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

"ANALISIS DEL CURRICULUM EN LA ENSEÑANZA DEL IDIOMA INGLES
EN EL TERCER CICLO DE LA EDUCACION BASICA SALVADOREÑA"

TRABAJO DE GRADUACION PARA OPTAR EL TITULO
DE LICENCIATURA EN EL IDIOMA INGLES

PRESENTADO POR:

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CIUDAD UNIVERSITARIA,

SAN SALVADOR,

MAYO DE 1979

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I N T R O D U C T I O N

How can the objectives for the English teaching programs in the third cycle be fulfilled when there is lack of knowledge of the English student, the teacher, poor follow-up on the part of the Ministry of Education (Ministerio de Educación), along with poor English teacher training programs at various institutions?

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 educational process by many teachers and the Ministry of Education. The teachers of humanities who teach English are not technically assisted in their difficult task of teaching a foreign 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.

To complicate things few teachers have the minimum qualifications to be secondary school teachers. In addition the teachers of humanities have to teach five Social Studies and Spanish classes a day to groups with an average of forty-five students.

Teachers that are dedicated exclusively to English teaching are found in Ciudad Normal "Alberto Masferrer", the Department of Foreign Languages of the University of El Salvador and at Academies dedicated to the business of English teaching.

Ciudad Normal and the Department of Foreign Languages are the only two institutions that train teachers in English for the third cycle. Their systems of training are not alike. This fact will be discussed later.

Why is English taught in the Third Cycle of the Basic Education?

The inclusion of English in the curriculum of the Third Cycle was a decision of the Ministry of Education. Although article thirteen of the General Law of Education of El Salvador states that the teaching in the Area of Humanities will include the study of a foreign language, English was chosen primarily because of the tremendous influence exerted on our country by the United States, economically, socially and politically.

In our educational system, students study English language for six years, three in Junior High School and three in the Senior High School. In this period the students may acquire fundamental competence in the linguistical abilities as a basis for further specialization. However, few students master those fundamentals of English when they enter the university. The majority have to take beginning courses in English as prerequisites for their corresponding plan of studies at the different faculties.

This investigation centers around the study of the principal aspects of English teaching in our country in the Third Cycle of the Basic Education, when English teaching begins in the public Schools. The principal aspects of its curriculum were investigated to determine which aspects need more attention or changes in order to improve its efficiency. Therefore the purpose of this study is to evaluate whether or not the English teachers of the Third Cycle in urban schools of San Salvador:

- 1) use a modern approach to teach English
- 2) think that the programs of English of the Ministry of Education are adequate.

3) consider that the present system of English teaching is satisfactory.

The hypothesis which needs testing in this investigation is the assumption that English teaching in the Third Cycle in the public schools reaches levels of satisfactory efficiency under the guidance of the official programs. Consequently it was considered very significant to question the teachers involved in English teaching to obtain basic information from the teachers of the Third Cycle Schools. A sample test group from the teachers of humanities who work in those schools in San Salvador was taken.

Several limitations were encountered in obtaining all the desired information such as:

- 1) The impossibility to present the questionnaire to all the teachers of humanities in the public school of the Third Cycle throughout the country.
- 2) The refusal to answer the questionnaire by some of the teachers.
- 3) Limited scope of the questionnaire, lack of previous scientific analysis, etc.

The information thus obtained by means of the questionnaire and the interview of specialists in the field of English teaching was fundamental for the analysis of the curriculum of English Teaching in the Third Cycle.

This work contains eight chapters. Chapter one is an introduction to the relevant features of English teaching problems in third cycle.

In chapter two there is an attempt to establish a frame of reference based on the thoughts of specialists and a knowledge of the situation of English teaching using the author's personal experience in the field.

Chapter three considers the training of English teacher in El Salvador and the responsible institutions for the production of educational resources as well as the planning of objectives and programs for their fulfillment. In chapter four an overview of the factors which most influence English teaching is discussed. Chapter five has to do with an exam of the present official programs in relation with what English teaching experts have considered to be the most effective ways for teaching English. A description of the methodology to obtain objective data from personnel involved in classroom work, and English teacher trainees by means of a questionnaire is shown in chapter six. Chapter seven discusses results of the data obtained from the questionnaire designed with the purpose of obtaining a basis for sustaining the author's opinion. Conclusions and recommendations for the curriculum of English teaching in third cycle are submitted in chapter eight. A bibliography, appendixes follow chapter 8.

This work was compiled with the cooperation of university teachers, Third Cycle English teachers, educational authorities, and English Staff from Ciudad Normal "Alberto Masferrer". The author especially thanks Lic. Orlando Castro, Head of the Foreign Language Department, Lic. Roberto Merlino, the author's advisor, from the Foreign Language Department, Lic. Gildaberto Bonilla, Lic. Francisco Edgar Cañas, and Lic. Joaquín Eduardo Recinos from the staff of the Education Department of the University of El Salvador and Dr. Félix Cañete Escalona from the Ministry of Education.

C H A P T E R I I

ENGLISH TEACHING IN THE THIRD CYCLE OF THE PUBLIC SCHOOLS IN EL SALVADOR

Introduction

Some linguists agree that the educational process of teaching a foreign language is to give the students the ability to use the language: to read literature, technical works, understand the various means of communication and whenever possible to communicate with native speakers.

Teaching a foreign language also means learning a different language system in order to acquire the competence mentioned above. It is not an easy task to achieve full linguistic performance, for it implies that the foreign language teacher must know the automatic devices of the verbal expressions and techniques of literary composition. He must also know the elements of applied linguistics which enable him to organize his classes and understand the difficulties that the foreign language student will face. He must also know fundamentally his mother tongue to be able to analyze contrastively both his language and the target one.

It is necessary to consider the influence of the linguists, teachers and textbook writers to decide which strategies to apply for effective English teaching. According to Van Passel the value of the teaching depends more on the knowledge of applied linguistics than on the quality of the method. Therefore the teaching of English is not a simple process. It demands good teachers, teachers who own a good background of psychology and sociology related to linguistics.¹

¹ Marcel De Greve y Frans Van Passel. Enseñanza de Idiomas a los adultos. (Madrid. Editorial Fragua. 1973), pág. 69.

The author believes that satisfactory English teaching should be an educational process which includes attention to all the aspects related to it. This process should promote the interaction of all aspects involved making them work positively toward the economical fulfillment of the objectives of the teaching of the language. This interaction should also evaluate the final products in terms of planning, guidance, performance, competence, during the development of the programs.

Giving particular attention to the teacher, the techniques, and the students to coordinate the educational process is necessary in order to have a pedagogical strategy which considers every single situation of English teaching. Thus the binomial teacher-student could obtain the operational and instructional objectives within a working group which is highly motivated by a deep interest in the study of a foreign language.

Characteristics

English teaching in the public schools of El Salvador begins in the third cycle of the basic education. This cycle includes grades seven to nine. The programs for each grade are written by the Technical-Pedagogical Services Department (Departamento de Servicios Técnico-Pedagógicos) of the Ministry of Education.

There are sixty-six class hours for the development of the programs in each grade, two hours per week. The minimum number of students for each class is forty-five.

There are two kinds of teachers for the Third Cycle, the teacher of Sciences and the teacher of Humanities. The teacher of Humanities is in charge of English teaching. These teachers do not have the same level of preparation due to the varying programs at the different teacher training

institutions. Under the classification of teachers of Sciences and teachers of Humanities are found teachers who have graduated from Ciudad Normal "Alberto Masferrer", from Escuela Normal Superior (which was closed in 1969), and a few university graduates.

According to information obtained at the Supervision Department of Basic Education (Departamento de Supervisión de Educación Básica) of the Ministry of Education, there are 1,204 teachers of Humanities in the country. Out of this number, 129 are English graduates from the Escuela Normal Superior. The balance of the group, 1,075, would be teachers who study at "Ciudad Normal Alberto Masferrer" to become junior high school teachers, the others being primary school teachers with several years of work.

The teacher of humanities uses Educational Television for a twenty-minute class period every week. The classroom teacher completes each class hour with thirty minutes in which he tries to reinforce the content of the television class. These television classes began in 1969. A didactic guide with drills is also given to the classroom teacher to develop the English Programs from the Ministry of Education.

There is little supervision of English teaching in the third cycle. The Supervision Department of Basic Education does not have specialized personnel to supervise the work of the English teacher in the classroom. The only interest which the Department has in assisting the English teachers is to offer a seminar about the teaching of English at the end of each year. This seminar is given by a private academy of English and is attended by approximately three hundred English teachers who work at the public schools.

In the past, the opportunity to teach English was given to teachers who

knew how to speak the language even though they did not have any training for the teaching of English. There was not a school that trained English teachers until Escuela Normal Superior was founded in 1953 by the Ministry of Education. This school was designed for the training of secondary school teachers in different specialties. For example: Mathematics, Biology, Literature and English. After three years of successful studies the teachers were authorized to work in the secondary and upper levels.

The English Program at Normal Superior used Salvadoran teachers along with several volunteers from the Peace Corps. Specialization in the English language required 3,000 class hours. In addition, the student had to study other subjects, such as Arithmetic, Algebra, Logics, Psychology, to complete 1,800 class hours. With the closing of Escuela Normal Superior in 1969 the training of English teachers ceased. At present the education programs for the teaching of English are offered at the Department of Foreign Languages of the University of El Salvador.

Methodology

Many teachers of English in the third cycle are not using specific techniques such as: the audiolingual method, the logical-structural, or the audio-visual-structural-global method. It is expected that the teachers will follow the methodological guide lines of the official programs in order to reach the specific objectives for each unit of learning, thus making English teaching uniform throughout the country.

Although the suggestions included in each unit of learning of the programs tend to ~~standardize~~ the system of teaching many teachers use their own system. Some teach translation, some just follow the order of the material

of the workbook edited by the Educational Television English Section. Many teachers who do not like to teach English after the English television class continue with subjects of their own preference.

Some of the techniques recommended by the programs, like choral repetition, belong to the pattern practice method. The use of dialogs is also recommended for the development of the English classes. The following is an example of a methodological suggestion from the programs:

Prepare a dialog in which expressions like Good morning, How are you? you're welcome be used. Read the dialog to the students after explaining in a general way its content.¹

¹Programas de Estudio de Educación Básica. Séptimo Grado. (San Salvador: Ministerio de Educación, 1976, p. 125.

C H A P T E R III

THE ENGLISH TEACHER AND HIS TRAINING IN EL SALVADOR

There are two possible ways to become an English teacher in El Salvador. One isto study at the Department of Foreign Language at the University of El Salvador. This department offers two majors:

- 1) Profesorado en Educación para la Enseñanza del Inglés
- 2) Licenciatura en Idioma Inglés

The Profesorado en Educación para la Enseñanza del Inglés is a three year program. The prerequisite of this career is to be a university student. The other way to become a teacher for the third cycle English is to study at Ciudad Normal "Alberto Masferrer". This school prepares the teachers of Sciences and the teachers of Humanities. These studies have a duration of two years. These teachers are able to work in the third cycle, teaching according to the official programs issued by the Ministry of Education. The prerequisite to enter this program is to be a Primary School teacher.

The Department of Foreign Languages: University of El Salvador

The program for Professor of English at the Secondary level requires three years of studies. Each academic year is divided into two terms of five months. A student must take four subjects in each period to fill all requirements. The objectives for the plan of studies are:

- 1) to give the student a technical and a liberal arts preparation
- 2) to give the student a basis of linguistical knowledge for further specialization
- 3) to enable the student to teach English in the secondary level professionally.

To teach these objectives the plan of studies has one area of study which gives the students the ability to receive all classes in English. This is called "Area Básica." There are several subjects in which the students study linguistics. The subjects that have a relationship with liberal arts preparation are given in Spanish by the Education Department, the Spanish Literature Department and the Psychology Department.¹

One interesting fact is that the Professor of English of the Foreign Language Department of the University of El Salvador may work in the third cycle as a Teacher of Humanities and be required to teach Spanish and Social Studies along with the teaching of English. It is interesting because the Program for the Professor of English does not include the study of subjects for the teaching of Geography, History and Spanish.

Each subject taught at the Department of Foreign Languages has an average duration of four hours per week. For the purpose of this study it is important to consider the importance of the subject named Methods and Material for the Teaching of English as a Foreign Language.² It is also important to mention that the future teacher of English from the Profesorado Program has teaching practice in the Public schools for twenty class hours. It is difficult to determine the amount of practice needed for the teaching of English in actual work in the classroom to become a good teacher. Many consider that twenty hours of practice class teaching is not sufficient to meet all program requirements in the field.

¹ Departamento de Idiomas Extranjeros. Facultad de Ciencias y Humanidades. Universidad de El Salvador. Plan de Estudios del Profesorado en Idioma Inglés, p.4

² ibid, p.4

In the Methods and Materials Course at the University of El Salvador very little is discussed about government programs of English for the public schools. The study of those programs is very important because the future teachers of English for the secondary level will work under the dictates of the mentioned programs.

Ciudad Normal "Alberto Masferrer"

Ciudad Normal "Alberto Masferrer" trains the teacher of Humanities for the third cycle in one of its units called Superior Education School (Escuela Superior de Educación). This school is in charge of producing the pedagogical resources for the third cycle of the basic education and for the common subjects of the "Bachillerato Diversificado" Senior High School Level.

The objectives of the plan of studies for the teacher of the third cycle in the area of Humanities and Sciences are:

- 1) To be able to interpret and develop the goals of the national education and especially those of the third cycle.
- 2) To be able to participate efficiently in the programs for the benefit of the school and the community.
- 3) To develop an attitude for professional improvement.¹

To be able to become a junior high school teacher the student at Ciudad Normal has to study two years of four vacation periods complemented with controlled practice teaching in public schools. This student receives training in General Pedagogy, specialized training in the subjects he will teach and complementary training.

¹ Ministerio de Educación. Ciudad Normal "Alberto Masferrer" República de El Salvador C.A. Proyecto General para la Formación de Profesores de Tercer Ciclo de Educación Básica en las Areas de Humanidades y Ciencias. Sitio del Niño. Marzo 1978. P. 1.

This complementary training may consist of the learning of the English Language and practice teaching to be able to teach in the third cycle.

The training for the teaching of English lasts 290 hours, with five hours every week. During this period the students study English Grammar for the third cycle. The objectives of this program up to last year were:

- 1) to learn the basic elements of the English language
- 2) to be able to teach required vocabulary and structures to third cycle students
- 3) to learn and use the linguistic method
- 4) to learn the use of the more effective audio-visual aids
- 5) to learn the English language in a systematic and practical way.

The training for the teachers that will have to teach the English subject in the third cycle consists of learning the English language and how to teach the grammar of the official programs. The trainees at Ciudad Normal teach their students techniques such as choral repetition, substitution drills, role playing, dialogs, pictures, and flashcards. The students are to use these during their practice teaching in the classroom. The students also learn to plan lessons and class practice.

Specialists at Ciudad Normal agree that the main problem they face is the difficulty in having their students achieve full linguistic performance. They say that one of the causes for poor mastering of the audio-oral part of the language is the lack of time allotted for English teaching. They also said that they are using the Direct Method used in teaching English language. These trainees are graduates from the Escuela Normal Superior.¹

¹ Interview of the staff of English teachers at Ciudad Normal.

Language laboratories are available at both Ciudad Normal and the Department of Foreign Languages. Neither laboratory is functioning, thus creating another limitation in English teaching at the centers.

Comparing the two programs for the training of English teachers

A comparison of the programs used in training English teachers will demonstrate the difference between the Department of Foreign Languages and Ciudad Normal.

English language students at the Department of Foreign Languages attend a total of 1,740 class hours. In the pedagogical area they have 300 class hours along with 140 class hours in subjects such as: Psychology, Theory of Language and Pedagogy. This adds up to a total of 2,180 hours of training.

A Teacher of Humanities at Ciudad Normal has 360 class hours of general pedagogic training along with 800 class hours for training in the teaching of Spanish and Social Studies. 290 class hours are allotted for the training in the teaching of English. Each student completes 350 class hours of practice teaching in the areas of Spanish, Social Studies and English. The total class hours (including training and practice teaching) for the student at Ciudad Normal is 1,800 class hours.² From the above statistics one will see that the English teacher from the Department of Foreign Languages at the University of El Salvador receives 380 class hours more than the English teacher from Ciudad Normal. As far as comparing the quality of each teacher it would be difficult to produce any type of analytical study because of the

² Ministerio de Educación. Ciudad Normal "Alberto Masferrer" República de El Salvador, C.A. Proyecto General para la Formación de Profesores de Tercer Ciclo de Educación Básica en las Areas de Humanidades y Ciencias. Sitio del Niño. Marzo 1978. p. 1.

variable factors involved.

The teacher graduate from the Department of Foreign Languages is trained for the Secondary level, Junior High School (Third Cycle) and Senior Secondary School (Bachillerato).

Ciudad Normal trains teachers only for third cycle. These teachers receive the classification "Docente 2". The Ministry of Education classifies the teachers as follows: "Docente 1", for the Primary School; "Docente 2", for the third cycle and "Docente 3", for the "Bachillerato". These classifications correspond to the different number of years of study and have relative salaries.

The objectives of each program are different. Nevertheless one can see from the above that objective #3 from the Department of Foreign Languages plan could be considered a specific objective for the English program at Ciudad Normal.

The staff at the Department of Foreign Languages includes North American teachers, while the staff at Ciudad Normal uses only Salvadoran teachers. This fact might be a disadvantage for Ciudad Normal's staff, for the inclusion of a native speaker of the foreign language is undoubtedly necessary because he would perform the following roles:

- "1. He will bring insight into the customs, mores, and values of his country.
2. He will assist the writers in identifying and pointing up the contrasts and the similarities between his native language and Spanish.

3. He will check the materials (dialogues, drills, etc.) for authenticity and accuracy, both linguistic and psychological."¹

¹ Mary Finocchiaro. Teaching Children Foreign Languages. (New York: McGraw Hill-Book Company 1964) p. 142.

C H A P T E R IV

PROBLEMS THAT AFFECT ENGLISH TEACHERS

Introduction

As mentioned earlier the problem of meeting the objectives written for the third cycle English programs will be difficult. There are problems that impede the realization of these objectives. The most important educational problems are found in the teacher, techniques and methods, and materials.

The teacher of humanities does not have the same level of training as the teacher of English. The quantity and quality of their training differs greatly as mentioned above in chapter three. The growth in population created a demand for more teachers. Consequently the Ministry of Education had to prepare teachers in short term programs to satisfy the demand. The duration of the studies was reduced from three years of studies at a normal school to two years. This program was once administered for nine months until it was increased to the present two year program. In many cases the teacher of humanities who specializes in Social Studies, Spanish and English lacks enthusiasm for developing better English programs. This can be considered a result of the "Educational Reform which was imposed by the Ministry of Education."¹ This caused a disagreement between the teacher and the program established by the "Educational Reform". This disagreement arose from the feeling that the teachers did not have direct participation in developing the programs administered by the Ministry of Education.

¹ Ministerio de Educación. Documento de Trabajo Volumen Etapa Nacional 003-B (abril-mayo 1978), p.4.

The opinion of some teachers who answered the questionnaire on English teaching in the third cycle is clear about this fact. Most believe there is no coordination between the television classes, the guide and the workbook for teacher and student. The classes, the guide and the workbook are prepared by the English Section at the Educational Television of El Salvador. The teachers also felt that the television teacher teaches his classes too fast, making it impossible for the classroom teacher and students to understand English. Others believed that the time scheduled was not sufficient to obtain satisfactory results. Many would like English teaching seminars and methodological courses to make up for their poor past training. These opinions might suggest need for a change in strategy.

It is very interesting to note, for those interested in improving English teaching in the third cycle, that a professional interest is beginning to develop in El Salvador. Last September 13 and 14 the Ministry of Education, along with the Department of Foreign Languages of the University of El Salvador and the Regents Publishing Company, sponsored the first seminar on the teaching of English as a foreign language. The seminar was attended by two hundred or more English teachers from different schools throughout the country.

Dr. Jerome C. Ford, from the Linguistics Department of Georgetown University, Washington, D.C. and North American teachers from the staff of the Department of Foreign Languages were the lecturers. They presented some methods they felt were relevant for improving the teaching of English as a foreign language. Themes of Methodology, Pronunciation, Motivation, Educational Aids, were discussed. Very little was discussed about the feasibility of the programs that many of these teachers are obliged to ad-

minister in the classroom. Only one commentary by one of the lecturers was made which suggested that the programs for the teaching of English in the public schools are not adequate and are based on an outmoded textbook.

Dr. Jerome C. Ford pointed out that the most important variable in the process of teaching learning English as a foreign language is the teacher. Dr. Mary Finocchiaro also considers that, "the teachers is the most important variable in the process of teaching-learning," and adds "It is what the teacher creates, plans, the material he uses, his identification with the needs and aspirations of the students the most important"¹.

Preparing good teachers and also planning worthwhile programs that guide the teachers through scientific teaching of the foreign language are necessary. With a formalized strategy teachers can be trained to teach students linguistic concepts. Mere repetition or mechanized responses without a real situation as a basis is not productive. Teacher and students are not really saying anything to each other. Teaching a foreign language does not consist of just presenting patterns for the student. A teacher who considers all factors that affect the teaching-learning process is needed for improving the present status of English teaching.

Another important factor that influences the teaching of English is Educational Television. A study made by the National Association of educational Broadcasters (N.E.A.B.), in 1967 about the feasibility for educational development in El Salvador showed that there was a shortage of qualified

¹ Mary Finocchiaro. "Myth and Reality: A plea for a broader view." English Teaching Forum, Vol. XIII Nos. 1 and 2 (1975, pp.36-37).

teachers at the junior secondary level. It also showed that there were no local curriculum development committees and that all official decisions of consequence were made by the Ministry of Education in San Salvador. This situation still exists today. N.E.A.B. arrived at the conclusion, that educational television could be used for training and teaching secondary teachers and students. They found that in 1966 the great majority of teachers in the junior secondary school were merely trained for primary teaching and were incapable of sustaining an adequate or expanded curriculum or acceptable courses of study. They also noted that very few university trained teachers were used in training teachers for the junior secondary school at Escuela Normal Superior.¹ This fact still is a reality at both Ciudad Normal and the Department of Foreign Languages.

Therefore, each aspect of the English training curriculum has to be evaluated to determine if the objectives are achieved in a satisfactory level of efficiency. On one hand a possible solution would be to run proficiency tests on the English classroom teachers. These tests could be designed by educators at the Department of Foreign Languages of the University of El Salvador. These tests would measure linguistical abilities, methodological technique, psychological and sociological knowledge. It would also be necessary to test the linguistical abilities acquired by the students in order to see if specific objectives were met for each unit of study. By means of these tests it might be possible to determine the need for changes in the objectives, or content of the official programs. It may also be possible

¹ National Association of Educational Broadcasters. The Feasibility of Using Television for Educational Development in El Salvador. Washington, D.C. July 1967, p. 19.

to evaluate the amount of time needed to train a teacher to master full linguistic performance.

If the status of the teaching of English in the third cycle of the basic education is to continue within the same structure the revision of the official programs is urgent in order to provide a real guide that would permit the use of common methodology.

Justification

It is important to establish what elements and the degree of influence that these elements have upon the student in the process of teaching-learning the foreign language. The elements of the curriculum that must be considered are: the plan of studies, the program, activities, audio-visual aids, building and school equipment and the relationship between the teacher and the student. All of these elements go into producing an efficient teaching process. It is well-known by concerned teachers that the third cycle curriculum must be subjected to constant review.

The present problem of English teaching in the third cycle is very complex. It has the following characteristics that contribute to its lack of effectiveness in the achievement of the objectives:

- 1) English teaching is obligatory.
- 2) English teaching is greatly influenced by educational television.
- 3) Most teachers do not have the pedagogical and linguistical preparation for correct teaching.
- 4) The present programs were established without investigating English teaching.

The author believes that if the classroom teacher could count on a program that clearly guided him to improve his methodology, part of the problem would be solved. Therefore the author chose to investigate the official programs and attempted to evaluate them by recording the opinion of the classroom teachers.

Limitations

In trying to solve the problems that affect the curriculum of teaching English as a foreign language in the public schools of the third cycle the following limitations have to be considered:

- 1) The heterogenous academic preparation of the teachers of humanities.
- 2) The constant growth of the school population.
- 3) The absence of coordination among the institutions dedicated to the English teaching.
- 4) Lack of resources.
- 5) Seminars are served only for a third of the population of the teachers of humanities.
- 6) Absence of investigation of the status of basic education English teaching in public schools for the establishment of the present programs.
- 7) Absence of associations of professional English teachers.

C H A P T E R V
OVERVIEW OF THE PRESENT OFFICIAL ENGLISH
PROGRAMS IN THIRD CYCLE

The programs

The introduction for the programs of English for the third cycle of the basic education emphasizes an approach of a "practical way". This approach opposes the traditional way. The Salvadoran student learns English grammar concepts and long lists of vocabulary by memorization. Thus the student may be only acquiring a knowledge about the language and not really learning to communicate.

This introduction asserts that the student can learn the grammar intuitively without taking into consideration the age of the students for such a learning because "... parece que solamente los niños de menos de doce años son capaces de asimilar una lengua de manera intuitiva y puramente intuitiva. El adulto no puede aprender el fenómeno "lengua" ni ningún otro fenómeno de orden intelectual si no es de un modo racional y lógico, es decir haciendo uso de su inteligencia..."¹ Therefore the teaching of English in the third cycle has to develop cognition in the students. The mastery of the mechanical abilities does not guarantee the ability to communicate which later makes possible the acquisition of advanced parts of the language. To develop cognition there has to be an intensive practice of language learning which involves a more active use of the student's mental powers. "Viewing language learning as a natural creative process rather than as habit formation suggests that the teacher should provide guided practice in

¹ Frans Van Passel. Enseñanza de Idiomas a los adultos. (Editorial Fragua. Madrid. 1973.), p. 60.

thinking in the language rather than mere repetitive drill. Such mental involvement tends to make language learning more enjoyable for the student which must itself be a positive factor contributing to improved attitudes and better results."¹

The introduction to the programs of English from the Ministry of Education does not mention the name of the teaching method to be applied. The authors of these programs wrote the following considerations:

- 1) The teaching of English must have a "practical character."
- 2) English grammar must be taught without teaching the rules first.
- 3) The process has to follow the same steps in which the native language was learned.

Thus, although the introduction to the programs does not indicate the classroom teaching method there is evidence that the authors had the linguistic method in mind when they wrote the above considerations.

The former programs were based on the "Let's Learn English"² textbook and a revision of the English curriculum was made in 1967 from the textbook "Intensive Course in English", "English Grammar Exercises" and "Review Exercises for English as a Foreign Language".³

The Ministry of Education states that the program of studies "es el instrumento clave del proceso educativo"⁴. The author believes that if the

¹ A Forum Staff Article "Current Trends in Language Teaching". English Teaching Forum. Vol. XII. No. 1. (1974, p. 4.

² Audrey L. Wright and James H. McGillivray. New York: American Book Company, 1971.

³ See page.

⁴ Ministerio de Educación. Dirección de Educación Básica. Administración de la Escuela Básica Salvadoreña. San Salvador: 1977. Pág. 33.

program is to be considered the key instrument for the educational process English programs have to be carefully designed according to the level and needs of our students because as it has been said, the programs must emphasize "...las dos exigencias que convergen en la formulación del programa: la exigencia lógica (sistematización del contenido) y la (exigencia psicológica (adecuación a las necesidades y a las aptitudes de cada alumno)."¹

A program that considers both the requirements of logical order and level of the students must contain attainable objectives and provide responsible guidance for the classroom teacher. Many reforms have been made by the Ministry of Education but this does not necessarily imply progress. The author feels that there are some areas in need of revision.

- 1) the objectives for each unit of learning
- 2) order and quantity of grammar structures taught in each program
- 3) phonetic symbols
- 4) evaluation

Objectives

Basic education in the public schools of El Salvador is divided into three cycles. The first cycle includes grades one to three. The second cycle, grades four to six and the third one grades seven to nine.

The program of studies for the third cycle contains the following subjects: Spanish, Social Studies, English, Mathematics, Study of Nature, Handicrafts, Musical Education, and Physical Education.

The specific objectives for the English subject in third cycle are:

1. Formar actitudes para apreciar el valor que tiene el conocimiento

¹ Renzo Titone. Metodología Didáctica. (Ediciones Rialp, Madrid. 1970) Pág. 425.

de otros idiomas en el intercambio cultural y económico de los pueblos.

2. Iniciar la habilidad y la destreza para escuchar y comprender a los demás.
3. Iniciar la habilidad y la destreza para expresarse en forma oral y escrita.
4. Usar los elementos básicos de aprendizaje del idioma para la expresión correcta.
5. Adquirir la habilidad para leer correctamente.
6. Iniciar la formación de las capacidades para interpretar y describir."¹

The specific objectives for each grade follow a sequence of intensity in the treatment of the material to instruct the students. The basis are the objectives for the seventh grade:

1. Iniciar el conocimiento del idioma.
2. Iniciar la formación de la capacidad para usar adecuadamente expresiones de uso corriente.
3. Iniciar el conocimiento de elementos básicos.
4. Pronunciar y entonar con claridad.
5. Iniciar la formación de hábitos y actitudes."²

In the eighth grade, the objective is to reinforce the English structures learned in the seventh grade. In the ninth grade, an intensive review of all the English learned in the seventh and eighth grade is made.

¹ Programas de Estudio de Educación Básica. San Salvador: Ministerio de Educación, 1976, Pág. 11.

² Programas de Estudio de Educación Básica, Séptimo Grado. San Salvador: Ministerio de Educación 1976, Pág. 121

Each English program for each grade is divided into six teaching units called "areas". For example the English program for grade seven contains the following areas:

1. AREA NUMERO UNO. La Sala de clase.
2. AREA NUMERO DOS. Profesiones y nacionalidades.
3. AREA NUMERO TRES. El tiempo
4. AREA NUMERO CUATRO. Nuestras pertenencias
5. AREA NUMERO CINCO. Actividades Sociales
6. AREA NUMERO SEIS. Conversando. ¹

Each area has a title which might be a center of interest around which to develop the content of each area. The use of centers of interest is not stated on the programs. Each area has particular objectives. These objectives² are the same for all areas in third cycle.

The author feels that the only program that has objectives which are more explicit are those on the Revised English Curriculum of 1967. In addition, this program and the one before it were written in English.

Many authors classify objectives for English teaching. One of them (Juvencio López Vásquez) considers that there are three kinds of objectives and he lists them as follows:

- "1. El conocimiento práctico del idioma..
2. una finalidad formativa que debe contener toda enseñanza bien dirigida.. .

¹ Programas de Estudio de Educación Básica. Séptimo Grado. (San Salvador: Ministerio de Educación, 1976), Pág. 123-145.

² See page 78.

3. un conocimiento lo menos superficial posible de la vida y la civilización de otros pueblos, como medio de lograr simpatía y comprensión internacionales."¹

Comparing these objectives with those of the official programs one can see that the official programs do not include a cultural objective. This is an objective that should not be ignored in the teaching of a foreign language because developing an insight into the culture of the United States opens the way for better understanding of the true way in which English speakers communicate.

The author believes that the objectives for each area of three grades within the third cycle are not well defined. They lack the necessary information explaining which concepts are to be developed by the students. They do not specify the terminal behavior to be produced by the student in mastering the structures of the language. Consequently it is necessary to indicate what is the desired behavioral change of the student. By rewriting and defining the objectives of third cycle the classroom teacher would have a better basis for planning adequate strategies for his methodology. For example, one of the present objectives reads as follows:

"capacitar para: usar adecuadamente vocablos; interpretar y emplear expresiones"²

It might be more effective to present the objective for each unit as follows:

"after listening to a five line dialogue structured around 'going to'

¹ Juvencio López Vásquez. Didáctica de las Lenguas Vivas. (Imprenta Universitaria. México 1958), Pág. 41.

² Programas de Estudio de Educación Básica. Séptimo Grado. (San Salvador: Ministerio de Educación. 1976), Pág. 123.

and given a set of ten illustrations connected with the given dialogue, the student should be able to match each line with the corresponding illustration."¹

After reading this objective one has a clear idea as to what activities to plan. The objectives for the areas in the official programs only specify the "what" to the classroom teacher. Therefore the interpretation of the objectives of each area is left up to the criteria of the classroom teacher. It is felt that if the teacher is guided by a defined objective these programs could be developed efficiently using a standard pattern.

Each objective must be a guide for the selection of teaching materials and the planning of the tests. These objectives could include a description of the desired behavior for the student. Each objective must make four elements clear:

- 1) The subject of behavior, the learner.
- 2) The observable behavior, the product, something tangible.
- 3) The given stated conditions.
- 4) The description of the performance of the learner in terms of numbers.
- 5) The terminal behavior.²

The author believes that with objectives containing the above five elements the work of the classroom teacher would be more effective in producing

¹ Ina Orostegui Lacroix y Liliana Baltra Montaner. "La Enseñanza del Inglés y los actuales programas de estudio." (Revista de Educación. Casa de la Cultura del Ministerio de Educación. Santiago de Chile. 1974), Pág.27.

² Apuntes del autor de la clase Métodos y Materiales del Departamento de Idiomas. Abril 29, 1974.

linguistic abilities proposed by the objectives. It is also important to consider that the learning of a foreign language is a system in which all its parts must receive equal attention. In order to fulfill the objectives time has to be distributed evenly. The official programs do not indicate a specific time to develop each area. Each area is developed in the time proposed by the Educational Television of El Salvador. For the staff of teachers at the "Instituto Mexicano Norteamericano de Relaciones Culturales", a basic course in English is planned for 315 class hours, divided into trimesters of three months each with an average of three classes a week. There are nine textbooks for the whole course, a guide for the teachers and booklets for the individual work of the student. The number of students recommended for each group is twenty-five.¹ For the third cycle in El Salvador the time allotted for the teaching of English is about 200 class hours. According to Van Passel this amount permits the student to obtain what he calls Elementary Knowledge. This author divides this Elementary Knowledge into four particular parts:

- 1) Passive oral knowledge.
- 2) Active oral knowledge.
- 3) Passive written knowledge.
- 4) Active written knowledge.

In the passive oral knowledge the student must be able to follow a dialogue between a native speaker and a foreign speaker. This dialog must be based on daily events, using, 1,000 words or more frequent expressions,

¹ Instituto Mexicano Norteamericano de Relaciones Culturales. American English Course. Book one. (Fomento Educativo, A.C. Río Marne No.19-402. México 6, D.F. 1976), Pág. XI.

twenty syntactical structures, with a speed of a hundred words per minute.

With the active oral knowledge student must express himself to be understood in all circumstances and situations of daily life and manage the linguistical elements necessary to ask for an explanation whenever he does not understand.

In the passive written knowledge the student must be able to read silently for information within passages containing one hundred words.

With the active written knowledge the student must learn to write simple letters, communications, and anecdotes, and stories he has heard before.

This elemental knowledge designed by Van Passel was described by Jerome C. Ford as "full linguistic performance"¹ This occurs when the student can use what he has learned; that is to say, the student can understand, speak, read and write the English language at an elementary level.

The official programs do not refer to a specific level of language to be learned in the third cycle. They do specify the teaching of the four skills of the language: listening, speaking, reading and writing. They do not indicate levels and abilities such as Van Passel suggested in his book.²

Grammar structures

Each "area" of the English programs of the Ministry of Education contains specific items of grammatical structures to be learned by the student. For example "Area Número uno La Sala de Clase" contains the

¹ Seminar on the teaching of English as a Foreign Language. September 13-14, 1978.

² Frans Van Passel. Enseñanza de Idiomas a los Adultos. Editorial Fragua. Madrid. 1973.

following items:

- "1) Expresiones de uso corriente relativas a saludos y cortesía
- 2) th (this, with, think)
- 3) Uso de las dos formas de los verbos: dance, dances
- 4) Formas del verbo be en presente en oraciones con nombres, pronombres personales y pronombres demostrativos
- 5) oraciones imperativas"¹

To develop these items the Educational Television of El Salvador presents dialogues related to these above mentioned themes along with the exercises for practicing them. Students are supposed to repeat the exercises after the television teacher, supervised by the classroom teacher. After the television class is over the classroom teacher is supposed to continue practicing the television class.

The team that prepares the television classes uses the official programs. They also write a workbook to provide assistance for the teacher and students. They try to establish a logical order for continuity of the grammar structures presented in the workbook. There is nothing written about the sounds of English items contained in the programs. Thus what the students learn about pronunciation is developed by the television teacher and supplemented by the classroom teacher.

The workbook is not completely original. Some of the dialogues in the workbook are taken from various textbooks, making them unorganized and unhomogeneous. Comparing this workbook with workbook number one of the Second Edition of the Lado series it is possible to see that Lado's workbook

¹ Ministerio de Educación. Programas de estudio de Educación Básica, Séptimo Grado. (El Salvador, C.A.), Pág. 124.

keeps better order of its materials and the activities. The Lado Workbook contains exercises such as: complete, write, listen, paired activity, read, which are related to the lessons in the books. For each of these parts there are corresponding answers in the teacher's manual for each book of the series.

The treatment given to the material presented in the English programs is greatly influenced by the Educational Television of El Salvador. Many times these programs do not follow a logical order because they do not include all necessary details to help both the new and experienced teacher. The way the programs are structured assumes that all teachers are well prepared and at the same level. Many teachers still do not have a basic scientific linguistic knowledge or mastery of the foreign language even though they might have a positive attitude and pedagogical experience in the teaching of English.

Teaching procedures

These suggestions are presented to help the teacher in the teaching of dialogs, practice of sounds, and sentences. These suggestions vary in each area. They are lacking in many ways because they do not indicate the kind of drills that can be used for oral practice. Some of these suggestions are as follows:

"Usar palabras como the, this, that, those, para practicar este sonido: "th". Primero con palabras y luego en oraciones. Pronúnciese las palabras y que los educandos las repitan. Luego leanse las oraciones a los educandos en las que se encuentren estos sonidos."¹

¹Ministerio de Educación. Programas de Estudio. Séptimo Grado. (El Salvador 1976.), Pág. 125.

"Formúlense frases u oraciones cortas, en forma afirmativa y negativa, ut utilizando los verbos en el tiempo pasado. Léanse las frases u oraciones y estimúlese a los educandos para que las repitan en coro e iividualmente. Escribáanse las mismas en la pizarra y que los educandos las copien en sus cuadernos. Ejemplo:

He was late.

They were not (weren't).

He dances every day.

He danced yesterday.

He did not (didn't) dance yesterday.

He did not (didn't)"¹

On examining the "American English Course"² it is found that they indicate a sistematical use of Choral Repetition, Substitution Drills, and Question-answer Practice for the basic English. The Lado series³ divides each one of its units into eight sections: Conversation, Adaptation, Study, Practice, Speak, Read, Think and Pronounce. The practice section of Lado's series, for instance, consists of sentences which depict everyday situations, and which aids the student in learning grammar rules in a stimulating manner. Situational changes in the dialogues are used for a more creative use of the language in the practice session. "New Horizons in English," October 1957,

¹Ministerio de Educación. Programas de Estudio de Educación Básica. Séptimo Grado. (El Salvador, C.A. 1976), p. 135.

²Instituto Mexicano Norteamericano de Relaciones Culturales. American English Course. (Fomento Educacional, A.C. Río Marna No. 19-402. México 5, D.F. 1973).

³Robert Lado. Lado English Series. (Regents Publishing Company, Inc. New York, 1978).

includes suggestions for listening skills, choral work, teacher-student practice, student-class practice, student-student practice, additional activities, and pronunciation. All of the texts mentioned above include tape recorded material.

English teaching in the third cycle does not have a textbook which could be used in coordination with the guide and workbook produced by the Educational television.

On examining the official programs we find some mistakes on the "Sugerencias Metodológicas." For example, in the sentences for the teaching of grammar structures we can read the following:

" Is it a red book?

No, it is not red, it is a blue book.

Is this book black?

No, this isn't.

Is that book green?

Yes, that book is green.

Yes, that is (that's) green."²

" Did you write? Yes, I wrote.

Did you read? Yes, I read.

Did you begin? Yes, I began."³

¹Lars Mellgren and Michael Walker. New Horizons in English. (Addison-Wesley Publishing Company, Reading Massachussets. 1973).

²Ministerio de Educación. Programas de Estudio de Educación Básica. Séptimo Grado. (San Salvador, 1976) pág. 131.

³ibid, pág. 147.

One finds that the answers above are not natural. A Slager said: "The language should at all times be natural. For example I can think of no situation in which native speakers answer a set of Yes-No questions with complete statements such as the following:

Do you have a match? Yes, I have a match.

Do you have any money ? Yes, I have some money.

Students can practice complete statements in situations where full declarative sentences are normal-for example, in narration or description."¹

Another aspect that causes problem is the interpretation of the phonetic symbols used in some suggestions such as the following:

"Usar palabras como: us, cup, some, does, touch, para practicar este sonido /e/"²

The phonetic alphabet system is not uniform to represent the sounds to be taught in third cycle. Symbols which are different are used to represent the same sound. It is necessary for the classroom teacher to know different phonetic alphabet systems to recognize different symbols used. It is important that programmers use only one system such as the one presented in the Revised English Curriculum of 1967³ to facilitate the classroom teacher's interpretation of the phonetic alphabet.

After reading the suggestions presented above the author feels that the

¹ William R. Slager. "Creating Contexts for Language Practice." English Teaching Forum. Vol. XI. September-October 1973. No. 4. (Washington, D.C. 20547, U.S.A.), p. 3

² Ministerio de Educación. Programas de Estudio de Educación Básica. Séptimo Grado. (El Salvador, C.A. 1976), p. 147.

³ See page 67 .

authors of the programs assumed that all classroom teachers understand the suggestions, examples and phonetic symbols in order to develop the exercises for classroom practice, when they structured the present official programs. The authors probably may have not taken into consideration that the structuring of a program by a specialized committee is important. As Mary Finocchiaro has said, "the preparation of the instructional materials should be written or at least discussed regularly by a committee...the committee should consist of people who each bring special knowledge and insights to group deliberation. The committee should include a native speaker, several classroom teachers, and a person who knows about the nature of language and language learning."¹

Many times evaluation within the third cycle consists solely of written exams. This is why the educational television is analyzing the evaluation process of its television classes. Teachers from its Department of English have been investigating the fulfillment of the objectives, student participation and the mastery of the grammar structures. The Evaluation Section of the educational television classifies English classes as: good, fair and bad. The evaluation of some of the English classes in the public schools varies between fair and bad. They also found that some schools do not have television sets and some work without using the educational television. One of its documents calls for more attention to the objectives. They stated that the objectives were too ambitious. The television classes are evaluated according to the fact that "tanto el maestro de aula como el evaluador indican según su criterio, los aciertos y las fallas que tiene la

¹Mary Finocchiaro. Teaching Children Foreign Languages. (New York. McGraw Hill-Book Company 1964), p. 142.

teleclase en la aplicación de principios didácticos y técnicos. Esto contribuye a determinar porque los estudiantes aprendieron o no aprendieron."¹

¹ Sección de Evaluación. Proceso de Evaluación de Teleclases. (Dirección General de Televisión Educativa. Abril 21, 1977), p. 3.

C H A P T E R VI

FORMAT OF THE INVESTIGATION

Introduction

A questionnaire was designed to give scientific validity to the investigation about English teaching in third cycle.

The objective was to record the opinion of the teachers involved in the difficult task of teaching English as a foreign language in third cycle public schools. The author considered these teachers important sources for obtaining opinions about the problems faced in English teaching.

The questionnaire was divided into six areas:

- 1) Questions 1 to 5:related to Student's Competence and Performance
- 2) Questions 6 to 9:related to Grammar Teaching
- 3) Questions 10 to 12:related to Classroom Methodology
- 4) Questions 14 to 18:related to Audio-Visual Aids
- 5) Questions 19 to 23:related to Student's examination
- 6) Questions 24 to 26:related to Timing Schedule

These areas are parts of the English programs for the third cycle. Each question was written to evaluate the level of efficiency in the fulfillment of the objectives proposed by the official programs for English teaching in third cycle based on the teachers' answers. Permission of the Head of the Supervision Department of Basic Education of the Ministry of Education was granted in order to visit each school chosen with that purpose. Each questionnaire was delivered separately to each teacher and whenever there was an opportunity the author listened to teachers who wanted to express their personal ideas about english teaching.

In order to have a better basis for obtaining conclusions the author interviewed the staff of English trainees for the teacher of humanities at Ciudad Normal "Alberto Masferrer". The author collected data from questions which were answered orally by the trainees.¹ These questions were related to important features in the process of training the teacher of humanities for English teaching in the public schools of third cycle.

The author investigated English programs and found two programs which were used before the present official programs.² The reader might be interested in analyzing the programs and comparing his analysis with the summary of the latest official programs³ written by the author.

Population

There are 1,204 teachers of humanities in El Salvador. Out of this number, 253 teachers work in urban schools in the capital, San Salvador. A sample random group of ninety-seven teachers was taken from the 253 teachers who work in the urban public schools of third cycle. The following formula⁴ was used to determine the number of teachers who answered the questionnaire:

$$= \frac{Z^2 PQN}{(N-1)E^2 + Z^2 PQ}$$

¹See appendix A, p. 55.

²See appendix B and C, p. 56-62

³See appendix E. p. 79.

⁴See appendix G. p. 87.

Variables and constants

The English programs of the third cycle were considered the independent variables of the investigation.

The results obtained were deducted by statistical procedure applied to a percent of the answers of the questionnaire. These results were considered the dependent variables.

Public schools of the third cycle of the Basic Education were taken as constants.

C H A P T E R VII

RESULTS

Four choices were submitted for the teacher's answers to the questionnaire. For the questions related respectively to Student's Competence and Performance, and Grammar Teaching, the choices were:

- a) muy satisfactoriamente
- b) satisfactoriamente
- c) poco satisfactoriamente
- d) nada satisfactoriamente¹

For the questions related to Classroom Methodology, Audio-visual Aids, Student's Examination, and Timing Schedule, the choices were:

- a) totalmente cierto
- b) cierto
- c) poco cierto
- d) nada cierto²

It was very difficult to establish differences among the choices to give a numerical value to each answer of the questionnaire to score each questionnaire and have means and standard deviation. To interpret the frequency of answers of the questionnaires the author considered it convenient to have the highest percent as a determiner of satisfaction or non-satisfaction of the situation tested by means of each question. Thus results were obtained from the answers as a total for each part of the questionnaire planned by the author and for each question.

¹ See appendix F, p. 81.

² See appendix F, p. 83.

The formula¹ employed was:

$$F\% = \frac{F}{N} \times 100$$

Tables were written to present the results obtained by using this formula.² There are two kinds of tables. One group shows the results obtained from the answers belonging to each division of the questionnaire. The other one presents results from each question presented to the teachers about the parts of the English program examined on the questionnaire submitted. Based on these results the author could evaluate each percent in terms of satisfaction and certainty involved in the choices chosen by the teachers who answered each questionnaire.

Reference to Table 1 shows that the highest percent of the choices related to the acquisition of the linguistic abilities by the student which the official programs demand indicate that this objective was met with fair results.

Table 2 which refers to Grammar Teaching shows that the teaching of grammar structures is also met, with fair results.

On Table 3, choice "partly" has the highest percent. This shows that the development of classroom methodology is considered satisfactory.

Reference to Table 4 shows a slight difference between choices "partly" and "not at all". 34.8% felt that the use of audiovisual aids is satisfactory and 34.4% indicated that they are not.

¹ See appendix G, p. 87.

² See pages 9195.

On Table 5 there is no a highest percent. 31.9% corresponds to choice "very little" and 31.9% to choice "not at all". The author concluded that the student's examinations are not satisfactory.

Table 6 shows the highest percent for choice "not at all" which indicates that the time allotted for English teaching is not sufficient.

Table 7 shows percent of answers for each question which has the following findings:¹

1. The reinforcement of classes is not satisfactory.
2. The student's use of common expressions is not satisfactory.
3. The student's pronunciation and intonation is not satisfactory.
4. The student's writing is not satisfactory.
5. The student's reading comprehension is not satisfactory.
6. The development of each area of the program is not satisfactory.
7. The order of grammar structures in the program is satisfactory.
8. The mastery of sentence structure, vocabulary, meaning is not satisfactory.
9. The mastery of English pronunciation is not satisfactory.
10. Repetition Drill practice is satisfactory.
11. Listening and speaking exercise is satisfactory.
12. Choral repetition and substitution drill practice is satisfactory.
13. Pictures, discs and tape recorders are not used in teaching.
14. There is no technical assistance for teachers.
15. The help of English television classes is satisfactory.

¹

See pages 94-95.

16. Teaching suggestions in the programs are helpful.
17. The Ministry of Education does not provide teachers with audio-visual aids.
18. The content of the workbook is helpful.
19. Use of oral tests is limited.
20. Use of written tests is more general than the use of oral tests.
21. Tests measure listening, speaking, reading and writing.
22. There is no supervision of English classes.
23. Students are evaluated in groups and as individuals.
24. The programs for each grade are not fully developed.
25. The objectives of the official programs can not be achieved in two class hours a week.
26. Time for planning English classes is not enough due to excess of work in other subjects for the teachers.

According to this information most of the teachers consider satisfactory the following parts of the English program:

1. The order of grammar structures as presented in the programs.
2. The use of choral repetition and substitution drills.
3. The help of English television classes.
4. The teaching suggestions of the programs.
5. The English workbook edited by the Educational Television of El Salvador.
6. The use of written tests.

The teachers' impressions obtained by the questionnaire reinforce the author's opinion that English teaching lacks efficiency. It also reinforces his belief that the objectives officially programmed are not being attained. It also maintains that two factors seem to interfere the most with school success

in third cycle English teaching:

1. Absence of good teachers.
2. Inclusion of the English subject into the curriculum without having first experimented its methodology with small groups and made an analysis made of its process.

Consequently, to maximize school success a revision of the whole process is needed. There is no basis to assume that English is being taught productively in all third cycle schools because there has been no investigation and follow up of the process by the personnel in charge of supervision. But, based on the attempt to obtain objective data from a randomly chosen group involved in English teaching, there is evidence that changes or creation of new strategies are urgent. Programs should be revised. English teacher training should be evaluated. Technical assistance should be given to classroom teachers. A practical knowledge of English will not be possible if English teaching continues to be neglected by the educational authorities and English teachers involved.

C H A P T E R VIII

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

This study provided evidence that English teaching in third cycle in El Salvador lacks efficiency. Based on data from material pertinent to the Educational process by outstanding authors, and on evaluation of the English teachers' opinion about English teaching problems the following conclusions might be made.

- a) The official programs do not indicate any method to use to teach the fundamental four skills related to English teaching: listening, speaking, reading and writing.
- b) There has been little experimentation or analysis of the official programs.
- c) Poor standardization in qualifying and categorizing English teachers by the Ministry of Education.
- d) Many concepts of the programs for the third cycle are too advanced for the students.
- e) There is a lack of a definite desire to produce a philosophy of teaching which embodies for true educational reality.
- f) Many times, given the lack of guided methodology for the teaching of English, teachers interpret programs according to their own educational reality.

Recommendations

- a) Seminars on methodology of English teaching should be offered at least twice a year. These seminars should include all sectors involved in English teaching.

- b) Formal research on English teaching Methodology for the third cycle should begin using the resources of the Ministry of Education, Ciudad Normal "Alberto Masferrer", and the Department of Foreign Languages.
- c) Through the medium of Educational Television teachers could receive English Phonology classes to assist them in the mastery of pronunciation.
- d) More professional training in the areas of linguistics, psychology and sociology is needed at our English teacher training institutions.
- e) That the Department of Foreign Languages, the Department of Education, and the Department of Letters of the University of El Salvador; the Technical-Pedagogical Services Department and Ciudad Normal of the Ministry of Education could be used for the revision of official programs.
- f) That the Ministry of Education form a Department of Foreign Languages to supervise and give technical assistance to English teachers in the third cycle.
- g) That the Technical-Pedagogical Services Department might study the feasibility of buying or writing a textbook for English in the third cycle.

This small study reflects that a tenth of the teachers of humanities who teach English in urban third cycle public schools think that the learning of linguistical abilities by their students is not satisfactory. This is reasonable because to learn linguistic abilities one needs effective programs along with a professional teacher. This teacher must have a clear idea of

teaching a foreign language in order to design his strategies and apply the most effective techniques to master the language he is supposed to teach and achieve the objectives of the programs provided.

The author believes research could provide a better foundation for English programs in El Salvador. Otherwise third cycle English teaching in the public schools will continue to be improvised and produce frustration for both the teacher and the student. It is important to keep in mind the fact that in the very near future parents will demand better teachers for their children and they will be more interested in the quality of English teaching in the schools. To set qualifications for English teachers all sectors dedicated to the study of foreign languages and the training of teachers should demand a standardized system of qualifications for secondary school teachers of modern languages. These qualifications might be tailored after the system developed by the Modern Language Association.¹

It is urgent to standardize English teaching in third cycle. This is possible if an investigation in the field of didactic application is done considering four important variables. Those variables are: the student, the subject, the teacher and the teaching material. Each of these factors represent a key part of the English teaching process and need study to find solutions to situations determined by those elements.

The inclusion of English in the curriculum must not be only one more subject to complete an arbitrary plan of studies. On the contrary, its teaching must be given the same importance as the other subjects.. therefore, all efforts must be directed to establish a scientific approach. "Although

¹See Appendix H, p 88.

the foreign language teacher may think that he 'knows' the grammar of the target language, some exploration of language through the objective rigor of the science of language is of immeasurable benefit. The teacher becomes aware of the inner process of language, and his ability to help the student move gracefully from native to foreign language is thereby greatly enhanced."¹ Thus English teaching would be an effective educational factor capable of producing positive changes in the mental process, and the learning of psychomotor skills by using the language for communication.

The author submits the following questions for investigating the educational process of English teaching in the third cycle:

How can we train a teacher to meet the minimal qualifications as those required by the Modern Language Association in the U.S.?

How can a program become a useful guide for effective teaching?

What are the factors that most influence the results of learning the foreign language?

And finally should English be obligatory in the third cycle?

¹ Henry F. Beechhold and John L. Behling, Jr. The Science of Language and The Art of Teaching. (Charles Scribner's Sons. New York 1972.), p.222.

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A P P E N D I X E S

A P P E N D I X A

QUESTIONS FROM THE INTERVIEW OF THE TEACHERS OF HUMANITIES

TRAINEES AT CIUDAD NORMAL "ALBERTO MASFERRER"

1. What is the basis for the development of the training in English for the teachers of humanities?
2. What do you do to have your students develop the programs for the teaching of English in the third cycle?
3. What teaching techniques for the development of the programs do the students acquire?
4. What resources do the students use for English teaching?
5. What authors do you consult to achieve your goals?
6. What do you do to have your students prepare their classes?
7. Do you know of any investigation done in the area of English teaching in the third cycle in El Salvador?
8. What is your personal opinion about :
 - a) English teaching in the third cycle public schools
 - b) the present training of the teachers of humanities in order to learn English
 - c) the objectives of the programs
 - d) the methodology employed for the training of the teachers of humanities in English

A P P E N D I X B

THE ENGLISH PROGRAMS BEFORE 1967

ENGLISH PROGRAM FOR THE FIRST COURSE OF

SECONDARY EDUCATION

FIRST TRIMESTER

A I M : To develop an interest in the study of English.

FOCAL POINT: The objects around us.

1. Greetings, common greetings for everyday use; introductions.
2. Names of things, lists of objects in the classroom (pictures, drawings, etc.)
3. Nouns, regular and irregular plurals.
4. Personal Pronouns.
5. Verb "To Be" Simple present tense.
6. Cardinal Numbers (1-19).
7. Use of "How Many".
8. There is - There are; affirmative, interrogative and negative.
9. Definite and indefinite articles.
10. Vocabulary: Other objects in the school and in the home.
11. Prepositions: on, in and at.
12. "To Be": interrogative and negative forms.

SECOND TRIMESTER

A I M : To learn correct construction of the English language.

FOCAL POINT: Simple construction by the student.

13. "To have" - present, past tenses - interrogative and negative forms.
14. Adjectives - possessives and qualifying (including colors)
15. Use of "Saxon Genitive".

16. Verbs: to write, to read, to go, to come, to eat. (Present - Past-Future).
17. Numbers: cardinal numbers from 20 to 100.
18. Periods of time: days of the week, months of the year, dates (Written)
19. Ordinal numbers form 1 - 10.
20. Interrogative words: which, where, when.
21. Vocabulary: parts of a room, names of some animals, fruits, etc.

THIRD TRIMESTER

A I M: Use of good construction.

FOCAL POINT: Simple conversations.

22. Defective verbs: can, must, may. Present tense.
23. Vocabulary: to live, to buy, to see , to study, etc.
24. Prepositions: to, for, with, without, for.
25. Compound verbs: to be hungry, to be sleepy, to be cold (three tenses).
26. Simple conversations: The family, the parts of a tree, the meals.

BIBLIOGRAPHY:

"Let's Learn English", by Wright and McGillivray (Complete Edition).

ENGLISH PROGRAM FOR THE SECOND COURSE
OF SECONDARY EDUCATION

OBJECTIVES:

1. To acquire a medium understanding of the English Language.
2. To acquire a medium ability for expression in English, written and oral.

CONTENT:

FIRST TRIMESTER

AIM: Preparation for conversations on our daily living.

FOCAL POINT: Some topics with reference to our daily life.

1. Vocabulary: objects in the dining room, bedroom, and living room.
2. Degrees of the adjective: equality, superiority, inferiority.
3. Interrogative words: who, whose, whom.
4. Possessive pronouns: mine, ours, his, etc.
5. Simple conversations: the days of the week, the months of the year.
6. Topics: The seasons, atmospheric changes, the clock.

SECOND TRIMESTER

AIM: To stimulate the intermediate student's interest in individual expression.

FOCAL POINT: Topics of interest of everyday living.

7. "To tell" - "To say", uses of.
8. Vocabulary: names of stores: book-store, drug-store, etc. Other public places.
9. Contractions: isn't, aren't, I'm, we're, etc.

10. Numbers: cardinal numbers from 100 to 1000
11. Conditional, use of.
12. Verbs: to be sick, to be healthy, to say, to give.
13. Progressive form: different uses.

THIRD TRIMESTER

AIM: To contribute to the development of the student's personality.

FOCAL POINT: Social contacts.

14. Expressions of time: next month, last night, today.
15. Numbers: continue the study of ordinal numbers.
16. Imperative: Second person singular, first and second person plural
17. Physical activities: Organs of sense and their functions.
 - a) What we do with our arms and hands;
 - b) What we do with our legs and our feet;
 - c) What we do with our mouth, etc.
18. Maintaining health: good hygiene habits, sports.
19. Social activities: birthdays, national holidays, etc.

INSTRUCTIONS TO THE TEACHER:

1. Give special attention to oral and written practice.
2. The teacher may change the order of the presentation of the subject matter in accordance with the method he is using.
3. Thorough review of each point in the programs, by the use of quizzes.

TEXT: "Let's Learn English", by Wright, McGillivray (complete edition).

ENGLISH PROGRAM FOR THE THIRD COURSE OF
SECONDARY EDUCATION

- OBJECTIVE: 1. To acquire the maximum capacity for comprehending English.
2. To acquire the maximum ability to express one self orally and in writing.

CONTENT:

FIRST TRIMESTER

AIM: To aid the student in the development of his social life.

FOCAL POINT: The importance of the different mediums of communication

1. Mediums of communications: letters (types, parts, etc.) telegrams, telephone.
2. Topics: post office, telegraph, office.
3. Verbs: to send, to bring, to mail.
4. Pronouns: object-reflexive, possessive.
5. Common expressions: May I help you? I beg your pardon, etc.
6. Passive Voice.

SECOND TRIMESTER

AIM: To increase the students vocabulary.

FOCAL POINT: The community.

7. Kinds of transportation: by air, by sea, by land.
8. Topics: the city, the hotel, the barber shop, the pharmacy, etc.
9. New Verbs: to travel, to visit, to leave.
10. Defective verbs: past and future tenses.

THIRD TRIMESTER

AIM: To prepare the students for developing his personal life.

FOCAL POINT: Community activities.

11. Topics: subjects, offices, professions.
12. Compound verbs: to call on, to get off, to go away.
13. Economy: Natural products, industries.
14. Popular sayings: axioms maxims.

INSTRUCTIONS TO THE TEACHER:

1. Give special attention to oral and written practice.
2. The teacher may change the order of the presentation of the subject matter in accordance with the method he is using.
3. Thorough review of each point in the program, by the use of quizzes.

TEXT : "Let's Learn English" by Wright, McGillivray (Complete Edition)
"Practice your English".

A P P E N D I X C

THE REVISED ENGLISH CURRICULUM OF 1967

GENERAL OBJECTIVES

In the first three years of the study of English, the teacher is primarily interested in having his/her students become able to:

hear the sounds of English

produce the sounds of English in meaningful utterances

say, read, and write a limited number of words in English(2000-2500 words)

handle the basic sentence patterns of the English language in both oral and written form

recognize the form and use of many other words not included in formal drill

ask questions in English

use a dictionary

The student will reach the desired objective through constant supervised drill. Emphasis will be place on oral work rather than written so that English may become automatic with the student. The third year involves a going-over of basic materials presented in the first two years, but is devoted more to the fine points of grammar and the polishing of writing techniques. Discussions of grammar, style and usage will serve to fix in the student's mind all the material he has previously learned.

In the fourth year, the emphasis shifts slightly and a great deal of reading is done. Discussion, dialogue, argument, possibly even debate follow each reading assignment since the objective still is to have students

manipulate the language orally. Students are to acquire both passive and active vocabulary but they are to be evenly balanced.

In the fifth year, a closer look is taken at literature and the countries from which it comes, the people who have produced it. Outside reading to be encouraged. Comparative studies to be encouraged, translations to be looked at and evaluated. Writing activities can now assume proportions of formal essays.

Writing should be part of the English curriculum from the first year on. In the beginning, it must be carefully controlled (sentences only), later, students learn to write clauses and paragraphs. Composition and free-style writing comes in the latter years of study.

YEAR-BY-YEAR PLAN

FIRST YEAR

Grammar points to be covered

1. The verb BE, present and past
am, are, is, was, were, _____ affirmative, negative, interrogative
2. Subject pronouns I, you, he, she, we, they
3. Question words with the verb BE _____ who, what, where, how, how old
4. Imperative _____ please, will you please, would you please
Negative imperative _____ please don't ...
5. This/that - - - these/those - - - there is/there are
6. Noun plurals, regular and irregular
7. Mass nouns and count nouns - - -

I like candy		I like children
cake	BUT	cats
ice cream		movies
8. Position of adjectives
9. Conjunction AND
10. Attached question
11. Present progressive - - - subj. & BE & verb & -ing

We are studying now.
12. Present tense of all verbs except BE - - - -s, third person singular
13. Past progressive - - - subj. & was/were & verb & -ing

We were studying while you were talking.
14. Contrast between simple present and present progressive.
15. Preposition IN, ON, AT.
16. Possessives my, your, his, her, etc. - - - also 's.
17. going to future - - - We're going to see them tomorrow.

18. Past tense all verbs
19. Past tense and past progressive contrasted
20. 'll plus VERB to indicate future time or intention

General Areas of Study

1. Greetings and leavetakings
2. Things in the classroom
3. Things and people in the school
4. Telling time
5. Days of the week
6. Members of the family

Here the Salvadoran teacher should discuss the similarities and differences between their own kinds of families and those encountered in the book.

7. Months of the year
8. Things we eat and drink

Here the teacher should drill using the names of local dishes and drinks known to the students in addition to talking about things mentioned in the book.

9. Cardinal and ordinal number
10. Every day activities around the house
11. Meal times and meal names

Again, there will be room for discussion of different habits in different parts of the world.

12. Seasons and some holidays

Pronunciation

1. Plural of nouns and third person singular of verbs

cats /s/

likes /s/

dogs /z/

needs /z/

classes /Iz/

teaches /Iz/

2. Contrasting vowel sounds as in heat and hit /iy/ and /I/

3. Contrasting vowel sounds as in bat and bet /æ/ and / ε /

4. Intonation in yes - no questions

Is that your teacher? (Rising intonation)

5. Intonation in simple statements

That's my teacher (Falling intonation)

6. Contrasting consonant sounds as in fan and van - /f/ and /v/

7. Contrasting consonant sounds as in berry and very - /b/ and /v/

8. Contrasting consonant sounds as in chin and shin - /tʃ/ and /ʃ/

9. Contrasting final sounds /m/, /n/, and /ŋ/.

10. Contrasting consonant sounds /y/ and /ʃ/

Pronunciation Guide

The symbols for the consonant and vowel sounds of English that appear here, appear for one reason only. To help the teacher teach correct pronunciation. There is no suggestion that teachers pass on to students a new and complex system of transcribing the sounds of English. However, a thorough understanding of the sound system of English is essential for the teacher. The symbols used below represent ONE system of transcription. There are many. The transcription itself is not important. The ability to distinguish sounds is. Sometimes a transcription helps.

Vowels

iy	heat				boot	uɔ
I	hit				book	ʊ
ey	hate	ə			boat	oʊ
		but				
	ε	bet			bought	ɔ
	æ	hat			father	a

Consonants

p	pull	t	time	k	cow	ʃ	church
b	boy	d	dog	g	go	ʒ	judge
f	four	θ	think	s	see	ʒ	she
v	very	ð	this	z	zebra	ʒ	measure
m	my	n	now	ŋ	sing		
l	like	r	run				
h	how	w	win	y	you		

Diphthongs

boy	down	dry
oy	au	ay

SECOND YEARGrammar points to be covered

1. Past tense regular and irregular verbs. (continued) Affirmative, neg, interrogative.
2. The use of some and any
3. Attached questions (cont.)
4. Shall and verb to indicate invitation
request
suggestion
5. Would and verb to indicate request
invitation
6. Can and verb to indicate ability
permission
7. Could and verb to indicate ability
permission in the past
8. May and verb to indicate permission
possibility
9. Might and verb to indicate permission
possibility
10. Have to/ must and verb to indicate necessity
11. Ought to/should and verb to indicate "it's a good idea" (it's not a good idea)
12. Used to and verb to indicate habit in the past
13. So/too - - - either/neither
14. Already and yet
15. Adjectives ending in -er and -est in comparative and superlative forms
16. Adjectives using more and most in comparative and superlative forms
17. IF If I have time, I'll call him. (tomorrow)
 If I had time, I'd call him. (right now)
 If I had had time, I would have called him. (yesterday)
18. Have, let, make someone do something

General Areas of Study

1. Talking on the telephone
2. Asking directions
3. In a restaurant
4. Weather
5. Taking trips
6. Shopping
7. A visit to the doctor
8. Letter writing
9. Sports
10. Foods (continued ...cooking, shopping for, etc.)

Pronunciation

1. The -ed of past tense regular verbs

laugh <u>ed</u>	/t/
seem <u>ed</u>	/d/
need <u>ed</u>	/Id/
2. Intonation in attached questions
3. Contrasting vowel sounds /U/ and /uw/
4. Stress in words of more than one syllable
5. Contrasting vowel sounds /a/ and /ə/
6. has to and have to /hæstə/ and /hæftə/
7. Contrasting consonant sounds /p/ and /b/ , /k/ and /g/
8. Sentence stress
9. Stress in noun-noun combinations; chémistry teacher
tápe recorder
10. Practice with diphthongs /ay/, /oy/, /au/

THIRD YEAR

Grammar points to be studied in some detail - Review and polishing

1. Further preposition study
2. Two word verbs
3. Dependent clauses in future time
4. Verb wish and the verb forms following
5. Passive voice
6. Adverbial clauses (time, reason, opposition, result)
7. Noun clauses
8. Adjective clauses
9. Derived forms of nouns and adjectives
10. Direct and indirect speech

Note to teacher: It is only now in the third year that we begin to talk about the English language. Until now, we have been using the language and forcing students to use it until it becomes automatic. Now we can relax and talk about English.

BASIC TEXTS

First Year - Intensive Course in English - Part one, English Language
Services, Inc. Elementary

Second Year - Intensive Course in English - Part two, English Language
Services, Inc. Elementary

Third Year - Review Exercises for English as a Foreign Language - Allen
and Allen
English Grammar Exercises, Book Three - English Language
Services, Inc.

SOME GENERAL PRINCIPLES OF LANGUAGE TEACHING

1. We teach language primarily so that we can talk to other people and understand them, their customs. Oral language is the first basis of communication.
2. Almost everyone talks more than he reads or writes. Therefore, the first need is for speaking and comprehension skills.
3. Writing is based on speech, not vice versa. Reading and writing skills should come after speaking and comprehension skills.
4. Students of all ages learn best by imitating a spoken model. The use of written symbols should be postponed until the students begin to read.
5. Good guidance and correction should be given to the student learning pronunciation and sentence patterns. Such help must take place from the beginning so that students do not form bad habits.
6. Imitation and repetition must be used continuously but always in a realistic and interesting context.
7. Pupils must be motivated to learn through clear, lively presentations by the teacher. Dialogues designed around real-life situations will be meaningful to students and keep their interest high.
8. A great deal of drill must be done until language habits become automatic with the students. But mere repetition usually becomes an unproductive exercise. Once students have control of a pattern, be sure to practice it in a context that has meaning in the every-day life of the students.
9. Control of vocabulary and structure are important, especially since time in the classroom is relatively short.

All of the general principles listed above are important and no one should be emphasized to the point of excluding any other. Effective teaching is the correct combination of all the necessary elements of good materials and good teaching techniques, all in the proper balance.

SOME HINTS FOR TEACHERS

1. Always speak to the class at a normal speed and in a conversational tone. If you go too slow, you may distort the natural flow of the language.
2. Do not exaggerate intonation patterns.
3. Do not talk too much. The students need practice in producing. They need hear only the necessary guidance models.
4. Do not explain grammar. The students will learn grammar inductively and the fine points will be studied in detail later on.
5. If you use dialogues, make sure the students participate in realistic and dramatic presentations. Be interested yourself in the performances the students give.
6. In order to interpret the dialogues and drills, use gestures, movements, facial expressions, pictures, objects in the classroom.
7. Explain the mechanics of new drills carefully so that students understand very clearly what is expected of them.
8. Do not demand that students guess the meanings of new words.
9. Teach, do not test.
10. Do not be rigid, but at the same time, try to stay reasonably within the vocabulary range and structures that have been presented to the students.
11. Remember that it is hard to hold the attention of a class for long periods at a time. Vary the activity, use different stimuli to get the students to produce what you are looking for.
12. Remember that if a student is unwilling and uninterested, he will learn

very little and very slowly. Your attitude toward teaching is extremely important. Be enthusiastic. Enjoy yourself.

13. Be completely prepared each day for your English class. This may mean an hour or so of preparation before each class but it is worth it. As soon as you look into your book for guidance, you give the students the chance to look out the window, you give yourself the chance of losing them. Know your material thoroughly before you go into class.
14. If a student is having trouble with pronunciation, isolate for him the syllable where the problem is occurring, and then give to him the entire sentence in which the trouble occurred in the first place.
15. Do not stay with one person on one pronunciation problem more than two or three tries. You may lose the rest of the class if you do. You can always go back.
16. Remember the individual differences in the students. You may be able to correct one by interrupting him mid-sentence. On the other hand, a shy child may quit altogether if you interrupt him.
17. Let all students participate. Do not allow the quicker ones to monopolize the class. Every student should hear his own voice at every class meeting.
18. Do not spend too much time on greetings and leavetakings and the like. They should be used naturally, when the occasion arises, and in context.
19. Do not be rigidly bound by what the text book says. If a student gives an answer that is acceptable but is not the one in the book, let it pass. You run the risk of discouraging the student if you always insist on exactly what is on the printed page.

20. Give instructions in English whenever possible. Use Spanish to explain an idea the students can not grasp from gestures, facial expressions, etc.
21. Review often and do it not as a test but rather as a second look in order to fix certain things in the minds of the students.
22. Remember that your blackboard and chalk will be your most useful visual aid in the beginning stages. Later you may want to use pictures, posters, realia, etc.
23. Remember that learning a new language is hard. It is something like learning how to play a musical instrument. It requires practice and more practice. Be patient.
24. Use frequent short oral evaluative procedures as a means of finding out if the students have mastered what you think you have been teaching them.
25. Always reward a correct response with a smile, a nod, a word.
26. Handle an incorrect response in a positive manner.
27. Call on students at random so that everyone must stay alert.
28. Maintain a balance of group and individual response.
29. Insist that questions be asked in English if possible. Include the entire class when answering questions.
30. Remember the importance of pacing. A well-paced tempo will not allow the attention of the students to flag. Further, students respond favorably to rhythm. Like most of us.
31. Do not ever be afraid to say that you do not know the answer to a question. If you do not know, say so, and then find out.

A P P E N D I X D
OBJECTIVES OF THE PRESENT OFFICIAL ENGLISH
PROGRAMS FROM 1963

GENERAL OBJECTIVES

1. Comprender este idioma como medio de comunicación y servirse de él para el perfeccionamiento de la cultura personal.
2. Habilitar para relacionarse con los demás mediante el uso del idioma.
3. Proporcionar conocimientos y patrones básicos del idioma, a través de la práctica.
4. Desarrollar la habilidad y la destreza para entenderlo, hablarlo, leerlo y escribirlo.

OBJETIVOS DEL TERCER CICLO

1. Formar actitudes para apreciar el valor que tiene el conocimiento de otros idiomas en el intercambio cultural y económico de los pueblos.
2. Iniciar la habilidad y la destreza para escuchar y comprender a los demás.
3. Iniciar la habilidad y la destreza para expresarse en forma oral y escrita.
4. Usar los elementos básicos de aprendizaje del idioma para la expresión correcta.
5. Adquirir la habilidad para leer correctamente.
6. Iniciar la formación de las capacidades para interpretar y describir.

OBJETIVOS DEL SEPTIMO GRADO

1. Iniciar el conocimiento del idioma.
2. Iniciar la formación de la capacidad para usar adecuadamente expresiones de uso corriente.
3. Iniciar el conocimiento de elementos básicos.
4. Pronunciar y entonar con claridad.
5. Iniciar la formación de hábitos y actitudes.

OBJETIVOS DEL OCTAVO GRADO

1. Intensificar el conocimiento del idioma.
2. Continuar con la formación de la capacidad para usar adecuadamente expresiones de uso corriente.
3. Intensificar el conocimiento de elementos básicos.
4. Pronunciar y entonar con claridad.
5. Continuar con la formación de hábitos y actitudes.
6. Consolidar los conocimientos adquiridos en el séptimo grado.

OBJETIVOS DEL NOVENO GRADO

1. Afirmar el conocimiento del idioma.
2. Consolidar la capacidad para usar adecuadamente expresiones de uso corriente.
3. Afianzar el conocimiento de elementos básicos.
4. Pronunciar y entonar con claridad.
5. Fortalecer la capacidad para interpretar los leído.
6. Continuar con la formación de hábitos y actitudes.
7. Consolidar los conocimientos adquiridos en séptimo y octavo grado.

OBJETIVOS PARA LAS AREAS

- 1) Capacitar para:
 - a) Usar adecuadamente vocablos
 - b) Interpretar y emplear expresiones
- 2) Desarrollar habilidades para:
 - a) Usar correctamente el vocabulario
 - b) Pronunciar y entonar con claridad sonidos, palabras, frases y oraciones
 - c) Deletrear, escribir y leer con claridad palabras, frases y oraciones usando la puntuación necesaria
- 3) Formar hábitos de:
 - a) orden
 - b) aseo
 - c) trabajo
 - d) estudio
- 4) Formar actitudes de:
 - a) aprecio a su trabajo y al de los demás
 - b) responsabilidad
 - c) respeto
 - d) cortesía

A P P E N D I X E

CONTENT OF THE PRESENT OFFICIAL ENGLISH PROGRAMS

SEVENTH GRADE

- a) verb be, other verbs in present
- b) imperative sentences
- c) adjectives
- d) personal pronouns, demonstratives
- e) past tense of verbs
- f) possessive adjectives
- g) present and past progressive
- h) tag endings (be and other verbs)
- i) there is, there are
- j) going to
- k) irregular verbs in the past

EIGHTH GRADE

- a) regular and irregular verbs in the past
- b) saxon genitive
- c) tag endings
- d) simple past and past progressive
- e) possessive pronouns
- f) will, be going to
- g) requests (will, shall)
- h) would
- i) frequency words

NINTH GRADE

- a) modals
- b) comparison
- c) present perfect tense
- d) say, tell
- e) passive voice
- f) separable two word verbs
- g) reflexive pronouns

SINTAXIS

Basic sentence patterns

Parts of speech: verbs, verbals, adjectives, adverbials, pronominal modifiers.

MORPHOLOGY

Plural, ending of regular verbs, inflectional suffixes, possessive 's, auxiliaries, comparable paradigm, paradigm of personal pronouns, determiners.

PHONOLOGY

Pronunciation of sounds in words and sentences, practice of intonation, diphthongs, nasals, clusters, vowels and consonants.

USE OF THE LANGUAGE

Practice of listening, readings and sentences, reading of dialogs, writing of dialogs and sentences, dictation, representation of dialogs, repetition of sentences, drills of questions and answers, expansion exercises, exercises which include two answers.

A P P E N D I X F

QUESTIONNAIRE ADMINISTERED TO THE SAMPLE RANDOM GROUP OF
TEACHERS OF HUMANITIES

ESTIMADO COMPAÑERO:

Estoy realizando un trabajo acerca de los Programas de Inglés del Ministerio de Educación para el Tercer Ciclo de Educación Básica, por lo que le solicito su valiosa colaboración en el sentido de contestar con toda sinceridad el presente cuestionario:

C U E S T I O N A R I O

INDICACION: Subraye la respuesta que crea conveniente.

1. Los conocimientos del idioma Inglés aprendidos en el aula son reforzados:
 - a) muy satisfactoriamente
 - b) satisfactoriamente
 - c) poco satisfactoriamente
 - d) nada satisfactoriamente

2. El alumno usa las expresiones de uso corriente del Inglés:
 - a) muy satisfactoriamente
 - b) satisfactoriamente
 - c) poco satisfactoriamente
 - d) nada satisfactoriamente

3. El alumno pronuncia y entona el Inglés:
 - a) muy satisfactoriamente
 - b) satisfactoriamente
 - c) poco satisfactoriamente
 - d) nada satisfactoriamente

4. El alumno escribe en Inglés:
 - a) muy satisfactoriamente
 - b) satisfactoriamente
 - c) poco satisfactoriamente
 - d) nada satisfactoriamente
5. El estudiante lee y comprende el Inglés:
 - a) muy satisfactoriamente
 - b) satisfactoriamente
 - c) poco satisfactoriamente
 - d) nada satisfactoriamente
6. El desarrollo de cada área de los programas de Inglés se lleva a cabo:
 - a) muy satisfactoriamente
 - b) satisfactoriamente
 - c) poco satisfactoriamente
 - d) nada satisfactoriamente
7. Las estructuras gramaticales contenidas en los programas están ordenadas:
 - a) muy satisfactoriamente
 - b) satisfactoriamente
 - c) poco satisfactoriamente
 - d) nada satisfactoriamente
8. El dominio de los aspectos gramaticales, estructura de las oraciones, vo cabulario, significado de las palabras contenidos en los programas es:
 - a) muy satisfactorio
 - b) satisfactorio
 - c) poco satisfactorio
 - d) nada satisfactorio

9. El dominio de la pronunciación inglesa es:
- a) muy satisfactorio
 - b) satisfactorio
 - c) poco satisfactorio
 - d) nada satisfactorio
10. Los alumnos repiten y entienden los patrones presentados por el profesor de aula:
- a) totalmente cierto
 - b) cierto
 - c) poco cierto
 - d) nada cierto
11. Los alumnos aprenden los contenidos de los programas escuchando y hablando:
- a) totalmente cierto
 - b) cierto
 - c) poco cierto
 - d) nada cierto
12. Los alumnos repiten las estructuras gramaticales en coro, individualmente y realizan ejercicios de sustitución:
- a) totalmente cierto
 - b) cierto
 - c) poco cierto
 - d) nada cierto
13. Para la enseñanza-aprendizaje del Inglés se utilizan gráficas, discos, grabadoras:
- a) totalmente cierto
 - b) cierto
 - c) poco cierto
 - d) nada cierto

14. Los maestros reciben asistencia técnica por medio de seminarios, demostración de clases por especialistas auspiciados por el Ministerio de Educación o por el Departamento de Idiomas de la Universidad de El Salvador en forma periódica:
- a) totalmente cierto
 - b) cierto
 - c) poco cierto
 - d) nada cierto
15. Las clases de Inglés de la Televisión Educativa son de una gran ayuda para el maestro de aula:
- a) totalmente cierto
 - b) cierto
 - c) poco cierto
 - d) nada cierto
16. Las sugerencias metodológicas de los programas son de una gran ayuda para el maestro de aula:
- a) totalmente cierto
 - b) cierto
 - c) poco cierto
 - d) nada cierto
17. Los maestros para sus clases de Inglés pueden disponer de ayudas audiovisuales proporcionadas por el Departamento de Servicios Técnico-Pedagógicos del Ministerio de Educación:
- a) totalmente cierto
 - b) cierto
 - c) poco cierto
 - d) nada cierto

18. El material presentado por el libro de trabajo es de una gran ayuda para el desarrollo de los programas de Inglés:
- a) totalmente cierto
 - b) cierto
 - c) poco cierto
 - d) nada cierto
19. Los maestros evalúan los objetivos específicos de cada área del programa por medio de tests orales solamente:
- a) totalmente cierto
 - b) cierto
 - c) poco cierto
 - d) nada cierto
20. Los maestros evalúan los objetivos específicos de cada área del programa por medio de tests escritos únicamente:
- a) totalmente cierto
 - b) cierto
 - c) poco cierto
 - d) nada cierto
21. Los tests que evalúan el aprendizaje del Inglés miden los aspectos de entender, escuchar, leer y escribir:
- a) totalmente cierto
 - b) cierto
 - c) poco cierto
 - d) nada cierto

22. Los Supervisores de Educación Básica del Ministerio de Educación evalúan las clases de Inglés por medio de visitas a las escuelas y entrevistas tanto con el maestro como con los alumnos:
- a) totalmente cierto
 - b) cierto
 - c) poco cierto
 - d) nada cierto
23. Los alumnos son evaluados individualmente y en grupo:
- a) totalmente cierto
 - b) cierto
 - c) poco cierto
 - d) nada cierto
24. Las áreas programadas para cada año escolar son desarrolladas completamente:
- a) totalmente cierto
 - b) cierto
 - c) poco cierto
 - d) nada cierto
25. Los objetivos propuestos por los programas pueden lograrse con dos horas de clase por semana:
- a) totalmente cierto
 - b) cierto
 - c) poco cierto
 - d) nada cierto
26. El tiempo para preparar las clases de Inglés es suficiente:
- a) totalmente cierto
 - b) cierto
 - c) poco cierto
 - d) nada cierto

A P P E N D I X G
STATISTICAL FORMULA EMPLOYED

- a) Formula to determine the number of teachers to answer the questionnaire:

$$n = \frac{Z^2 PQN}{(N-1)E^2 + Z^2 PQ}$$

Restrictions:

$$Z = 1.96 \text{ Percentage of confiability } 9\%$$

$$Z = 0.50$$

$$Q = 0.50$$

$$E = 8\%$$

Simbology:

n = size of the group

z = area under the normal curve

p = proportion that something occurs in a determined event

q = proportion that something does not occur in a determined event

N = population of teachers that work in public schools of third cycle of San Salvador city 253 (Teachers of Humanities)

E = error

- b) Formula to determine the relative frequencies of the answers to the questionnaire:

$$F\% = \frac{F}{N} \times 100$$

Simbology:

F = number of answers

N = total of answers

A P P E N D I X II

MODERN LANGUAGE ASSOCIATION

QUALIFICATIONS FOR SECONDARY SCHOOL TEACHERS OF MODERN LANGUAGES.

Minimal

- AURAL UNDERSTANDING Ability to get the sense of what an educated native says when he is enunciating carefully and speaking simply on a general subject.
- SPEAKING Ability to talk on prepared topics (e.g., for classroom situations) without obvious faltering, and to use the common expressions needed for getting around in the foreign country, speaking with a pronunciation readily understandable to a native.
- READING Ability to grasp directly (i.e., without translating) the meaning of simple nontechnical prose, except for an occasional word.
- WRITING Ability to write correctly sentences or paragraphs such as would be developed orally for classroom situations, and to write a short simple letter.
- LANGUAGE ANALYSIS A working command of the sound patterns and grammar patterns of the foreign language, and a knowledge of its main differences from Spanish.
- CULTURE An awareness of language as an essential element among the learned and shared experiences that combine to form a particular culture, and a rudimentary knowledge of the geography, history, literature, art, social customs,

and the contemporary civilizations of the
foreign people.

PROFESSIONAL PREPARATION Some knowledge of effective methods and
techniques of language teaching.

T A B L E S

Percent of the answers for each part of
the questionnaire.

T A B L E 1

Student's Performance and Competence			
Questions 1 to 5 Choices		Number	Percent
a	good	17	3.5
b	satisfactory	126	26.2
c	fair	294	61.2
d	unsatisfactory	43	9.0
	total	480	

T A B L E 2

Grammar Teaching			
Questions 6 to 9 Choices		Number	Percent
a	good	19	4.9
b	satisfactory	157	40.9
c	fair	179	46.6
d	unsatisfactory	29	7.5
		384	

T A B L E 3

Classroom Methodology			
Questions 10 to 13 Choices		Number	Percent
a	Completely	32	8.3
b	partly	187	48.7
c	very little	106	27.6
d	not at all	59	15.4
	total	384	

T A B L E 4

Audio-visual aids			
Questions 14 to 18 Choices		Number	Percent
a	completely	48	10
b	partly	167	34.8
c	very little	100	20.8
d	not at all	165	34.4
		480	

T A B L E 5

Student's Examination			
Questions 19 to 23 Choices		Number	Percent
a	completely	38	7.9
b	partly	136	28.3
c	very little	153	31.9
d	not at all	153	31.9
total		480	

T A B L E 6

Timing Schedule			
Questions 24 to 26 Choices		Number	Percent
a	completely	18	6.2
b	partly	47	16.3
c	very little	103	35.8
d	not at all	120	41.7
total		288	

Percent of the answers for each question of the questionnaire.

T A B L E 7

Parts of the questionnaire	Q	Choices				Result
		a	b	c	d	
Student's Performance and Competence	1	3.1%	22.9%	57.3%	16.7%	fair
	2	3.1%	22.9%	64.6%	9.4%	fair
	3	4.2%	33.3%	54.2%	8.3%	fair
	4	4.2%	26. %	62.5%	7.3%	fair
	5	3.1%	26. %	67.7%	3.1%	fair
Grammar Teaching	6	5.2%	41.7%	45.8%	7.3%	fair
	7	4.2%	50. %	37.5%	8.3%	satisfactory
	8	8.3%	46.9%	40.6%	4.2%	satisfactory
	9	2.1%	25. %	62.5%	10.4%	fair
Classroom Methodology	10	7.3%	61.4%	26. %	5.2%	partly
	11	9.4%	43.7%	37.5%	9.4%	partly
	12	14.6%	67.7%	15.6%	2.1%	partly
	13	2.1%	21.9%	31.2%	44.8%	not at all

T A B L E 7

Parts of the Questionnaire	Q	Choices				Result
		a	b	c	d	
Audio-visual Aids	14	5.2%	19.8%	18.7%	56.2%	not at all
	15	16.7%	46.9%	19.8%	16.7%	partly
	16	14.6%	56.2%	25.0%	4.2%	partly
	17	2.1%	7.3%	11.4%	79.2%	not at all
	18	11.4%	43.7%	29.2%	15.6%	partly
Student's Examination	19	2.1%	10.4%	46.9%	40.6%	very little
	20	12.5%	37.5%	34.4%	15.6%	partly
	21	6.2%	36.4%	40.6%	16.7%	partly
	22	0.0%	6.2%	16.7%	77.4%	not at all
	23	18.7%	51.0%	20.8%	9.4%	partly
Timing Schedule	24	12.5%	26.0%	42.7%	18.7%	very little
	25	1.0%	3.1%	19.8%	76.0%	not at all
	26	5.2%	19.8%	44.8%	30.2%	very little