

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
ENGLISH LANGUAGE DEPARTMENT



**“IMPROVING INGLÉS TÉCNICO I GROUP 6 STUDENTS’ COMPETENCE
THROUGH THE IMPLEMENTATION OF LITERAL AND FREE
TRANSLATION APPROACHES AT THE ECONOMICS DEPARTMENT ON
THE WESTERN MULTIDISCIPLINARY CAMPUS OF THE UNIVERSITY OF
EL SALVADOR, DURING THE YEAR 2016-2017”**

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Dedications

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ABSTRACT

The experimental research ***“IMPROVING INGLÉS TÉCNICO I GROUP 6 STUDENTS’ COMPETENCE THROUGH THE IMPLEMENTATION OF LITERAL AND FREE TRANSLATION APPROACHES AT THE ECONOMICS DEPARTMENT ON THE WESTERN MULTIDISCIPLINARY CAMPUS OF THE UNIVERSITY OF EL SALVADOR, DURING THE YEAR 2016-2017”*** summarizes the different factors that influence students’ Translation Competence to be poor in the classroom and the possible reasons that accompany them. Besides, the researchers will provide a sight on the approach used by the teacher of the subject to be compared with the approach they will implement in order to improve students’ translation competence using a variety of strategies based on “Literal and Free Translation Approaches”.

The main objective of the research is to improve the translation competence of the students of “Inglés Técnico I” at the Economics department at the Western Multidisciplinary Campus, during semester I-2017, through fostering the implementation of new classroom strategies based on literal and free translation approaches to better their translation competence and in order to test the hypothesis, the researchers will conduct an experimental research under the descriptive study and the qualitative paradigm. During the experimental research, “Inglés Técnico I” students will be exposed to the different activities included in the lessons to be taught during the course such as controlled, semi controlled and free practices adapted to Inglés Técnico. Moreover, the researchers will use different instruments to collect data from the sample, and then, the data gathered will be organized in graphs and tables which will allow the researchers make a deeper analysis about the results.

INTRODUCTION

The present research contains notable information about one of the less observed but not less important subjects at the Foreign Language Department, Inglés Técnico (Translation).

Through an observation and a diagnosis study conducted inside classes of “Inglés Técnico I” at the Economics Department during the year 2016 semester I. The research team found out that most of the students have poor translation proficiency related to class participation and class engagement. This research work contains five chapters in which there will be detailed information of every step taken to elaborate the process to treat the problem. Chapter I, for instance, contains a detailed description of the problem to comprehend the phenomenon and establish the path to follow for the achievement of the objectives of the investigation.

Chapter II contains the Theoretical Framework, it provides definitions about Translation, the history of Translation, Translation Competence and the types of Translation, this research is mainly focused on Interlingual Translation and its and its major approaches: Literal and Free Approaches.

Chapter III contains the methodology used and the type of paradigm used as well as the techniques and tools the research team used in order to gather the necessary data and get to know the advantages and disadvantages of this research work. Chapters IV and V present the results and conclusions of it, bibliographical references and the appendixes that give supplementary details of the tools that were used to effectively carry out the action research along with some recommendations for teachers in the future.

Chapter I

STATEMENT OF THE PROBLEM

Since ancient times, human beings' necessity to communicate among each other has been the key to the development of our society. First, from simply communicating through gestures and sounds to a more complex form of communication between different cultures. Culture influences our communication habits and preferences: the way we prefer to communicate is deeply influenced by our complicated and unique cultural background; "when one person communicates with another, this interaction involves the two speakers' sets of unique cultural backgrounds and there is no doubt that miscommunication may occur".

English language is one of the most widely spoken languages in the world, especially in the western side of the planet. Since The United States is a world power, it influences the majority of continents because of its technological advancements, musical influence, cinematographic productions, and literature (both old and modern productions).

Translation plays an important role in the process of acquiring a new language. Due to the nature of many professions around the world and the necessity that these professions have to understand texts and even books written in a foreign language, it is necessary to learn how to translate correctly from the source language (SL) to the target language (TL). Educational institutions, by incorporating English translation classes in their programs, respond to the students' needs of developing *translation competence*. This is a challenge

not only for the institutions but also for the teachers who are in charge of adapting the methodology, the techniques and strategies to foster the translation competence in their students.

On the other hand, the lack of tools and methodology to develop the translation competence in students is a problem because teachers lack of established and reliable sources of information to develop an approach to teach translation correctly.

1.1. DESCRIPTION OF THE PROBLEM

First, the researchers observed the Technical English I classes from the Economics Department courses during semester I-2016. A few students voluntarily participated in the activities, something that caught the researchers' attention. These were always the same students. The researchers observed that the majority of the students were neither involved in the class nor in the activities the teacher was developing. It was clearly seen that the students were not engaged in the class because of the approach that the teacher implemented. The teacher provided the students with isolated words for them to search on a dictionary, but many of them were oblivious to the in-class-activities which caused their lack of involvement in the class.

The lack of dynamism in the class caused students not to participate. For the Researchers, this was seen as an obvious problem; the students could not participate due to the scarcity of dynamic activities developed on the topics. The few activities that the teacher developed were not interesting or appealing for all students and did not demand much of their participation. Thus, the class became "boring". Besides, in some activities

performed in the class, the students showed a lot of insecurity because of various problems such as absenteeism, lack of interest for the classes *or lack of understanding on the topics of the class* which made students fail to perform the tasks correctly.

A questionnaire addressed to “Inglés Técnico I” group 6 students revealed that even though the approach implemented in the class was acceptable, they were opened for a change of approach to enhance their translation competence through the execution of various activities.

The students admitted their need to change the approach of the subject by implementing a new methodology to help them enhance their *Translation Competence*. Therefore, the objective of the researchers is *to implement literal and free translation approaches* to improve Technical English students’ competence on translation and to find out the answer to the following question (Research Question): How is the implementation of literal and free translation approaches on “Inglés Técnico I” group 6 students going to enhance their English Translation Competence?

1.2 BASELINE

PROBLEM: “Difficulties “Inglés Técnico I” group 6 students have to translate English Language Texts at the Economics department during the year 2016.”

TOPIC: “Improving Inglés Técnico I Group 6Students’ Competence through the Implementation of Literal and Free Translation Approaches at the Economics Department on the Western Multidisciplinary Campus of the University of El Salvador during the year 2016-2017”.

OBJECTIVES:

1. **GENERAL:** To improve the translation competence of the students of “Inglés Técnico I” group 6 at the Economics department at the Western Multidisciplinary Campus, during semester I 2017 through the implementation of new classroom strategies based on literal and free translation approaches.

2. SPECIFIC:

- To implement literal and free translation approaches to improve students’ translation competence.
- To determine to what extent the implementation of literal and free translation approaches would help students to enhance their translation competence and skills.
- To assess how efficient the implementation of the approaches is at the end of the semester.

1.3. RESEARCH QUESTION

How is the implementation of literal and free translation approach in “Inglés Técnico I” group 6 going to help students to enhance their English translation competence?

HYPOTHESIS OF CHANGE

If “Inglés Técnico I” group 6 students at the Economics department at the Western Multidisciplinary campus at the University of El Salvador were exposed to different classroom strategies based on Literal and Free Translation approaches they will be able to accurately translate the English language texts in class.

Techniques and tools

- Observation
- Checklist
- Survey (questionnaire)

Validity

- Interpretative
- Baseline

1.4. SCOPE OF THE WORK

First of all, the research team will carry out the project in the Economics Department of The University of El Salvador Western Multidisciplinary Campus, during the semester I -2016, emphasized on “Inglés Técnico I” course of the Economics Department. In regards to the instruments to collect the information from the students, the research team created different tools to facilitate the diagnosis of the problem and to gather the needed information.

Second, the researchers chose the sample of the 60 students in the translation course to carry out the project. The researchers' and the population's time is very important here, in the case of the researchers' time, which is very tight and also the availability of the teacher's time. Researchers will design and follow a time table in which they will implement activities based on Literal and Free Translation Approaches to *improve students' competence during the “Intervention Phase”*. Such intervention will allow the researchers to verify “How the Implementation of Literal and Free Translation Approaches on ‘Inglés Técnico I’ Students is going to enhance their Translation Competence”. It is not the researchers' intention to interrupt all the activities and classes the students have, but to carry out the implementation of literal and free translation approaches, and thus, *to enhance students' translation competence in the subject ‘Inglés Técnico I’*.

Finally, the essence of the research, *to improve students' translation competence*, must be seen as the core of the project because by implementing different strategies based on *free and literal translation approaches* such as controlled, semi controlled and free

practices the researchers are going to gather the right, correct, and reliable information. That is why all the classroom activities were not chosen at random and were selected with the intention of gathering suitable information for the study to be critical, verifiable, and valid. The English Translation field has not been studied by researchers at the University of El Salvador, Western Multidisciplinary Campus, and therefore, this research project will try to give nowadays teachers and future researchers a glance of what really happens inside of the English Translation Classrooms and what these classes need to be appealing to students. The conduction of this research study is not just to expose the problems but also to go farther to find out what can be done, what strategies and approaches to take to enhance students' competence to translate English texts, to make them more interested in the class and in the subject and to develop the suitable activities for the students to get the most of each translation class.

1.5. JUSTIFICATION

The purpose of this research study relies on the possibility of the enhancement of English Translation Competence through the implementation of Free and Literal Translation Approaches along with any other approach that the former teacher might want to implement in classes of Inglés Técnico I in the Western Multidisciplinary Campus at the University of El Salvador. This approach is expected to change the interest that Inglés Técnico I students have on the subject by using classroom activities that demand of the students participation and engagement. Due to the changing environment our society is coming to, learning English as a second language (ESL) is highly important. Besides, there is also a great need to translate texts and books from our native language which is Spanish

to English and vice versa. An ESP teacher should not overlook the fact that any branch of the language, ESP included, stems from General English. “It has inherited the patterns of word formation, and syntactic and discourse organization” (Choroleeva, 2012). Very often, problems arise from questions regarding what aspects to teach and how to teach them and if they apply to teach English for Specific Purposes (ESP). Choosing or developing the adequate approach is vital for the learning process to take place, developing translation competence becomes increasingly difficult mostly because language teachers usually do not possess the knowledge of a specific field and thus it becomes difficult not only for teachers but also for learners to effectively get (learn) the most from translation classes.

There have been some problems when developing programs (syllabus) and approaches for translation and teaching ESP at schools all over the world, this is because of the dilemma to decide what and how to teach, for example: the vocabulary, the structures, and the lexicon needed to be acquired on a field of a profession and thus the programs and tools for translation fall short in content. El Salvador is not the exception to this, there is little or no effective guidelines or programs on how to teach ESP and translation in the schools and the teachers do not have the tools and/or guidelines to know what to teach, thus, students never get the most out of their Technical English classes in terms of translation methodology therefore they do not enjoy the classes.

Sometimes students fail to get engaged in the classes because of the methodology used by the teacher when translating and learning Technical English, this methodology was seen as plain and not appealing to the students, the students did not want to participate because of this and this did not contribute to improving their translation competence, so, the researchers decided to study the effectiveness of implementing a new approach based on

the literal and free translation approach, to teach translation at Translation I courses at the University of El Salvador on the Western Multidisciplinary Campus and to analyze how effective such implementation might be and hence to prove if this approach would help students to improve their translation competence. Such implementation (*Execution Phase*) will last three months approximately.

This research study seeks to enhance the Students' Translation Competence by implementing Literal and Free Translation Approaches. These approaches combined with classroom activities will help to make the students get more engaged in translation classes. Both Literal and Free Translation Approaches are closely related, and one cannot be detached from the other. According to Charlene Lacandazo (Lacandazo, 2013) "Translation is a complex process, and thus, literal and free translations are both important in order to produce an accurate translation product. Truly, literal translation is one of the most important translation techniques in language translation. Using this method provides accurate translation that is easily understood by the target audience of the language. On the other hand, a free translation method is designed to deliver the intended meaning of the source language, without paying too much attention to the style of the text and syntax of the original text, but it definitely aims at creating an accurate translation product as well, just in a very different way."

Therefore, the researchers expect that by the implementation of these approaches on the "Inglés Técnico" classes through the incorporation of more dynamic and inclusive activities, the students will be more involved in the classes and will improve their translation competence.

1.6. RESEARCH OBJECTIVES

1.6.1 General Objective:

- To improve students' translation competence in students of group 6 of the subject 'Inglés Técnico I' at the University of El Salvador Western Multidisciplinary Campus, at the Economics department during the year 2016-2017

1.6.2 Specific Objectives:

- To implement literal and free translation approaches to improve students' translation competence.
- To determine to what extent the implementation of literal and free translation approaches would help students to enhance their translation competence and skills.
- To assess how efficient the implementation of the approaches is at the end of the research project.

Chapter II

LITERATURE REVIEW

2.1. DEFINITION OF TRANSLATION AND TRANSLATION APPROACHES

2.1.1. WHAT IS TRANSLATION?

According to (Brislin, 1976) translation is a general term which refers to the transfer of thoughts and ideas from one language called “Source Language” (SL), to another, referred to as the “Target Language” (TL), whether the language is in the written or the oral form, whether the languages have established orthographies or not or whether one or both languages are based on signs, as with signs for the deaf.

Another expert, (Wolfram, 1982), also states that translation is a transfer process which aims at the transformation of a written “Source Language Text” (SLT) into an optimally equivalent “Target Language Text” (TLT). Besides, one of the most important figures concerning translation, Paul Newmark (Newmark, About Translation., 1991) defines the act of translating very briefly: “It is the act of transferring meaning of a stretch or a unit of language, the whole or a part, from one language to another.”

Also, (Nida, 1982) see translating as a process of reproducing in the receptor language the closest natural equivalent of the source language message, first in terms of

meaning and secondly in terms of style. In other words, translation is a transfer of meaning, message, and style from one SLT to the TLT. In the order of priority, style is put the last.

Finally, according to Roman Jakobson stated that Translation is a phenomenon that has a huge effect on everyday life and also presents three types of written translation (Jakobson, 1959): 1) INTERLINGUAL TRANSLATION, translation within the same language, which can involve rewording or paraphrase, 2) INTRALINGUAL TRANSLATION, translation from one language to another, and 3) INTERSEMIOTIC TRANSLATION, translation of the verbal sign by a non-verbal sign, for example music or image.

This chapter is based on INTRALINGUAL TRANSLATION and its MAJOR APPROACHES: LITERAL AND FREE TRANSLATION APPROACHES since it is the core of this research work. The split between form and content is linked in many ways to the major split which has marked the history of western translation theory for two thousand years, between two ways of translating: 'literal' and 'free'. The origin of this separation is to be found in two of the most-quoted names in translation theory, the Roman lawyer and writer Cicero and St Jerome, who translated the Greek Septuagint gospels into Latin in the fourth century.

In classical times, it was common for translators working from Greek to provide a literal, word-for-word 'translation' which would serve as an aid to the Latin reader who, it could be assumed, was reasonably acquainted with the Greek source language. Cicero, describing his own translation of Attic orators in 46 BCE, emphasized that he did not follow the literal 'word-for-word' approach but, as an orator, he 'sought to preserve the

general style and force of the language’ (Cicero 46 BC/1960). Four centuries later, St Jerome described his Bible translation strategy as ‘I render not word-for-word but sense for sense’ (Jerome 395/1997). This approach was of particular importance for the translation of such sensitive texts as the Bible, deemed by many to be the repository of truth and the word of God. A translator who did not remain ‘true’ to the ‘official’ interpretation of that word often ran a considerable risk. Sometimes, as in the case of the sixteenth-century English Bible translator William Tyndale, it was the mere act of translation into the vernacular which is a more vulgar translation that led him to persecution and execution.

2.1.2. LITERAL TRANSLATION

Literal translation is where the forms of the original text are retained as much as possible, even if those forms are not the most natural forms to preserve the original meaning. Literal Translation is sometimes called “*Word for Word Translation*” which seeks to match the individual words of the original as closely as possible to the individual words of the Target Language.

The translator aims to translate an original word by the same target word as much as possible (this is technically called *concordance*). The order of the words of the original language will be followed as closely as possible.

There is no English Translation that can be a true word-for-word translation, but those translators who prefer this form typically promote formally literal versions.

2.1.3. FREE TRANSLATION

Free translation is the one that preserves the meaning of the original but uses natural forms of the target language, including normal word order and syntax, so that the translation can be naturally understood.

Free translation is a kind of *Idiomatic Translation* which is a translation where the meaning of the original is translated into forms that most accurately and naturally preserve the meaning of the original forms. Idiomatic refers to being in the common language of the average speakers, using the natural phrasings and idioms of the language.

2.2. THE HISTORY OF LANGUAGE

Language is one of the most powerful mediums of communication known to man. Before the beginning of the spoken word, humans had to depend on signs, symbols and basic sounds in order to communicate with each other. Gradually, these sounds came to represent specific objects or events, ultimately evolving into a complex pattern of vocal expression called speech. Charles Darwin, in his controversial work *The Descent of Man*, speculated that human language evolved from birdsong; scientists from **MIT and the University of Tokyo** this year added veracity to that speculation. In any case, language has come to be an invaluable part of any culture – no matter how evolved or primitive that culture or language might seem to be.

The evolution of a language is such a complex process because of the many variables involved. For example, having the **etymology** of one word a person can write an entire chapter about it. Although several attempts have been made to identify the origin of

human speech and language, all of them are just theories; one explanation for this is the various sources from which human speech may have been derived. Bird song is one of these hypotheses: there are various theories ranging from the comical to the fantastic and everything in between.

2.3. LINGUISTIC DIFFERENTIATION

The large geographic spread of the human population is one major reason for the emergence of several **language groups** that have no relation to each other. Just as races evolved independently from each other, language can be assumed to have taken the same course through human history. The need for communication within a small community quickly escalated into a need for a common mode of speech that everyone in a particular region could understand and use. However, because of this ‘exclusive’ use of language, problems arose where trade was involved. This is where the need for translation seems to have reared its enormous head. Without being able to understand each other’s systems and methods of business, trade would have been impossible. Out of this problem emerged a solution – **translation**.

Trade may not have been solely responsible for the emergence of translation, but it certainly highlighted the need for it. As cultures transacted with each other, they needed **interpreters** who understood both languages and could act as a communication bridge. Subsequently, each civilization’s cultural artifacts – such as prose, poetry and other literary and religious works – needed to be translated into other languages. Thus, the importance of translation and interpretation was established.

2.4. EARLY TRANSLATION

Translation was originally developed to fill a gap or a necessity that troubled every nation that wanted to trade or even communicate with another. In fact, it wouldn't be a far stretch to assume that traders themselves were the first translators because they often spent many months at various ports and would have had the opportunity to learn new languages in the course of their travels. These polyglot travelers may indeed be the predecessors of modern translation experts. Out of this informal practice of interpreting based on needs, the art of translation is likely to have emerged.

2.5. THE EVOLUTION OF TRANSLATION

Over time, translation took the driver's seat in the vehicle of international relations because it was indispensable to the process of communication. Its importance since then cannot be overstated; of every facet of culture that involves reading or writing, translation is an integral part. If translation is integral to writing, then interpretation is integral to reading and speaking. Very early on, therefore, interpretation and translation became an indivisible part of cultural exchange in its many forms; soon, every culture had what can be termed a 'translation centre' – there was the **House of Wisdom** in Baghdad, the **translation school** in Toledo, Spain, and innumerable monasteries where monks religiously undertook laborious translations and transcriptions. Even as far back as ancient Rome and Greece, translation was an elite pursuit that was part of every educated man's repertoire of skills. As the translation industry came of age, it became an independent art and science – one that would serve the world for time indeterminate.

2.6. TRANSLATION TODAY

In the modern world, translation is as important as it was several millennia ago. Officially, there are about 6,800 languages spoken around the world, of which a significant portion have unique scripts and many have shared scripts based on the origins of the language in question. These challenges are related by the fact that nearly every culture in the world has interactions with every other culture. This means that there are a numerous number of translation requirements every day around the world. It's no wonder, that translation is a dominant part of intercultural interaction.

The slow speed of manual translation has led to technology stepping in. Thus, machine translation (MT) and machine-aided human translation (MAHT) were born.

2.7. TRANSLATION COMPETENCE

WHAT IS TRANSLATION COMPETENCE?

The concept of what Translation competence is has changed over the past years up to the point that today is widely discussed in regards to translation training. The term “competence” as in “translation competence” was first used by Toury (Toury, 1980), but generally speaking the term “translation competence” is defined based on the pedagogical definition of what “competence” is, according to *Wikipedia* (Wikipedia, 2016), competence is viewed as a standardized requirement for an individual to properly perform a specific job. It contains a combination of knowledge, skills and behavior utilized to improve performance. Speaking generally, a competence is the state of being adequately or well qualified and to have the ability to perform a specific role.

Translation is not only taken by linguists and language learners, but also by economics students, law students, and so forth. This rising of translation degree builds new aspects in translation and makes translation to become more than just a language transfer.

Every discipline has its own characteristics such as its own words or lexicon. The basic knowledge of translation, changing a word from the source language (SL) to the target language (TL), is ineffective now; meaning that the translation activity becomes more complex, it implies a better sense of the discipline rather than of the language. In the translation of economics textbook from English to Spanish for example, there are a number of terms that must be translated in its discipline sense, to keep the original meaning without adding something or distorting it.

The act of translating should not only be viewed as more than changing text from one language to other language(s), but also taking into consideration that the act of translating is replacing text without changing, adding, distorting or destroying the meaning.

A translator is expected to have a series of competencies, and also being proficient in these competencies enables a translator to do translation as expected. These competencies are: Language competence, textual competence, subject competence, cultural competence and transfer competence.

2.7.1. LANGUAGE (OR LINGUISTIC) COMPETENCE

Language competence is considered to be the basic competence that a translator must possess. If a person does not master language or languages, it is unable to translate a text from source language to target language. Jakobson (Jakobson, 1959) summarizes the

linguistic aspects of translation, one of which is Interlingual Translation, which is an interpretation of verbal signs by means of some other language. It is expected that a translator at least must have competence in both source language and target language, and to have a good understanding of the language aspects of the source language and the target language. Newmark (Newmark, A Textbook of Translation, 1988) states that all translations are based implicitly on a theory of language.

A translator should master the language not from one aspect but whole aspect; it is because a text is a unit of meaning (Baker & Malmkjaer, 2001).

2.7.2. TEXTUAL COMPETENCE

To have a textual competence is to have the knowledge of regularities and convention of texts, genres and text types. It is important for the translator to distinguish texts; this is closely related to how a text is translated. For example, translating a narrative text is different from translating expository text; the structures of both texts are very different. Having competence to distinguish texts is very crucial for a translator.

To work with text translation is not only about to distinguish texts, but also to know the convention of those texts. The same expression in some foreign languages may be written in different ways, this is really about social convention of the language users. A translator must be capable to look deeply and see how different is a target language's certain expressions from a source language; failure on this may create confusion or misunderstanding on reading the translated text. Word selection in translating texts based on the genre or the text type becomes very important for a translator.

The objective of this textual competence is to allow the translator to keep the original genre of the text, the function of the text, and avoid misunderstanding for the receiver on the text, The difference from the linguistic competence is that textual competence places emphasis on the text type and the genre rather than the concept of language known by the origin of the text and the receiver of the translated text.

2.7.3. SUBJECT COMPETENCE

Subject competence is the knowledge or the area of expertise. Translation of text is not only changing the language form from one to other language(s). It is needed an amount of expertise to acquire the characteristics of text; one of them is the discipline in which the text is taking place.

Each discipline has its own word selection that becomes one of the subject specific competences a translator must have. A translator has to retain the function of the text without changing it. Although free translation is allowed, a translator cannot translate a text without considering the domain in where the text is working.

A translator will not translate a computer textbook the same as with an automotive textbook, because the text would be confusing if not irrelevant. Each discipline has certain words that are treated differently from one language (or domain) into other.

The translator, apart from having linguistic competence, is also demanded to know the subject of the text he or she is translating.

2.7.4. CULTURAL COMPETENCE

Language contains a good number of social conventions in using and understanding words and cultural aspects.

A translator must have this called cultural competence of both the source language and also the target language (Kastberg, 2007). Many of the expressions in source language may have a different way to be expressed in the target language, or even these expressions do not exist at all. Having this cultural competence, the translator does not have to look for the substitution of a word or words but to see the equivalence. This means to fulfill the sense intended by the text of the source language.

Some cultures have some words or expression like proverbs for example in their convention and cannot be equaled or they do not have any similar sense in other languages. Therefore, when a translator does not have the cultural competence, the text produced will be weak in its essence.

This strategy is known in translation as ‘shifts’. The term shift itself means small linguistic changes occurring in translation of source text to target text (Munday, 2001).

Without an appropriate cultural competence, the translator has to work harder to do this shifting. One of the shifting procedures is ‘borrowing’ words from source language to fill a sense gap if there is no substitution word or equal expression in the target language.

2.7.5. TRANSFER COMPETENCE

This is the ability of transferring message from source text to target text communicatively.

To have transfer competence, the translator is expected to have enough linguistic and non-linguistic knowledge, especially the one that is relevant with the text that is being translated. Transfer competence is assumed as the highest competence demanded from all translators; translators are needed to be able to transfer not only words, or grammatical and semantic aspects of the language, but also mental images implied in the text, to make the produced text as meaningful as expected.

The translator may need to analyze the source text to find out the text type, and also the purpose and the function of the text before starting to translate the text. In the translating process, the transfer competence is more demanded, again, with the support from other competencies.

Transfer competence is very important if not crucial for a translator. Some words may have to be borrowed from source language to avoid misunderstanding, or wasting of time. These competencies promise a successful translation, if a translator does not have enough competencies, the translated text will be confusing or even not worth reading.

CHAPTER III

METHODOLOGICAL DESIGN

3.1. PARADIGM AND DESIGN

To execute this **experimental research**, the research team needed to do it under both the quantitative and qualitative research paradigms due to the fact that its nature allowed researchers to make use of both methods. The quantitative paradigm helped to measure the population's perspective of the implementation of the research study while the qualitative paradigm helped to gather information from the activities and participant observation to describe students' development and improvement on their translation competence. Mixed methods were suitable for the development of this research.

This experimental research dealt with the incorporation and application of Literal and Free Translation approaches to “Inglés Técnico I” sample that was carefully chosen based on the competences needed for translation. During two months approximately (February and March of 2017), researchers intended to help this pool of students to enhance their translation competence and to internalize new vocabulary. For this reason, researchers scheduled one of the groups from Inglés Técnico I course chosen randomly. This group was exposed to the Literal and Free Translation approaches based on their needs. By doing so, students will be more interested in their translation classes. In addition, researchers evaluated students at the beginning, in the middle, and at the end of the course to have a comparison with their previous knowledge and to see if they became more interested in

translation classes, if they learned new vocabulary and used it into context and of course, if their translation competence has improved since the project began.

This research was carried out at the University of El Salvador, Western Multidisciplinary Campus in the mornings in a period of two months approximately. It is important to mention that the researchers had an agreement with the teacher in charge of the group of “Inglés Técnico I” group 6 course to use the first hour of class to develop the activities to the students.

3.2. SAMPLING PROCEDURE

Sampling procedure is an important part in a research project since it is here where researchers decide and choose the target population that would go under observation applying the most convenient sampling method. The researchers decided to observe 60 students who were taking the Ingles Técnico I course to be the target population that was under observation.

Last, the researchers decided to include the whole group because researchers considered valuable to include all students from one of the seven groups of Inglés Técnico I course that there were available to choose from. As one of the objectives was to implement literal and free translation approaches, it was considered that it would be more significant if all students are included and exposed to it because translation is one of the most essential activities in their major and it is considered an important tool to master.

To choose one of the groups the researchers used the Random Sampling method. The researchers had pieces of papers in a box. Each piece of paper with a number from one

to seven, then the researchers took one piece of paper. The number picked up by the researchers was seven so group number 7 was chosen to be studied.

3.3. PRELIMINARY PHASE

Here during the preliminary phase it will be carefully described how the researchers approached the field of study that leads to obtain the diagnostic study and therefore, to define and to describe the problem. Finally, a detailed description of the problem will be presented to obtain a more clear understanding of it.

3.3.1. APPROACHING THE FIELD OF STUDY.

In April 2016, it was observed that some Inglés Técnico I students showed lack of engagement and participation on their classes. Moreover, it was observed that activities developed in class were not so appealing for the students. This situation seemed to affect them to be interested and internalize their classes to apply them into context. This led researchers to conduct a diagnosis closed questionnaire to know students' opinions about the subject and how they feel in classes. Therefore, they concluded that it is important to have a change of activities and methodologies to be incorporated in the classes because this will help students to get more involved in the classes and with the activities.

In order to start this action research and for the data collection phase, researchers asked for permission to the teacher in charge of the group to develop activities that were adapted by the researchers according to the translation area with Inglés Técnico I students during semester I-2016. Once the permission was granted, the researchers conducted the

necessary observations, designed the questionnaires, and prepared the activities to be developed with the sample group.

3.3.2. DIAGNOSTIC STUDY

To begin with the diagnosis, an observation guide (appendix A) was designed to discover problems and situations that Inglés Técnico I group 6 students were facing and affecting them to become more engaged and participative in classes.

Moreover, a questionnaire was designed and was validated by experts in research to know how Inglés Técnico I and II students' feel during class at the Economics Department at the Western Multidisciplinary Campus of the University of El Salvador (appendix B). A group of sixty Inglés Técnico I students was the sample who participated to fill in the questionnaire.

The questionnaire consisted of eight closed questions in which students gave general opinions about the subject and the classes. The questionnaire was completely anonymous so students could feel comfortable to express their opinion.

Finally, a closed answer interview was designed to gather the teacher's general opinion about students' attitude towards the subject and also to gather information on how the teacher carried out the classes. This interview helped researchers to focus on the different kinds of activities they will plan to develop with the course and also to know how to enhance students' translation competence and help them expand and put into practice new vocabulary.

3.3.3. DEFINITION OF THE PROBLEM

The results of the diagnosis helped to define the problem and its scope. These revealed that one of the problems was that students were not able to translate simple fragments or short sentences. Such problem caught the researchers' attention so they made this the core of the research project. Through the observation the research team noticed that there was a scarcity of engaging activities which caused the students lack of participation and interest in the class which did not contribute to enhance the students' "Translation Competence" during the course.

3.4. PLANNING PHASE

After conducting the diagnosis of the problem, identifying the problem, and describing it, the researchers started the planning phase that contains all the necessary information to build a solid theoretical framework. Once the problem was found and stated, it was necessary to define all the variables to be measured in the project.

3.4.1. LITERATURE REVIEW

The first step to build the theoretical framework was to collect data from books and web pages about the different types of translation, and the different classroom activities and approaches to incorporate into the group. This data was collected from different sources such as: books, other thesis, articles and online sources. The documents are available on PDF format; they can be downloaded from the website. This information was then reviewed to get important data related to the topic of our study.

The collected information was useful to carry out the action research project because it provided the bases for it. It had to be adapted to supply the necessities of Inglés Técnico I students at the Western Multidisciplinary Campus of the University of El Salvador have during semester I-2017.

All the mentioned aspects were carefully gathered from the available information to build a theoretical framework that describes and relates to the field of study.

3.4.2. OPERATIONALIZATION OF THE VARIABLES

General Objective	Specific Objectives	Hypotheses of change	Units of Observation
<p>To improve the students' translation skill through the implementation of literal and free translation approaches in the subject 'Inglés Técnico I' group 6 at the University of El Salvador Western Multidisciplinary Campus, at the Economics department during the year 2016-2017.</p>	<ul style="list-style-type: none"> • To implement literal and free translation approaches to improve students' translation competence. • To determine to what extent the implementation of literal and free translation approaches would help students to enhance their translation competence and skills. • To assess how efficient the implementation of the approaches is at the end of the semester. 	<p>If "Inglés Técnico I" group 6 students at the Economics department at the Western Multidisciplinary campus at the University of El Salvador are exposed to different classroom activities based on literal and free translation approaches they will be able to accurately translate the English language texts in class.</p>	<p>Inglés Técnico I (group 6) students at the Western Multidisciplinary Campus, University of El Salvador.</p>

	Variables	Definition of the variables	Indicators	Instruments	Time for observation
Hypotheses	Independent variables				
	Implementa tion of classroom activities based on Literal and Free translation approaches according to Ingles Técnico I students' needs.	Inglés Técnico I group 6 students may feel more motivated to participate in class if they are exposed to classroom activities.	- Implementing inclusive classroom activities adapted to the translation approaches. -Dynamic activities	- Observation guide	50 minutes
	Interesting topics for translating in classes.	To implement interesting and inclusive activities that students would like.	- To provide activities and topics based on the likes of the majority of students. - To help students feel interest in translating texts. - To improve students' level of translation competence.		
	Dependent variables				
	Students' internalizing and practicing new technical vocabulary	More opportunities and time for translating new technical vocabulary through interactive and dynamic activities.	- Better internalization and understanding of new vocabulary. - To practice how to use vocabulary in context. - To practice new technical vocabulary in real life situations.	Questionnaires: -Open/close questions -Focus groups: Lesson plans	40 minutes 50 minutes

	More technical vocabulary added to their lexicon.	Expansion of their vocabulary span.	-More word choice to translate texts in a clearer way. - Encourage students to participate in classroom activities.	-Implementation of activities according to translation competence.	50 minutes
	Students' interest in translation classes.	Inglés Técnico I group 6 students with more interest in translation.	- Students feel more comfortable when participating in classes. - More interest in translating. - Better environment in class.	-Tests (At the beginning, middle and at the end of the intervention phase)	30 minutes

3.4.3. DATA COLLECTION INSTRUMENTS

A permission was granted by the teacher of the Inglés Técnico I group 6 course of the Economics Department, Western Multidisciplinary Campus of the University of El Salvador during semester I-2016, to carry out the necessary meetings to achieve the objectives of this action research and with that, prove that the researchers' hypothesis are correct.

Researchers designed an observation sheet with the intention to write down significant findings to point out any problems students' may have with the class and their behavior towards participating in it. It includes the date and time of the observation and also the classroom where the observation took place (Appendix A).

Also, researchers designed an eight yes/no questions questionnaire (Appendix B) with the objective to gather students' general opinions about Inglés Técnico I subject and their attitude towards the class and their participation.

In addition, researchers had an interview with Inglés Técnico I group teacher to gather the teacher's opinion about the development of the students during the course and how their behavior was towards participating in the activities developed by the teacher and also about getting engaged and interested in the class. It included seven closed questions which allowed researchers to get to know more about the students from the teacher's perspective (Appendix C).

Finally, the researchers designed different lesson plans containing a variety of literal and free approach based activities which were used in "the intervention phase" to

incorporate controlled, semi controlled and free activities according to what their translation competence needs. These activities, group work, pair work, mini presentations, allowed all the students to actively participate and to easily get involved in the class development. (Included in the Appendices)

3.4.4. VALIDATION OF DATA COLLECTION INSTRUMENTS

After elaborating the instruments, researchers aimed at finding out the students' opinions about the Inglés Técnico I course; for this reason, the researchers provided the experts a Validation Sheet containing different aspects that were taken into account when revising the instruments. The researchers took into account the recommendations and made the changes needed to improve the instruments to make them valid and reliable. Once validated, the instruments (closed questionnaires and observation sheet) were administered to the sample population.

After the instruments were administered, researchers analyzed the results and began to design the action plan that would be helpful to gather more information and opinions from the subjects of the study.

3.4.5 ETHICAL ASPECTS

The researchers took special care into the basic ethics principles of any action research. They respected the “non-maleficence norm”; they did not damage anybody’s integrity during the process. They respected the “expectations of confidentiality” keep participants’ personal information anonymous and did not reveal any of the information gathered that the participants did not want to be revealed. They also respected the participants’ will to make choices at any time of the process even if they do not agree with any of the steps of the experiment, which included the chance to quit the experiment if he or she considers it, necessary.

3.5. Timeline

Activity		Responsible	2016						2017								
			Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
1	Choosing the group	Research team	■														
2	Identification of the problem.	Research team		■													
3	Definition of the project's name	Research team		■													
4	Approaching the field of study	Research team		■													
5	Definition of the problem	Research team		■													
6	Presentation and validation of diagnostic tools	Research team		■													
7	Diagnostic study	Research team			■												
8	Building the state of art	Research team				■	■										
9	Revision of the project proposal	Advisor					■										
10	Methodology	Research team							■	■							
11	Revision of the action research	Advisor							■	■							

12	Incorporating suggestions made by the advisor	Research team															
13	Presentation of the protocol	Research team															
14	Execution of the research project	Research Team															
15	Data collection	Research Team															
16	Data processing and analysis	Research Team															
17	Revision of the report	Advisor															
18	Interpreting results and writing the final report	Research Team															
19	Final revisions to the final report	Research Team and advisor															
20	Oral presentation	Research Team															

3.6. BUDGET TABLE

BUDGET	
EXPENSES	COSTS
Bus fare and gasoline	\$100.00
Copies	\$50.00
Printings	\$50.00
Food	\$80.00
Bond paper	\$10.00
Bond color paper	\$8.00
Markers	\$5.00
Board markers	\$5.00
Internet	\$50.00
Props f/Presentation	\$30.00
Total	\$388.00

CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

In this final chapter, researchers will present the results of the investigation by using graphs and showing the percentages that were extracted from each tool. At the beginning of this action research, the researchers agreed that it was necessary to know firsthand the students' opinions about the subject and translation in general, because of this, a questionnaire was administered to them as it can be seen in Appendix B. Students were very honest giving their answers and that helped this research to be even more exact in the results.

4.1 Effectiveness of Literal and Free Translation Approaches

It was important to get to know the opinion of the students that were going to participate in the group meetings, hence, a questionnaire was prepared to know their point of view of the translation classes, it was administered on the first meeting and this graph shows the result of the test:

- From sixty students that were involved in this action research, forty nine took the questionnaire which corresponds to 81.66% of the students involved.

It was surprising not to have the total amount of students to take the test; but the teacher in charge explained to the researchers that since it is the beginning of the semester some students are still lost on their schedules or are not even registered in the courses; researchers considered

that the opinions of the majority of the sample students served well enough to have an idea of the activities to be designed by the research team.

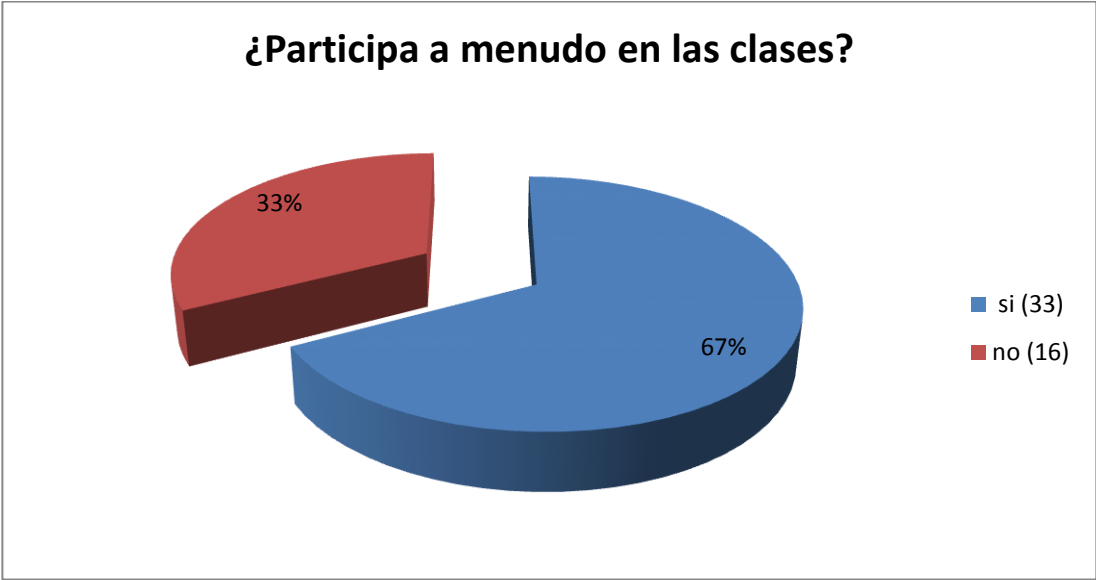


Figure 1

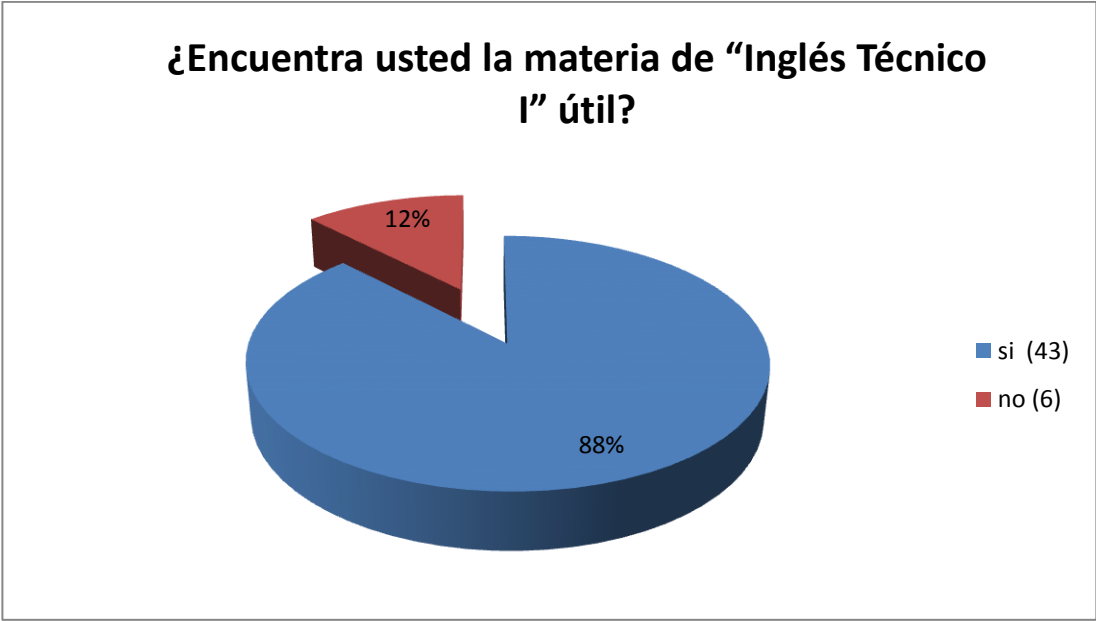
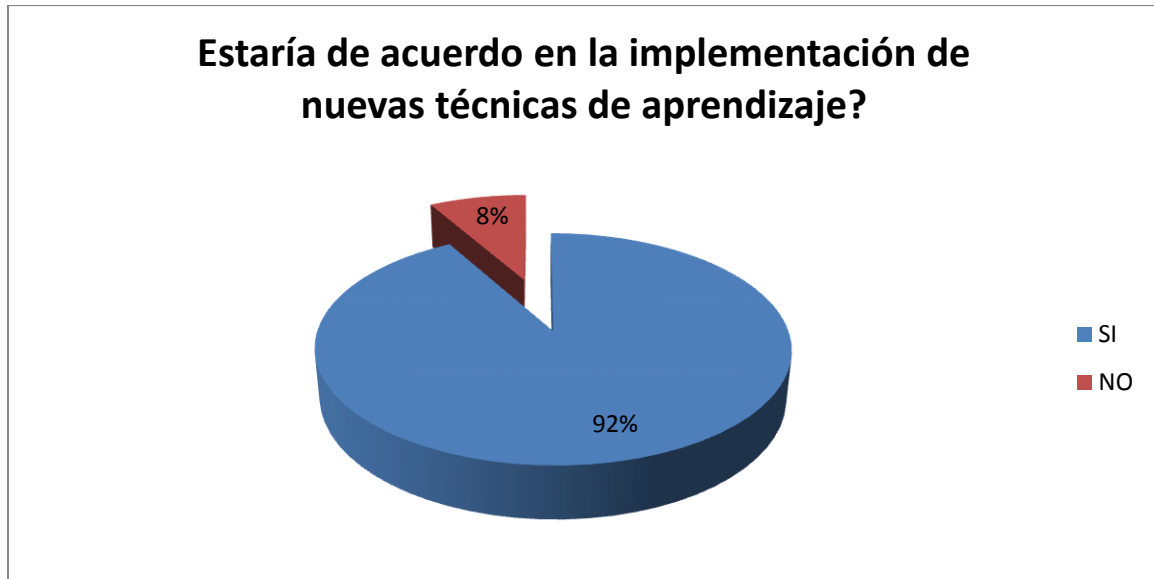


Figure 2

- The predominant answer in the group was that the students considered the subject of Inglés Técnico useful (figure 1), followed by the fact that they do not participate in classes (figure 2).



- Through the questionnaire the students expressed that they were open to a change in methodology and classroom activities and that they considered that a different way of developing the classes would help them to better their performance on “Inglés Técnico I” group 6.

Verifying this data was necessary for researchers to design the lesson plans and activities that were going to be carried out during the sessions with the students from “Inglés Técnico I”. According to William T. Lile, an effective English lesson must be simple, yet fun and interesting, with a lot of changes from a written exercise, to a spoken, a listening task, back to written, and so on, all in the same class.

For the realization of this action research, it was necessary to use some specific tools that were designed to obtain important data from the subjects of study. These tools included a questionnaire (appendix B) and also three tests (appendix D, E and F) which showed some amazing results in the following graphs.

To begin with the analysis of the test results, the researchers classified the information into the following categories:

- ✓ Grades from 1-4 are classified as Poor Results
- ✓ Grades from 5-6 are Acceptable Results
- ✓ Grades from 7-8 are classified as Good Results
- ✓ Grades from 9-10 are classified as Excellent Results

It is also necessary to state that during the class sessions with the students; the number of attendance from the students was irregular. From the total population of the Inglés Técnico I

group 6 course of sixty students, fifty five took the first test; forty nine took the second one and fifty three took the final one.

The results of the first test can be seen in the following graph:

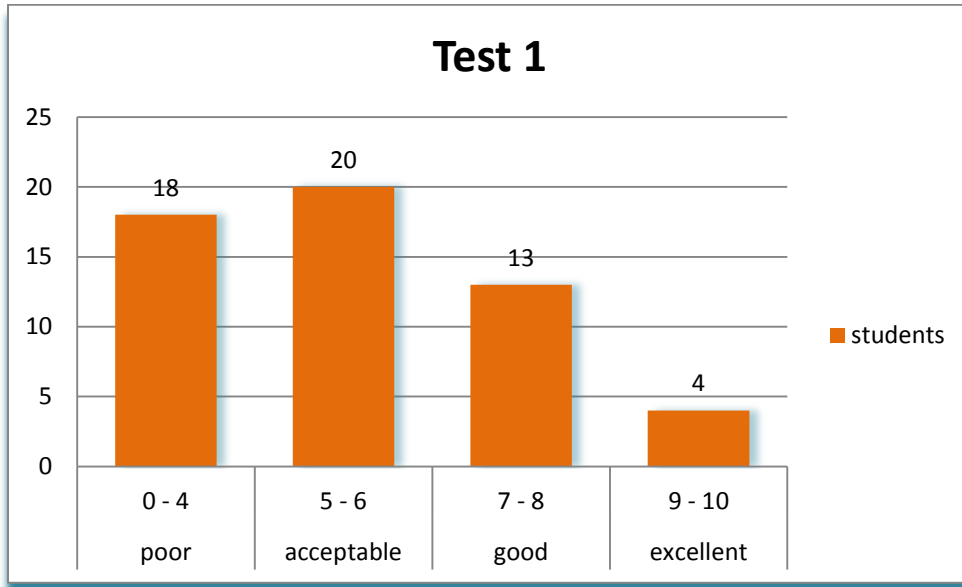


Figure 5: First Written Test

- From fifty five students who took the test, representing 100% of the students, the percentage of students that had poor and acceptable results on the test was of 69.09% which corresponds to thirty eight students from the total population.

The total population of the group was not present during the test, which made the researchers ask themselves why students are missing classes so often. These results were a bit discouraging for researchers, it was evident that students were lacking translation skills; it was shocking to see their low comprehension of the texts and their poor translation skills.

In the middle of the course and after eight interventions the second test was administered, the results of the second test can be seen in the following graph:

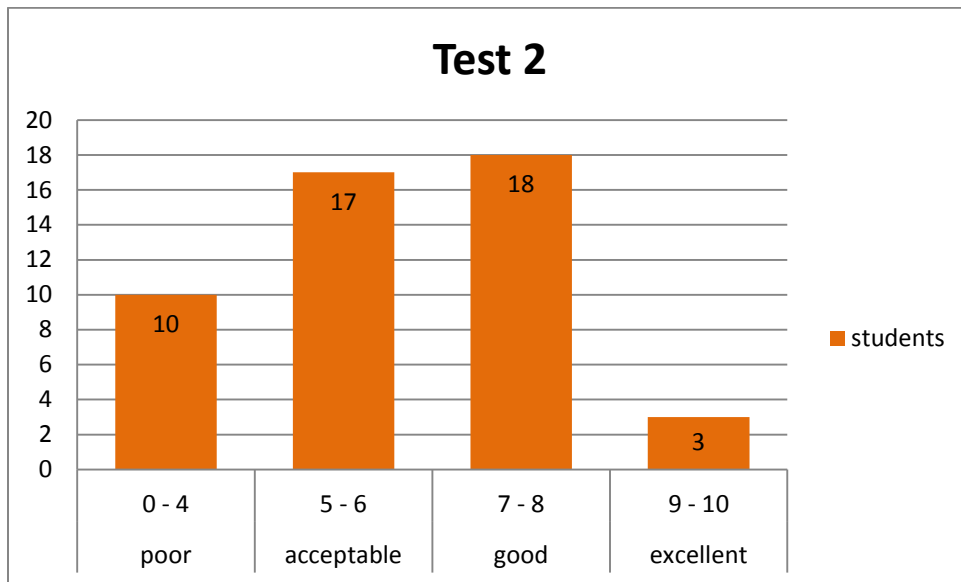


Figure 6: Second Written Test

- From 48 students who took the test, now 48 representing 100%, ten students showed “Poor Results” which corresponds to 20.83% of the total amount of students who took the test; 17 students showed “acceptable” results corresponding to 35.4% and the number of students that got “good Results” was of 18 students representing 37.5% of the total population and three students reached a very high grade.

These results were a big contrast between the questionnaire and the initial test; somehow students started attending classes more often after 5 sessions with the research team, which leads to think that variation of classroom activities is good to stimulate other students. They felt compelled to attend classes after their own classmates passed the voice that the class was different each time. Moreover, researchers felt they had succeeded with the classes after seeing the “poor result” bar going down from 18 to 10 and the good results rose from 13 to 18 in this second test.

At the end of the intervention period, a final test to wrap up all the classes was administered. Here are the results:

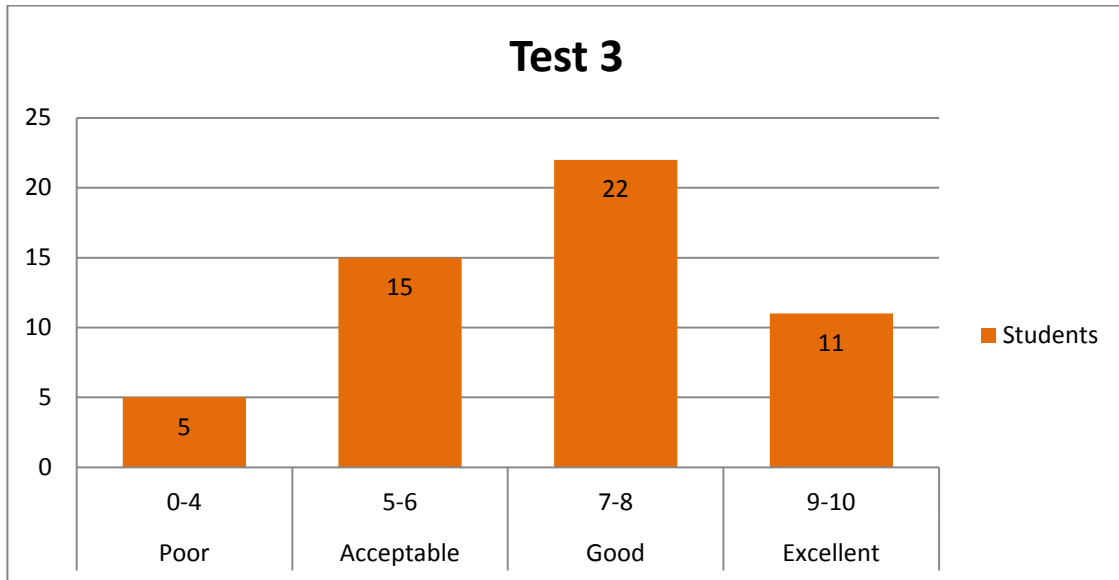


Figure 7: Third and final written test

The results showed a greater contrast compared to the first and second tests; the poor results comprising grades between zero and four went down to only five, the acceptable results went down to fifteen but the good and excellent grades had risen up to 22 and 11 respectively which showed that some of the students who had poor and acceptable results had an improvement that made them get good and excellent results.

The following linear graph will be used to compare test results:

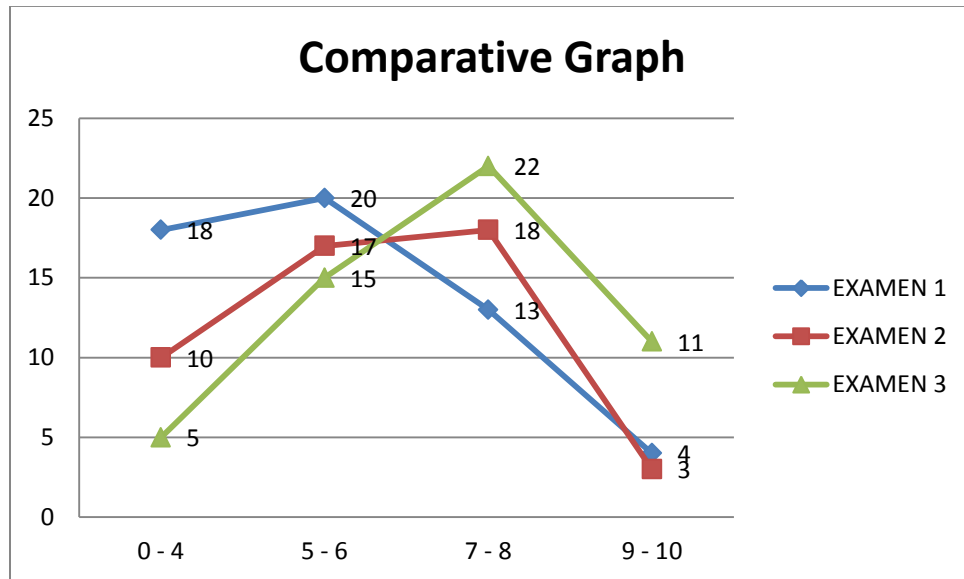


Figure 8: Results comparison between first, second and third test.

- In this graph, the difference between test results can easily be seen. The most noticeable difference is in the “Very Good and excellent Results” category, where there was an increased number of students who achieved grades between 7 and 10 in the intervals between the first and the final test.

Finally, the number of students who were present between the first and last meeting varied from time to time. The highest number of students present was 55 and the lowest was 49. During the questionnaire, 49 from 60 students were present, whereas between the first and second test the difference was of 5 students.

- The percentage of students who took the initial questionnaire was 81.6% which corresponds to 49 students from the total population.

- The percentage of students who took the first test after the meetings was 91.6% which corresponds to 55 students from the total population.
- The percentage of students who took the second test after the meetings was 80% which corresponds to 48 students from the total population.
- The percentage of students who took the final test after the meetings was 90% which corresponds to 54 students from the total population.

After analyzing these results, researchers could notice an improvement in students' performances. Ranging from the beginning of the meetings through the middle and the end of the meetings, the majority of students could use all the vocabulary seen in context, they could translate words more efficiently which means that they actually understood words even though there were hard words to find on dictionaries but all of this was because they could relate them to the activities developed in the classes which were made especially for their Economics career.

4.2 Research question and Hypothesis

How is the implementation of literal and free translation approach in “Inglés Técnico I” group 6 going to help students to enhance their English translation competence?

It was not an easy task to find out how to implement these approaches with the students of the course, basically, because they already had prejudices towards participating in class, saying things like “it is boring”, “it is childish” or making up excuses such as “I do not know the answer”. However, researchers made a big effort to attract students to try to change their minds and to get more involved in classes not only during the time this research took place but also during the rest of their career.

Again citing William T. Lile, it all begins with the teacher who is in charge of proper instruction, transmitting good energy and challenging the student in a good way to “give another try”. For the research team, a teacher must show he or she cares in all types of classroom settings and has to present the students new ways of learning the language or in this case translation in a way that they can achieve goals and feel a relevant change in their knowledge and competence acquisition of concepts and words. By giving students activities that make them participate to get engaged in the classes, teachers are showing their interest in students achieving goals and they are offering them support. Getting to know what students like is sometimes difficult because of how different they are among each other, however, there is always an opportunity to demonstrate “I am willing to help you”.

To show some of the results of the classes, here are some sincere opinions of students who participated in interviews during the experiment:

1. How have you been feeling with the Inglés Técnico I new activities?

Student a: *“I have enjoyed these last classes very much, when you developed all those activities I felt more integrated with my group of classmates because I discovered that we have many things in common”*

2. Which activities have you learned with and enjoyed the most? Why?

Student B: *“My favorite activity was the Dice and Memory game It was very funny to see my friends doing crazy things for us to guess and also to remember words; I think I remember the majority of the words from that lesson but it was because of the fun we had”*

3. Do you think you have reached a better level of comprehension or competence about translation? How?

Student C: "I think I understand things in a better way now because through the activities that you developed we had fun while we practiced vocabulary and at the same time we learned with the translation techniques you showed to us..."

To sum things up, students felt better incorporated within their group because they were given activities and readings they could relate to, easy to understand and everyone could participate, there weren't any moments in which students could not express opinions or move around the classroom freely; they lost fear of talking, of going to the board, making mistakes sharing ideas and points of view with their classmates and even with the teacher, thanks to the classroom environment there was.

Hypothesis	Variable	Results		Verification of Hypothesis
<p>If “Inglés Técnico I” group 6 students at the Economics department at the Western Multidisciplinary campus at the University of El Salvador are exposed to different classroom activities based on literal and free translation approaches they will be able to accurately translate the English language texts in class.</p>	<p>Independent variables</p> <p>* Implementation of classroom activities based on Literal and Free translation approaches according to Ingles Técnico I students’ needs.</p> <p>*Interesting topics for translation in classes.</p>	<p>Yes/No questionnaire addressed to the students</p>	<p>Inglés Técnico I group 6 students revealed:</p> <ol style="list-style-type: none"> 1. From 49 students 43 revealed that translation is useful in their Economics career due to the fact that they may come across Economy books written in the English language. 2. 84% of the students manifested that they use translation in their career when consulting books at the library or via Internet and they agreed they could practice more if classroom activities were different. 3. 92% of students said they agree to a change in methodology in their translation classes whereas the other 8% are afraid of not understanding translation after the change. 4. 94% of students consider that a change in methodology and classroom activities in the subject would help to improve their performance in the course. 	<p>Students and teacher know the importance of translation and that it is an important part of the Economics career due to the vast existence of economy books written in the English Language.</p> <p>Students agreed that the topics and contents of the subject that were already provided by the teacher in charge are interesting. However, students believe that the way the class is carried out seems boring or not interesting for them, adding more activities that make them participate more would make them feel interest in the class. Having different classroom activities in which they can feel at ease to acquire and practice vocabulary to learn while having fun would make the class more interesting.</p> <p>The teacher and students agreed that the majority of students that participate in class do it because the teacher asks them directly.</p> <p>All these results can be compared and contrasted with the theory investigated. Activities and even didactic material used in translation classes play an important role to motivate students to participate in classes and to acquire and practice vocabulary.</p> <p>According to the quiz graphics (see figure 8) It shows how students had a better performance in the final quiz. This</p>
		<p>Interview addressed to the teacher in charge of the group</p>	<p>The teacher shared some opinions about students’ behavior towards the subject:</p> <ol style="list-style-type: none"> 1. The teacher said that activities have to be picked to be suitable for their level of comprehension and vocabulary. 	

			<p>2. The teacher has observed that around 20% of the class participates in class without being asked to do it. The others do it because the teacher asks them directly.</p> <p>3. The teacher said that it's difficult to make students participate in the class and use new vocabulary.</p>	<p>demonstrates that the different classroom activities adapted to their Economics major during the intervention phase helped students to practice vocabulary, improve translation skills and participate in classes.</p>
	<p>Dependent variables</p> <p>* Students' internalizing and practicing new technical vocabulary. *More vocabulary added to their lexicon. *Interest in translation classes.</p>	<p>Observation guide</p> <p>Questionnaire</p> <p>15 Interventions</p> <p>Quizzes</p> <p>Lesson Plans</p>	<p>Inglés Técnico I group 6 students:</p> <p>1. According to the interventions and instruments used to observe their progress, around the 71.66% of students showed improvement.</p> <p>2. Students confirmed they felt comfortable and motivated to participate in classes; they remembered many of the words studied and some of them even said that they enjoyed the way the classes were carried out and that it helped to practice translation and learn vocabulary.</p>	<p>According to the results of the last quiz implemented in the last class, all lesson plans, interventions and activities adapted to students' learning styles helped more than the 70% of students in their translation competence and, of course, the acquisition of vocabulary in every activity.</p>

CHAPTER V

CONCLUSIONS AND RECOMENDATIONS

After developing the experimental research **“IMPROVING INGLES TECNICO I GROUP 6 STUDENTS’ COMPETENCE THROUGH THE IMPLEMENTATION OF LITERAL AND FREE TRANSLATION APPROACHES AT THE ECONOMICS DEPARTMENT ON THE WESTERN MULTIDISCIPLINARY CAMPUS OF THE UNIVERSITY OF EL SALVADOR, DURING THE YEAR 2016-2017”**, the research team reached the following conclusions and recommendations.

5.1 Conclusions

Students and teachers understand that participating in class is a not a very appealing activity, because of fear of public shame for not knowing the right answer or just scenic panic, although, everybody is conscious that class participation is very important since it is a necessary component to learn by doing it, prepare for an upcoming test, and also for the academic learning and discipline formation of a student. According to the diagnosis questionnaire provided to students, they are aware that translation is essential in their Economics major since it is one way to learn about grammar, composition or vocabulary. However, based on some students’ opinions, increasing their translation competence by learning new vocabulary can become more interesting if classroom activities are developed

before or after the topics to be studied and if these activities challenge the students and provide them with as much time as it can be needed for them to practice vocabulary.

The strategy that investigators of this research used to get students improve their translation competence was the implementation of classroom activities such as warm ups, wrap ups, homework and pre and post activities adapted to their technical English classes. Taking advantage of students' attention through classroom activities helped researchers and students along to demonstrate the capacity they actually had in translation. Students already knew that one activity was going to be done before or after a topic, so students activated their minds and were expectant about what those activities could be. By having the students activate themselves like this, was a sign that the majority of students were more willing to participate in the class. This is what every teacher expects in every class. This also helped with one of the aspects researchers wanted to accomplish which was to have students acquire and use new vocabulary from the activities, and to accurately translate texts. With activities like Pictionary, Alphabet soup and miming and translating activities presented in the lesson plans students could relate the vocabulary to specific images, and this helped them to translate words, sentences and also paragraphs effectively.

Investigators considered necessary to show students how important translation is and how much needed is to change their behavior towards it. It is clear, after observing students' answers in the diagnosis questionnaire that their interest in the class is low and it could depend strongly on the type of activities they were exposed to. However, for a test or for an evaluation it's imperative to read carefully before translating any content. During every class of the intervention phase, student's behavior was observed to confirm that the little interest on a topic could affect their learning from it and their participation in the

translation classes. Based on an experience during the intervention phase, their interest in the class can be derived from the type of topic they are provided with, but it is not a problem that affects them deeply. With a clear explanation of the topic and the implementation of some appropriate pre, during and post reading activities will help them to eliminate the difficulty of translating and on the contrary, they will feel at ease in the class and at the same time be able to translate. If students understand the topic after an explanation, they will be more willing to read, participate and attend classes and hence, improve their translation competence.

Helping students to acquire and translate vocabulary is one difficult task to do for a teacher. It will depend on the teacher's use of strategies to get her/his students acquire vocabulary, but it will also depend on the student's intrinsic motivation. Participation and the use of newly learned vocabulary in class are the most difficult aspects for teachers to explore. As the teacher said in the interview, it is complicated to have students learn a word and then have them use it since the majority of the students feel comfortable using a basic or more accessible lexicon. One aspect that it is necessary to be aware of is the time allotted in class to have the adequate interaction among students for the practice of new vocabulary. Based on the students' statements in the diagnosis questionnaire, some of them agreed they had little time to comprehend some topics. Given the fact that not all students learn at the same pace, practice and class participation time is crucial in every class, especially when it is about learning a new topic. By implementing pre and post activities adapted to Economics classes help students a lot to relate better a word with its meaning. According to students' feedback in the oral interview and in every session, students felt comfortable

learning new vocabulary and they agreed that it was easier for them to learn because they had more time to interact with the topic through the new classroom activities.

The implementation of new classroom activities adapted to the Economics major worked well. The results of the written texts can show how much students enhanced their translation competence. Somehow, students can also get the most from their classes depending on the atmosphere they are in. If the class is too plain and activities are a little repetitive students can underestimate any subject with these characteristics. It is known that activities should always be organized, but in translation classes it is always a good idea to make a variation in activities.

5.2 Recommendations

To the teachers:

- a) To incorporate new ideas for classroom activities adapted to the Economics mayor more frequently to awaken students' interest and enthusiasm in the class. In other words, to make them feel empowered to participate during class.
- b) It would be good that teachers make students take a bigger interest and participation in their learning process by having them interact more actively in the class developed. This way, the teacher can observe their progress or their understanding on the current topic; they will have more to talk about and they will put into practice their vocabulary.
- c) It is necessary for teachers to keep implementing activities adapted to translation in an Inglés Técnico I course to observe how these activities work in students and to

see how students are going to react and participate and to find out how fast they learn in the classes.

To students:

- a) It is important that students be aware of the importance that translation and the subject “Inglés Técnico” has on the Economics major from the very beginning.
- b) Students should take advantage of the activities the teacher carries out in class, in this way students will empower themselves to participate in class, create a good atmosphere in the classroom and thus the learning process to take place.
- c) Students can try to practice through homework assigned by the teacher or by devoting at least 20 minutes to read and translate any articles they like each day and with this to keep practicing their translation skills and understanding of vocabulary.

To future researchers:

- Future researchers should study how grammatical and orthographical problems affect translation classes.
- Future researchers should execute an action plan to know how classroom size affects the Inglés Técnico students learning.
- Future researchers can design audiovisual aids that are suitable for the Economics major.

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Appendix A

UNIVERSITY OF EL SALVADOR

WESTERN MULTIDISCIPLINARY CAMPUS

LICENCIATURA EN IDIOMA INGLÉS, OPCIÓN ENSEÑANZA

FOREIGN LANGUAGE DEPARTMENT

CHECKLIST (for researchers)

Objective: To determine the effectiveness of the approach used by the teacher in translation classes.

Direction: Write an X on the “yes box” or “no box” according to what you observe

YES	NO	ACTIVITIES
		1. Students participate in the translation classes.
		2. Students translate accurately words provided by the teacher.
		3. Students assist regularly to the classes.
		4. The teacher uses a variety of dynamic classroom activities.
		5. The teacher uses a lesson plan on the class.
		6. The teacher uses visual aids in the class.
		7. The teacher uses a book to support his/her classes.
		8. The students get engaged in the activities developed by the teacher.
		9. Students use a dictionary in their classes.
		10. The students are motivated in the classes.

Appendix B

**UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
LICENCIATURA EN IDIOMA INGLÉS, OPCIÓN ENSEÑANZA
FOREIGN LANGUAGE DEPARTMENT**



Thesis work:

Cuestionario dirigido a estudiantes de la materia de Inglés Técnico I

Objetivo: - Documentar la opinión de los estudiantes ante la implementación de actividades dinámicas con respecto a la traducción durante la clase.

Objective: -To document students' opinion towards the implementation of dynamic activities based on translation during the class.

1. ¿Encuentra usted la materia de Inglés Técnico I interesante?
SI NO
2. Participa en las clases a menudo?
SI NO
3. ¿Considera útil la traducción para su formación académica?
SI NO
4. ¿Utiliza la traducción fuera del aula?
SI NO
5. ¿Posee conocimientos previos del idioma inglés?
SI NO
6. ¿Considera necesario un cambio de metodología para cómo se imparte esta clase?
SI NO
7. ¿Estaría de acuerdo en la implementación de nuevas actividades para mejorar su aprendizaje?
SI NO
8. ¿Considera que la implementación de nuevas actividades en la materia de traducción ayudarían a mejorar su rendimiento en la materia?
SI NO

Appendix C

**UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
LICENCIATURA EN IDIOMA INGLÉS, OPCIÓN ENSEÑANZA
FOREIGN LANGUAGE DEPARTMENT**



Questionnaire addressed to teachers.

Objective: To investigate about the approach used by the teacher or the different methodologies used to improve students' translation competence in the class.

1. Do you consider teaching technical English to students important?

YES NO

2. Are you using a specific work program for the area of economy?

YES NO

3. Do you use didactic material to teach your classes?

YES NO

4. What type of activities have you noted that makes your students get more involved in the class and the topics?

5. Do your students usually participate in class without being asked?

YES NO

6. Do your students translate using the previous knowledge taught in classes?

YES NO

7. ¿If so, are you satisfied with the level of translation competence that students possess?

YES NO

Note(s): _____

Appendix D

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGE DEPARTMENT
INGLÉS TÉCNICO – ECONOMICS DEPARTMENT



Target Structures: Pretérito Perfecto Pasivo

Target Contents: forma afirmativa, forma negativa, forma interrogativa

Tutor's name: Maricarmen Olivar de Quintanilla.

Student Teacher's name: Wilber Ulises Velis Cornejo (*)

José Rutilio Cabrera Rivera

Joaquín Alexander Peraza Barrientos

Objectives: At the end of the lesson, SWBAT:

- get to know the “pretérito perfecto”
- use the affirmative, negative and interrogative form of “pretérito perfecto” accurately
- get to know the participles that act as “passive”
- use the target language to traduce text of economics from books
- use it to traduce phrases and sentences into Spanish

Materials: markers, board eraser, whiteboard, pieces of paper, head projector, lesson plan.

Warm up Activity (10 minutes)

TRANSLATION OF A TEXT (REVIEW)

- ✓ Direction: Present students the previous short paragraph given in the previous class. Explain the different and possible translations it may have. Ask some of them if they have a different version of the translation. Have them share what they wrote.

An economist, an expert in theoretical or applied economics, is a professional who structures, interprets and develops models and laws based on the study and analysis of the causes and consequences of economic phenomena which involve costs and benefits.

I- PRESENTATION:

Writing Activity (10 minutes)

- ✓ Ask students about what comes to their minds when hearing “Pretérito Perfecto”
- ✓ Ask students about what they know about participles
- ✓ Have some of them write on the board as many examples as they can of both: “Pretérito Perfecto” in Spanish.
- ✓ Translate all the phrases or words into English together with the students
- ✓ Provide more examples of using vocabulary of their major

II - LANGUAGE NOTES (20 minutes)

- ✓ Present students a slight grammar explanation of “present perfect” which is the equivalent of Spanish grammar “Pretérito Perfecto o Pretérito Perfecto Compuesto”

PRESENT PERFECT (PRETÉRITO PERFECTO COMPUESTO):

AFFIRMATIVE FORM. (FORMA AFFIRMATIVA)

- The “Pretérito Perfecto Compuesto” is formed using the auxiliary verb “have” (haber in Spanish) and it is used in actions which has not finished up to the moment of speaking (present).



- Present the personal pronouns in order to explain the change of the auxiliary verb “haber” in the different persons in English and its translation into Spanish.

Personal pronoun/ pronombre personal	Auxiliary verb / Verbo auxiliary	Verb Past participle / Verbo en participio (pasivo)
I - YO	HAVE – HE	Played/jugado Sung/cantado Bought /comprado Printed/imprimido (impreso) Read/leído Drunk/bebido Seen/visto Lived/vivido
YOU – TÚ, USTED	HAVE – HAS	
HE - ÉL	HAS – HA	
SHE - ELLA	HAS – HA	
IT – EL, LA , ESO (OBJETO)	HAS – HA	
WE – NOSOTROS	HAVE – HEMOS	
YOU – USTEDES	HAVE – HAN	
THEY – ELLOS, ELLAS	HAVE – HAN	

PATTERN / PATRÓN: SUBJECT + AUX + VERB (PAST PARTICIPLE) +
COMP.

SUJETO + AUXILIAR+VERBO PARTICIPIO+
COMP.

CONTROLLED PRACTICE:

- ✓ Present students different sentences and try to translate them together.
 - ✓ CCQ about meaning, possible translations and possible errors.
 - ✓ Present the following sentences:
- 1- **The teacher has taught about the “present perfect” for two hours.** (El profesor ha enseñado acerca del “pretérito perfecto” por dos horas.)
 - 2- **The students have paid attention to every single word the teacher has mentioned.** (Los estudiantes han puesto atención a cada una de las palabras que el profesor ha mencionado. - Los estudiantes han puesto atención a cada palabra que el profesor ha mencionado.)

FREE PRACTICE:

- ✓ Have students translate the following sentences:
- 1- **Juan has paid the bills on time.**
 - 2- **Unfair competition has been a big problem in El Salvador for many years.**
 - 3- **Bills of Exchange have helped people to legally do business up to now.**
 - 4- **Salvadoran economy has subsisted by acquiring loans in international banks.**

Appendix E

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGE DEPARTMENT
INGLÉS TÉCNICO – ECONOMICS DEPARTMENT



Target Structures: *Pretérito Perfecto Pasivo*

Target Contents: *forma afirmativa, forma negativa, forma interrogativa*

Tutor's name: Maricarmen Olivar de Quintanilla.

Student Teacher's name: Wilber Ulises Velis Cornejo (*)

José Rutilio Cabrera Rivera

Joaquín Alexánder Peraza Barrientos

Objectives: At the end of the lesson, SWBAT:

- get to know the “pretérito perfecto”
- use the affirmative, negative and interrogative form of “pretérito perfecto” accurately
- get to know the participles that act as “passive”
- use the target language to traduce text of economics from books
- use it to traduce phrases and sentences into Spanish

Materials: markers, board eraser, whiteboard, pieces of paper, head projector, lesson plan.

Warm up Activity (5 minutes)

REVIEWING “PRETÉRITO PERFECTO” WITH ITS CONTERPART IN ENGLISH

- ✓ Direction: have students recall information from the previous class by asking questions at random. You may take into account the following questions:
 - 1- What is the topic studied before (previous class)?
 - 2- What is the translation of “Pretérito Perfecto”?
 - 3- What is the auxiliary used in this tense?
 - 4- Which tense (form) do we use in the main verb?

II- PRACTICE (FREE PRACTICE)

- **ORDERING AND TRANSLATING THE PARAGRAPH – (APPENDIX A)**

- ✓ Have Ss form groups depending on the number of them. (groups of 7)
- ✓ Deliver them a piece of paper with a reading and a number.
- ✓ Have them read them in the groups and translate them into Spanish. (assign time for this)
- ✓ Ask them to choose two representatives among their group. Such representatives will explain their translation.
- ✓ Try to solve altogether the possible mistakes the translation might have.

SENTENCE 1

- 1- Panama papers have shown around 11.5 million leaked documents that detail financial and attorney–client information for more than 214,488 offshore entities. (Los archivos de panamá han mostrado alrededor de 11,5 millones de documentos filtrados que detallan información financiera y de clientes de abogados de más de 214,448 entidades (paraísos) fiscales).

SENTENCE 2

- 2- Prices and quantities have been described as the most observable attributes of goods produced and exchanged in a market economy. (Los precios y las cantidades han sido descritos como los atributos más observables de los bienes producidos e intercambiados en una economía de mercado).

SENTENCE 3

- 3- Since at least the 1960s, macroeconomics has been characterized by further integration of micro sectors, including an efficient use of market information, and imperfect competition. This has addressed a long-standing concern about inconsistent developments of the same subject. (Desde al menos los 60s, la macroeconomía ha sido caracterizada (se ha caracterizado) por una mayor integración de micro sectores, incluyendo un eficiente uso de información de mercado y la competencia imperfecta. Esto ha abordado una preocupación a largo plazo sobre la evolución inconsistente de la misma materia).

SENTENCE 4

- 4- A good credit status has been the key for a person to become an excellent business executive. (un buen estado (condición/record) crediticio ha sido la llave (clave) para que una persona se convierta en un buen ejecutivo de negocios).

SENTENCE 5

- 5- Adam Smith's publication of “*The Wealth of Nations*” in 1776 has been described as "the effective birth of economics as a separate discipline. (La publicación de Adam Smith de “La Riqueza de las Naciones” en 1776 ha sido descrita como "el nacimiento de la economía efectiva” como una disciplina separada).

SENTENCE 6

- 6- The book “*The Wealth of Nations*” has identified land, labor, and capital as the three factors of production and the major contributors to a nation's wealth, as

distinct from the common idea that only agriculture was productive. (El libro ha identificado la tierra, el trabajo y el capital como los tres factores de producción y los principales contribuyentes a la riqueza de una nación, a diferencia de la idea común que sólo la agricultura era productiva).

SENTENCE 7

- 7- Adams Smith has been credited as the father on economics though his ideas were taken from French writers. Such ideas have been expanded all over the world through his different works. (Adam Smith ha sido acreditado como el padre de la economía, aunque sus ideas fueron tomadas de autores franceses. Estas ideas se han expandido por todo el mundo a través de sus diferentes obras (trabajos)).

SENTENCE 8

- 8- Growth economics has studied the factors that explain economic growth – the increase in output per capital of a country over a long period of time. (La economía del crecimiento ha estudiado los factores que explican el crecimiento económico - el aumento de la producción per capital de un país durante un largo período de tiempo).

SENTENCE 9

- 9- Adam Smith, David Ricardo, Thomas Malthus and some others have contributed in the creation of a better economics science. (Adam Smith, David Ricardo, Thomas Malthus y algunos otros han contribuido en la creación de una mejor economía (ciencia)).

SENTENCE 10

- 10- Remittances have become a big help to Salvadoran economy. (Las remesas se han convertido en una gran ayuda para la economía salvadoreña)

APPENDIX A

<p>1- Panama papers have shown around 11.5 million leaked documents that detail financial and attorney–client information for more than 214,488 offshore entities.</p>
<p>2- Prices and quantities have been described as the most observable attributes of goods produced and exchanged in a market economy.</p>
<p>3- Since at least the 1960s, macroeconomics has been characterized by further integration of micro sectors, including an efficient use of market information, and</p>

<p>imperfect competition. This has addressed a long-standing concern about inconsistent developments of the same subject.</p>
<p>4- A good credit status has been the key for a person to become an excellent business executive.</p>
<p>5- Adam Smith's publication of "<i>The Wealth of Nations</i>" in 1776 has been described as "the effective birth of economics as a separate discipline.</p>
<p>6- The book "<i>The Wealth of Nations</i>" has identified land, labor, and capital as the three factors of production and the major contributors to a nation's wealth, as distinct from the common idea that only agriculture was productive.</p>
<p>7- Adams Smith has been credited as the father on economics though his ideas were taken from French writers. Such ideas have been expanded all over the world through his different works.</p>
<p>8- Growth economics has studied the factors that explain economic growth – the increase in output per capital of a country over a long period of time.</p>
<p>9- Adam Smith, David Ricardo, Thomas Malthus and some others have contributed in the creation of a better economics science.</p>
<p>10- Remittances have become a big help to Salvadoran economy.</p>

Appendix F

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGE DEPARTMENT
INGLÉS TÉCNICO – ECONOMICS DEPARTMENT



Target Structures: *Pretérito Perfecto Pasivo*

Target Contents: *forma negativa e forma interrogativa (negative and interrogative form)*

Tutor's name: Maricarmen Olivar de Quintanilla.

Student Teacher's name: Wilber Ulises Velis Cornejo (*)

José Rutilio Cabrera Rivera

Joaquín Alexánder Peraza Barrientos

Objectives: At the end of the lesson, SWBAT:

- get to know the “pretérito perfecto” in the negative and interrogative form
- translate the negative and interrogative form of “pretérito perfecto” accurately
- get to know the participles that act as “passive”
- use the target language to traduce text of economics from books
- use it to traduce phrases and sentences into Spanish

Materials: markers, board eraser, whiteboard, pieces of paper, head projector, lesson plan.

Warm up Activity (5 minutes)

ADJECTIVES AND THEIR MODIFIERS – SHORT REVIEW

- ✓ Direction: Present the students a variety of sentences where several adjectives modified the same noun.
- ✓ Present some others with nouns object of prepositions.

APPENDIX “A” (chunks)

Sentences to be presented to the Ss in order for them to order them:

- 1-the effective birth of economics.... (el efectivo nacimiento de la economía)
- 2- I have seen the three amazing large old gray dolphins from the Great United Kingdom. (he visto los tres asombroso, grandes, viejos, grises delfines de El Gran Reino Unido).

- 3- We, as economics students, should have read at least three outstanding books of Adams Smith. / We, as economics students, should have read at least three outstanding Adams Smith's books. (Nosotros, como estudiantes de (la) economía, debemos/deberíamos haber leído al menos tres libros sobresalientes de Adams Smith.
- 4- Through history, the high cost of basic basket of consumption has hit all Salvadorian workers. A través de la historia, el alto costo de la canasta básica ha golpeado a todos los trabajadores salvadoreños.

III- GRAMMAR REVIEW (GRAMMAR NOTES)

- **PRESENT PERFECT (NEGATIVE FORM)**

- ✓ The particle NOT in the negative form is placed next to the auxiliary verb. Eg:

Singular	Plural
I have not worked	We have not worked
You have not worked	You have not worked
He has not worked	
She has not worked	They have not worked
It has not worked	

PATTERN/ PATRÓN: S + have or has + not + past participle

- ✓ We can also find the contracted form of the present perfect. Eg.

Singular	Plural
I haven't worked	We haven't worked
You haven't worked	You haven't worked
He hasn't worked	
She hasn't worked	They haven't worked
It hasn't worked	

CONTRACTIONS: have + not = haven't / has + not = hasn't

INTERROGATIVE FORM

Have	Subject	Past	Rest of the
-------------	----------------	-------------	--------------------

PATTERN:
SUBJECT + VERB
COMPLEMENT

Participle Sentence			
Have	I	been	chosen for the team?
Have	you	bought	a new car?
Has	he	eaten	my sandwich?
Has	she	written	the letter?
Has	it	started	on time?
Have	we	won	a trophy?
Have	you	kept	my secret?
Have	they	driven	there?

HAVE or HAS +
P.P. +

PRACTICE - appendix A

- ✓ Deliver the following list of sentences to the Ss.
 - I have paid the taxes this morning.
 - Salvadoran government has looked for ways to get new incomes to solve their problems.
 - The finance minister of El Salvador has tried to raise the taxes during this year.
 - According to an economics study, El Salvador government has spent more money from its budget.
 - The AFPs have managed the pension funds of Salvadorans for more than twelve years.
- ✓ Have students think about the negative and the interrogative form of each sentence.
- ✓ Have them translate them into Spanish.

APPENDIX A

- | |
|---|
| <ul style="list-style-type: none"> - I have paid <u>the taxes</u> this morning. - Salvadoran government has looked for ways to get new <u>incomes</u> to solve their problems. - <u>The finance minister</u> of El Salvador has tried to raise the taxes during this year. - According to an economics study, El Salvador government has spent more money from its <u>budget</u>. - The AFPs have managed the <u>pension funds</u> of Salvadorans for more than twelve |
|---|

Appendix G

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGE DEPARTMENT
INGLÉS TÉCNICO – ECONOMICS DEPARTMENT



Target Structures: *Pretérito Perfecto Pasivo*

Target Contents: *forms of translating “ever, still, yet, long, how long”*

Tutor’s name: Maricarmen Olivar de Quintanilla.

Student Teacher’s name: Wilber Ulises Velis Cornejo (*)
José Rutilio Cabrera Rivera
Joaquin Alexánder Peraza Barrientos

Objectives: At the end of the lesson, SWBAT:

- Translate the “pretérito perfecto” with the particles *ever, still, yet, long, how long* accurately.
- use the target language to traduce text of economics from books.
- use it to traduce English phrases and sentences into Spanish.

Materials: markers, board eraser, whiteboard, pieces of paper, head projector, lesson plan.

Warm up Activity (5 minutes)

NEGATIVE AND INTERROGATIVE – SHORT REVIEW

- ✓ Ask the Ss different questions about the negative and interrogative form of “present perfect” at random.
- ✓ Write two or more sentences to CCQ about present perfect understanding (negative and interrogative)

SENTENCES:

- My mother has rented a house for two years.
 - My mother has not rented a house for two years.
 - Has my mother rented a house for two years?
- This month, a little percentage of Salvadorians has received gas subsidy.

- This month, a little percentage of Salvadorians has not received gas subsidy.
- Has a little percentage of Salvadorians received gas subsidy this month?

IV- GRAMMAR REVIEW (GRAMMAR NOTES)

- PRESENT PERFECT (use of **ever** , **still**, **yet**, **long** and **how long**)

In the present perfect in English there are certain words that help the speaker or writer convey a more clear message. Such words have their grammatical use as the following.

EVER

The adverbs **ever** and **never** express the idea of an unidentified time before now. 'Ever' and 'never' are always placed before the main verb (past participle).

- Have you ever visited Berlin?

Ever is used:

IN QUESTIONS

EXAMPLES

Have you **ever** been to England?
Has she **ever** met the Prime Minister?

IN NEGATIVE QUESTIONS

EXAMPLES

Haven't they **ever** been to Europe?
Haven't you **ever** eaten Chinese food?

WITH 'THE FIRST TIME'

EXAMPLES

It's the first time that I've **ever** eaten pupusas.
This is the first time I've **ever** been to England.

Still

'**Still**' is used to talk about something that hasn't finished – especially when we expected it to finish earlier.

I've been waiting for over an hour and the bus still hasn't come.

You promised to give me that report yesterday and you still haven't finished it.

'**Still**' usually comes in 'mid-position'

Still is often used with other tenses as well as the present perfect.

I've still got all those letters you sent me.

Are you still working in the bookshop?

Yet

'Yet' is used to talk about something which is expected to happen. It means 'at any time up to now'. It is used in questions and negatives.

Have you finished your homework yet? The speaker expects that the homework will be finished.

I haven't finished it yet. I'll do it after dinner.

'Yet' usually comes at the end of the sentence.

How long

'How long' is used for information questions. It is used to know a lapse of time someone or something has lasted.

How long have you waited for your mother?

How long has your mother attended the meetings?

WRAP-UP

THE GAME OF THE DICE

- Ss will be given some instructions for the game.
- There will be a die with number from 1 to 6 and the teacher will be in charge of beginning throwing the die. According to the number the die shows, the teacher will count up to that number. The person chose by doing this, will throw a different die which contains different options such as candies, questions, writing, throw again, penalty, and skip. Such performances will be linked to the topic just finished. (the present perfect – el pretérito perfecto)

List of penalties

- | |
|--|
| 1. tell a short and funny joke (diga un chiste corto) |
| 2. Tell a funny story of yourself (cuenta una historia divertida de ti mismo) |
| 3. Dance for 10 seconds (baila por diez segundos) |
| 4. Imitate you teacher (Imita a tu maestr@) |

5. Explain the interrogative form of the present perfect (explica la forma interrogative del pretérito perfecto?)
6. Explain the negative form of the present perfect (explica la forma negativa del pretérito perfecto?)
7. Explain the affirmative form of the present perfect (explica la forma afirmativa del pretérito perfecto?)
8. Do something you believe nobody else can do it (haga algo que crea que nadie más puede hacer)
9. Sing a piece of a song (canta una parte de una canción)
10. Imítate your mate or friend (imita a tu compañero o amigo)
11. Do five push-ups (haga cinco lagartijas)
12. Say 5 irregular nouns (di cinco sustantivos irregulares)
13. Say a tongue-twister (diga un trabalenguas)
14. Write a word with your tongue and ask someone to guess it (escribe una palabra con tu lengua y preguntale a alguien que la adivine)

Appendix H

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGE DEPARTMENT
INGLÉS TÉCNICO – ECONOMICS DEPARTMENT



Target Structures: Past tense of the verb “to be”

Target Contents: Negative, affirmative and interrogative form of the verb “to be”

Tutor’s name: Maricarmen Olivar de Quintanilla.

Student Teacher’s name: Wilber Ulises Velis Cornejo (*)

José Rutilio Cabrera Rivera

Joaquin Alexánder Peraza Barrientos

Objectives: At the end of the lesson, SWBAT:

- get to know the verb “to be”.
- use the affirmative, negative and interrogative form of the verb “to be”.
- get to know the past form of the verb “to be”
- use it to traduce English phrases and sentences into Spanish.

Materials: markers, board eraser, whiteboard, pieces of paper, head projector, lesson plan.

Warm up Activity (5 minutes)

INTRODUCING VERB “TO BE” AND ITS FORM IN PAST TENSE

- ✓ **BEFORE THE VIDEO:** Ss will be explained they are going to watch a video which contains the target structure to be studied. After, Ss will be played a video with a soft explanation of the verb “to be” and its form in past tense. The video contains certain hints on its translation into Spanish.
- ✓ **DURING THE VIDEO:** The teacher will stop the video in order to explain or clarify certain passages. The teacher may write other examples if necessary.
- ✓ **AFTER THE VIDEO:** the teacher will introduce the grammar notes through a Power Point Presentation.



GRAMMAR REVIEW (GRAMMAR NOTES)

• PAST TENSE OF THE VERB “TO BE”

The verb “to be” is generally translated into Spanish as “ser” or “estar”, but its meaning may vary according to the context. Besides, when translating the verb “to be” may vary according to perfectiveness and imperfectiveness which are given by the context. EG.

- I am a doctor (soy un(a) doctor/doctora) >>>> translated as “ser”
- I am in my house ((yo) estoy en mi casa) >>>>> translated as “estar”

In the following chart it is presented how the verb to be is translated nearby the personal pronoun (simple past – pretérito perfecto simple (pretérito indefinido)) :

VERBO TO BE - PASADO SIMPLE		
MODO AFIRMATIVO	MODO INTERROGATIVO	MODO NEGATIVO
I was Fui / era estuve / estaba	Was I? ¿fui? / ¿era? ¿estuve? ¿estaba?	I was not no fui / no era no estuve no estaba
You were Fuiste eras estuviste / estabas	Were you? ¿fuiste? / ¿eras? ¿estuviste? ¿estabas?	You were not no fuiste / no eras no estuviste no estabas
He was Fue / era estuvo / estaba	Was he? ¿fue? / ¿era? ¿estuvo? ¿estaba?	He was not no fue / no era no estuvo no estaba
She was Fue / era estuvo / estaba	Was she? ¿fue? / ¿era? ¿Estuvo? ¿Estaba?	She was not no fue / no era no estuvo no estaba
It was Fue / era estuvo / estaba	Was it? ¿fue? / ¿era? ¿estuvo? ¿Estaba?	It was not no fue / no era no estuvo no estaba
We were Fuimos / éramos estuvimos estábamos	Were we? ¿fuimos? / ¿éramos? ¿estuvimos? ¿estábamos?	We were not no fuimos / no éramos no estuvimos no estábamos
You were Fueron / eran estuvieron estaban	Were you? ¿fueron? / ¿eran? ¿estuvieron? ¿estaban?	You were not no fueron / no eran no estuvieron no estaban
They were Fueron / eran estuvieron estaban	Were they? ¿fueron? / ¿eran? ¿estuvieron? ¿estaban?	They were not no fueron no eran no estuvieron / no estaban

We can find it in the contracted form, also.

TO BE - PASADO SIMPLE	
MODO AFIRMATIVO	MODO NEGATIVO Contracción
I was	I wasn't
You were	You weren't
He was	He wasn't
She was	She wasn't
It was	It wasn't
We were	We weren't
You were	You weren't
They were	They weren't

ESPECIAL CASES OF THE TRANSLATION OF THE VERB “TO BE”

- José is 26 years-old. (José tiene 26 años.)Peter is hungry. (Pedro tiene hambre / Pedro está hambriento)
- It is hot. (Está caliente / hace calor) << clima>>

ASPECTS OF THE PAST TENSE

PERFECTIVE: An action finished

IMPERFECTIVE: An action unfinished

Both of them are given by context. EG

I was there. (yo estuve ahí)

I was there when my brother came. ((yo) estaba ahí cuando mi hermano llegó.)

TIME TO PRACTICE:

1) I was at the bank yesterday morning. / Estaba en el banco ayer en la mañana
2) You were the best student last semester. / Eras el mejor estudiante el semester pasado
3) He was your best friend three years ago. / Él era tu mejor amigo desde hace tres años.
4) She was the bank teller that opened my bank account. / Ella era la cajera que abrió mi cuenta bancaria.
5) It was raining last Saturday. / Estaba lloviendo el sábado pasado.
6) You were awesome at the soccer match. / Estuviste estupendo en el partido de fútbol.
7) We were at the movies the when my mother arrived. / Estábamos en el cine cuando mi mamá llegó.
8) They were out of the country on a business travel for two weeks. / Ellos estuvieron fuera del país en un viaje de negocios por tres semanas.
9) Alicia and Fernando were the ones who inspired me to study this major. / Alicia y Fernando fueron los que me inspiraron a estudiar ésta carrera.
10) My classmates and I were at our teacher’s birthday party. / Mis compañero y yo estuvimos en la fiesta de nuestra profesora.
11) I was at the park when the lightning struck. / Estaba en el parque cuando el rayo cayó.
12) The two brokers were nervous when the stock market plummeted. / Los dos corredores de bolsa estaban nerviosos cuando el mercado de valores se desplomó.

Appendix I

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGE DEPARTMENT
INGLÉS TÉCNICO – ECONOMICS DEPARTMENT



Target Structures: Past tense of the verb “to be”

Target Contents: Negative, affirmative and interrogative form of the verb “to be”

Tutor’s name: Maricarmen Olivar de Quintanilla.

Student Teacher’s name: Wilber Ulises Velis Cornejo (*)

José Rutilio Cabrera Rivera

Joaquin Alexander Peraza Barrientos

Objectives: At the end of the lesson, SWBAT:

- Get to know the verb “to be”.
- Use the affirmative, negative and interrogative form of the verb “to be”.
- Get to know the past form of the verb “to be”
- Use it to traduce English phrases and sentences into Spanish.

Materials: markers, board eraser, whiteboard, pieces of paper, head projector, lesson plan.

FREE PRACTICE

PRACTICE – BULDING SENTENCES (NEGATIVE, INTERROGATIVE OR AFFIRMATIVE)

✓ **BEFORE THE ACTIVITY:**

- Ss will be explained they are going to form team groups to work in different sentences.
- Ss will be grouped according to the number assigned each (each seat).
- Explain to them that the sentences given will be first converted into negative, interrogative or affirmative if necessary.
- Each group should have a representative for writing the negative form, the affirmative form, the interrogative form and their translation into Spanish.

✓ **DURING THE ACTIVITY:**

- The teacher will check all the groups to answer possible questions, or any doubt Ss may have.
- Check if all students of each group are working in the activity.

✓ **AFTER THE ACTIVITY:**

- CCQ about new vocabulary, and clarify the info as much as possible.
- Have them make questions about the topic
- Ask some students question to verify if learning took place.

SENTENCES TO BE USED “SIMPLE PAST OF THE VERB ‘TO BE’.”

1. I was bankrupt when I received my bills. (Estaba en quiebra cuando recibí mis cuentas.)
2. During 2015, the factors that contribute in the development of the economy of El Salvador were not enough to better it. (Durante el 2015, los factores que contribuyen en el desarrollo de la economía de El Salvador no fueron suficientes para mejorarlo)
3. The board of directors was the one that refused to approve funds for the construction of the new building. (La junta directiva fue la que negó la aprobación de fondos para la construcción del nuevo edificio.)
4. Alberto and his wife were the ones who paid for this beautiful house in fees. (Alberto y su esposa fueron los que pagaron su linda casa por cuotas.)
5. Carlos, Mary and I were the only ones who founded this company loans two years ago. (Carlos, Mary y yo fuimos los que fundamos esa empresa de préstamos hace dos años.
6. Taxes were created to finance governments. (los impuestos fueron creados para financiar a los gobiernos.)
7. Karl Marx was a philosopher, economist, and sociologist who wrote "The communist manifesto" in 1848. (Karl Marx fue un filósofo, economista, sociólogo quien escribió "El Manifiesto Comunista" en 1848.)
8. Cheap workmanship was what other factories look for in El Salvador. (Mano de obra barata era lo que las fábricas multinacionales buscan en El Salvador.)
9. El Salvador's coffee productive capacity was not enough to supply its domestic market during 2015. (La capacidad productiva de café de El Salvador no fue suficiente para abastecer su mercado interno durante el 2015.)
10. The quotation that your sister asked for was on the table when I left the apartment. (La cotización por la cual tu hermana preguntó estaba en la mesa cuando me fui del apartamento.)

Appendix J

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGE DEPARTMENT
INGLÉS TÉCNICO – ECONOMICS DEPARTMENT



Target Structures: Verb “To Be” in past tense

Target Contents: Repaso forma afirmativa, forma negativa, y forma interrogativa

Tutor’s name: Maricarmen Olivar de Quintanilla.

Student Teacher’s name: Wilber Ulises Velis Cornejo

José Rutilio Cabrera Rivera

Joaquin Alexánder Peraza Barrientos (*)

Objectives: At the end of the lesson, SWBAT:

- get to know the verb “To Be” in the past tense
- use the affirmative, negative and interrogative form of the verb “To Be” in past tense accurately
- use the target language to translate text of economics from books
- use it to translate phrases and sentences into Spanish

Materials: markers, board eraser, whiteboard, pieces of paper, head projector, lesson plan, slide show, two box dice

Review – Verb To Be in past tense (45 minutes)

Review activity

Let’s play an Interactive game

- ✓ Direction:
 - Present students the interactive game.
 - Explain the objective of the activity.
 - Explain to them how it goes and try to exemplify one at random.
 - A student will be chosen at random by using the attendance list. Such student will be in charge of throwing the dice.
 - The dice will show two different parts (faces), one number and the other a picture. According to what they show, an option will be chosen. Such option, a star, will lead the student to a question, a short translation sentence, or even a



penalty or a gift (candy).

- The game will be finished when reaching the estimated time.

Questions and tasks to do:

1. ¿Cuál o cuáles son las formas del pasado del verbo “To Be”?
2. Escriba los pronombres personales en inglés en la pizarra y subraye las terceras personas.
3. ¿Qué formas puede tomar el verbo “To Be” en español?

I am the best student at the Economics department.	(Yo soy el mejor estudiante del departamento de Economía).	I was not the best student at the Economics department.
She is absent from class today.	(Ella no está en clase hoy).	She was not absent from class today.
He is a businessman.	(Él es un hombre de negocios).	He was not a businessman.
Hugo, Paco, Luis and Rosita are lawyers.	(Hugo, Paco, Luis y Rosita son abogados).	Hugo, Paco, Luis and Rosita were not lawyers.
The man on the corner is waiting the bus.	(Él hombre en la esquina está esperando el autobús).	The man on the corner was not waiting the bus.
We are members of the club since two years ago.	(Nosotros somos miembros del club desde hace dos años).	We were not members of the club since two years

		ago.
The sky is cloudy today.	(El cielo está nublado este día).	The sky was not cloudy today.
The office is on the second floor next to the Human Resources Department.	(La oficina está en el segundo piso al lado del departamento de recursos humanos).	The office was not on the second floor next to the Human Resources Department.
It is cold.	(Hace frío).	It was not cold.
Jessica is at the beach for her vacations.	(Jessica está en la playa tomando sus vacaciones).	Jessica was not at the beach for her vacations.
He was very tall.	(Él es muy alto).	He was not very tall.
She was eating.	(Ella estaba comiendo).	She was not eating.
It was horrible.	(Eso es horrible).	It was not horrible.
Are you crazy?	(¿Estás loco?).	Were not you crazy?
They are kind of weird.	(Ellos son medio raros).	They were not kind of weird.

We are very smart.	(Nosotros somos muy inteligentes).	We were not very smart.
She was pretty.	(Ella es bonita).	She was not pretty.
They are funny.	(Ellos son chistosos).	They were not funny.
It is cool.	(Eso está padre) Esta chivo.	Was it not cool?

Appendix K

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGE DEPARTMENT
INGLÉS TÉCNICO – ECONOMICS DEPARTMENT



Target Structures: *Verbos Regulares e Irregulares.*

Target Contents: *Introducción de verbos regulares e irregulares en pasado, mayormente enfocado en los verbos regulares.*

Tutor's name: Maricarmen Olivar de Quintanilla.

Student Teacher's name: Wilber Ulises Velis Cornejo

José Rutilio Cabrera Rivera (*)

Joaquin Alexánder Peraza Barrientos

Objectives: At the end of the lesson, SWBAT:

- Get to know regular and irregular verbs in the past tense.
- Recognize the difference between Regular and Irregular verbs in its past tense form.
- Accurately transfer regular verbs to its past tense form.
- Use Regular verbs in English Sentences accurately.

Materials: Markers, board eraser, whiteboard, pieces of paper, head projector, lesson plan, and slide show.

Warm-up activity (20 minutes) **Introducing Regular and Irregular verbs.**

Each of the students in the classroom will be given a small piece of paper with a verb written on it (List on Appendix A), it can be regular or irregular, on the board, there will be a chart with Regular and Irregular Verb spaces, the students have to go to the board and stick the verb on the side they believe is the correct; a student can be chosen at random and be asked if he or she can provide a sentence using that verb.

Literature Review (10 minutes) **Regular verbs**

Verbos regulares

Los verbos Regulares en idioma Inglés son aquellos que para formar su tiempo pasado solo necesitan el agregado de **ED** al tiempo presente.

Si el verbo terminara en E como en el Verbo *close* por ejemplo, para formar el tiempo pasado solo le agregamos una **D** y no **ED** puesto que el verbo ya termina en **E**.

Por lo tanto, solo se necesita tener en cuenta el verbo en Tiempo Presente, luego agregar **ED** para formar el Tiempo Pasado, sin olvidar recordar su significado.

Ejemplos:

Walk/Walked I **walk** every morning.
yesterday.

I **walked** to my job

Jump/Jumped I **jump** the rope every Saturday.
Saturday.

I **jumped** the rope last

Paint/Painted My father wants to **paint** our house.
year ago.

My father **painted** our house a

Apologize/Apologized I want to **apologize** for what happened. I **apologized** for the incident at
your mother's house.

Travel/Travelled My brother is going to **travel** to Ireland.
travelled across the world.

When my dad was young, he

Controlled practice(15 minutes).

Last night we walk to the cinema.

Sam stop the car to take a picture.

Last Saturday I play computer games with my cousins.

My mom cook dinner last night.

I walk to school because there weren't any buses.

They dance at the party last weekend.

My brother travel to Ireland last summer.

copy copied

play played

revise revised

like liked

cycle cycled

move moved

listen listened

shout shouted

practice practiced

start started

Appendix A

Regular Verbs

Add
Arrest
Attend
Approach
Ask
Answer
Belong
Believe
Complete
Close
Cook
Call
Climb
Cry
Die
Declare
Explain
Fail
Follow
Finish
Help
Hope
Lock
Look
Observe
Open
Order
Park
Promise
Punish
Arrive
Answer
Bloom
Burn
Attack
Carry
Chain
Compose
Connect
Design
Delete
Disappear
Fabricate
Finance
Kill
Negotiate
Pay
Stop
Sue
Tan

Irregular Verbs

Let
Fight
Forbid
Bring
Give
Grow
Run
Write
Think
Understand
Win
Swear
Pay
Read
Awake
Buy
Fall
Choose
Arise
Become
Go

Appendix L

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGE DEPARTMENT
INGLÉS TÉCNICO – ECONOMICS DEPARTMENT



**Target Structures: SIMPLE PAST FORM OF REGULAR AND IRREGULAR VERBS
(VERBOS REGULARES E IRREGULARES EN PASADO)**

**Target Contents: REGULAR VERBS AND THEIR RULES (VERBOS REGULARES Y SUS
REGLAS)**

Tutor's name: Maricarmen Olivar de Quintanilla.

Student Teacher's name: Wilber Ulises Velis Cornejo

José Rutilio Cabrera Rivera (*)

Joaquin Alexánder Peraza Barrientos

Objectives: At the end of the lesson, SWBAT:

- Identify the regular verbs in a sentence or sentences.
- Get to know why they are added “-ed” and their rules.
- Use their knowledge on regular verbs to traduce English phrases and sentences into Spanish.

Materials: markers, board eraser, whiteboard, pieces of paper, charts, lesson plan.

Warm-up Activity (5 minutes)

RANDOM QUESTIONS

- ✓ Ask the Ss different questions about the VERBS IN SIMPLE PAST FORM at random.
- What is a verb? (¿Qué es un verbo?)
- What types of verbs do we find in English in simple past form? (¿Qué tipos de verbos encontramos en el pasado simple del inglés?)
- What is the difference between a REGULAR AND IRREGULAR VERB in English? (¿Cuál es la diferencia entre un VERBO IRREGULAR Y UN REGULAR?)

V- **GRAMMAR REVIEW (GRAMMAR NOTES) (20 MINUTES)**

• **SIMPLE PAST FORM (REGULAR VERBS)**

The “Simple Past form” is used to talk about action in past which are already finished. In the case of “Regular Verbs in the simple past form” there exists certain rules to follow in order to construct the “simple past form”

• **GENERAL RULES**

1- We generally add the particle “-ed” at the end of the simple present verb form. Eg:

- walk -----> walked
- wash -----> washed
- finish -----> finished
- talk -----> talked

2- When a verb finishes in “-e”, we add just “-d”.

- like -----> liked
- live -----> lived
- describe -----> described

3- Verbs that finish in “consonant + -y”, the “-y” is changed into “-i” and “-ed” is added. “-ied”.

- study -----> studied
- carry -----> carried
- try -----> tried

4- Verbs that finish in “vowel + -y”, just add “-ed”.

- play -----> played
- pray -----> prayed
- stay -----> stayed

5- **ESPECIAL CASES** - Verbs that finish in “vowel + consonant”

A. If the verb is stressed in the last vowel syllable, it is doubled:

- stop -----> stopped
- plan -----> planned
- ban -----> banned

EXCEPTIONS: VERBS FINISHED ON “-W” AND “-Y”

B. If the stress does not go at the last syllable vowel, do not double it.

- offer -----> offered
- open -----> opened
- order -----> ordered

C. THERE ARE SOME VERBS WHICH VARY FROM COUNTRY TO THE COUNTRY:

VERB	AMERICAN ENGLISH	BRITISH ENGLISH
travel	traveled	travelled
cancel	canceled	cancelled
fuel	fueled	fuelled
Parallel	paralleled	paralleled

BE CAREFUL. One syllable verbs with two vowels are not doubled.

- cook -----> cooked
- book -----> booked

VI- CONTROLLED PRACTICE (25 MINUTES)

THE HOT POTATO

- Ss will play a game named “The Hot Potato”
- Explain the objective of the activity (identify the which rule fits on the past tense of the regular verb)
- The teacher will play a song while the Ss pass the ball which contains a regular verb in simple past tense and a sentence in simple past tense with the verb in blank: ***I walked (walk) to the university two days ago.***
- When the song stops, the student who has the ball will unfold a piece of paper which contains the verb and the sentence as explained before. This student should go to the board and write the sentence taking the previous rules on regular verbs into account and will try to translate it into Spanish.
- The teacher and Ss will check if the sentence is okay (English and Spanish).

LIST OF VERBS TO USE AND THEIR SENTENCES

RULES	VERBS
1 – GENERAL RULE	attack – design - connect
2 – ENDS IN “-E” ADD “-D”	finance – arrive – delete
3 – “C + Y” >> Y > i AND ADD “-ED”	carry – cry - try
4- END IN “V+ -Y”, ADD “-ED”	enjoy – stay – obey
SPECIAL CASES	
A- VERB STRESS IN LAST SYLLABLE VOWEL, DOUBLE LAST CONSONANT	stop – tan - rob
B- VERB NOT STRESS IN LAST SYLLABLE VOWEL, DONNOT DOUBLE LAST CONSONANT	open - answer
C- THERE ARE SOME VERBS WHICH VARY FROM COUNTRY TO THE COUNTRY:	cancel* - travel*
NOTE: ONE SYLLABLE WORD WITH TWO VOWELS ARE NOT DOUBLED	Ch <u>a</u> in - blo <u>o</u> m

- 1- Attack: A dog _____ my brother last night.
- 2- Design: Mario _____ this billing software.
- 3- Connect: ANDA’s engineers _____ the pipes yesterday.
- 4- Finance: The board of directors _____ Maria’s trip.
- 5- Arrive: The train to New York _____ late last week.
- 6- Delete: A student _____ all the files from my computer last morning.
- 7- Carry: I _____ all your belongings to your bedroom.

- 8- Cry: Isabelle lost her dog yesterday, so she _____ all day.
- 9- Try: The burglar _____ to steal a diamond from the museum.
- 10- Enjoy: Carlos' daughter _____ the trip to the amusement park.
- 11- Stay: My dad was sick so he _____ at home yesterday.
- 12- Obey: The soldier _____ the orders from his sergeant.
- 13- Stop: the bus driver _____ really far from my home.
- 14- Tan: I _____ my skin at the beach last vacations.
- 15- Rob: AFP's _____ lots of money from Salvadorian people.
- 16- Open: I _____ a bank account to save money.
- 17- Answer: The student _____ all the questions correctly.
- 18- Cancel: The Peraza Family _____ their flight to Bahamas.
- 19- Travel: The president _____ to Europe in a business trip.
- 20- Chain: The police officer _____ the thieves to the street lamp while the reinforcements arrived.
- 21- Bloom: This Maquilishuat tree _____ last March.

Appendix M

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGE DEPARTMENT
INGLÉS TÉCNICO – ECONOMICS DEPARTMENT



Target Structures: *Verbos Irregulares.*

Target Contents: *Introducción de verbos irregulares en pasado.*

Tutor's name: Maricarmen Olivar de Quintanilla.

Student Teacher's name: Wilber Ulises Velis Cornejo

José Rutilio Cabrera Rivera (*)

Joaquin Alexánder Peraza Barrientos

Objectives: At the end of the lesson, SWBAT:

- Get to know irregular verbs in the past tense.
- Recognize Irregular verbs in its past tense form.
- Accurately transfer irregular verbs to its past tense form.
- Use irregular verbs in English Sentences accurately.

Materials: Markers, board eraser, whiteboard, pieces of paper, head projector, lesson plan, and slide show.

Literature Review (20 minutes)

Irregular verbs.

Irregular verbs: No hay formula o manera de predecir como un verbo irregular va a tomar forma en el tiempo pasado, estos (*como su nombre indica*) no siguen ninguna norma para formar el pasado, por lo que deben aprenderse "memorizando" o bien practicando su uso a través de ejercicios específicos y a través de la práctica diaria de el inglés ya que su uso es bastante común.

El mejor método para su aprendizaje es la práctica en su uso. Hay aproximadamente 250 verbos irregulares en Ingles. A pesar que estos verbos no siguen ninguna fórmula, hay algunas formas irregulares bastante comunes:

- | | |
|------------|-----------------|
| • Go/went | • Think/thought |
| • Get/got | • Make/made |
| • Say/said | • Take/took |
| • See/saw | • Come/came |

- Know/knew
- Break/ broke
- Cut/cut
- Run/ ran
- Meet/ met
- Pay/ paid
- Swim/ swam

Examples:

1. *I want to **build** a sand castle/ I **built** a sand castle yesterday.*

→ In this example, the irregular verb build is in base form. The irregular verb built is the past simple form of “build”.

2. *I **run** around the park every morning/ I **ran** seven miles before I got tired.*

The irregular verb run is in base form. In the next sentence, ran is the past simple form of “run”.

*I **awoke** to find that a spider had **bitten** me. Although the wound didn't **bleed**, it itched terribly.*

In this example, the irregular verb awoke is the past simple form of “awake.”

*Let's **drink** some of this lemonade. I **drank** some yesterday and **found** it delicious.*

→ in this example, the irregular verb drink is in base form. Drank is the past simple form of “drink,” and found is the past simple form of “find.”

- Los diccionarios son tal vez las herramientas más valiosas que se pueden usar para distinguir los verbos irregulares de los regulares. Si solamente una forma del verbo aparece, entonces el verbo es regular pero en cambio, si el verbo es irregular el diccionario mostrará las partes principales de las otras formas.

Semi-Controlled practices (30 minutes).

Ask some students to search for irregular verbs on the dictionary (verbs listed below) and ask them to form a sentence using that verb in its past tense form

Appendix N

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGE DEPARTMENT
INGLÉS TÉCNICO – ECONOMICS DEPARTMENT



Target Structures: Verbos Regulares e Irregulares .

Target Contents: Practica con verbos regulares e irregulares en pasado.

Tutor's name: Maricarmen Olivar de Quintanilla.

Student Teacher's name: Wilber Ulises Velis Cornejo

José Rutilio Cabrera Rivera (*)

Joaquin Alexánder Peraza Barrientos

Objectives: At the end of the lesson, SWBAT:

- Get to know irregular verbs in the past tense.
- Recognize Irregular verbs in its past tense form.
- Accurately transfer and translate irregular verbs to its past tense form.
- Use irregular verbs in English Sentences accurately.

Materials: Markers, board eraser, whiteboard, pieces of paper, head projector, lesson plan, and slide show.

Semi-Controlled practice

The teacher has to number students from 1 to 6 after all students have their numbers assigned they have to look for the others with the same numbers, to form around 10 groups of 6 students each. Each team has to choose a representative; the teacher gives the representative a paragraph related to Economy that they have to translate with the team.

Appendix O

**UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGE DEPARTMENT
INGLÉS TÉCNICO – ECONOMICS DEPARTMENT**



Target Structures: Pretérito Pluscuamperfecto (Past Perfect)

Target Contents: Forma afirmativa, negativa e interrogativa del pretérito pluscuamperfecto

Tutor's name: Maricarmen Olivar de Quintanilla.

Student Teacher's name: Wilber Ulises Velis Cornejo
José Rutilio Cabrera Rivera(*)
Joaquin Alexander Peraza Barrientos

Objectives: At the end of the lesson, SWBAT:

- know the “pretérito pluscuamperfecto” in Spanish and its counterpart in English “past perfect”.
- put into practice the previous knowledge to understand the new knowledge.
- use the target language to traduce text provided by the teacher.

Materials: markers, board eraser, whiteboard, pieces of paper, head projector, lesson plan.

Warm up Activity (5 minutes)

REVIEW OF THE DIFFERENT TENSES LEARNED BEFORE

- ✓ In chunks, try to explain a single sentence by adding, changing, deleting, modifying, etc, in order to show how a sentence change through the different tenses in English. Besides shows its translation.

Sentence	Verb form (tense)	Translation
I <u>am</u> a worker.	to be (present)	(Yo) Soy un(a) trabajador(a)
I <u>was</u> another worker in that office.	to be (past)	(yo) Era/fui otro trabajador en esa oficina.
I <u>work</u> in that office every day.	Present	(yo) Trabajo en esa oficina todos los días.
I <u>worked</u> in that office last year.	Simple past (pretérito perfecto simple)	(yo) Trabajé en esa oficina el año pasado.
I <u>have worked</u> in that office since 1996.	Present perfect (pretérito perfecto compuesto)	(yo) He trabajado en esa oficina desde 1996.
I <u>had worked</u> in that office	Past perfect (pretérito	(yo) Había trabajado en esa

before you came here	pluscuamperfecto)	oficina antes de que tú llegaras aquí.
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GRAMMAR REVIEW (GRAMMAR NOTES)

PAST PERFECT

- The past perfect is formed by combining the auxiliary verb “had” with the past participle. / El pretérito pluscuamperfecto se forma al combinar el verbo auxiliar “haber” con el pasado del verbo.
 - I had studied. (Yo había estudiado)
 - He had written a letter to María. (Él había escrito una carta a María)

- In Spanish, the past perfect tense is formed by using the imperfect tense of the auxiliary verb “haber” with the past participle. Haber is conjugated as follows: / En español, el pretérito pluscuamperfecto se forma al usar las formas imperfectas del verbo auxiliar “haber” con el pasado del verbo. “Haber” se conjuga de la siguiente manera:

▪ Yo había...	I had..
▪ Tú habías...	you had...
▪ él había...	he had...
▪ nosotros/as habíamos...	we had...
▪ vosotros habíais...	you had...
▪ ellos/as habían...	they had...

- In its negative form, we add the particle NOT next to the auxiliary verb as following: / En su forma negativa, agregamos la particular “NOT” al lado del verbo auxiliar como en lo siguiente:

▪ Yo NO había...	I had NOT..
▪ Tú NO habías...	you had NOT...
▪ él NO había...	he had NOT...
▪ nosotros/as NO habíamos...	we had NOT...
▪ vosotros NO habíais...	you had NOT...
▪ ellos/as NO habían...	they had NOT...

NOTA: HACER INCAPIE EN “NO CONFUNDIR EL NEGATIVO DEL VERBO ‘HAVE-TENER’ EN PASADO QUE SE FORMA CON EL AUXILIAR ‘DID’ LO CUAL FORMA

- The interrogative form is formed by moving the auxiliary verb “had” at the beginning of the sentence and placing the question mark at the end. / La forma interrogative se forma al mover el verbo auxiliar en inglés “haber (have)” al inicio de la oración y colocando el símbolo de pregunta al inicio y al final de la oración.

▪ ¿Había (Yo) ...?	Had I ...?
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▪ ¿ habías (Tú)...?	Had you ...?
▪ ¿Había (él)...?	Had he...?
▪ ¿habíamos (nosotros/as)...?	Had we...?
▪ ¿habíais (vosotros) ...?	Had you...?
▪ ¿habían (ellos/as) ...?	Had they...?

CONTROLLED PRACTICE

TRANSLATING SENTENCES INTO SPANISH

- Deliver students a piece of paper containing the following sentences.
 1. It was announced that he had resigned from his position at the bank for personal reasons.
Se anunció que (él) había dimitido de su puesto en el banco por razones personales.
 2. Several employees had left the company by the time the new manager arrived.
Varios empleados habían abandonado la empresa al momento que el nuevo gerente llegó.
 3. Until the new software was purchased, the staff had struggled to keep the accounts records up to date
Hasta que el nuevo software fue comprado, el personal había luchado por mantener los registros de cuentas hasta la fecha. (actualizados)
- Have them work individually in their translation. Tell them they have 10 minutes to do it.
- After the ten minutes, take the attendance list and ask different numbers in order to have a student go to the board and try to translate the sentence.
- Analyze the sentence together have ask questions about other options to translate the sentence.