UNIVERSITY OF EL SALVADOR

FACULTY OF SCIENCES AND HUMANITIES

DEPARTMENT OF FOREIGN LANGUAGES

ANALYSIS OF THE ENGLISH STUDY PROGRAM FOR THE NINTH
GRADE OF BASIC EDUCATION IN EL SALVADOR

UNDERGRADUATE THESIS PRESENTED IN ORDER TO OBTAIN THE
DEGREE OF BACHELOR OF ARTS IN ENGLISH

BY

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JOSE AMILCAR MORATAYA

SAN SALVADOR, EL SALVADOR, CENTRAL AMERICA 1983

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San Salvador   El Salvador   Central America 1983

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Jorge Homero Llanes dedicates this work to:

God Almighty

his beloved parents, Maximino Llanes and
Carmen López Espinal de Llanes

his dear wife, María Emilia de Llanes

his precious son, Jorge Homero

his lovable brothers and sisters

his fraternal church, Iglesia Bautista Nazareth,
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his denominational corporation, Asociación Bautista
de El Salvador.

José Amílcar Morataya Rodríguez dedicates this work

to the memory of his beloved mother Trinidad del

Carmen Rodríguez

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INTRODUCTION

A study program, as Dr. Manuel Luis Escamilla defines it, is a "handbook, a didactic guide that organizes the subject around the student's necessities and interests along his different development stages."[1] This suggests to us the need to consider many elements in order to succeed in the teaching-learning process of any subject. Some of these elements are, undoubtedly, the student, the teacher, the environment, the school, the home and society.

Everything stated before has validity for the teaching of subjects included in the study program which is obligatory for a student of the Third Cycle of Basic Education in El Salvador.

Our analysis will involve each part of the study program mentioned above, that is to say, introduction, objectives, contents, learning activities, schedule, suggested methodology, evaluation, and suggested bibliography. Thus, the objectives of this analysis will be:

1) To detect the teachers' and students' attitude towards the Ministry of Education policy expressed in the current English program.

2) To determine the degree of correspondence of every part of the program with the students' and teachers' educational reality.

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[1] *Programas de Estudio del Noveno Grado de Educación Básica,* (San Salvador, Ministerio de Educación, 1970), p.125.

3) To contribute suggestions so as to improve the program de-
velopment by the teachers and students.

4) To detect misfunctions of the current English program for
Ninth Grade so as to avoid future failure in the teaching-
learning process.

"Today English is considered the universal language.
Science, technology, and international trading have got an
indispensable auxiliary in this language."[1] With these words
the Ministry of Education in El Salvador alludes to the high
importance of teaching English from Third Cycle on. However,
English has not been given the sufficient number of hours in
the schedule to justify its value as an auxiliary: two hours
per week do not let the teacher and student follow the stages
of the teaching-learning process of a foreign language, that
is to say, listening, speaking, reading and writing because
such a manifold process requires a great deal of time to give
every student the opportunity to have an intensive practice.

Besides, the general attitude of teachers and even of-
ficers of the Ministry of Education towards English seems to
be disappointing. As Alvaro Suncín says, "English teaching in
the public schools of the Third Cycle of the Basic Education
in El Salvador is not considered an important part of the edu
cational process by many teachers and the Ministry of Education.
The teachers of humanities who teach English are not technical
ly assisted in their difficult task of teaching a foreign

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[1]Programas de Estudio del Noveno Grado de Educación Bá-
sica, op. cit., p. 23.

language. Their teaching activity is not evaluated or guided by supervisors of the Ministry of Education. In fact, there is not even an English Department within the Ministry of Education to handle specific problems which originate from teaching and learning of English."[1]

The thesis we will try to verify is that the structural design of the current English program for Ninth Grade of Basic Education and the average English teacher's level of knowledge and didactic training do not favor an adequate achievement of the program's general and specific objectives.

The following reasons justify the present work:

a) The necessity to analyze programs constantly as expressed by the General Law of Education: "Los planes, programas y orientaciones pedagógicas de todos los niveles, serán establecidos por el Ministerio de Educación con la flexibilidad suficiente para su revisión y adaptación a las circunstancias de tiempo y a las diversas condiciones del medio físico y social."[2]

b) The pedagogical action requires the presence of three elements: the teacher, the student, and the program. They are closely related to each other and their relationships should be controlled constantly in order to perform the teaching-learning process successfully.

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[1] Alvaro A. Suncín, Análisis del Curriculum en la Enseñanza del Idioma Inglés en el Tercer Ciclo de la Educación Básica Salvadoreña, (San Salvador:Universidad de El Salvador, 1979). p. 1.

[2] Documento No. 29 de la Reforma Educativa, (San Salvador: Ministerio de Educación, 1977), p. 21.

c' New methodological currents need to be involved in English. Thus, the English program for Ninth Grade should adopt them.

d' An analysis of the current English program for Ninth Grade of Basic Education is urgent because every part of it is essential to the teaching-learning process unity.

e' The necessity of diagnosing what is going on in programs is stated by one of the objectives of the Manual de Evaluación Escolar para la Educación Básica: "Diagnosticar continuamente la situación real de los distintos aspectos y recursos del sistema educativo para señalar oportunamente los cambios y recursos que requieren los objetivos de la educación, los planes y programas, la didáctica y la propia evaluación."[1]

In the present work, some limitations were found, as follows:

a' The impossibility to interview all the Ninth Grade English teachers and students throughout the country.

b' The current socio-political crisis prevented a certain number of teachers and students from expressing their own thoughts freely.

c' The answers given by teachers and students of the metropolitan zone of San Salvador may be different in some aspects from the teachers and students from the rest of the country because of the influence of some factors such as

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[1]Manual de Evaluación Escolar para la Educación Básica, 'San Salvador, El Salvador, C.A.: Ministerio de Educación, 1977' p. 108.

environmental situation, political viewpoints, teaching and learning resources, etc.

d` The difficulty to find people who were in charge of designing the English program's structure. When found, some were reluctant to cooperate.

The present work is divided into eight different chapters:

Chapter One is an introduction dealing with the general features of the current English Program for Ninth Grade of Basic Education in El Salvador.

Chapter Two is an attempt to determine the theoretical frame around the English Program for Ninth Grade of Basic Education in our country along different stages. It supplies a historical background on the development of the English teaching programs in El Salvador and some theoretical basis such as the description of special terms dealing with the teaching learning process.

Chapter Three includes an analysis on the different parts of the current English Program for Ninth Grade of Basic Education.

Chapter Four has to do with an analysis of the most relavant aspects pointed out by teachers and students of Ninth Grade regarding the current English Program.

Chapter Five contains conclusions obtained from the Ninth Grade teachers and students surveyed, Ministry of Education staff interviewed, some information of a workshop seminar on English teaching sponsored by the Ministry of Education

through Educational Television, and some documents of the Seminar on the Educational Reform held in 1978.

Chapter Six contains suggestions concerning the three elements of the pedagogical act, that is to say, the teacher, the student, and the program.

Chapter Seven supplies the bibliography supporting our work.

Chapter Eight is a collection of annexes dealing with the different parts of the work.

The methodological stages of this work followed this order:

a` Elaboration of questionnaires for teachers and students of Ninth Grade.

b) Administration of the questionnaires to teachers and students of Ninth Grade from official and private schools in the metropolitan zone of San Salvador.

c` Elaboration of one questionnaire for the Ministry of Education specialists in English programs.

d` Administration of questionnaire to the Ministry of Education specialists in English programs.

e` Analysis of documents dealing with English programs, such as: Reforms, Seminars, Workshops, Educational Television Material, etc.

f) Elaboration of conclusions.

g` Elaboration of suggestions.

Chapter Nine contains details of the population surveyed, names of schools and numbers of teachers and students. It also contains the tabulation of the results of our survey.

This is a descriptive work whose conclusions and suggestions are based on the teachers' and students' relevant viewpoints and the authors' own teaching experience besides some other findings in documents at the Ministry of Education, Educational Television, and the National Library.

The population of this research was formed by 30 teachers and 269 students of Ninth Grade of Basic Education in 7 official specialists in English teaching programs.

THEORETICAL FRAME

Historical Background

One of the first significant attempts to improve Secondary Education in El Salvador occurred in 1945, when Gral. Salvador Castaneda Castro, who was the President of the country, met Dr. Juan José Arévalo, President of Guatemala. The purpose of this meeting was to establish common plans in terms of administration, economy and education. This gave origin to what was called "Convención de Santa Ana", which was held from July 22nd. to July 28th, 1945. This was the starting point to define the nature of what was later known as "Plan Básico", which comprised what is now referred to as seventh, eighth, and ninth grades.[1]

One of the relevant ideas expressed by the delegates was that the student of this level was not able to decide by himself on a suitable career. As Manuel Luis Escamilla reports, ". . . los convencionistas están seguros de que los adolescen tes de séptimo, octavo y noveno grados, o sea el primero, segundo, y tercer curso de Educación Media, no tienen todavía una vocación precisa como para inclinarlos a realizar estudios vocacionales. A tal grado esta seguridad tuvo sus efectos, que Guatemala llama a los tres años comunes con el nombre

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[1] Manuel L. Escamilla, Reformas Educativas. Historia Contemporánea de la Educación Formal en El Salvador, (San Salvador, El Salvador, C.A.: Ministerio de Educación, 1981), pp. 85-87.

de 'el prevocacional'. Los Salvadoreños, por su parte, llama-
ron a esos mismos tres años con el nombre de 'Plan Básico'."[1]
Another important thesis sustained by the delegates was relat
ed to the dosage of a subject matter according to the progres
sive stages of the student's age or level. This latter view-
point was supported by the Educational Reform of the sixties.

The planning era of education in El Salvador is highly
emphasized in the sixties, affecting the different elements
of our educational reality. From 1967 on, the concept of plan
ning affects agriculture and industry besides education.

Before 1967, education had been thought of as a strictly
cultural item, but from that year on, it is considered as a
developmental resource in the deepest sense of the word.

In the early 60's the Ministry of Education in El Salva-
dor appointed a committee to assume the responsibility of de-
fining the type of education, methods, and infrastructure; in
other words, a doctrine based on which a general educational
reform would be made. This committee was staffed by represent
atives of the National University, CONAPLAN, UNESCO, and the
Ministry of Education itself.

The Educational Reform provoked structural changes in
the educational system; for example, the concept of "level"
was introduced with it. The traditional categorization of
school system consisting of Primary, and Higher Education

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[1] Manuel Luis Escamilla. Reformas Educativas. Historia
Contemporánea de la Educación Formal en El Salvador, (San
Salvador, C.A.: Ministerio de Educación, 1981) p. 107.

was transformed into a four-fold system, as testified by Clau
dia María Grimaldi de Abarca et al.: "La Reforma Educativa
rompe radicalmente esas estructuras y crea cuatro Niveles es-
colares relacionados íntimamente con la edad del educando, la
generación a que pertenecen y una pirámide teleolóca coherente.
Esos niveles son: la Educación Parvularia, la Educación Bási-
ca, la Educación Media y la Educación Superior."[1]

According to the Educational Reform, the teaching-learn-
ing process is centered around the student, whose important
role is emphasized as an active factor of his own formation.
Before the Educational Reform, the program was related to
contents. The program resulting from it considered the object
ives as the goal of the new methods.

The planning and Programming Department of the Technical
Pedagogical Services Direction of the Ministry of Education
was commissioned to elaborate, experiment and publish the new
programs during three years, finishing such a three-fold task
in 1970.

The new programs were tested in twelve different schools
before being adopted for the whole country in 1972. In the
meantime, the Department of Technical-Pedagogical Service
Direction put to work a promotion plan and program publication
by means of the Educational TV and the major newspapers. At

[1]Claudia María Grimaldi de Abarca, et al., Diseño de la
Investigación Evaluativa de los Programas de Estudio del Ter-
cer Ciclo de Educación Básica, (Nueva San Salvador: Ministe-
rio de Educación, Dirección General de Comunicaciones y Tecno
logía Educativa, Sección de Investigación y Evaluación, 1982)
p. 4.

the same time, that body, by means of the Planning and Program Department, promoted a series of publication courses for supervisors and for the headquarters where the Teacher-commit tees were working.[1]

Special Terms

There are some special terms which will be used in this work. Their definition is given so as to facilitate the understanding of comments, analysis, conclusions, and recommendations.

1) INTRODUCTION: It is the element which expresses in brief the type of program, grade or cycle and the mechanisms of their structure.[2]

2) OBJECTIVES: They are the behavioral changes that are expected to obtain from the students through the educational process.[3]

3) GENERAL OBJECTIVES: They comprise the goals to be achieved in every subject matter.[4]

4) SPECIFIC OBJECTIVES: They comprise the concrete goals to be achieved in every unit or lesson of a subject matter.[5]

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[1] Ibid, p. 6.

[2] Documento de la Reforma Educativa No. 3, (San Salvador: Ministerio de Educación, 1977), p. 47.

[3] Manual de Evaluación para la Educación Básica, Op.cit., p. 17.

[4] loc cit.

[5] loc cit.

5) **CYCLE OBJECTIVES:** They specify the goals to be achieved with regard to the subject matter general objectives in each cycle of Basic Education.[1]

6) **GRADE OBJECTIVES:** They lead the teaching task towards the acquisition of knowledge, habits, abilities, skills, and attitudes that must be assimilated by students in every grade.[2]

7) **AREAS:** They suggest central and interesting themes around which a series of similar contents are found in order to make students develop some capabilities.[3]

8) **AREA OBJECTIVES:** They describe the type of knowledge, habits, abilities, capabilities, and skills that must be assimilated or developed.[4]

9) **CONTENTS:** They comprise the themes of the areas from first to ninth grade, trying to keep a sequence in length and depth in such a way that some contents help us understand other more complex ones.

10) **ACTIVITIES:** They constitute the adequate means for the students to participate in their own formation process.[5]

11) **METHODOLOGICAL SUGGESTIONS:** They indicate the ways to perform activities. They comprise methodological guidance, material which is necessary for each activity, names of ins-

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[1] Manual de Evaluación para la Educación Básica, Op.cit., p. 17.

[2] loc. cit.

[3] Grimaldi de Abarca, et al., Op. cit., p. 10.

[4] loc cit.

[5] loc cit.

titutions that may offer some information, a way to organize students, and different manners to do the work.[1]

12) EVALUATION: It suggests a series of features that must be considered through observation and record of student's progress regarding objectives assigned to every area and grade.[2]

13) BIBLIOGRAPHY: It suggests some textbooks to be consulted by the teacher so as to facilitate his guidance task. Yet, their usage is not obligatory and the teacher is at liberty to consult other textbooks.[3]

14) SCHOOL ACTIVITY: It is the work or task in which the students participate, as individuals or in group, guided by the teacher. When this task is finished it gets a numerical grade on the basis of the specific objectives' characteristics.[4]

15) EVALUATION INSTRUMENTS: They are the different means that the teacher uses to get evidence of the behavioral changes the student experiences during the teaching learning process.[5]

16) OBJECTIVE TEST: It is the instrument elaborated in a form that takes as basis the reference frame and the specification table to let the student express different behavioral

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[1]Grimaldi de Abarca, et al., Op. cit., p. 10.

[2]loc cit.

[3]Manual de Evaluación Escolar para la Educación Básica, Op. cit., p. 15.

[4]loc cit.

[5]loc cit.

changes during the teaching-learning process.[1]

17) SPECIFICATION TABLE: It is the schematic project of the objective test in which items are classified and calculated according to the contents percentage and objectives percentage.[2]

18) METHOD: It is an organized plan or system designed to lead one to a desired goal in the teaching and learning of a foreign language.[3]

19) TECHNIQUE: It is the use of any activity or means through which an immediate result is achieved toward realization of the ultimate goal.[4]

20) TEACHING AID: It is anything that is audible or visible, hence audio-visual, which helps the student learn the language more quickly, more accurately, and easily under the guidance of a teacher.[5]

21) ADAPTABILITY: It concerns the respect to the student's psychology which involves choosing topics and problems of interest and comprehension for children. This is the classical criterium formerly applied to the capacity level.[6]

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[1] Manual de Evaluación Escolar para la Educación Básica, Op. cit., p. 15.

[2] loc cit.

[3] Techniques and Methodology of English Teaching for Teachers of English as a Foreign Language. (Mexico: Instituto Mexicano-Norteamericano de Relaciones Culturales A.C., 1967), p.1.

[4] loc cit.

[5] loc cit.

[6] Documento No. 3 de la Reforma Educativa, Op.cit., p.43.

22) FLEXIBILITY: It is the possibility to develop topics and problems in different physical and social environments and to take the advantage of the circumstances of time and place to make the study of a specific content advance or delay.[1]

23) USEFULNESS: It is the direct connection of the program contents with the real world; either for the abstraction of that reality to bring it to the classroom or through the carrying of "the didactic act" to the exterior. This characteristic allows the programs to have maximum quickness in relation with the real problems the world has.[2]

24) UNITY: It is another program characteristic. It is a connected or correlated structure designed in such a way that the different aspects of science be shown as a whole.[3]

25) GRADATION: According to this criterium, the knowledge of a subject is calculated in dosage amounts adequate to the power of the student's assimilation. A graded program is the one which prescribes the adequate academic load for the students.[4]

26) PRACTICALITY: It means that the program constitutes a functional element in the teaching-learning process.[5]

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[1] Documento No.3 de la Reforma Educativa, Op.cit., p.43.

[2] loc cit.

[3] loc cit.

[4] loc cit.

[5] loc cit.

[6] loc cit.

27) <u>CLARITY</u>: It consists of precise words and concepts without ambiguity in their interpretation.[1]

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[1]Documentos No. 3 de la Reforma Educativa, Op. cit., p. 43.

ANALYSIS OF THE PROGRAM

Introduction

"During the nineteenth century and most of the twentieth the curriculum or study plan has been considered as a fixed and static entity, although it probably has changed slowly all this period. The normal attitude toward the study plan was an arrangement without criticism. Knowledge was supposed to be taught because it always had been taught. Till our times, open discussions about changing study plans were relatively rare."[1]

At present times, such attitude has provoked the necessity of reforms; as stated by UNESCO, "the renewal of the educational systems is a necessity. An ample agreement has been established on this respect in the last years among teachers and governmental authorities in many countries of the world".[2] Our country is not an exception, so we can see that our own educational system has been reformed in several occasions, the last having been performed in 1968, and the corresponding programs having been introduced in 1970.

The design of the current English program has been prepared taking into consideration three indispensable elements: the student, the teacher and the program itself. They all constitute the so-called pedagogical action and their role is

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[1] L. D'Hainaut and D. Lawton, Programas de Estudios y Educación Permanente, (Paris: Imprimeries Reunies de Chamberry, 1980), p. 30.

[2] René Ochs, "Las instituciones encargadas de reformar los programas," Crónica de la UNESCO, Vol. XX, No.10, octubre 1974, p. 370.

is essential to the teaching-learning process.

The teacher's participation is highly considered in the program introductory words: "Only the teacher with his culture and preparation can transform it (the program) into a valid instrument in order to provide a better education to the Salvadorean generations."[1] It is obvious that the three elements above mentioned appear wherever education is dealt with.

A program establishes objectives concerning reachable achievements and concrete goals in terms of contents, projects, and integrated actions based on human resources. This is a thesis supported by the Ministry of Education in our country. We agree with this viewpoint, but our opinion is that the objectives outlined in the current English program for ninth grade are in fact unreachable chiefly due to the scarce human resources for English teaching our country possesses.

Objectives

The general objectives appearing at the beginning of the program point out the teacher's role concerning the student's learning process of English. Such objectives read as follows:
1. "To understand this language (English) as one of mass media, and use it to improve the student's personal culture.

2. "To enable the students to communicate with each other through language.

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[1]Programas de Estudio de Noveno Grado de Educación Básica, Op. cit., p. 9.

3. "To provide knowledge and basic patterns of language through practice.

4. "To develop the ability and skill to understand, speak, read, and write English."[1]

It is obvious that such a list of requirements is a load not easily accomplished by an average English teacher in our country. According to these objectives, the student is supposed to have acquired enough training in English at the end of the course to be able to use it to express his own ideas.

Our teaching experience and the results of the survey performed in the metropolitan zone of San Salvador have demonstrated that such objectives cannot be reached unless the current program is reelaborated in terms of timing schedule, learning activities, and methodology. Besides, it is necessary for every English teacher to possess a high degree of English knowledge and capacity.

Let us go over the general objectives so as to point out what they imply:

1. "To understand this language (English) as one of mass media, and use it to improve the student's personal culture."

We consider that the student's own culture cannot be improved sufficiently because of teachers' lack of time and capability to perform the activities suggested in the program.

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[1]Programas de Estudio de Noveno Grado de Educación Básica, Op. cit., p. 14.

2. "To enable the students to communicate with each other through language."

In order to establish an oral and written approach, it is necessary for the teacher to use much more time than that assigned in the program.

It is urgent to devote at least four hours per week. This necessity was expressed by 50 Third Cycle English teachers, who said that only 50 per cent of objectives could be achieved under the current timing schedule of two hours.

3. "To provide knowledge and basic language patterns through practice."

Knowledge, according to this viewpoint, is a process which implies getting acquaintance with English, mainly in practical terms. Actually, this process would need not only a high degree of mastering of English on the teacher's part but also a lot of time assigned in the schedule so as to give the student a greater opportunity to acquire "knowledge and basic language patterns through practice."

4. "To develop the ability and skill to understand, speak, read, and write English."

This is a reasonable objective in terms of the logical order for the English teaching-learning process, but as observed in our school communities, most of teachers emphasize the last stage alone__which is writing__by assigning translation homework to students instead of distributing activities as suggested by this program. Two reasons explain such

phenomenon:

a) Most of teachers are not adequately trained to develop oral activities such as reading and dialogues.

b) Every teacher finds it easier to assign responsibil-
ities to students instead of assuming them. For exam-
ple, he makes the students translate paragraphs,
memorize songs or dialogues without explaining the
ideas expressed in them. Some teachers even make stu-
dents color the figures illustrating their work-book.

As to the first reason, we can say that the most signi-
ficant resource a student can count on is the teacher. The
teacher's role is decidedly important; his presence is es-
sential and his capability is indispensable to make the educ-
ational objectives come true. One of these objectives is com-
munication, and when the teacher meets this goal nothing is
impossible. As Kéba Toure says, ". . . a teacher contributes
a great deal to the shaping of tomorrow's world by providing
his students with a tool that not only broadens their knowledge
but also enables them to communicate and make new friends and
develops in them new ways of thinking that lead to a better
understanding among peoples around the world."[1]

The workbook mentioned in the second reason, is one of
the aids having to do with objectives. We can say that it
gives additional practice in reading and provides material for

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[1]Kéba Toure, "Teachers Talk", English Teaching Forum,
19, (October 1982),p. 38.

written exercises, but this is not of great significance if
the teacher is not able to give the student efficient guidance
to use it.

There are some other objectives at the beginning of each
area which are impossible to achieve if the current conditions
alluding to the pedagogical trilogy__student, teacher, and
program__remain unaltered. According to these objectives every
English teacher should prepare the students for the following
tasks:

- Use words adequately;
- Understand and employ expressions;
- Use vocabulary correctly;
- Pronounce and intonate sounds, words, phrases, and sentences
  with clarity:
- Spell, write and read words, phrases and sentences with
  clarity and punctuation.

Furthermore, the teacher has to promote good habits and
attitudes among his students such as order, neatness, work,
study, esteem, responsability, respect, and courtesy.

As we take a look at the first tasks (that is, pronun-
ciation and intonation, spelling, reading and writing, use of
vocabulary correctly), we notice that all of them complement
each other; therefore, if a program of English is based on
realistic demands from the student's needs, it has to be
structured proportionally according to the degree of difficulty
of the item to be studied and the length of time allotted
to develop it in order to obtain the best results in the stu

dent's learning. However, it is difficult that in our country
the current English Program for Ninth Grade reaches at least
an acceptable degree of such practical functionality. In other
words, this program's objectives are too ambitious to be
covered in two-hours-per-week classes because they demand a
great deal of activities from the teachers' and the students'
part.

There is another detail: in the majority of cases, the
Ninth Grade English Teachers of our country are not trained
and skilled enough to develop and perform the program's ob-
jectives because of the following main factors:

1- The Ministry of Education seems not to have paid at-
   tention to the English teacher's preparation about
   his knowledge of this language as it would be expect
   ed. This feeling was expressed by most of teachers
   surveyed.

2- The Ministry of Education does not update the English
   teacher with the latest techniques of teaching this
   language.

3- The English subject is not emphasized enough by the
   Ministry of Education in its real value as component
   of the study pensum in Ninth Grade like those of
   Sciences and Humanities.

4- As a result of the previous remarks, the teacher over
   looks the English class by assigning the students
   non-efficient tasks that are non-beneficial to the
   student's learning.

The objectives of the current English Study Program for Ninth Grade of Basic Education and those for the Third Course of Secondary Education before the last Educational Reform are shown in the following table:

ENGLISH PROGRAM FOR THE THIRD COURSE OF SECONDARY EDUCATION	PRESENT OFFICIAL ENGLISH PROGRAM FOR NINTH GRADE OF BASIC EDUCATION
OBJECTIVE: (For 3 different quarters) 1) To acquire the maximum capacity for comprehending English. 2) To acquire the maximum ability to express oneself orally and in writing.	OBJECTIVES: 1) To understand this language (English) as one of mass media, and use it to improve the student's personal culture. 2) to enable the students to communicate with each other through language. 3) To provide knowledge and basic patterns of language through practice. 4) To develop the ability and skill to understand, speak, read, and write English.
1st TRIMESTER: AIM: To aid the student in the development of his social life. 2nd TRIMESTER: AIM: to increase the student's vocabulary 3rd TRIMESTER: AIM: to prepare the students for developing his personal life.	OBJECTIVES FOR EACH AREA: --To enable for: -using words adequately -interpreting and using expressions. --To develop abilities for: -using vocabulary correctly -pronouncing and intonating sounds, words, phrases, and sentence with clarity by using the necessary punctuation. --To promote habits of: -order -neatness -work -study

OBJECTIVES FOR EACH AREA:

--To promote habits of:
 -esteem to his work as well
  as others'.
 -responsibility
 -respect
 -courtesy

--To enhance knowledge

It is obvious that some differences are found as we compare the objectives of the two programs. So we see that the last English program was less specific than the current one in terms of objectives. The only two general objectives to be achieved along three different trimesters dealt with comprehension and expression, but this did not mean that every teach er could develop the teaching-learning process successfully. One of the reasons we can point out is that seventy-five per cent of English teachers at that time were not qualified enough and there was a small number of them at the JUnior Secondary level.[1]

The former program's objectives were so vague that most teachers concentrated themselves on increasing the student's vocabulary during the whole year.

THe new program is more specific in terms of objectives because it establishes clear goals for both the teacher and the student. This clarity is expressed by the different skills and abilities to be attained by the student under the teacher's guidance. Such skills and abilities like pronunc-

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[1]Documento de Apoyo, Seminario Sobre Reforma Educativa, (San Salvador: Ministerio de Educación, 1978), p. 11.

lation, intonation, interpretation, punctuation, reading, and
writing indicate more accurately the process for the teachers
and students to follow than those suggested by the former
program which alludes to generalities like comprehending, ex-
pressing oneself orally and written, or developing one's
social life.

Contents

Contents are distributed along six different areas in
this manner:

AREA I   Can, Could

              Pronunciation contrasts: /pl/ /pr/ /kl/ /hr/
                                       /bl/ /br/

                                       /aw/ /ow/ /yuw/ /aw/
                                       /ow/

AREA II   May, might, must, have to

              Pronunciation contrasts: /gl/ /gr/ /ow/ /h/
                                       /aw/ /ow/

AREA III   Adjective degrees

              Pronunciation contrasts: /tr/ /θr/ /dr/ /uw/
                                       /u/ /aw/ /ow/ /yuw/

AREA IV   Present Perfect Tense

              Use of already and yet

              Pronunciation contrasts: /rp/ /rt/ /rc/ /rk/
                                       /rd/ /rg/ /rj/ /rf/
                                       /r + other consonants/
                                       /ihr/ /ehr/ /ohr/

AREA V   Use of <u>Say</u> and <u>Tell</u>

              Modal Auxiliaries: can, could, may, might

              Pronunciation contrasts: consonants followed by

                             /s/ /t/ /ki/

AREA VI   Passive Voice

              Two-word verbs

              Reflexive pronouns

     As observed in the distribution of contents, the current

English program gives great emphasis to pronunciation drills

and to modal auxiliaries - thirty three point three percent

and twenty point three percent respectively.

     Objective number four states: "To develop the ability

and skill to understand, speak, read, and write English."

We can consider that pronunciation is part of the ability and

skill to speak mentioned in this objective, but the large

concentration of pronunciation does not allow the other three

abilities to be given the importance needed to achieve the

objective of enabling" . . . the students to communicate with

each other through language" because learning pronunciation

only implies one form of communication, namely oral.

     Furthermore, communication can not occur teaching only

isolated words as we found many teachers do. The student may

learn to pronounce words correctly but not be able to speak,

as speaking demands the use of sentences or phrases.

     To perform pronunication activities successfully an

average English teacher needs to possess some linguistic

knowledge which only a very small percentage of Salvadorean teachers has acquired.

Furthermore, it is important to notice that the average student has trouble in pronunciation drills, but there is not much time available for the teacher to focus on this topic alone. In fact, an extra period devoted solely to solve pronunciation difficulties would be advisable according to what Ronald Wardhaugh et al. state: ". . . you might set aside a special time during which you can work on a particular facet of pronunciation — one contrast, one specific pattern of stress and intonation, one aspect of rhythm. Consistent work of this kind will draw the student's attention to specific points, but will not hold them accountable for everything at once, a situation that is always frustrating in second-language learning. If the students are encouraged to speak and are given help on selected aspects of pronunciation, their performance will continue to improve throughout the year."[1]

Activities

As stated before, activities constitute the adequate means for the students to participate in their own formation process.[2]

We see that teachers use many techniques implying many activities in the classroom to simplify their teaching and to

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[1] Wardhaugh, Ronald, et al., English for a Changing World No. 1 Teacher's Annotated Edition, (Glenview: Scott, Foresman and Company, 1976), p. 113.

[2] Grimaldi de Abarca, et. al., Op cit., p. 10.

help the students move smoothly through the lesson. They will
of course vary from teacher to teacher depending on such
matters as class size, the goals of language teaching in the
school, and the hopes and aspirations of the students.

The suggested activities for the Ninth Grade English
program imply a good level of knowledge and methodology on the
teacher's part. The table below shows the frequency every sug
gested activity appears. The percent distribution of activities
is as follows:

ACTIVITIES	FREQUENCY	PERCENTAGE
-Repetition Drills	1	4.75
-Reading and Writing exercises	3	14.30
-Practice with structures	3	14.30
-Pronunciation drills	5	32.80
-Comprehensive reading drills	1	4.75
-Question and answer exercises	1	4.75
-Conversational practices	3	14.30
-Oral and written sentence practices	3	14.30
-Pronunciation and intonation drills	1	4.75

This part of the program, ACTIVITIES, gives more import-
ance to pronunciation drills (nearly twenty four per cent),
as expected from the contents list, which emphasizes pronunc-
iation in every unit.

We think that students will normally benefit from hear-
ing as much English as possible; so the teacher should try
to speak in English wherever he can, adding gestures to cla-
rify each word or phrase meaning. He should also use as many
visual aids as possible, such as photos, calendars, posters,
catalogues, and advertisements. Students will rarely master
new material right away; it often takes longer than the
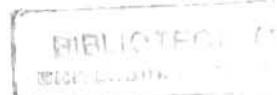
time allotted for one lesson.

All of these elements ___ this unique visual approach plus the natural situations and contextural exercises, the carefully planned structure ___ contribute to the accomplishment of the activities' aim. Taking into consideration that activities are centered around the students' needs and interests, time schedules should be flexible to develop them. One posible solution could be to educate teachers of English in the unders tanding of the theory and practice of the activity program. Thus, the English teacher could intertwine adequately the dif ferent activities that intervene in the English program and complement each other without overlooking the main purpose of every activity ___so we can not talk about pronouncing on the teacher's part without the student's repetition. The point here is whether the word or phrase is pronounced correctly or not and as many times as necessary for the students to unders tand and repeat clearly. From that activity on (Pronunciation-repetition), the development and performance of the class activities depends on the teacher's capacity to complement such features: for example, in his pronunciation, he has to include the appropriate intonation. This is necessary when asking and answering, in conversational practices, when taking dictation, listening comprehensive readings, during pronunciation drills, etc.; however, we noticed, that the frequency assigned for the pronunciation-intonation activity is one of the lowest ones in the program (Frequency: 1/Percentage: 4.75). That is why we say that objectives concerning pronunc-

iation can not be attained.

Although pronunciation is the most promoted activity in the program, the average Salvadorean teacher, in fact, does not emphasize it. In the course of our observations it was observed that he prefers to undertake some other activities such as translating paragraphs or songs, preparing posters and even coloring the workbook illustrations; in addition, the students at certain schools, especially public, complained about the non-attendance of the English teacher.

Suggested Methodology

The authors of this program have pointed out several suggestions concerning methodology. These suggestions allude in many cases to the use of sentences, either oral or written, to explain some structures. The table below shows the frequency distribution of the suggested methods in the program:

	FREQUENCY	PERCENTAGE
-Explanation by means of sentences	7	20.6
-Oral formulation of sentences	1	2.9
-Reading of stories	2	5.9
-Comments about stories previously read	2	5.9
-Dramas	2	5.9
-Writing of paragraphs from stories previously read	2	5.9
-Sentence formulation to establish differences ....-....	6	17.6
-Repetition drills	2	5.9
-Questions to students	2	5.9
-Oral and written exercises	1	2.9
-Composition drills	1	2.9
-Repetition drills of words and sen tences using different sounds	4	11.8
-Use of posters	1	2.9
-Contrast exercises...............	1	2.9

A close analysis on the different techniques suggested in every area is important to see what the current program wants a teacher to do in class.

AREA   TECHNIQUE 1: "Explíquese por medio de oraciones, el uso de "can" y "could".

            EJEMPLOS: I know how to swim.
                        I can swim.
                        I could swim last year.
                        I could do it if I had time.

This technique does not explain exactly what the teacher has to do—if he is expected to say or write the sentences. Can is one of the modal auxiliaries widely taught throughout the program and its mastering implies a lot of attention from the student's part. The suggested exercises follow a logical order—from simpler to more complex forms.

            TECHNIQUE 2:   "Formúlense, oralmente, oraciones en el presente y pasado, usando "can". Léase una historia relativa a los deportes, en la que se use "can" en el presente y en el pasado. Hágase que los estudiantes comenten, en forma sencilla, la historieta, haciendo énfasis en el uso de "can". Hágase que los educandos personifiquen en lo posible la historia leída.

This is an oral drill developed by means of reading and dialogue. It is important to notice, according to the Instituto Mexicano Norteamericano de Relaciones Culturales, that "although the oral-drill technique is the most effective and the most practical method for teaching a foreign language, it can be deceptive, because it takes a skilled teacher to employ it to its best advantage."[1] In other words, method and teacher are essential to each other for obtaining success. Though the use of negative sentences is not mentioned, it is obvious that the student needs some training in that respect.

> TECHNIQUE 3: "Escríbanse en la pizarra algunas
> líneas de la historieta en las que
> se use "can"; léanse las mismas y
> que los educandos las repitan en coro
> e individualmente. Luego bórrense
> las oraciones, díganse las mismas,
> nuevamente, y pídase a un educando
> que las escriba en la pizarra; los
> demás educandos las escribirán en
> sus cuadernos.
> Corríjanse las oraciones si es nece-
> sario.

Here the students are supposed to be familiarized with the story so that the teacher will not have much trouble in developing this activity.

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[1]Techniques and Methodologies of English Teaching for Teachers of English as a Foreign Language, Op. cit., p. 10.

This activity would be more fruitful if the teacher applied the so-called erasing method correctly, that is to say, following these procedures:

a) preparing a set of sentences

b) writing them on the board

c) helping the students understand their meaning

d) erasing part of the sentences

e) asking the students to read the whole sentences.[1]

> TECHNIQUE 4: "Formúlense algunas oraciones usando "can" o "could" según convenga, y omítanse las preguntas complementarias respectivas. Ejemplos:
>
> They can play tennis, _____?
> They could play tennis, ___?

In this fill-the-blanks drill the student is supposed to have heard some examples before, so it is advisable that the teacher has explained the use of these tag-endings for the stu dent to understand the nature of the activity.

> TECHNIQUE 5: "Hágase este ejrcicio en forma oral y escrita.
> Realícese el mismo ejercicio usando "not" en las oraciones. Ejemplos:

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[1]Kim Haeng Jung, "The Erasing Method", English Teaching Forum Volume XX Number 2, (April 1982), p. 41.

> They can't play tennis, ____?
>
> They couldn't play tennis,__?

Here we can mention the same observations in technique 3.

> TECHNIQUE 6: Realîcense ejercicics de repetición
> de palabras y oraciones, usando uno
> de los sonidos y, donde sea necesa-
> rio, ccntrastes de los sonidos. Ejem
> plo:
>
> > plank - prank

This is a very important drill to the student because it im-
plies some inherent elements in pronunciaticn, such as intonat
ion, stress, and emphasis. However, this activity demands an
adequate training in phonetics on the teacher's part; if this
is not so, the students would get confused.

AREA 2   TECHNIQUE 1: Explîquese, por medio del uso, qué
> > significa y qué indica "may". For-
> > múlense, oralmente, oraciones en el
> > presente y pasado, usando "may".
> > Ejemplos:
> >
> > > I have permission to go.
> > >
> > > I may go.
> > >
> > > Perhaps I will go.
> > >
> > > I may go.
> > >
> > > My mother said I had permis
> > > sion to go.
> > >
> > > My mother said I might go.

> There is some doubt that I
> will go.
>
> I might go.

This activity has to do with the grammar-translation approach
in some respects. Even when the student is permitted to read
in English, his goal is emphasizing grammatical principles
rather than pronouncing and writing.

> TECHNIQUE 2: "Léase una historieta relativa a las
> necesidades, en la que se use "may"
> en el presente y en el pasado.
> Hágase que los alumnos comenten, en
> forma sencilla, la historia, hacien
> do énfasis en el uso de "may".
> Hágase que los educandos personali-
> cen, en lo posible, la historia
> leída."

This is an oral-drill technique consisting of reading and
dialogue which demands more on the student's part than on
the teacher's. It is very difficult to master because it de-
mands a high experience and knowledge from the teacher.

> TECHNIQUE 3: Escríbanse en la pizarra, algunas
> líneas de la historieta, en las que
> se use "may", léanse las mismas y
> que los educandos las repitan en
> coro o individualmente. Luego, bó

rrense las oraciones, díganse las

mismas nuevamente y pídase a un edu

cando que las escriba en la pizarra;

los demás educandos las escribirán

en sus cuadernos. Corríjanse las

oraciones, si es necesario.

The erasing method would be advisable for this part as suggest
ed in area number one.

TECHNIQUE 4: Explíquese por medio del uso, qué

significan y qué indican "have to"

y "must."

Formúlense oraciones en las que los

educandos noten la diferencia entre

'have to' y 'must'. Ejemplos:

-I have to study today, because
I have an examination tomorrow.

-I must study today, because I have
an examination tomorrow and I'm
not prepared.

Diríjanse diálogos entre educandos,

tratándose de que las respuestas que

se den expresen una 'obligación.'

Es decir, respuestas en las que se

use 'have to' y 'must'.

It is obvious that grammar explanations cannot be done com-
pletely in English. Such explanations should not take longer

than necessary; they should be specific. "Grammatical analy-
sis", as expressed by the Instituto Mexicano-Norteamericano
de Relaciones Culturales, "may not appear as a section in the
textbook, but they should also be a classroom activity. How
ever, they should be short and to the point."[1]

TECHNIQUE 5: Formúlense preguntas a los educandos
y pídaseles respuestas usando 'have
to' y 'must'. Ejemplos:

- Do you have to go home at four
o'clock?

-Yes, I have to go home at four
o'clock.

-Yes, I must be home at four thirty.

Here the teacher has to make the students distinguish the
differences between have to and must. It will take much time
to make the student understand that there is no need to say
to after must. Besides, the teacher needs to explain that
there is a change in the third person singular when using
have to , and there is no change when using must.

TECHNIQUE 6: Hágase referencia al cambio de 'have'
for 'has' en la tercera persona del
presente del indicativo singular, y
formúlense algunos ejemplos.

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[1]Techniques and Methodology of English Teaching, Op cit.,
p. 4.

Los ejercicios deben realizarse, pri
meramente, en forma oral y luego en
forma escrita.

Taking into consideration that these are delicate items, the
teacher should be careful in the presentation of them, so the
students get clear that 'have' is used for plural nouns and
'has' for singular nouns. To do this, the teacher should use
the equivalent singular form for the plural one, for example:
Peter has a car - Pete and Bill have a car.

TECHNIQUE ": Realícense ejercicios de repetición
de palabras y oraciones, usando uno
de los sonidos, y, donde sea nece-
sario, contrastes de los sonidos.
Ejemplos:

flank-frank; louse-loose.

This is a good drill whose contrastive or minimal pairs may
help the student master sounds through repetition and sub-
stitution.

AREA 3   TECHNIQUE 1: Usense láminas ilustradas que ayu-
den a diferenciar y saber emplear
los grados del adjetivo en las ora-
ciones.
Formúlense oraciones con adjetivos
de una o de dos sílabas, usando el

grado comparativo de igualdad, de
superioridad y el superlativo.
Escríbanse en la pizarra algunos ad
jetivos tales como: tall, nice, long,
short, etc. y hágase que los educan
dos formulen oraciones con ellos,
empleando los grados del adjetivo es
tudiados.

This is a drill which contains both teaching and testing as-
pects.

Here the teacher has a chance to use some audio-visual
material that can clarify ideas and strengthen impressions
through the senses. For instance, he can make some tall or
short students, stand in front of the class and then formul-
ate some appropriate sentences. The students themselves would
compare each other by using these adjective degrees.

TECHNIQUE 2: Realícense los mismos ejercicios
señalados anteriormente, usando more,
most, less, least y adjetivos tales
como: pretty, heavy, handsome, beau-
tiful, interesting, important.
Luego, un ejercicio contrastando el
uso de las terminaciones 'er' y 'est',
y el uso de 'more' y 'most.'

This activity involves pronunciation drills, grammatical analysis and testing drills. Here the teacher has to lead his students toward practical situations. This activity requires a high degree of grammatical knowledge and much time on the teacher's part for the students to profit from this experience.

TECHNIQUE 3: Realícense ejercicios de repetición de palabras y oraciones usando uno de los sonidos y, donse sea necesa rio, contrastes de los sonidos.
Ejemplo:
fool - fuel.

Here is a pronunciation drill which is one of the constant ac tivities of the teacher as a part of the presentation and practice of new structure patterns. A high mastering of minimal pairs is required from the teacher in order to succeed.

AREA 4   TECHNIQUE 1: Establézcase a través de oraciones, la relación entre el Presente Simple y el Presente Perfecto.
Formúlense oraciones empleando el Presente Simple y el Presente Perfecto, para establecer la relación entre ellos, y dese las explicacio nes que sean necesarias, según el caso. Hágase el ejercicio en forma

oral y escrita. Ejemplo:

-I go to town on Monday.

-I have gone to town every Monday
for a month.

The teacher should take into account that, first of all, the student must understand what is spoken in English. Then he will try to speak. Reading and writing practices will come later. The teacher should not waste his time in explaining differences or performing grammatical analysis. Oral practice is the most convenient explanation.

TECHNIQUE 2: Formúlense preguntas orales a los educandos usando el Presente Perfecto en ellas y pídaseles que contesten empleando respuestas cortas, tanto en forma afirmativa como negativa. Corríjase la construcción de las oraciones y la pronunciación de los educandos, cuando sea necesario.

This is a good drill provided the teacher handles the situation without giving grammar explanations. The student will not need much explanation to give short answers and the teacher should encourage the shy students to participate.

TECHNIQUE 3: Dígase oraciones y que las répitan los educandos en coro e individual-

mente. Ejemplos:

-It's eight o'clock.

-We eat our breakfast at seven thirty.

-We have eaten our breakfast.

-We have already eaten our break-fast.

-Have you eaten your breakfast already?

-We have eaten our breakfast already.

-Have you eaten your breakfast yet?

-Have you already eaten your break-fast?

-No, I haven't eaten it yet.

Que los educandos escriban oraciones similares después que hayan realizado correctamente la práctica oral. Realícense ejercicios de repetición de palabras y oraciones, usando uno de los sonidos y, donde sea necesario, contrastes de los sonidos; ear, air, or.

Here it is important to remember that as Ethel Brinton et al. say, "individual repetition must follow choral repetition immediately. The proportion of individual to choral repetition should be three to one; and preferably more."[1]

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[1]Ethel Brinton et. al., Junior Active Context English. Book 2, Hong Kong: The MacMillan Press Ltd.), 1979, p. 5.

It is a good idea to establish short dialogues so as not "to degenerate into mechanical, monotonous chanting".[2]

AREA 5   TECHNIQUE 1: Establézcase , a través de oraciones, la diferencia en el uso de "say" y "tell".

Formúlense oraciones en las que se emplee 'say' or 'tell', según el caso. Trátese de que los educandos mediante los ejercicios, entiendan la diferencia para su aplicación .

TECHNIQUE 2: Que los educandos realicen ejercicios orales y luego escritos empleando 'say' y 'tell'. Ejemplos:

    -Can you tell me a story?

    -Can you tell the time?

    -Will you say hello?

    -She said that he tells lies.

    -She said that he says no.

    -Peter said: 'She told me that.'

We must develop a methodology that will induce the students to communicate with each other through the structures they have already learned. The ability to use a language—in this case, English—can be acquired only by using it. The master-

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[1]Ethel Brinton et. al., Junior Active Context English. Book 2, Hong Kong: The MacMillan Press Ltd.), 1979, p. 5.

ing of say and tell is important due to the frequency they appear in daily activities. The teacher needs to be well-pre pared to explain their differences in practical terms. So, he has to choose the sentences or phrases to be used as examples. Besides some idiomatic expressions using tell and say must be considered separately.

> TECHNIQUE 3: Realícense ejercicios de escritura
> con el objeto de redactar una compo-
> sición interesante sobre la ciudad.
> Tratese de que cada educando formule
> una oración relativa a la ciudad y
> que la escriba en la pizarra.
> Indíquese a los educandos que deben
> emplear en sus oraciones: can/could;
> may/might, así como el vocabulario
> por ellos aprendido.
> Posteriormente, estimúlese a los edu
> candos para que encuentren el orden
> necesario de las mismas y guarden re
> lación entre ellas para formar una
> composición.

It is obvious that in the third drill, an adequate knowledge and handling of composition techniques are demanded from the teacher. Before going on to this drill, it is necessary that the students have received the basics of English composition.

TECHNIQUE 4: Puede realizarse este ejercicio,
también combinando oraciones.
Corríjase cuando sea necesario la
pronunciación, entonación, constru<u>c</u>
ción y escritura de las oraciones
que ellos formulen.
Al complementarse el ejercicio léase
el mismo a los educandos y que éstos
posteriormente, lo repitan en coro e
individualmente. Hágase que los edu-
candos copien, en sus cuadernos el
ejercicio. Pídase a los educandos
que escriban pequeñas composiciones,
usando el sistema empleado anterior-
mente.

We have found this technique very demanding for both the tea<u>ch</u>
er and the student for the following reasons:

A` The student is expected to express his ideas in a written
composition which is very difficult taking into consider-
ation the poor vocabulary he has acquired up to this level
and to his limited knowledge on composition techniques,
which is due to the emphasis given to the spoken language
in the program.

B) Several features need to be controlled in the compositions
made by the students, such as pronunciation, grammar, in-
tonation and coherence.

C) The teacher needs to control the different compositions made by the students, which requires much more time than the allotted one.

AREA 6   TECHNIQUE 1: Establézcase a través de oraciones, la relación entre la voz activa y la voz pasiva, y dense las explicaciones que sean necesarias. Hágase el ejer cicio en forma oral y escrita.

Ejemplo:

- The citizens elect the President.

- The President is elected by the citizens.

- The children loved her.

- She was loved by them.

- Music will affect her.

- She will be affected by it.

Here the student has to handle the concept of participle as well as of present, past, and future tenses, which will demand more attention on the teacher's part. Besides direct and indirect objects should be known in order to change from active to passive voice successfully.

TECHNIQUE 2: Formúlense oraciones como las si- guientes:

- I remove my tie.

-I <u>take</u> my tie off.

-I <u>take</u> off my tie.

Indíquese que las tres oraciones sig
nifican lo mismo. Explíquese el uso
del verbo compuesto separable en las
dos últimas. Escríbase en la pizarra
los verbos siguientes: turn on, turn
off, pick up, pull out, push in.
Dése el significado de los mismos y
pídase a los educandos que formulen
oraciones con ellas.
Repítase el ejercicio en forma oral
y escrita, con otros verbos del mismo.

This is another transformation drill in which prepositions are
very useful. Here the teacher may give the rule with some
practical examples, the rest being performed by the students.

TECHNIQUE 3: Entáblense conversaciones con los
educandos empleando en las mismas los
verbos compuestos separables apren-
didos. Corríjase a los educandos en
el uso de estos verbos, cuando sea
necesario.

The teacher should remember that his student is an adolescent

whose viewpoints are quite different. Besides he must take
into account that the student likes to speak at liberty. Thus,
the sentences besides containing patterns should promote the
student's interest to participate.

TECHNIQUE 4: Explíquese por medio del uso los pro_
nombres reflexivos y formúlense ora-
ciones como las siguientes:

-She looked at herself in the mirror.

-They hurt themselves.

-We wanted to buy the present our-
selves.

This is another drill which demands more explanations. The
teacher should introduce the concept of reflexive pronouns
by reviewing generalities of personal pronouns. To make the
student get the knowledge of reflexivity the teacher needs to
show some examples in which the subject and the object are
different. Little by little he may show a pronoun with the
double role of subject and object so that the student can ex-
plain the use of reflexive pronouns.

TECHNIQUE 5: Realicese el siguiente ejercicio:
Llene los espacios con el pronombre
reflexivo correspondiente:

-I cut___ with my new razor.

-We dropped the box and hurt___.

-She cleaned the house___.

Hágase ejercicios orales y escritos.
Corríjase a los educandos en el uso
de estos pronombres cuando sea nece-
sario.

This is a fill-the-blank exercise which contains both teach-
ing and testing aspects. It is appropriate to introduce pro-
per names as the student demonstrates mastering of reflexive
pronouns.

TECHNIQUE 6: Pronúnciese y entónense claramente
y hágase que los educandos repitan
en coro e individualmente, aquellas
palabras y expresiones comprendidas
en esta área que les han sido difí-
ciles. Corríjase la pronunciación y
entonación de los educandos, cuando
sea necesario.
Hágase el ejercicio hasta lograr la
pronunciación y entonación deseadas.

This is the last drill suggested which deals with pronunciation
and intonation, the most promoted activities along the pro-
gram. A desired result cannot be achieved without control,
discipline, and above all, constant repetition.

Evaluation

One of the most significant difficulties to carry out the teaching-learning process successfully in our country is that of evaluation. This trouble has been observed not only in Basic Education or in Secondary Education but also at higher levels. Most teachers evaluate their students according to their own criteria in spite of what the Ministry of Education suggests them to do.

This deplorable situation is described by Rosa Emelinda Hernández in these terms: "In most cases the teacher does not plan the development of school activities; the objective test is not always elaborated following the specification table; the reference frame is rarely used to elaborate the final area exam.

"However, most teachers agree and consider convenient to take training courses to know and apply the evaluation system issued by the Ministry or Education."[1]

As to the evaluation hints contained in the program, it is necessary for every English teacher to check the student's progress in terms of vocabulary usage, pronunciation, intonation, reading, writing, punctuation, information methods, habits and attitudes.

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[1]Rosa Emelinda Lozano de Hernández, El Profesor y la Aplicación de Técnicas Modernas al Evaluar el Aprendizaje Intelectual en el Tercer Ciclo de Educación Básica del Area Urbana de San Salvador, Santa Ana y San Miguel, (San Salvador: Departamento de Educación, Facultad de Ciencias y Humanidades, Universidad de El Salvador, 1977), pp. VIII-IX.

We have observed that most teachers do not evaluate their students with tools other than those of quizzes and objective tests. It is rare to notice that some English teachers check the student's progress in terms of pronunciation, intonation, reading, writing and punctuation as suggested in the program. This is due to the fact that most teachers do not master English and ignore the different evaluation techniques.

There are four evaluative suggestions addressed to all the different subjects taught at Ninth Grade Level. They read as follows:

1) To observe the progress achieved in habit and attitude development.

2) To value the assignments and encourage self-testing.

3) To administer oral and written questionnaires.

4) To administer an objective test at the end of each area.

We have also noticed that the only hints taken into consideration are the questionnaires and objective tests. As to the assignment value and self-testing, it is observed that teachers have diverse criteria as to applying the grade the student deserves and do not encourage the student to test himself. As to habit and attitude development, average teachers do not control it seriously and only give the students a grade based on their personal appreciation of the student's behavior throughout the school year when elaborating the final grade report.

The majority of English teachers for Ninth Grade do not take into account those features to evaluate students. They usually prefer to grade or score attendance, class participation, homework, quizzes, or written exams. From these evaluative activities, only class participation is measurable in terms of the teacher's personal appreciation; attendance is an inherent element with class participation. In homework, the student has the opportunity to be fair with himself: he does the homework by himself, or gets help from someone else. With quizzes and written exams, a significant number of students study for the moment the exam is given, especially when he is given notice of it previously, unless the teacher administers unannounced exams.

We think that one of the most effective ways to arouse the students' interest in language learning__ English, in our case __ is that the teacher exposes the importance and advantages to learning a foreign language and calls the attention of the student to be his own personal judge in his learning progress without being pressed continuously by the teacher with tests.

To summarize, the main factors we have found that contribute to the inappropriate evaluation system in the Ninth Grade are as follows:

1` The teacher's lack of qualified training to teach at the Ninth Grade Level.

2` Many students do not like English, and some of them do not cooperate with the teacher for the normal de

velopment of this subject.

3` Most of students only study to pass the examinations.

To have an idea of how the Evaluation System has changed
see the table below:

CUADRO COMPARATIVO SOBRE EL SISTEMA DE EVALUACION

| ANTES DE LA REFORMA	DURANTE LA REFORMA
Exámenes mensuales y trimes-trales	Exámenes sólo al final de cada área
Se califican deberes diaria-mente	Se recomienda calificar de dos a cuatro activida-des en cada área de estu-dios
Se obtenía promedio bimestral más examen trimestral	Promedio de actividades
Actividades y exámenes con el mismo valor	Actividades: 70% Prueba Objetiva: 30%
Nota Bimestral Promedio + = Examen Trimestral	Suma del 70% + 30%
Suma de los promedios para ob tener nota final	Suma de dos promedios fi-nales de área para obtener nota de promoción
Nota mínima 5	Nota mínima 3
Exámenes de reposición `en enero`	No examen de Reposición
Promoción a grado immediato superior aún con dos asig-naturas reprobadas	No se admite promoción con nota mínima de 2

Examining both evaluative systems we can say that their differences have affected both teachers and students.

The different exams — chiefly those performed quarterly— prior to the Educational Reform were considered so important that they were done on a specific date. No other school activities were performed during this period: at present, object ive tests are administered at the end of each area and other activities are not interrupted. Besides, some areas are longer than others and for this reason the objective tests are not administered on the same date.

Written exams were highly pondered before the new program. Now the different activities either inside or outside the classroom receive seventy per cent of the final grade whereas the objective test receives thirty per cent. In the past the student's progress or failure depended on exams. Now they depend chiefly on activities.

However, in most cases, the activities previously mentioned such as coloring posters or translation of songs do not contribute to an acceptable learning of the English language because they usually lack a preconceived design to achieve a specific goal for the benefit of the students; therefore, the students have the chance to get good grades, or even to pass the courses without being able to fulfill the objectives of the program.

As to the minimum grade required to pass, the former system established 5 and the latter one established 3. This difference justifies that today's students do not worry
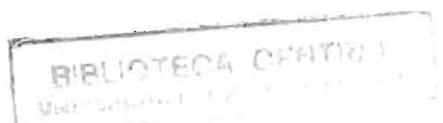
about exams or activities the way past students did.

To finish with, we can see that before the Educational
Reform students could pass a grade in spite of not having
approved two subjects. Now students are not allowed to pass
if they have not approved all the subjects, that is if any
of their grades is lower than 3.

Bibliography

The bibliography consulted by the program-making body is
a collection of well-known American authors. This bibliography
was available for the writers of the Ninth Grade English
Study Program during the period they were elaborating it. Un
fortunately, copies of books consulted disappeared when the
program writers returned to their countries and the Ministry
of Education did not receive but a few books to be filed. This
situation prevented the authors of this work from finding out
to what extent the books were consulted.

This is the bibliography suggested at the end of the En-
glish Study Program for Ninth Grade of Basic Education:

- English Language Service, Inc. Intensive Course
    in English, Part I and II; Intermediate, I
    and II; Advanced I and II.

- Mary Finocchiaro, Learning to Use English. Book
    I and II. Simon and Schuster, Educational
    Division, New York, New York.

- An Intensive Course in English. English Pattern
    Practices, English Sentence Pattern, English
    Vocabulary, English Pronunciation, R. Lado
    and C. Fries. University of Michigan.

- Problems on Oral English No. 5, in a Series of
    Research Reports Sponsored by the NCTE
    Committee on Research.

- Grant Taylor, Mastering Spoken English, Workbook
    No. 1 Saxon Series in English as a Second
    Language, New York City, New York.

- Edith Crowell Trager and Sara Cock Henderson,
    Pronunciation Drills for Learners of English.
    English Language Services.

As observed in the bibliography, speech is highly empha-
sized in the English Study Program for Ninth Grade. We can say
that there exists a degree of correspondence between the em-
phasis of this part of the program and that of the others.
Actually, this focus on oral items implies that every English
teacher of Third Cycle possesses a high degree of oral master
ing of English.

Everything stated above has become frustrating for the
average English Teacher of Third Cycle in El Salvador, who
has not been trained to speak English fluently, nor received
an appropriate methodology to handle and teach English in oral
terms.

It is deplorable to notice that the Committee which ela-
borated the current English Program not only for Ninth Grade
but also for Seventh and Eighth did not leave copies of the
books consulted so that they could be used for further research.
This material was presumably taken by the foreign experts who
came to work with national assistants in such a task.

DATA ANALYSIS

The data were analyzed according to the investigation ob-
jectives which were expressed at the beginning of this work.
They were interpreted in statistical terms that is to say, by
percentages. In order to proceed to the data analysis, we
considered the descriptive and analytical focuses. It is des-
criptive because it reports in statistical terms teachers',
students', and Ministry of Education's officers' criteria
about the program. It is analytical because every part of the
program has been discussed according to the objectives of this
investigation. (See Introduction.)

Analysis on Teacher's Survey

1) As to whether the current English schedule consisting
of two hours a week favored the student's English learning
process, 51.7 per cent of teachers revealed that they did not
think so, while 38 per cent expressed their disapproval of
such a schedule.

2) Sixty per cent (60%) of teachers admitted that the
current English program promoted interest among the students,
16.7 per cent accepted that situation completely, while the
same amount (16.7%) expressed the opposite viewpoint.

3) With relation to the adaptability of the English pro
gram to the environment of students and teachers, 46.7 per
cent expressed their belief that such relation existed,

while 20 per cent opposed that idea.

4) As to the logical order of the contents, the teachers' criteria differed: 17.2 per cent said definitely yes; 34.5 per cent thought so; 31 per cent did not think so; 13.8 per cent said absolutely not.

5) Almost a third of teachers (31%) said that they believed the program contents were elaborated according to the student's learning level; 24.1 per cent agreed definitely with such an idea, and 24.1 per cent did not think so.

6) Teachers' viewpoints about collective activities suggested by the program were somehow disperse: 20 per cent said definitely yes; 36.7 per cent thought so; 13.3 per cent could not say; 13.3 per cent did not think so; 16.7 per cent said absolutely not.

7) One third of teachers (33.3%) thought that the goals outlined in the program were easily achieved, while the same percentage expressed the opposite idea.

8) Several Humanities teachers surveyed said that they did not know much English nor were they willing to teach it but had been forced to do it because they belonged to the Humanities specialty.

Analysis on Students' Survey

1) Sixty five per cent of the students surveyed agreed definitely that there were operational objectives in the current English program for Ninth Grade.

2) Forty point seven (40.7%) per cent said that there
was a logical order of classes; 34.3 per cent thought so;
and 13.2 per cent could not say.

3) About whether the teacher organized his teaching pro-
cedures according to the Ministry of Education program, 50
per cent of the students said that he definitely did; 25.8
per cent thought he did; and 14.4 per cent could not say.

4) Forty three point nine per cent (43.9%) of the stu-
dents surveyed said that definitely the English workbook was
a good auxiliary; 29.5 per cent thought so; and 14.4 per
cent could not say.

5) Fifty three point one per cent (53.1%) supported
the view that the program contents were outlined according to
the student's level of learning; 25.6 per cent thought so; and
12.4 per cent could not say.

6) When asked if collective work was derived from the
program's suggestions, their opinions were diverse: 23.4 per
cent said definitely yes; 22.7 per cent thought so; 18.7 per
cent could not say; 14.1 per cent did not think so; and 22.1
per cent said absolutely not.

Interview to the Ministry of Education's Officers

1) As to the models taken into account when elaborat-
ing the current English Study Program for Ninth Grade, their
answer was that no specific model was taken.

2) The relevant factors taken into account for elaborat-
ing the English program were, according to the Ministry of
Education, that the student should speak and write about use
ful aspects of his daily life within his own level.

3) The current English study program for Ninth Grade was
elaborated by salvadorean and foreign personnel. The salva-
dorean staff worked only as assistants to the foreign experts,
who were really in charge of designing the English program.

4) Before designing the current English Study Program for
Ninth Grade, the different criteria of English teachers were
not considered because English had no adequate attention from
the Ministry of Education.

5) The Ministry of Education has never promoted research
with the purpose of comparing results in English teaching
using the old and the current programs.

6) The Ministry of Education has never promoted a campaign
to increase English learning at the Third Cycle level by of-
fering scholarships or other stimuli to the best students.

7) English has never been included in student cultural
events promoted by the Ministry of Education because this
subject has not been given importance.

8) The Ministry of Education has required the advisory
of English-speaking personnel for the implementation of En-
glish programs.

9) The reason for the Ministry of Education not to have continued to implement English teaching training seminars is that English has not been given importance and the Ministry of Education argues that this is due to a reorganization process.

10) The reasons why the Ministry of Education decided to assign only two hours per week to English were technical criteria not known by its officers.

CONCLUSIONS

As stated before, the analysis of the current English Study Program for the Ninth Grade was fulfilled in order to understand the teachers' and students' attitudes towards the Ministry of Education policy in terms of teaching English. One important finding derived from all the study is that most teachers seem not to know the fundamental parts of the English Study Program. Their teaching has been confined to follow traditional procedures like those of memorizing vocabulary, translating paragraphs, and even coloring pictures illustrating the workbook.

A specific method of teaching English was not found in this program.

The authors of this work could not establish a comparison among the different study programs for the Ninth Grade from the very beginning when English was included in the curriculum of such a grade; therefore, an investigation on this sequence would be necessary to let every investigator determine the degree of importance English has had along the different educational process in our country.

Other relevant conclusions are the following:

1) The four-fold primary objective consisting of developing the ability and skill to understand, speak, read, and write English is far from being achieved due to teachers' lack of adequate training and to the small number of hours allotted to English in the current schedule.

2) The current English Program for Ninth Grade has been designed in terms of its objectives, which are unreachable for the average teacher because the first requirement for an effective English teaching class is a competent teacher.

3) The official program of English for Ninth Grade do not suggest a specific method to teach the fundamental four skills related to English teaching: listening, speaking, reading, and writing. There only appear several techniques instead.

4) The English Program for Ninth Grade lacks a rational distribution and correspondence among its constituent elements. This has been observed in cases like the two-hour weekly schedule and the amount of contents; the objectives and the learning activities, the suggested evaluation, which promotes practical topics, and teachers who lack effectiveness.

5) Most English teachers seem to overlook the importance of the study program disregarding its directions having to do with activities, methodology, and evaluation.

6) The suggested bibliography of the current English program for Ninth Grade is not available; even the Ministry of Education does not have copies of it.

RECOMMENDATIONS

In the hope of contributing to the improvement of English teaching, we consider the following recommendations:

1) In the event of the elaboration of new English program for ninth grade, it would be advisable for the Ministry of Education to appoint a single committee to work on both program and workbook. The workbook is a useful resource which contributes to reinforce the student's knowledge of English fundamentals. So, it has to be prepared taking into account the relevant items expressed in the program. The program - making body is the most suitable committee to do such a workbook.

2) The Ministry of Education should promote the partici pation of both teacher and student in the elaboration of study programs so as to organize the subject around the student's necessities and interests and the teacher's own experience.

3) The Ministry of Education should consider the different teachers' and students' criteria before designing a program in this case, English. Educational objectives can not be achieved if teachers and students do not participate in this important process.

4) It is advisable for the Ministry of Education to promote and establish seminars and workshops on English Teach ing Methodology. In order to carry out this project, a staff

of English Teaching Professionals should be hired.

5) Both teachers and Ninth Grade Students should know the different parts of the English study program accurately in order to contribute to the achievement of the objectives outlined in the program.

6' Given that the English program for ninth grade renders priority to speech, seminars on speech alone should be held more constantly.

7' The Ministry of Education should promote courses on planning, development and evaluation for English teachers so as to accomplish the teaching-learning process by verifying to what extent the behavioral changes have been obtained.

8) The Ministry of Education should provide an accesible and practical bibliography for both teachers and students.

9' The Language Department of the National University could lead and/or sponsor a seminar on English teaching as a second language to contribute to solve partly the lack of well-trained teachers.

10' The Ministry of Education should enlarge the timing schedule from two to four hours per week at least so as to permit both the teacher and the student to develop more satisfactorily the task of teaching and learning English respectively.

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ANNEXES

ANNEX A

PROGRAMA DE INGLES DE NOVENO GRADO
DE EDUCACION BASICA

O B J E T I V O S

1- Afirmar el conocimiento del idioma.

2- Consolidar la capacidad para usar adecuadamente expresio
nes de uso corriente.

3- Afianzar el conocimiento de elementos básicos.

4- Pronunciar y entonar con claridad.

5- Fortalecer la capacidad para interpretar lo leído.

6- Continuar la formación de hábitos y actitudes.

7- Consolidar los conocimientos adquiridos en los grados an
teriores.

AREA NUMERO UNO

DEPORTES

O B J E T I V O S

Capacitar para:

-usar adecuadamente vocablos;
-interpretar y emplear expresiones.

Desarrollar habilidades para:

-usar correctamente el vocabulario;
-pronunciar y entonar con claridad sonidos, palabras, frases
 y oraciones.
-deletrear, escribir y leer con claridad palabras, frases y
 oraciones, usando la puntuación necesaria.

Formar hábitos de:

-orden;
-aseo;
-trabajo;
-estudio.

Formar actitudes de:

-aprecio a su trabajo y al de los demás;
-responsabilidad;
-respeto;
-cortesía.

CONTENIDOS	ACTIVIDADES
Uso de "can" y "could".	Practicar ejercicios de repetición.
	Practicar la lectura y la escritura.
"Can" y "Could" en oraciones con preguntas complementarias.	Practicar la complementación de oraciones.
/pl/ /pr/ /kl/ /kr/ /bl/ /br/ y sus contrastes.	Pronunciar sonidos en palabras y oraciones.
/aw/ /ow/ /uw/ /yuw/ /aw/ /ow/ y sus contrastes.	

SUGERENCIAS METODOLOGICAS

Explíquese, por medio de oraciones, el uso de "can" y "could".

Ejemplos:
I know <u>how</u> to swim.
I <u>can</u> swim.
I knew <u>how</u> to swim last year.
I <u>could</u> swim last year.
I <u>can</u> do it if I have time.
I <u>could</u> do it if I had time.

Formúlense, oralmente, oraciones en el presente y pasado, usan<u>do</u> "can". Léase una historia relativa a los deportes, en la que se use "can", en el presente y en el pasado.
Hágase que los educandos comenten, en forma sencilla, la his<u>to</u>rieta, haciendo énfasis en el uso de "can".
Hágase que los educandos personifiquen, en lo posbile, la his<u>to</u>ria leída.

Escríbanse en la pizarra algunas líneas de la historieta en las que se use "can"; léanse las mismas y que los educandos las repitan en coro e individualmente. Luego, bórrense las oraciones, díganse las mismas, nuevamente, y pídase a un edu<u>cando</u> que las escriba en la pizarra; los demás educandos las escribirán en sus cuadernos.
Corríjanse las oraciones, si es necesario.

Formúlense algunas oraciones usando "can" o "could" según con<u>venga</u>, y omítanse las preguntas complementarias respectivas.
Hágase que los educandos completen las oraciones. Ejemplos:

They can play tennis, _____?
They could play tennis, _____?

Hágase este ejercicio en forma oral y escrita.
Realícese el mismo ejercicio usando "not" en las oraciones,
Ejemplos:

They can't play tennis, _____?

They couldn't play tennis,_____?

Realícense ejercicios de repetición de palabras y oraciones, usando uno de los sonidos y, donde sea necesario, contrastes de los sonidos. Ejemplo: plank - prank.

EVALUACION

Registrar el progreso alcanzado en:

-reconocer el material presentado;

-la presentación de los trabajos;

-el vocabulario empleado;

-la pronunciación;

-la entonación;

-la lectura y la escritura;

-la puntuación;

-saber informarse.

Observar el progreso alcanzado en:

-la formación de hábitos y actitudes.

Valorar los trabajos realizados y propiciar la autoevaluación.
Administrar cuestionarios orales y escritos.
Mensuración objetiva y evaluación del área.

AREA NUMERO DOS

NECESIDADES

O B J E T I V O S

Capacitar para:

-usar adecuadamente vocablos;
-interpretar y emplear expresiones.

Desarrollar habilidades para:

-usar correctamente el vocabulario;
-pronunciar y entonar con claridad sonidos, palabras, frases
 y oraciones;
-deletrear, escribir y leer con claridad palabras, frases y
 oraciones; usando la puntuación necesaria.

Formar hábitos de:

-orden;
-aseo;
-trabajo;
-estudio.

Formar actitudes de:

-aprecio a su trabajo y al de los demás;
-responsabilidad;
-respeto;
-cortesía.

Ampliar conocimientos.

CONTENIDOS	ACTIVIDADES
Uso de: "May" y "Might".	Practicar la lectura comprensiva.
	Practicar la lectura y la escritura.
Uso de: "Have to" y "Must" en el tiempo Presente.	Practicar ejercicios de repetición.
	Practicar ejercicios de preguntas y respuestas.
/gl/ /gr/ /fl/ /fr/ y sus contrastes.	Pronunciar sonidos en palabras y oraciones.
/ow/ / h/ /aw/ /uw/ y sus contrastes.	

SUGERENCIAS METODOLOGICAS

Explíquese, por medio del uso, qué significa y qué indica
"many". Formúlense, oralmente, oraciones en el presente y
pasado, usando "may".

Ejemplos:

        I have permission to go.
        I may go.
        Perhaps I will go.
        I may go.
        My mother said I had permission to go.
        My mother said I might go.
        There is some doubt that I will go.
        I might go.

Léase una historieta relativa a las necesidades, en la que se
use "may" en el presente y en pasado.
Hágase que los educandos comenten, en forma sencilla, la his-
toria, haciendo énfasis en el uso de "may".
Hágase que los educandos personalicen, en lo posible, la his-
toria leída.

Escríbanse en la pizarra, algunas líneas de la historieta, en
las que se use "may", léanse las mismas y que los educandos
las repitan en coro o individualmente. Luego, bórrense las
oraciones, díganse las mismas nuevamente, y pídase a un edu-
cando que las escriba en la pizarra; los demás educandos las
escribirán en sus cuadernos. Corríjanse las oraciones, si
es necesario.

Explíquese, por medio del uso, qué significan y qué indican
"have to" y "must".
Formúlense oraciones en las que los educandos noten la dife-
rencia entre "have to" y "must". Ejemplos:

I have to study today, because I have an examination tomorrow.
I must study today, because I have an examination tomorrow
and I'm not prepared.

Diríjanse diálogos entre educandos, tratándose de que las res
puestas que se den expresen una "obligación". Es decir, res-
puestas en las que se use "have to" o "must".

Formúlense preguntas a los educandos y pídaseles respuestas
usando "have to" y "must". Ejemplos:

> Do you have to go home at four o'clock?
> Yes, I have to go home at four o'clock.
> Yes, I must be home at four thirty.

Hágase referencia al cambio de "have" por "has" en la 3a. per
sona del presente de indicativo singular, y formúlense algu-
nos ejemplos. Los ejercicios deben realizarse, primeramente,
en forma oral y luego en forma escrita.

Realícense ejercicios de repetición de palabras y oraciones,
usando uno de los sonidos y, donde sea necesario, contrastes
de los sonidos. Ejemplos: flank - frank; louse - loose.

E V A L U A C I O N

Registrar el progreso alcanzado en:

-reconocer el material presentado;
-la presentación de los trabajos;
-el vocabulario empleado;
-la pronunciación;
-la entonación;
-la lectura y la escritura;
-la puntuación;
-saber informarse.

AREA NUMERO TRES

COMPARANDO

O B J E T I V O S

Capacitar para:

-usar adecuadamente vocablos;
-interpretar y emplear expresiones.

Desarrollar habilidades para:

-usar correctamente el vocabulario;
-pronunciar y entonar con claridad sonidos, palabras, frases
 y oraciones;
-deletrear, escribir y leer con claridad palabras, frases y
 oraciones, usando la puntuación necesaria.

Formar hábitos de:

-aprecio a su trabajo y al de los demás;
-responsabilidad;
-respeto;
-cortesía.

Ampliar conocimientos.

<u>Observar el progreso alcanzado en:</u>

-la formación de hábitos y actitudes.

Valorar los trabajos realizados y propiciar la autoevaluación.
Administrar cuestionarios orales y escritos.
Mensuración objetiva y evaluación del área.

CONTENIDOS	ACTIVIDADES
Grados del Adjetivo:	Practicar ejercicios de comparación.
a) comparativo de igualdad ('as ....as)	
b) comparativo de superioridad ('__er + than) ('between)	
c) superlativo ('__est ... in) ('of) (among)	
d) excepciones: good, better, best; bas, worse; worst.	
Usos de: more/most; less/least.	Practicar ejercicios de comparación.
/tr/ /θr/ /dr/ /u/ /uw/ /aw/ /ow/ /yuw/ y sus contrastes.	Pronunciar sonidos en palabras y oraciones
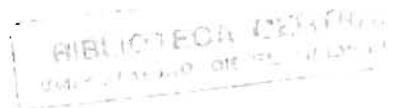
SUGERENCIAS METODOLOGICAS

Usense láminas ilustradas que ayuden a diferenciar y saber
emplear los grados del adjetivo, en las oraciones.
Formúlense oraciones, con adjetivos de una o dos sílabas,
usando el grado comparativo de igualdad, de superioridad y el
superlativo.
Escríbanse en la pizarra algunos adjetivos tales como: "tall",
"nice", "long", "short" y "pretty", "heavy", "handsome", y
hágase que los educandos formulen oraciones con ellos, em-
pleando los grados del adjetivo estudiados.

Hágase el ejercicio en forma oral, primeramente, y luego en
forma escrita.

Realícense los mismos ejercicios señalados anteriormente, usan
do more, most, less/least y adjetivos tales como: pretty,
heavy, handsome, beautiful, interesting, important.
Luego, un ejercicio contrastando el uso de las terminaciones
"er" y "est", y el uso de "more" y "most".

Realícense ejercicios de repetición de palabras y oraciones
usando uno de los sonidos y, donde sea necesario, contrastes
de los sonidos. Ejemplo: fool - fuel.

E V A L U A C I O N

Registrar el progreso alcanzado en:

-reconocer el material presentado;
-la presentación de los trabajos;
-el vocabulario empleado;
-la pronunciación;
-la entonación;
-la lectura y la escritura;
-la puntuación;
-saber informarse.

Observar el progreso alcanzado en:

-la formación de hábitos y actitudes.

Valorar los trabajos realizados y propiciar la autoevaluación.
Administrar cuestionarios orales y escritos.
Mensuración objetiva y evaluación del área.

AREA NUMERO CUATRO

LUGARES EXTRANJEROS

O B J E T I V O S

Capacitar para:

-usar adecuadamente vocablos;

-interpretar y emplear expresiones.

Desarrollar habilidades para:

-usar correctamente el vocabulario;

-pronunciar y entonar con claridad sonidos, palabras, frases
 y oraciones;

-deletrear, escribir, y leer con claridad palabras, frases y
 oraciones, usando la puntuación necesaria.

Formar hábitos de:

-orden;

-aseo;

-trabajo;

-estudio.

Formar actitudes de:

-aprecio a su trabajo y al de los demás;

-responsabilidad;

-respeto;

-cortesía.

Ampliar conocimientos.

CONTENIDOS	ACTIVIDADES
Uso del Presente Perfecto en oraciones afirmativas y nega tivas, preguntas simples y respuestas cortas.	Formular y practicar la conversación
Uso de "already" y "yet".	Formular oraciones y prác- ticar la conversación.
/rp/ /rt/ /rc/ /rk/ /rd/ /rg/ /rj/ /rf/ y otros de r + con sonante.	Pronunciar sonidos en pala bras y oraciones.
/ihr/ /ehr/ /ohr/ y sus con- trastes.	

SUGERENCIAS METODOLOGICAS

Establézcase a través de oraciones, la relación entre el Presente Simple y el Presente Perfecto.
Formúlense oraciones empleando el Presente Simple y el Presente Perfecto, para establecer la relación entre ellos, y dese las explicaciones que sean necesarias, según el caso.
Hágase el ejercicio en forma oral y escrita. Ejemplo:

> I go to town on Monday.
> I have gone to town every Monday for a month.

Formúlense preguntas orales a los educandos, usando el Presente Perfecto en ellas y pídaseles que contesten empleando respuestas cortas, tanto en forma afirmativa como negativa.
Corríjase la construcción de las oraciones y la pronunciación de los educandos, cuando sea necesario.

Díganse oraciones y que las repitan los educandos en coro e individualmente. Ejemplo:

> It's eight o'clock.
> We eat our breakfast at seven thirty.
> We have eaten our breakfast.
> We have already eaten our breakfast.
> We have eaten our breakfast, already.
> Have you eaten your breakfast already?
> Have you eaten your breakfast yet?
> Have you already eaten your breakfast?
> No, I haven't eaten it yet.

Que los educandos escriban oraciones similares, después que hayan realizado, correctamente la práctica oral.
Realícense ejercicios de repetición de palabras y oraciones, usando uno de los sonidos y, donde sea necesario, contrastes de los sonidos: ear, air, or.

E V A L U A C I O N

Registrar el progreso alcanzado en:

-reconocer el material presentado;
-la presentación de los trabajos;
-el vocabulario empleado;
-la pronunciación;
-la entonación;
-la lectura y la escritura;
-la puntuación;
-saber informarse.

Observar el progreso alcanzado en:

-la formación de hábitos y actitudes.

Valorar los trabajos realizados y propiciar la autoevaluación.
Administrar cuestionarios orales y escritos.
Mensuración objetiva y evaluación del área.

AREA NUMERO CINCO

LA CIUDAD

O B J E T I V O S

Capacitar para:

-usar adecuadamente vocablos;

-interpretar y emplear expresiones.

Desarrollar habilidades para:

-usar correctamente el vocabulario;

-pronunciar y entonar con claridad sonidos, palabras, frases
 y oraciones;

-deletrear, escribir y leer con claridad palabras, frases y
 oraciones, usando la puntuación necesaria.

Formar hábitos de:

-orden;

-aseo;

-trabajo;

-estudio.

Formar actitudes de:

-aprecio a su trabajo y al de los demás;

-responsabilidad;

-respeto;

-cortesía.

Ampliar conocimientos.

CONTENIDOS	ACTIVIDADES
Uso de "say" y "tell".	Formular oraciones y practicar la conversación.
Ampliación del uso de: Can/Could; May/Might.	Practicar la lectura y la escritura.
Consonantes seguidas por /s/ /t/ y /k/ (tops, post, sink) /uhr/ /ahr/ /ahr/.	Pronunciar sonidos en palabras y oraciones.

SUGERENCIAS METODOLOGICAS

Establézcase, a través de oraciones, la diferencia en el uso
de "say" y "tell".
Formúlense oraciones en las que se emplee "say" o "tell", se
gún el caso. Trátese de que los educandos, mediante los ejer
cicios, entiendan la diferencia para su aplicación.
Que los educandos realicen ejercicios orales y luego escritos
empleando "say" y "tell". Ejemplos:

    Can you tell me a story?
    Can you tell me the time?
    Will you say, hello?
    She said that he tells lies.
    She said that he says no.
    Peter said: "She told me that".

Realícense ejercicios de escritura, con el objeto de redactar
una composición interesante sobre la ciudad.
Trátese de que cada educando formule una oración relativa a la
ciudad y que la escriba en la pizarra.
Indíquese a los educandos que deben emplear en sus oraciones:
can/could: may/might, así como el vocabulario por ellos apren
dido.
Posteriormente, estimúlese a los educandos para que encuentren
el orden necesario de las mismas y guarden relación entre
ellas para formar una composición.
Puede realizarse este ejercicio, también combinando oraciones.
Corríjase cuando sea necesario, la pronunciación, entonación,
construcción y escritura de las oraciones, que ellos formulen.
Al completarse el ejercicio, léase el mismo a los educandos
y que éstos, posteriormente, lo repitan en coro e individual-
mente. ..
Hágase que los educandos copien, en sus cuadernos, el ejerci
cio.
Pídase a los educandos que escriban pequeñas composiciones,

usando el sistema empleado anteriormente.

Realícense ejercicios de repetición de palabras y oraciones usando uno de los sonidos y, donde sea necesario, contrastes de los sonidos. Ejemplo: tour, tar, turn.

EVALUACION

Registrar el progreso alcanzado en:

-reconocer el material presentado;
-la presentación de los trabajos;
-el vocabulario empleado;
-la pronunciación;
-la entonación;
-la lectura y la escritura;
-la puntuación;
-saber informarse.

Observar el progreso alcanzado en:

-la formación de hábitos y actitudes.

Valorar los trabajos realizados y propiciar la autoevaluación.
Administrar cuestionarios orales y escritos.
Mensuración objetiva y evaluación del área

AREA NUMERO SEIS

PASATIEMPOS

O B J E T I V O S

Capacitar para:

-usar adecuadamente los vocablos;

-interpretar y emplear expresiones.

Desarrollar habilidades para:

-usar correctamente el vocabulario;

-pronunciar y entonar con claridad sonidos, palabras, frases
 y oraciones;

-deletrear, escribir y leer con claridad palabras, frases y
 oraciones, usando la puntuación necesaria.

Formar hábitos de:

-orden;

-aseo;

-trabajo;

-estudio.

Formar actitudes de:

-aprecio a su trabajo y al de los demás;

-responsabilidad;

-respeto;

-cortesía.

Ampliar conocimientos.

CONTENIDOS	ACTIVIDADES
Oración en voz pasiva.	Practicar la formulación oral y escrita, oraciones.
Verbos compuestos separables.	Practicar expresiones y la conversación.
Uso de los Pronombres Reflexivos.	Practicar la formulación oral y escrita, de oraciones.
Sonidos básicos.	Practicar la pronunciación y la entonación.

E V A L U A C I O N

Registrar el progreso alcanzado en:

-reconocer el material presentado;
-la presentación de los trabajos;
-el vocabulario empleado;
-la pronunciación;
-la entonación;
-la lectura y la escritura;
-la puntuación;
-saber informarse.

Observar el progreso alcanzado en:

-la formación de hábitos y actitudes.

Valorar los trabajos realizados y propiciar la autoevaluación.
Administrar cuestionarios orales y escritos.
Mensuración objetiva y evaluación del área.

SUGERENCIAS METODOLOGICAS

Establézcase a través de oraciones, la relación entre la voz
activa y la voz pasiva, y dense las explicaciones que sean
necesarias.
Hágase el ejercicio en forma oral y escrita. Ejemplo:

> The citizens elect the President.
> The President is elected by the citizens.
> The children loved her.
> She was loved by them.
> Music will affect her.
> She will be affected by it.
> One speaks Spanish here.
> Spanish is spoken here.
> I'm reading the book.
> The book is being read by me.
> Mary was writing a letter.
> A letter was being written by her.

Formúlense oraciones como las siguientes:

> I remove my tie.
> I take my tie off.
> I take off my tie.

Indíquese que las tres oraciones significan lo mismo. Explí-
quese el uso del verbo compuesto separable, en las dos últi-
mas.
Escríbase en la pizarra los siguientes verbos: turn on, turn
off, pick up, pull out, push in.
Dese el significado de los mismos y pídase a los educandos
que formulen oraciones con ellos.
Repítase el ejercicio en forma oral y escrita, con otros ver
bos del mismo.

Entáblense conversaciones con los educandos, empleando en
las mismas los verbos compuestos separables aprendidos.
Corríjase a los educandos en el uso de estos verbos, cuando
sea necesario.

Explíquese, por medio del uso, los pronombres reflexivos y
formúlense oraciones como las siguientes:

She looked at <u>herself</u> in the mirror.
They hurt <u>themselves</u>.
We wanted to buy the present <u>ourselves</u>.

Realícese el siguiente ejercicio:
Llene los espacios con el pronombre reflexivo correspondiente:

I cut _____ with my new razor.
We dropped the box and hurt _____.
She cleaned the house _____.

Háganse ejercicios orales y escritos.
Corríjase a los educandos en el uso de estos pronombres, cuando
sea necesario.

Pronúnciese y entónense claramente y háganse que los educan-
dos repitan en coro e individualmente, aquellas palabras y
expresiones comprendidas en esta área que les han sido difí-
ciles.
Corríjase la pronunciación y entonación de los educandos,
cuando sea necesario.
Hágase el ejercicio hasta lograr la pronunciación y entona-
ción deseadas.

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CUESTIONARIO PARA PROFESORES DE INGLES DE NOVENO GRADO DE
EDUCACION BASICA.-

Estimado Profesor:

El propósito del siguiente cuestionario es obtener de su parte
cierta información que será utilizada por los señores José
Amilcar Morataya y Jorge Homero Llanes en un trabajo de inves
tigación previo al grado académico de Licenciatura en el I-
dioma Inglés.

Antes de contestar, lea detenidamente las preguntas. Su res-
puesta será de gran valor para dicho trabajo.

Escriba una equis (X) en el espacio que crea más conveniente.
Sólo hay una respuesta para cada pregunta.

Al final de la **página** aparecen las referencias correspondien-
tes.

CONSIDERA USTED QUE ......

A   B   C   D   E

1) Las actividades de aprendizaje
contribuyen al logro de los ob
jetivos propuestos en el Progra
ma de Inglés de Noveno Grado?

2) Las actividades de aprendizaje
posibilitan el logro de nuevos
conocimientos, habilidades y
destrezas?

A   B   C   D   E

3) La distribución de las clases
   de Inglés en el horario actual
   favorece el aprendizaje de los
   alumnos

4) Las actividades sugeridas desarro
   llan un pensamiento crítico y
   creador?

5) Las actividades de aprendizaje
   permiten una correcta interrela
   ción educando-educador-programa?

6) Los contenidos del Programa de
   Inglés de Noveno Grado promueven
   la atención y el interés de los
   estudiantes?

7) Los contenidos del programa se
   adaptan al medio ambiente del es
   tudiante y del maestro?

8) Los contenidos están distribuídos
   en una forma lógica?

9) Los contenidos están trazados de
   acuerdo al nivel del educando?

10) Los contenidos favorecen el aná-
    lisis, la síntesis, la deducción
    y demás facultades lógicas?

11) El estudiante y el maestro aplican
    los contenidos del programa a la
    vida práctica?

12) Los contenidos fomentan el trabajo
    colectivo?

13) Los contenidos estimulan la investigación?

A B C D E

14) Los objetivos están expresados
en forma precisa y clara?

15) Los objetivos están referidos a
los aspectos cognoscitivo, afecti
vo y psico-motor?

16) Los objetivos propuestos en el
programa son fácilmente alcan
zables?

17) Los objetivos, los contenidos
y las actividades sugeridas
se relacionan de manera directa?

REFERENCIAS

A = COMPLETAMENTE DE ACUERDO

B = CREO QUE SI

C = NO SABRIA DECIRLO

D = ME PARECE QUE NO

E = ROTUNDAMENTE NO

COMENTARIOS: _____

_____

_____

_____

_____

ANNEX C

CUESTIONARIO PARA ESTUDIANTES DE INGLES DE NOVENO GRADO DE
EDUCACION BASICA.-

Estimado estudiante:

El propósito del siguiente cuestionario es obtener información
que será utilizada por los señores José Amilcar Morataya y
Jorge Homero Llanes en un trabajo de investigación para optar
el grado académico de Licenciatura en Idioma Inglés.

Antes de contestar, lee detenidamente las preguntas. Tu res-
puesta será de gran valor para dicho trabajo.

Escribe una equis 'X' en el espacio que creas más conveniente.
Sólo hay una respuesta para cada pregunta.

Al final de la página aparece el código correspondiente.

CONSIDERAS TU QUE .....

                                        A   B   C   D   E

1) Cada clase se propone un objetivo
   de trabajo?
   _____

2) Las clases de Inglés siguen un
   orden lógico?

   _____

3) El desarrollo de los temas por
   parte del maestro de aula sigue
   el programa de Inglés de Noveno
   Grado?

   _____

A   B   C   D   E

4) El libro de trabajo te ayuda
a clarificar los temas del
programa, adquirir mayor in-
formación y a poner en práctica
lo aprendido?

5) La exposición de la clase pro-
mueve la atención y el interés
del estudiante por los temas
que se desarrollan?

6) La exposición de los contenidos
de la clase está adecuada al
nivel de estudio del alumno?

7) La exposición de los contenidos
de la clase de Inglés se desarrollan
con un ritmo normal (ni muy corto,
ni muy largo?)

8) En la exposición de la clase se
da suficiente tiempo al estudian
te para responder a las preguntas
o ejercicios que formula el maestro?

9) En el desarrollo de la clase se
hace uso adecuado y oportuno de foto
grafias, diapositivas, etc.?

10) Hay suficiente claridad en la expo-
sición de los contenidos que se
desarrollan en la clase?

11) Las actividades ex-aula o de refuerzo
sugeridas por el maestro son posibles
de realización?

12) Las clases de Inglés estimulan el
trabajo por equipo en los estudiantes?

13) Las clases promueven el trabajo indi-
vidual del estudiante?

A B C D E

14) En los exámenes de área, el maestro
    de aula incluye un número suficien
    te de temas desarrollados en las
    clases?

15) En la evaluación de cada área se
    trata de medir la memorización y
    aplicación de los conocimientos de-
    sarrollados en las clases?

REFERENCIAS

A = COMPLETAMENTE DE ACUERDO

B = CREO QUE SI

C = NO SABRIA DECIRLO

D = ME PARECE QUE NO

E = ROTUNDAMENTE NO

COMENTARIOS:

ANNEX D

ENTREVISTA A FUNCIONARIOS DEL MINISTERIO DE EDUCACION ENCAR-
GADOS DE LA SECCION DE PROGRAMAS DE INGLES DE NOVENO GRADO
DE EDUCACION BASICA.-

Respetables Señores:

La presente serie de preguntas acerca de los programas actua
les de Inglés de noveno grado de Educación Básica es parte de
una consulta previa a un trabajo de graduación referente a
dicho programa.

Mucho les agradeceremos contestar cada una de las preguntas
a fin de presentar un dato fidedigno en nuestra tésis titu-
lada ANALYSIS OF THE ENGLISH STUDY PROGRAM FOR THE NINTH
GRADE OF BASIC EDUCATION IN EL SALVADOR (Análisis del Programa
de Estudio de Inglés de Noveno Grado de Educación Básica de
El Salvador.)

Atentamente,

José Amilcar Morataya y Jorge Homero Llanes.

CUESTIONARIO

1` Qué modelos fueron tomados en cuenta para la elaboración
   de los programas de Noveno Grado de Educación, específi-
   camente en la asignatura de Inglés?

   R _____

   _____

2' Qué factores relevantes se tomaron en cuenta para la elaboración del programa de Inglés de Noveno Grado?

R _____

_____

3` Quién elaboró el programa de Inglés de Noveno Grado?

R _____

_____

4) Se tomaron en cuenta los diversos criterios de los docentes de Inglés antes de diseñar el programa?

R _____

_____

5` Ha promovido el Ministerio de Educación alguna investigación con el propósito de comparar resultados en la materia de Inglés de periodos anteriores a los programas actuales y períodos posteriores?

R _____

_____

6` Ha emprendido el Ministerio de Educación alguna vez una campaña tendiente a fomentar el aprendizaje del idioma Inglés en Tercer Ciclo ofreciendo, por ejemplo, becas u otros estímulos a los mejores estudiantes de la misma materia?

R _____

_____

7 Ha sido incluída la materia de Inglés en certámenes culturales estudiantiles promovidos por el Ministerio de Educación? _____. Si la respuesta es negativa, por qué ?

R _____

_____

8 Ha solicitado el Ministerio de Educación la asesoría y asistencia de personal de habla inglesa para la implementación de programas de Inglés en Tercer Ciclo? _____. Si la respuesta es negativa, por qué?

R _____

_____

9 Porqué razón el Ministerio de Educación no ha continuado el plan de capacitación docente mediante seminarios-talleres para profesores de Inglés?

R _____

_____

10 Cuál fue el motivo para reducir el horario de Inglés en Tercer Ciclo tomando en cuenta que los contenidos están distribuidos en más áreas de trabajo que las otras asignaturas?

R _____

_____

TABLES

TABLE A

PUBLIC AND PRIVATE SCHOOLS SURVEYED

P U B L I C S C H O O L S	Teachers Surveyed	Students Surveyed
1 Tercer Ciclo de E.B. "Gral Fran-cisco Menéndez	3	65
2 Escuela Unificada "José Simeón Cañas"	3	45
3 Escuela Urbana Mixta San Jacinto No. 1	2	34
4 Tercer Ciclo de E.B. "Gral Fran-cisco Morazán"	4	30
5 Escuela Unificada "Antonia Mendoza No. 2"	1	16
6 Escuela Unificada "Lyndon B. Johnson"	1	13
7 Tercer Ciclo Nocturno Barrio San Jacinto	6	-
S U B T O T A L	20	203
P R I V A T E S C H O O L S		
1 Colegio Bautista	2	44
2 Instituto Cultural "Oxford"	1	16
3 Instituto Latinoamericano	2	15
4 Liceo Camilo Campos	2	14
5 Colegio Harvard Juvenil	1	6
6 Colegio Lafayette	1	4
7 Centro Oxford	1	12
S U B T O T A L	10	111
T O T A L	30	314

TABLE   B

T E A C H E R S'   S U R V E Y

PUBLIC SCHOOLS							PRIVATE SCHOOLS						
Question No.	ANSWERS					Sub Total	Question No.	ANSWERS					Sub-total	Total
	A	B	C	D	E			A	B	C	D	E		
1	2	13	2	3	-	20	1	1	7	-	1	-	9	29
2	8	7	3	2	-	20	2	4	6	-	-	-	10	30
3	-	2	-	10	8	20	3	-	1	-	5	4	10	30
4	3	5	5	4	3	20	4	1	3	1	4	-	9	29
5	5	9	-	6	-	20	5	2	6	-	1	-	9	29
6	2	11	1	5	-	19	6	3	7	-	-	-	10	29
7	1	11	1	4	4	20	7	2	3	2	2	1	10	30
8	4	7	-	4	4	19	8	1	3	1	5	-	10	29
9	4	7	-	4	4	19	9	3	2	1	2	1	9	28
10	-	7	6	4	3	20	10	2	1	2	3	2	10	30
11	2	6	2	4	5	19	11	1	1	-	5	3	10	29
12	2	8	3	4	2	19	12	4	4	-	-	2	10	29
13	2	7	1	5	5	20	13	2	3	-	4	-	9	29
14	6	3	7	2	1	19	14	2	6	-	-	2	10	29
15	-	10	3	5	1	19	15	1	5	2	1	1	10	29
16	3	10	-	5	2	20	16	2	1	-	5	2	10	30
17	4	9	3	1	3	20	17	1	8	-	-	1	10	30

TABLE C

STUDENTS' SURVEY

PUBLIC SCHOOLS							PRIVATE SCHOOLS							
Question No.	A	B	C	D	E	Sub-total	Question No.	A	B	C	D	E	Sub-total	Total
1	60	38	11	2	1	112	1	113	33	6	1	1	154	266
2	24	37	23	15	13	112	2	84	54	12	1	2	153	265
3	42	28	21	10	9	110	3	96	42	11	4	1	154	264
4	48	39	10	7	8	112	4	90	31	22	7	2	152	264
5	38	31	20	16	6	111	5	86	43	18	4	1	152	263
6	47	26	24	10	3	110	6	90	40	8	7	3	148	258
7	38	29	30	9	5	111	7	86	35	23	6	1	151	262
8	56	24	5	10	18	113	8	79	31	10	23	13	156	269
9	3	7	10	16	69	105	9	25	15	23	32	62	148	253
10	38	32	16	17	5	108	10	82	49	8	8	7	154	262
11	38	26	18	16	9	107	11	82	38	15	20	6	161	268
12	12	22	26	24	25	109	12	48	36	22	12	29	147	256
13	47	36	17	2	7	109	13	100	29	17	-	3	149	258
14	54	34	5	10	6	105	14	101	33	7	7	4	152	257
15	47	26	12	10	16	111	15	88	48	12	4	2	154	265