____
_____
_____

13- clarity and conciseness of directions:

_____
_____
_____

14- teacher's ability to answer questions carefully and satisfactorily:

_____
_____
_____

15- usage of appropriate methods according to student's ages, needs, and abilities:

_____
_____
_____

16- balance and variety of activities:

_____
_____
_____

17- teacher's ability to adapt to unanticipated situations:

_____
_____
_____

18- use of appropriate didactic materials:

_____
_____
_____

19- class monitoring and eye contact with students:

_____
_____
_____

20- feedback and reinforcement of topics:

_____
_____
_____

21- effectiveness of students' responses

_____
_____
_____

22- effectiveness of the use of examples and illustrations:

_____
_____
_____

23- appropriate application of structures, drills, and context to the real culture and personal experiences of the students:

_____
_____
_____

Objective: To identify the methods, techniques, and strategies implemented by public high-school English teachers of the metropolitan area of San Salvador

Instructions: choose the correct answer for the given statements

1. _____'s your name? Thomas

    A. How

    B. Who

    C. What

    D. Where

2. **This is Lucy and her brother, Dan. _____ my friends.**

    A. We're

    B. I'm

    C. You're

    D. They're

3. **_____? I'm from Italy.**

    A. Where are you from?

    B. Where you are from?

    C. Where from you are?

    D. From where you are?

4. **I'm from Milan. _____ is in Italy.**

    A. They

    B. It

    C. He

    D. She

5. **Excuse me, how _____ your last name? R-I-L-E-Y**

    A. spell

    B. you spell

    C. do you spell

    D. spell you

6. **Oh, _____ are my keys!**

    A. This

    B. These

    C. That

    D. It

7. I'd like _____ omelette, please.

A. a

B. *

C. an

D. two

8. And here is your _____.

A. desk

B. desks.

C. a desk

9. My name's Pete and this is Sylvia. _____ doctors from France.

A. I'm

B. We're

C. She's

D. They're

10. Sorry, _____ Paul. My name's

A. I isn't

B. I is not

C. I aren't

D. I'm not

11. _____? No, he isn't.

A. Are they teachers?

B. Are you from Italy?

C. Is Mr Banning a teacher?

D. Is this your phone?

12. _____ is the school? It's 50 years old.

A. How many years

B. How much years

C. What years

D. How old

13. What is _____?

A. job Mary

B. Mary job

C. Mary's job

D. job's Mary

14. Your bag is next _____ the table.

A. on

B. to

C. in

D. of

15. _____ are the keys? On the table.

A. What

B. When

C. Where

D. Who

16. I go to work _____ train.

A. with

B. by

C. for

D. in

17. She _____ a dog.

A. not have

B. don't have

C. don't has

D. doesn't have

18. Stephen _____ in our company.

A. work

B. works

C. is work

D. working

19. _____ they live in London?

A. Are

B. Is

C. Do

D. Does

20. _____ to the cinema.

A. We not often go

B. We don't go often

C. We don't often go

D. Often we don't go

21. When do you play tennis? _____

   Mondays.

A. On

B. In

C. At

D. By

22. What time _____ work?

A. starts he

B. do he starts

C. does he starts

D. does he start

23. _____ two airports in the city.

A. It is

B. There is

C. There are

D. This is

24. There aren't _____ here.

A. a restaurants

B. any restaurants

C. any restaurant

D. a restaurant

25. I'm afraid it's _____.

A. a hotel expensive

B. expensive hotel

C. expensive a hotel

D. an expensive hotel

26. They _____ popular TV

programmes in the 1980s.

A. are

B. were

C. was

D. is

27. _____ at school last week?

A. Do you were

B. Was you

C. Were you

D. You were

28. Brad Pitt is a popular actor but

I don't like _____.

A. him

B. his

C. her

D. them

29. We _____ the film last week.

A. see

B. saw

C. sees

D. were see

30. He _____ tennis with me

   yesterday.

A. doesn't played

B. didn't played

C. not played

D. didn't play

31. She was born _____ May 6th,

   1979.

A. at

B. on

C. from

D. In

32. Where _____ last summer?

A. you went

B. did you went

C. do you went

D. did you go

33. Were you at the shops at 5

   p.m. yesterday? No, I _____

A. didn't

B. am not

C. wasn't

D. weren't

34. Excuse me, _____ is the T-shirt?

   It's £25.99.

A. what expensive

B. how much

C. how many

D. how price

35. She's only four but she _____

A. can read

B. cans read

C. can reads

D. cans reads

36. This party is boring. We ____ a good time.

A. don't have

B. aren't having

C. don't having

D. aren't have

37. Sorry, I ____ you at the moment.

A. can't help

B. don't can help

C. can't helping

D. can't helps

38. I ____ my computer very often.

A. am not using

B. don't use

C. doesn't use

D. am not use

39. It's my mum's birthday next week. I ____ her a present.

A. buy

B. buys

C. am going to buy

D. buying

40. What ____ do after school today?

A. are you going to

B. are you

C. do you

D. you

41. Gina is married to John. He's her ____

A. uncle

B. husband

C. wife

D. parent

103

42. We usually _____ the shopping in a supermarket.

A. make

B. do

C. have

D. go

43. I love this watch! It's _____.

A. cheap

B. small

C. beautiful

D. ugly

44. He doesn't have a car so he often uses public _____.

A. taxi

B. transport

C. car

D. bus

45. I don't go to _____ on Sundays.

A. job

B. office

C. factory

D. work

46. Do you like Chinese _____?

A. kitchen

B. meal

C. food

D. cook

47. They hardly _____ visit us.

A. ever

B. sometimes

C. never

D. usually

48. I'm Jeff Caine. Nice to _____ you,

Mr Caine.

A. speak

B. talk

C. meet

D. watch

49. Can I help you? Thanks, but I'm

just _____.

A. watching

B. looking

C. seeing

D. shopping

50. Mandy is over there. She's _____

a blue T-shirt and jeans.

A. having

B. wearing

C. doing

D. walking