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SCHOOL OF ARTS AND SCIENCES

FOREIGN LANGUAGE DEPARTMENT

"HOW THE TEACHING METHODS ARE APPLIED IN THE INTERMEDIATE INTENSIVE ENGLISH II CLASSES AT THE FOREIGN LANGUAGE DEPARTMENT OF THE UNIVERSITY OF EL SALVADOR"

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"I WILL PRAISE YOU, MY GOD AND KING, AND BLESS YOUR NAME EACH DAY AND FOREVER."

PSALMS. 145: 1-

2.

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INTRODUCTION

The methodology used in every class must be revised and classified according to the methods in which they are developed, this is what is shown in the presented essay which emphasizes in giving concept and some history about the methods, mentions his mentors, describes methods' techniques, advantages and disadvantages of them. And as final point a proposal of an Eclectic Method which is recommended to achieve a good teaching-learning activity.

The data has been collected from the Intermediate Intensive English II classes at the Foreign Language Department of the University of El Salvador. Moreover, different bibliography has been taken into account to get a variety of information, opinions, and thoughts about each method.

THESIS STATEMENT

The teaching-learning process conducted in the Intermediate Intensive English II classes should be based on a mixture of features from every single English teaching method, as an eclectic method. Language teaching has been around for many centuries, and over the centuries, it has changed. Various influences have affected language teaching as well as there have been different reasons for learning languages in different periods. In some eras, languages were mainly taught for the purpose of reading. In others, it was taught mainly to people who needed to use it orally. These differences influenced how language was taught in various periods. Also, theories about the nature of language and the nature of learning have changed. However, many of the current issues in language teaching have been considered off and on throughout history. To achieve in the best way the different stages of the teaching and learning process, the class must be designed to clearly meet its final objectives and goals using a combination of methods that teachers can apply during the instructional process. Most importantly, foreign language teachers must provide students with an adequate teaching methodology and time, as well as appropriate vocabulary and learning activities that will allow for the development of verbal, listening, reading and writing skills in English.

The learning process of a language consists of acquiring a conscious control of its structures and phonetics, lexical and grammatical elements, by means of, above all,

the study and analysis of the structures, organized into coherent groups of knowledge. Once the student has reached a certain level of cognitive command of these elements, he/she will develop almost automatically the ability and capacity to use the language in realistic situations. For all of the former reasons, an ideal and effective English class should involve different techniques and trends from different methods gathering the best of them to get a successful result.

There have been a considerable number of psychologists, linguists, pedagogues, teachers and professors who have taken the teaching matters as their concern to propose different and varied methodologies that can be adapted and applied at any second language learning, they have proposed useful methods which can be developed by teachers in classrooms all over the world. Among the English teaching methods which can be used in a single class are: The Grammar Translation Method, The Direct Method, The Audio-Lingual Method, The Natural Approach, The Silent Way, The Suggestopedia, The Community Language Learning, The Total Physical Response and The Communicative Approach. Each of these methods has its own principles, characteristics and techniques, as well as its precursors whose principal aims were to propose the method as the best trend to accomplish objectives at the end of a lesson, class or educational program.

THE GRAMMAR/TRANSLATION METHOD

The Grammar/Translation Method started around the time of Erasmus (1466-1536). It has prevailed for a long time in the teaching of English and other modern languages and it is based on grammar and translation. It is a deductive

intellectual method according to which the language is learned by memorizing the grammatical rules and paradigms and long lists of vocabulary and it is practiced by the application of this knowledge in exercises of direct and inverse translations. The object of The Grammar Translation Method is “to know about something rather than the thing itself”. The grammar-translation method was the dominant foreign language teaching method in Europe from the 1840s to the 1940s, and a version of it continues to be widely used in some parts of the world, even today. However, even as early as the mid-19th, theorists were beginning to question the principles behind the Grammar-Translation Method. Changes were beginning to take place. There was a greater demand for ability to speak foreign languages, and various reformers began reconsidering the nature of language and of learning. Among these reformers were two Frenchmen, C. Marcel and F. Gouin, and an Englishman, T. Pendergast. Through their separate observations, they concluded that the way that children learned language was relevant to how adults should learn language. Marcel emphasized the importance of understanding meaning in language learning. Pendergast proposed the first structural syllabus. He proposed arranging grammatical structures so that the easiest were taught first. Gouin believed that children learned language through using language for a sequence of related actions. He emphasized presenting each item in context and using gestures to supplement verbal meaning. Though the ideas of these and other reformers had some influence for a time, they did not become widespread or last long. They were outside of the established educational circles, and the networks of conferences and journals which exist today did not exist then to spread their ideas.

The principles of the Grammar Translation Method are:

1. - The goals of the teachers are to be able to read literature written in the target language. To do this, students need to learn about the grammar rules and vocabulary of the target language.

2. - The role of the teacher and the role of the student is very traditional; the teacher is the authority in the classroom and the student does as he says so he/she can learn what he knows.

3. -Some of the characteristics of the teaching/learning process is that students are taught to translate from one language to another one. Students learn grammar deductively.

4. - The students-teacher interaction. Most of the interaction in the classroom is from the teacher to students, there are little initiation and little student-student interaction.

5. - Talking about the skills vocabulary and grammar are emphasized, reading and writing are the primary skills that students work on. Not too much attention is given to speaking and listening. Pronunciation receives little, if any, attention.

6. - Evaluation; written test, in which students are asked to translate from their native language to the target language or vice versa are often used.

7. – How does the teacher respond to errors? Having the students get the correct answer is considered very important; if students do not know the answer the teacher supplies them with the correct answer.

Some techniques used in this method are:

Translation of literary passages, antonyms and synonyms, memorization, reading comprehension questions, composition, cognates, deductive application of rules and fill-in the blanks.

THE DIRECT METHOD:

The Direct Method was introduced by the German educator Wilhelm Vietor in the early 1800's. In the 1920's and 1930's, a series of methodological initiatives arose, later to be grouped under the heading of the "direct methods", and whose common denominator is the idea that the pupil should be placed in direct contact with the language s/he chooses to acquire, through the simulation of concrete situations as authentic as possible in the classroom environment. It was also associated with Francois Gouin and Charles Berlitz. It proposes that Second language learning should model first language learning and it should be learned 'directly'. Focusing on oral language, it requires that all instruction be conducted in the target language with no resource to translation. New vocabulary is introduced by demonstration. . The Direct Method became popular in language schools, but it was not very practical with larger classes or in public schools.

It has a balanced four skills emphasis. Reading and writing are taught from the beginning; although, speaking and listening skills are emphasized. Grammar is learned inductively.

The Direct Method is based on the belief that:

Knowing a language was being able to speak it. The Primacy is of spoken word. The method laid great stress on correct pronunciation and target language

from outset and advocated teaching of oral skills at expense of every traditional aim of language teaching.

The Second language learning must be an imitation of first language learning, as this is the natural way humans learn any language.

The Major fallacy of the Direct Method was the belief that second language should be learned in the way in which first language was acquired - by total immersion technique. The first language learning process is really applicable to second foreign language learning at a later stage. The first language learning is the essential part of a child's total growth of awareness of the world around him/her. The Language is part of an intrinsic process through which a child learns to recognize and deal with new situations.

- Compare the learning of a second language
- The Direct Method rejects to use the printed word - but this objection is illogical since the second language learner has already mastered his reading skill.

THE AUDIOLINGUAL METHOD

This method is also known as “structural” and as “linguistic”, because it was the first to be consciously and intentionally based on a determined concept of language acquisition. It arose in the United States at the end of the 1930’s, due, on the one hand to the increasing disenchantment of teachers and experts based on the results of the Direct Method, and on the other hand, as a consequence of the need to communicate in foreign languages which were little known to the military, the diplomatic corps, etc., of the United States, after the second World War. The

use of this method spread to the teaching of European languages in the United States, and to the teaching of English as a foreign language in Europe in the 1950's. Moreover, this method began to invade the educational system at all levels: university faculties, technical schools, secondary schools, etc. The Audio-Lingual Method (ALM) is based on the following principles:

- ✓ Speaking and listening competence precedes reading and writing competence.
- ✓ Use of the student's mother tongue is highly discouraged in the classroom.
- ✓ The development of language skills is a matter of habit formulation.
- ✓ Students practice particular patterns of language through structured dialogue and drill until response is automatic.
- ✓ Structured patterns in language are taught using repetitive drills.
- ✓ The emphasis is on having students produce error free utterances.
- ✓ This method of language learning supports kinesthetic learning styles.
- ✓ The printed word must be kept away from the second language learner as long as possible.
- ✓ Only everyday vocabulary and sentences are taught. Concrete vocabulary is taught through demonstration, objects, and pictures. Abstract vocabulary is taught through association of ideas.

ALM Techniques are:

Dialogue Memorization, repetition drill, chain drill, single slot substitution drill, multiple-slot substitution drill, transformation drills, question-and-answer drill, use of minimal pairs, complete the dialogue, grammar games and backward build-up.

THE NATURAL APPROACH

This method was introduced by Gottlieb Henise and Dr. L. Sauveur in Boston around 1866. The Natural Approach is similar to the Direct Method concentrated on active demonstrations to convey meaning by associating words and phrases with objects and actions. Terrell (1977) focused on the principles of meaningful communication, comprehension before production and indirect error correction. Krashen's (1980) input hypothesis is also applied in the Natural Approach which states that language is acquired through comprehensible input (the language that one hears in the environment) which is slightly beyond the learners' present proficiency. Learners use the comprehensible input to deduce rules. Krashen's views on language teaching have given rise to a number of changes in language teaching, including a de-emphasis on teaching of the grammatical rules and a greater emphasis on trying to teach language adults in the way that children learn a language. While Krashen's theories are not universally accepted, they have had an influence. Krashen's work on second language acquisition and Terrell's teaching experiences form the bases of the Natural Approach. The most striking proposal of the Natural Approach theory is that adults can still acquire second languages and that the ability to 'pick up' languages does not disappear at puberty. The Natural Approach, like the Total Physical Response Method, is regarded as a comprehension-based approach because of its emphasis on initial delay (silent period) in the production of language.

THEORETICAL BASIS OF THE NATURAL APPROACH

Theory of Language

Krashen regards 'communication' as the main function of the language. Krashen and Terrell believed that a language is essentially its lexicon. In Krashen's view, acquisition is the natural assimilation of language rules by using language for communication.

Theory of Language Learning

(1) The Acquisition-Learning Hypothesis

Krashen, in his theory of second language acquisition (SLA), suggested that adults have two different ways of developing competence in second languages: Acquisition and learning. "`Acquisition' is a subconscious process identical in all important ways to the process children use in acquiring their first language, ...and 'learning' ...,which is a conscious process that results in knowing about the rules of language" (Krashen 1985).

Krashen believed that the result of learning is a learned competence (LC) which functions as a monitor or editor. Krashen formulated this idea in his well-known statement that "learning does not become acquisition".

(2) The Natural Order Hypothesis

This hypothesis is related to acquisition, not to learning. Krashen claimed that people learn language best by understanding input that is a little beyond their current level of competence. As mentioned before, adult second language learners have two means for internalizing the target language: by acquiring and understanding the second language.

THE SILENT WAY

The Silent Way method was founded by Caleb Gattegno and much of this method was characterized by a problem-solving approach to learning. Gattegno believed that learners must be able to develop independence, autonomy and responsibility, as well as, to cooperate with others in the process of solving language problems (1972). On the other hand, Richard and Rodgers (1986: 99) summarize the theory of learning behind the Silent Way:

1. Learning is facilitated if the learner discovers or creates rather than remembers and repeats what is to be learned.
2. Learning is facilitated by accompanying physical objects.
3. Learning is facilitated by problem solving involving the material to be learned.

The Silent Way Principles:

1. - Students should be able to use the language for self-expression to express their thoughts, perceptions, and feelings.

2. - The teacher is a technician or engineer.

3. - Students begin their study of the language through its basic building blocks, its sounds.

4. - For much of the student-teacher interaction, the teacher is silent.

5. - When the students' feelings interfere, the teacher tries to find ways for the students to overcome them.

6. - The culture, as reflected in their own unique world view, is inseparable from their language.

7. – The skills reinforce what students are learning.

8. – The knowledge that students already possess of their native language can be exploited by the teacher of the target language.

9. - The teacher assesses students learning all the time. He expects students to learn at different rates. The teacher looks for steady progress, not perfection.

10. - Student errors are seen as a natural, indispensable part of the learning process. The teacher uses student errors as a basis for deciding where further work is necessary.

The Silent Way is used with advanced students.

SUGGESTOPEDIA

This method was derived from Bulgarian psychologist Georgi Lozanov in 1979. According to Lozanov, people are capable of learning more than they give themselves credit for. One main characteristic to this method was music. Scovel (1979) showed quite eloquently that Lozanov's experimental data, in which he reported wonderful results with Suggestopedia, were highly questionable. Suggestopedia became a business enterprise of its own. Despite its criticism, Suggestopedia gave the language teaching profession some insights. The word Suggestopedia is derived from the words suggestion and pedagogy.

The Suggestopedia method was originally applied mainly in foreign language teaching, and it is often claimed that it can teach languages approximately three times as quickly as conventional methods. Accelerated Learning, sometimes referred to as "Suggestopedia" which is a system of suggestive-accelerative learning and teaching techniques designed to facilitate the learning process. In presenting the language data, Suggestopedia follows three basic assumptions:

1. If there is joy, there is learning.
2. When both sides of the brain are used simultaneously, learning improves.
3. Tapping each student's unique potential helps learning to flourish.

Accelerated Learning Techniques

Each Accelerated Learning session starts with the teacher creating an atmosphere that learning will be easy and fun. Learning expectancy is thereby enhanced.

Key Elements of Suggestopedia

Some of the key elements of Suggestopedia include a rich sensory learning environment (pictures, color, music, etc.), a positive expectation of success and the use of a varied range of methods: dramatized texts, music, active participation in songs and games, etc.

The whole environment at Suggestopedia has to be comfortable and fun for the students' learning.

COMMUNITY LANGUAGE LEARNING

This approach, alternatively called Community Language Learning and counseling, stresses the role of the affective domain in promoting cognitive learning. Developed by Charles Curran in 1976, it is founded on techniques borrowed from psychological counseling. Its basic theoretical premise is that the human individual needs to be understood and aided in the process of fulfilling personal values and goals. This is better done in community with others striving to attempt the same goals.

The teacher's role is that of a counselor and his/her main goal is to use the target language communicatively. To consider students as "whole" persons is one of the teacher's major work. This is one of the reasons why teachers must try to have the appropriate environment for students to communicate affectively in the learning process.

This approach has five important stages which are carried out by students during the instructional period:

1. Students' production
2. Self-assertive stage
3. Birth stage
4. Adolescent or reversal
5. Independent

This method has two basic principles which are summed up in the following sentences:

1. “Learning is persons”, which means that both, teacher and learners must make a commitment of trust to one another and the learning process.

2. “Learning is dynamic and creative”, which means that learning is a living and developmental process.

THE TOTAL PHYSICAL RESPONSE METHOD (TPR)

Total Physical Response (TPR) is a method developed by James Asher, a professor of Psychology at San Jose State University, California, in 1977, to aid learning foreign languages. It actually began to be experimented in the 1960’s, but it was almost a decade before the method was widely discussed in professional circles.

The Total Physical Response Method is built around the coordination of speech and action; it attempts to teach language through physical (motor) activity. Asher sees successful adult second language learning as a parallel process to child first language acquisition. Asher shares with the school of humanistic psychology a concern for the role of affective (emotional) factors in language learning. Asher's emphasis on developing comprehension skills before the learner is taught to speak links him to a movement in foreign language teaching sometimes referred to as the Comprehension Approach (Winitz 1981). The emphasis on comprehension and the use of physical actions to teach a foreign language at an introductory level has a long tradition in language teaching.

Asher does not directly discuss the nature of language or how languages are organized. Abstractions should be delayed until students have internalized a detailed cognitive map of the target language.

THEORY OF LEARNING

This is a very similar position to Asher's view of child language acquisition. Asher still sees a stimulus-response view as providing the learning theory underlying language teaching pedagogy. In addition, Asher has elaborated an account of what he feels facilitates or inhibits foreign language learning. There exists a specific innate bio-program for language learning, which defines an optimal path for first and second language development.

THE COMMUNICATIVE APPROACH METHOD

Many originators of most of the methods discussed that a primary goal is enabling students to communicate using the target language. Many of these same methodologists emphasize the acquisition of linguistics structures or vocabulary. In the communicative approach method, structures and vocabulary are important and students may know the rules of language usage to be able to use the language.

Communication is a process; it is insufficient for students to simply have knowledge of target language forms, meanings and functions. Students may be

able to apply this knowledge in negotiation meaning. It is through the interaction between speaker and listener (or reader and writer) that meaning becomes clear.

The principles of the Communicative Approach Method are:

1. The goal of the teachers who use this method is to have one's students become communicatively competent in the communicative approach. The notion of what it takes to be communicatively competent is much expired. Students must be able to use the language appropriately to a given social context. They must also be able to manage the process of negotiating meaning with their interlocutors.

2. The role of the teacher in this method is that the teacher is a facilitator of his/her students' learning. As such s/he has many roles to fulfill. He is a manager of classroom activities. In this role one of his major responsibilities is to establish situations likely to promote communication. The role of the students is above all, communicators, they learn to communicate by communicating. Also, since the teacher's role is less dominant than in a teacher-centered method, students are seen as more responsible managers of their own learning.

3. Some of the characteristics of the teaching/learning process are that, the communicative approach is carried out with a communicative intent; students use the language in a great deal through communicative activities such as games, role-plays, and problem-solving tasks. Some of the most important techniques applied in this method are: information gap and feedback. Small numbers of students interacting are favored in order to maximize the time allowed to each student for learning to negotiate meaning.

4. The student-teacher interaction is that the teacher is the initiator of the activities. Sometimes he is a communicator, but more often he establishes situations that prompt communication between and among the students; students interact a great deal with one another, they do this in various configurations: pairs, triads, small groups, and whole group.

5. The feelings of the students are seen with a great importance. They feel motivated to learn or study a foreign language since they feel that they are learning to do something useful with the language they study. Teachers give students the opportunity to communicate by giving their opinions or ideas on a regular basis.

6. The areas of language and skills emphasized are: speaking, listening, reading and writing, which are introduced since the beginning. The language functions are emphasized over forms. Students work with language at the suprasentential or discourse level. They learn about cohesion and coherence.

7. The teacher evaluates not only his students' accuracy but also effectiveness while using the language in a particular situation or context.

Foreign language teaching is comprised of several components: Teacher competence and role; classroom environment; techniques; activities and management; and teaching materials. All these elements should be carefully integrated in an English class which demands that teachers can provide a "safe" learning environment and treat language as a matter of the instructional process.

In an English class, it is expected to take into account different aspects and features to catch the learners' attention and interest for them to feel motivated to

learn the new language in an appropriate and effective way. Thereby, teachers have to include a variety of activities and perform adequate attitudes and behaviors to elicit students' output. In the instructional process as important the teacher is as the students are, that is why some elements related to them are considerable for a great development for a prosperity learning, in which the students' attitudes are essential. These parts are: the student's roles, listener, reader, participant and contestant; student's activities developed in class are individual work, pair work and group work; student's attitudes toward the teaching-learning activities; types of corrections, which are: Self-correction, peer correction and teacher's correction. Every single of these factors is grouped as a whole in an English class for improving the learners' acquisition of the second language and the main objective for a teacher to be careful at the moment of planning a class is to obtain the best results from his/her learners, trying to elicit them to produce the second language and motivate an effective communication.

The data collection for this research were taken from class observations and students interviews at the Intermediate Intensive English II in the Foreign Language Department of the University of El Salvador. The sample taken from this population to be interviewed was 10 students per group who provided the needed information to be analyzed.

The daily quantity of hours observed in each group was 2, making an addition at the end of the course of 10 hours per group. The final amount of time

among the three courses was 30 observed hours. Some aspects taken into account through the observation process were:

√ The Teacher's role; some of them are the followings: Director, Facilitator, Monitor, Friend, Counselor, Advisor and Authority.

√ Students' roles, such as: Listener, Reader, Participant and Contestant.

√ Activities developed in classes which are: Individual, Pair and Group work.

√ Students' attitude toward the teaching-learning activities.

√ Correction Techniques as the following: Self-correction, Peer correction and Teacher correction.

The class observation analysis is presented as follows:

TEACHER'S ROLE

In a class a teacher is expected to take different roles, such as:

- Director: as being the person who controls the whole class.
- Facilitator: the one who provides all the material students need for learning a target language.
- Monitor: who rotates around the classroom and supervises students while they are working in pairs or in groups; they also check students' activities and development.
- Friend: the one who gives the students the confidence for them to feel good in a friendly environment.
- Counselor: the one who listens to students and try to help them every time they need it

- Advisor: who cares for the students needs and advise them.
- Authority: the one who gives instructions and students must do what he/she says and demands.

Based on the observed classes it can be said that the roles which are mostly used by teachers are a combination of them.

It was observed that most of the teachers assumed the director role, because they were in control of the whole class and its didactic material, the students' activities, the exercises and the environment; they were trying to control students' behavior too.

Another role applied by teachers was that of a monitor. The teachers assigned different individual, pair and group work and in all of them, teachers were rotating around the classroom not only supervising but also providing help to students. They checked students' performance during the class and monitored them. The facilitator role was also used by the teachers of the Intermediate Intensive English II. The teachers provided extra teaching material to students, such as handouts, short stories, grammar exercises and so forth. All teachers were able to provide the necessary material for a successful learning process and according to the topics they were teaching. Besides, being directors, monitors and facilitators, teachers also took the friend role. This role was observed only in a twelve percent of cases. Moreover, the teachers were a little bit close to their students and both, students and teacher would talk about their personal experiences and their lives. According to the data presented above, a low percentage of subjects (teacher and students) were in touch as friends.

The major roles played by teachers in the classes observed were those of director, monitor, facilitator and friend. (See appendix 1.1)

All four roles are the ones used by teachers of the Intermediate Intensive English courses II at the Foreign Language Department. The counselor, advisor and authority roles were not strongly observed in the classes observed.

STUDENTS' ROLE

Students performed different kinds of activities in a class. Therefore, it is assumed that they take several roles during the learning process. For instance, when the teacher decides to give commands, instructions, examples, and so on, students take the role of a listeners. In most cases, it is common to notice this role while the teacher is an authority. Students take role of a reader when there are reading activities in the class. Therefore, students have to read and complete the different tasks the teacher assigns. Besides, there is

another role which is that of a participant. This is taken when the teacher develops speaking exercises during the class. They are able to give opinions and ideas about the topic by expressing their own point of view. Also, learners can take another role when they are just pointed by the teacher in order for them answer what has been asked for. This role is called the contestant.

Taking into account what was analyzed in the observations, it is concluded that students of Intermediate Intensive English II courses took the role of participants in most of the observed classes since the teacher conducted a lot of

exercises which let students to express their thoughts, ideas, and opinions every time it could be possible. They felt comfortable to participate in the class in the activities presented by the teachers. Besides, there was another role taken by students, and it was the role of a contestant. When the students were asked to give an opinion, they never looked afraid to answer; they were always willing to do it.

On the other hand, it can be mentioned that two of the students' roles were less taken by students; these were the roles of listener and reader. Although, students performed reading and listening exercises they were not enough for getting a high percentage in the observation guidelines. It means that students liked to participate and put in practice what they knew about the English language in classes. Moreover, teachers made students feel confidence to talk as much as possible by creating a nice environment. (See appendix 1.2)

STUDENTS' ACTIVITIES

The use of grouping strategies can form the basis for the multilevel class as teachers mix and match groups, pair learners, and allow time for individual activities during each class period.

Every student is expected to perform different kinds of activities to get a good environment and a better teaching learning process. The activities developed in class were: individual work, when the teacher had students work by themselves.

In this case they had to practice their own language. Students answered the exercises and put in practice what they knew individually. Most of times, students asked the teacher for some help, for any doubt they could have. For example, photo stories, listening to audiotapes or viewing videotapes, learning songs, and brainstorming on topics of interest. Pair work was a common activity teachers tended to practice in classes. Pairs of learners working together had the greatest opportunity to use communicative skills. Some examples are: dialogues, role plays, information gaps, and pair interviews. This lets the learners to interact with each other. Group work is when students have some interaction with more than one classmate to develop their duties in the class. Group work provides chances for learners to use their language skills which can be set up according to interest, ability, or to any other aspect. This type of activity includes exercises such as: jigsaw, board games, creating posters, lists, art, and multimedia projects, etc.

According to what was gotten in the observation guideline it can be mentioned that two of the three activities were put in practice by students in the classes which were individual and pair work. Most of the times, during the individual work, students were

dedicated to work on their book exercises (by listening to the audiotapes, analyzing the reading parts, answering questions asked by the teacher, etc.). In this case, the teacher was giving instructions, asking questions, and supplying every student with the necessary help for them to complete the tasks. When students were assigned to work in pairs, the teacher monitored each couple that helped students to feel confident in order to ask the teacher for any question, and students finished the exercises in a good way. In addition, it was fundamental to

consider the practice of group work activity in the Intermediate Intensive English II courses which did not have the same frequency. The observation guideline indicated that the group work activity was less practiced than the individual and pair work. Therefore, students did not have too many opportunities of interchanging their ideas, thoughts, or opinions just in few moments. However, while they were in groups, the teacher provided the help students needed and the learners worked well. (See appendix 1.3)

TYPES OF CORRECTION

Corrections are important in class to clear students' doubts and improve their knowledge. Teachers usually correct mistakes about phonology and grammar, but some of them correct by providing the correct model, asking for repetition or by asking another student for the correct answer.

The three types of correction techniques are:

Self correction*:* This is when the teacher does not correct the mistakes, but shows a mistake that has been made. How? By facial expressions, gestures or saying something; doing this the teacher gives students a chance to correct themselves.

Peer correction*:* Here the teacher indicates a mistake that has been made and asks if anyone in the class can give the correct answer. If someone does, the teacher may then go back to the first student and ask him/her to repeat the sentence again correctly.

Teacher correction*:* In this case the teacher provides or models the correct form and then asks students to repeat it.

All of the three types of correction were developed in every observed group. In one group it was seen that the teacher used the teacher correction technique in another group the peer correction was mostly used, and in the last observed group self correction was practiced.

According to the facts observed, which type of correction to use in class, depends on how the teacher deals with students' errors depends basically on his own beliefs, on the nature of the learning process and on students' needs. (See appendix 1.4)

The main goal of the following aspects is to find out how the teaching methods were applied in the Intermediate Intensive English II classes: Teachers' competence and roles; classroom environment, techniques, activities and management; and teaching materials.

TEACHER'S COMPETENCE

According to the interviews held with thirty students, the Intermediate Intensive English Courses' teachers plan every class they teach. The lesson plans are important tools for teachers who are instructing a group of students, at the Foreign Language Department in

the University of El Salvador, beginning from the simplest parts and finishing with the most difficult parts. Planning a class facilitates teachers' performance and provides a logical sequence in the instructional process which produces a great quantity of confidence in the students as well as good input.

The principal components of a lesson plan are:

- The warm-up: which is the first activity done in a class not only to get students involved but also to make them familiar with a specific topic.
- Elicitation: This is the stage when teachers elicit what the students know about a specific topic to create a context for introducing it.
- Explanation: Having elicited students, the teacher explains what the students do not know about the topic.
- Production: When the teacher notices if the students have understood what the topic is about. In this stage, the teacher checks whether students are capable of producing the language. If the teacher detects weaknesses in students, he must go back to the previous stage.
- Evaluation: This can be considered as the activity where the teacher checks students' understanding. It can be done by taking and developing any of the skills and sub-skills (speaking, listening, reading, writing, grammar, vocabulary, pronunciation, fluency).

Teachers from the observed classes took into account all the parts for the complex and efficient planning of every class. According to Charles A. Curran who was originator of the Community Language Learning, and the mentors of the Grammar Translation

Method, when echoing a second language, in this case English, it is concluded that using languages, the native and the target languages, help students greatly learn and understand easily the foreign language in the acquisition process. The

combination of both languages is needed by the time students are to get the new language in basic levels. Teachers use the native language to provide instruction and make a topic clear. Once the teacher uses this as a resource in classes, students feel more comfortable, suitable and confident about themselves, in such way reducing their anxiety.

In the Intermediate Intensive English courses the use of the native language is reduced just to convey really important information, because students have a good knowledge of it, for instance: when students do not understand a specific point in class, it can be a saying in English or an expression that is translated totally different in the native language, or when the teacher gives an important notice about exams, dates or homework assignments. The use of the second language, that is being learned, prevails upon the class development which facilitates the output on students at the moment of producing. (See appendixes 2.2, 2.3)

TEACHER'S ROLE

In a particular class, the teacher plays different roles, which vary depending on the activity carried out. Every teaching method has a role which is essential for its development. For the Grammar Translation Method the teacher's principal role is the authority in the classroom because students learn from the teacher's knowledge. In the Direct Method, the teacher's role is to direct the class. The teacher and the students learn as partners in the instructional process in a passive way. An orchestra leader is the role a teacher takes in the Audio-lingual Method, who controls and directs the group's performance. Being the authority in the

classroom is considered the main role in the Suggestopedia Methodology because its main objective is that pupils must trust and respect the teacher to get the language from a person they feel confidence. Facilitator is the role for a teacher who applies the Silent Way since he provides all the needed aid when this is required from the students, then they take into their own hands the learning itself. For the Community Language Learning, the role a teacher performs is that of a counselor, as being the person who masters the target language letting students to use freely the native language in order to learn in a best way the foreign language. At some points, in the Total Physical Response, the teacher is the director of all students' behavior since students take the teacher as a model. In the Communicative Approach, the teacher takes many roles like the facilitator of his students' learning; as a manager of the classroom activities, as an advisor during the activities; and at other times as a counselor. The performance of the previous mentioned roles depends on the kinds of the classroom activities.

During the development of the Intermediate Intensive English courses one can see that the facilitator role is mostly used. The second in use is the monitor. The third place is shared by the director and the friend. Advisor follows in the scale as number four. The role least used is that of a counselor and the one that is not applied in any case is that of the authority. (See appendix 2.4)

As can be seen, for a good teaching-learning process the use of many roles in a class could be successful when all of them are applied in specific activities so that students acquire and perceive as an easy task the learning of a new language.

CLASS ENVIRONMENT

The participation of students during a period of class relies on the way the teacher prompts students to apply what they have learned in order to produce the new language. The students' active participation shows how the new language is being acquired through the learning process. Teachers must take into consideration the environmental aspect to develop the activities during the classes. This helps to encourage students to learn the target language.

The activities the teacher uses in everyday class must be directed to get students involved to increase their participation. Another factor taken into account is the teacher's position within the classroom. He must go around the room and ask every student to have them participate and also give every student the opportunity to provide output. If the teacher acts in this way, students will feel important to the class.

The students who were interviewed said that the teacher provided a nice classroom environment which stimulated them to participate and feel comfortable and confident about what they produced in class. According to the students, the teacher allowed everybody to participate in class and was careful at the moment of encouraging their participation. (See appendixes 2.5, 2.6)

TYPES OF CORRECTION

When students focus on learning another language and developing the skills of speaking and writing the language, it is very important to detect the way

teachers correct them. Any correction that is needed can be reserved for a later time or provided indirectly. Teachers must develop a whole range of feedback and determine when and how to use them to foster optimal growth in proficiency. Every student is different, he/she has his/her own personality and preferences, so that, not all students react in the same way. When teachers make corrections, students need different kinds of feedback because of the low level they have. Teachers can perceive their students' reactions to feedback. The correction can be done in a good and positive manner to be most effective. Within the classroom, the techniques that are used are: self correction, peer correction and teacher's correction. In the interviews, the students said that when they made mistakes in pronunciation and grammar structures, the teacher corrected them by suggesting the correct answer politely and by correcting the mistake made. In this case, it can be said that according to the interviewees the correction technique that was applied was the teacher's correction technique because the teacher corrected the students all the time. (See appendixes 2.7, 2.8)

CLASSROOM ACTIVITIES

The activities developed in classes play an important role in the students' learning. Teachers must select the kind of activity that works the best for their students and helps to accomplish the objectives with efficiency. Students enjoy learning with teaching dynamics whose main goal is to help them to learn the new language. There are several activities that teachers choose in order to develop a specific topic. As an example of this, they are: Group work: Where students are grouped to share ideas, points of view about the topic in some way interacting with

their classmates. Pair work: Here, the teacher asks students to look for different partners to work with in certain exercises, and finally the individual work: when they perform by themselves what they have learned. Primarily, according to the students' opinions about the kind of activities developed in class, they worked in groups to have a good interaction among themselves; the groups could participate in class actively. This was the activity which was used the most in the development of the class. Secondarily, they worked in pairs when they had to practice a dialogue and had the greatest opportunity to use the language skills, and made a variety of exercises about grammar, vocabulary, etc. Finally, the least used activity is the individual work because it is applied just in homework assignments and some oral presentations done during the course. Teachers tried to apply the activities that in some way helped the students to learn the target language with efficiency for reaching lesson objectives. (See appendixes 2.9-2.11)

CLASSROOM MANAGEMENT

How the teacher manages the situations given in the classroom is an important factor in the instructional process to achieve the proposed goals and objectives. English language teachers must create a good atmosphere and context to teach the target language, that is why they have to encourage students to learn and participate in the learning process. They have to avoid constraints because they stop teachers to manage the good learning atmosphere. In the Intermediate Intensive English II classes, the teachers walked around the classroom to provide help when students needed it. When the learners asked for the meaning of a word, teachers tried to provide them by using gestures or paraphrasing avoiding using

the mother tongue. Teachers did their best to have a great environment in order to get the students' learning effectively. Teachers tried to involve all the students to participate equally, avoiding focusing on the students who did the best at the moment of performing the language.

TEACHING MATERIALS

Taking teaching materials to the classroom is not only an excellent resource for teachers, but also helps students to learn the second language. These materials are done by teachers previously to use them at the right moment during the instructional process. The materials can be: magazines, textbooks, handouts, visual aids, realia, charts, CD player, copies, exams, overhead projector, TV, DVD, textbook, workbook, and some other items that are helpful for different types of activities, all of them addressed to aid students by the moment of acquiring the target language. This material varies depending on the kind of topic and activity the teacher is doing in classes. Interviewees said that there was no extra material, but the most common stuff, i.e. the textbook and the workbook, the whiteboard, the marker and sometimes a CD player were used in the classes they attended to. (See appendixes 2.15-2.17)

ADVANTAGES AND DISADVANTAGES OF METHODS

According to the research the methods which were applied and used the most are the following:

The Audiolingual Method that focuses its learning instruction on developing all four major skills: Speaking, Reading, Listening and Writing. The teachers at the

Intermediate Intensive English II classes put into practice techniques and activities conducted to improve the students' learning. The activities carried out were as follows: Learners practiced repetition of vocabulary in order to work with the speaking skill; they also practiced some dialogues; besides, some articles were assigned for them to read. Then the teacher practiced the question-and-answer technique to check their understanding in the reading skill; at the moment that the teachers did the listening part, the teachers used the necessary material such as CDs (compact discs) that contained all the exercises and items for each unit, the CD was played two or three times for students to complete the task with effectiveness; some written exercises were given them to reinforce the writing skill too. Even though all four major skills are practiced in this method the two that are taken mostly into account are listening and speaking.

In addition, it is very important to point out some of the advantages or disadvantages observed as the activities of the Audio-lingual Method were performed. One characteristic of Audio-lingual Method is that this method is based on speaking and listening competence (which was performed in the Intermediate Intensive English II courses). Students were able to talk every time the teacher asked for; the students always participated giving opinions and ideas when they had the opportunity to do it. Moreover, the teacher encouraged students to use just the target language, and they responded in an excellent way since they tried to forget their mother tongue, which is one of the principles of Audio-lingual Method. The teachers paid attention to students' pronunciation and this helped them to be more careful at the moment of speaking and improved the skill by

repeating some exercises. Also, teachers presented vocabulary through demonstration, objects, pictures, association of ideas. Thus, it made students guess and acquire meaning of words. Although not all the principles and techniques were taken account of Audio-lingual Method, the ones applied in the classes were very useful and helpful to students learning, they provided benefits. Therefore, disadvantages were not stood up in the classes observed.

The Total Physical Response Method was developed in order to improve the ways of learning a new language. This was proposed by James Asher (1982) by stimulating and activating the memory through the learner's response and giving activities to the motor which addresses the right hemisphere of the brain. This method focuses on listening comprehension to commands. Students listen to some commands while the teacher is performing them; meanwhile they are observing; later on they can do as the teacher did. Some advantages and disadvantages are found about this method. One advantage is that the teaching learning process becomes fun and it is more effective. Another is that the students' stress is reduced and they learn the target language easily. A third advantage is that students learn through observing the teacher's actions and then they perform them. Students feel comfortable enough doing that. The whole group interaction and actions is another advantage of the TPR; the students' understanding is shown through the interactions and actions they do in class. But this method has its own disadvantages. For instance, it is successful and effective only for beginning levels of language proficiency. The second one is that the reading and writing activities are limited. The third one is that the teacher is the director of the class; he directs students' behavior and gives all the feedback students need. The students say

nothing, they just do as the teacher does, which is another disadvantage. The last disadvantage is that the usage of the mother tongue is taken into account when teaching with this method. Every single method has its own advantages and limitations. The teacher must adequate the teaching-learning activities to the students' needs.

The Community Language Learning Method was also observed during the English classes. As usual, when a teaching method is adapted to a language class, there must be a previous study of the advantages and disadvantages in this method. By the time Charles Curran created his counseling-learning model of education, he was inspired by Roger who stated that learners in a classroom must be treated as a group rather than as a class. From this point of view, the advantages are these: 1.The interaction of students, that is primary considerate because the learning process is greatly increased when it happens not only among students but also with the teacher. 2. By interacting with classmates and the teacher, students become more sociable people which is something that creates a good classroom environment for a great teaching-learning process. 3. Students become independent people because of the teacher's role: counselor. They get familiar to turn to the teacher only when they really need her/him. On the other hand, there are some disadvantages which are described as follows: 1. the use of the native language, which in a beginner class is used fully and in some cases is not a good idea to expose students to translate every single sentence they are about to learn; 2. the fact that the students are seated in closed circles does not allow them receive the needed freedom to develop some activities, in which

they need to apply the psychomotor domain, that is effective for the learning and the physical interaction of students. These disadvantages do not mean that the Community Language Learning method is not an effective one, but there should be a profound study before applying it.

The Grammar Translation Method has been used by languages teachers for many years. At one time it was called the Classical Method because it was first used in the teaching of the classical languages, Latin and Greek. This method was used for the purpose of helping students read and appreciate foreign language literature. Also the use of the Grammar Translation Method was to teach grammar to students for them to feel comfortable and familiar with the grammar of the target language. By doing this students will be helped to speak and write their native language better. This method is based mostly in grammar, vocabulary, translations but not in speaking. The teachers in the Intermediate Intensive English II classes used some activities from this method, for example, fill in the blanks, as the text book used has this kind of activities. This helped students to put in practice what they had learned in class, students were given a series of sentences with words missing, which also helped them to learn some new vocabulary or grammar rules.

Another activity the teachers used was the reading comprehension questions in which students answer some questions in the target language based on their understanding of the reading practice they had had. This helped students to retain what they read to check if they had understood. Besides they learned new words and how to analyze them. Deductive Application of grammar rules was

used in the classes, too. Teachers presented the topic with some examples. Once students understood it, they were asked to apply it with some different examples. All that is mentioned before are some advantages of the use of the Grammar Translation Method but, as every method it has some disadvantages the principal is that students do not learn how to speak; students are asked only to read or translate but not to present something orally, the mother tongue is mostly used in this method. Another disadvantage of using the Grammar Translation Method is that when students find a word that they do not know in a passage they use the dictionary to find out the meaning of that word, they do not try to understand the meaning of that word according to the context. In Grammar Translation Method there are few opportunities for listening and speaking practice (with the exception of reading passages and sentences aloud), since the method concentrates on reading and translation exercises.

THE ECLECTIC METHOD

Eclectic: “What seems to be best of various styles or ideas; choosing (what is true or excellent in doctrines, opinions, etc) from various sources or systems” Source: (From Webster’s Revised Unabridged Dictionary)

The main purpose of this research is to offer the English Language Department a proposal of an Eclectic Method that can be applied in the English

classrooms to teach the English language with efficiency, allowing in this way not only the teacher but also the students to see in English an affair to triumph at the Instructional process. An Eclectic method is the one that include some details, features and key elements that have been projected in methods by distinguished theorists, researchers, professors, linguistics and teachers who have seen teaching as a real matter in education. The need for eclecticism is based on theoretical principles on a comparative study of the different methods. It also has a practical foundation based on the very characteristics of the students of the language schools: each student has a particular reason for studying English, different from his/her companions. If all of them wanted to be translators, the traditional method of Grammar translation could be followed, without any need to teach the spoken language, but that is an imaginary situation completely unreal. As a result, this proposal method includes ideas from the methods and their trends to present a mixture of innovations in language teaching methodology. It emphasizes the role of the Salvadoran context and circumstances under which language can be used accurately and appropriately.

The Eclectic Method is based on these beliefs and principles:

- To provide students the help to understand how the second language works through grammar explanations and exercises (Grammar is taught deductively and inductively) depending on the structure.

- To create opportunities for students to actively use the language through pair and group work
- To teach learners to develop appropriate language learning strategies to their personal learning styles, so that they can take every opportunity to improve their communicative competence
- To use gestures, realia and any kind of didactic material to make students understand the word meanings in English, trying not to use the native language as possible as it can be avoided
- To practice the question-and-answer technique between teacher and student and student-student to check the understanding of reading and listening tasks
- To focus the importance of the teacher and students as individual human beings and their roles , where both are outstanding tools for a successful teaching-learning process

This method proposes and challenges the teachers to be opened to different ideas and instruments that they can take as their concern to make of English a subject which should be as easy as useful for students to learn not only in El Salvador but also around the world.

There are three good reasons to explain the strength and importance to approve the Eclectic method as a fundamental part of the instructional process. Firstly, the need to be eclectic when choosing a method, it implies to accept the good and positive elements of each methodological trend, and to collect together

all that is most suitable given the situation and circumstances of the students. If the teachers limit themselves in an absolute way to a particular method, they run the risk of excluding other elements, of concentrating their efforts on one particular aspect of the language, (spoken, written, vocabulary, grammar, etc.) forgetting the other equally important aspects. Secondly, the usage of this method is an excellent choice for being adapted for teachers at the Foreign Language Department due to its complexity in developing the four macro skills (speaking, listening, reading and writing). The other methods are centered on one or two skills which are not enough for providing the convenient tools in the students' learning. On the contrary, this method proposes an integral teaching-learning process that pays special attention to all of the skills without letting any of them out. The teacher's mission is to promote a basic and solid mastery of all aspects of the language, essentially the acquisition of the four linguistic skills. Finally, this method supplies the teachers with a variety of strategies, techniques and activities as a consequence of the combination of different methods that are attempting to reach the goals and objectives for an English course. Besides, it allows the teacher and students to assume the adequate roles to each activity where the learners have the opportunity to work individually, in pairs and in groups. The environment in the instructional process has to be comfortable and has to elicit students to produce the second language in the best way.

CONCLUSION

Teaching English is and will continue being a theme to study due to its importance for the country's development. Over the centuries, many changes have taken place in the language learning, and yet there is evidence that considerations related to language learning have come up again and again through history. No doubt the search for a greater understanding of language learning, and more effective language teaching will continue.

Finally, it can be said that there exists a lot of information related to this topic. It is necessary for teachers to look for it and to be updated to improve the way of teaching a new language with a successful proficiency.

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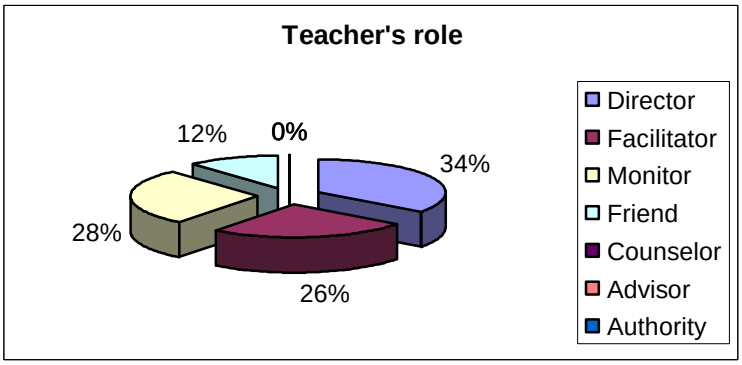
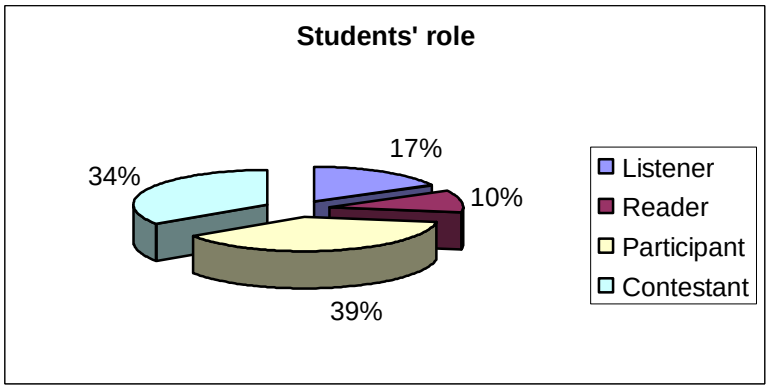
APPENDIXES

APPENDIX 1.1



APPENDIX 1.2



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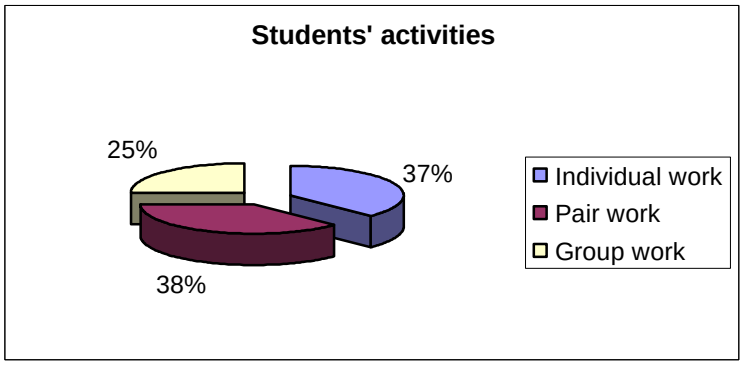
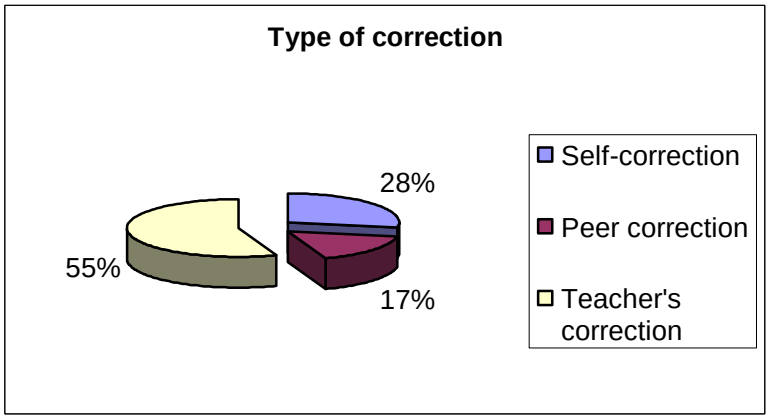
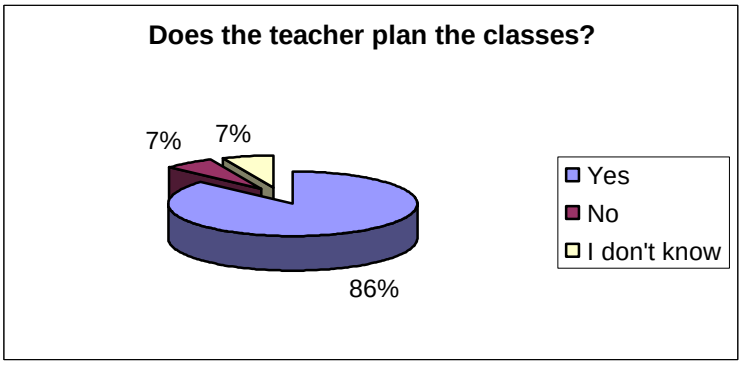


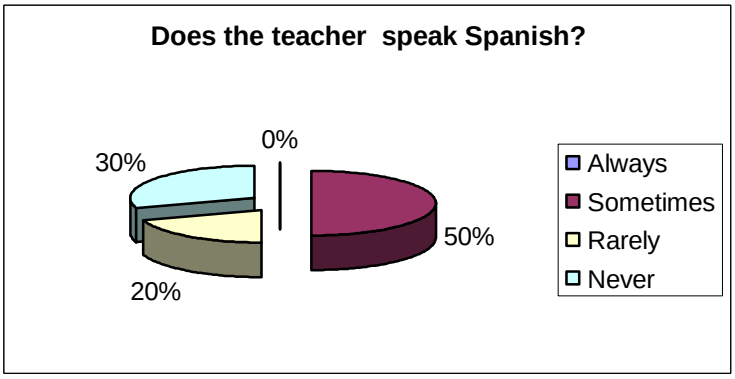
APPENDIX 1.4



APPENDIX 2.1



APPENDIX 2.2



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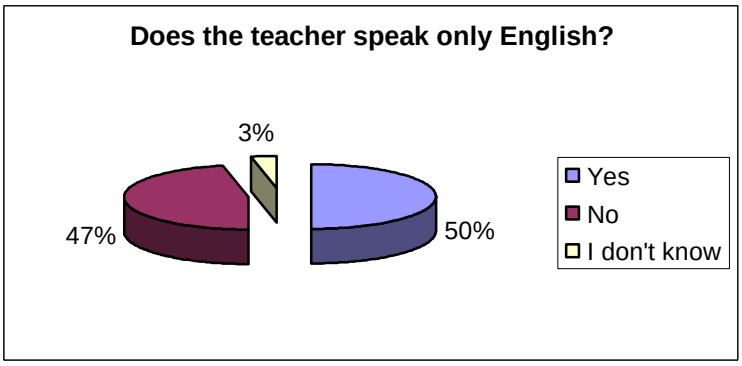
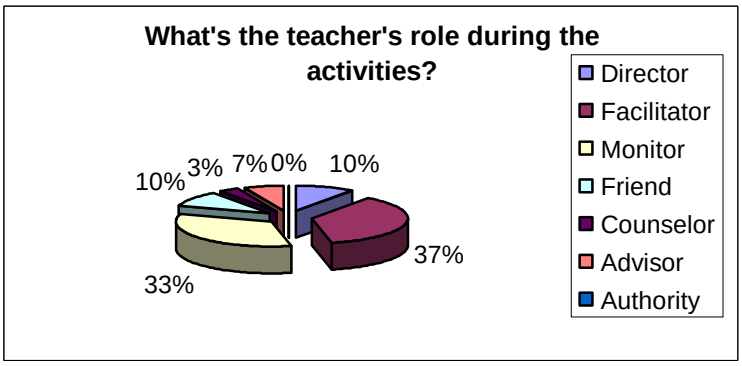
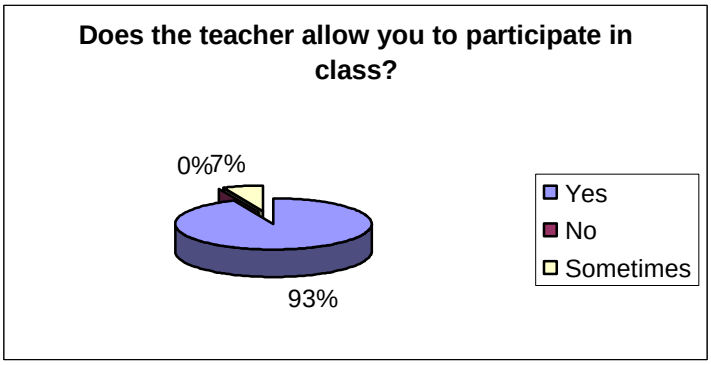

Does the teacher speak only English?
3%
47%
50%
Yes
No
I don't know

APPENDIX 2.4



APPENDIX 2.5



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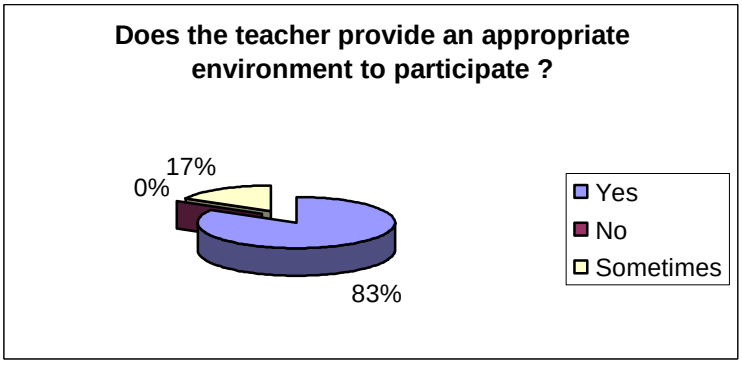

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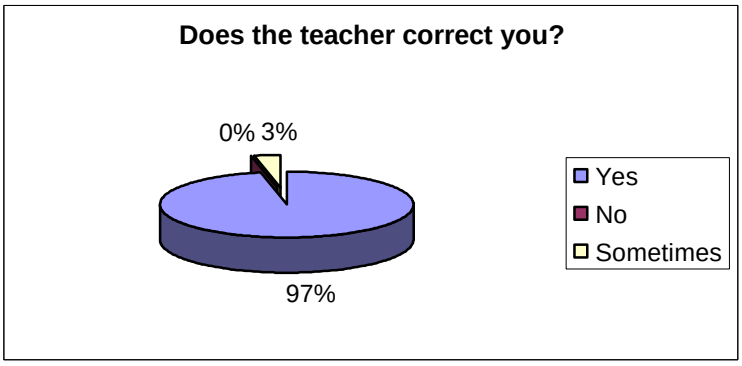
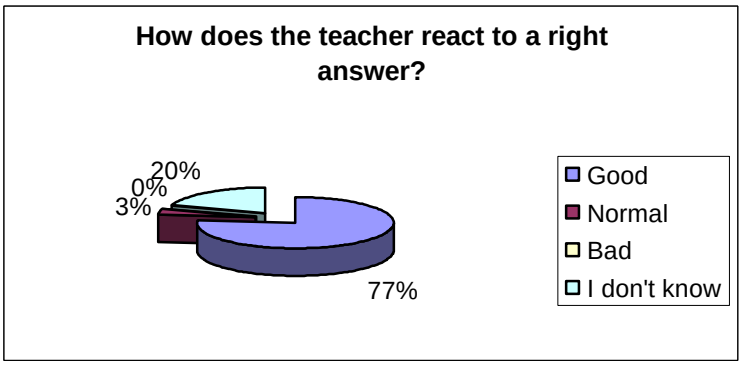
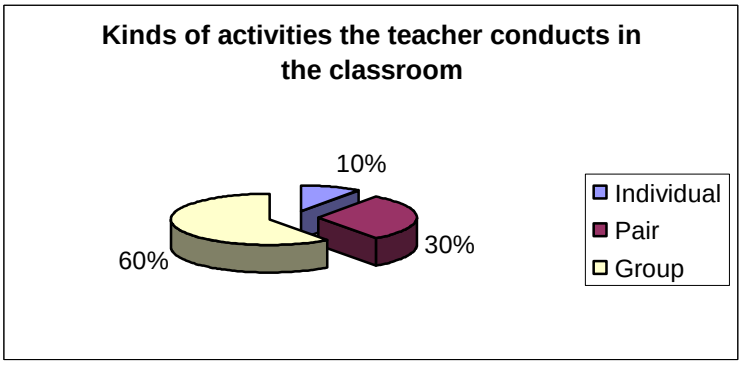


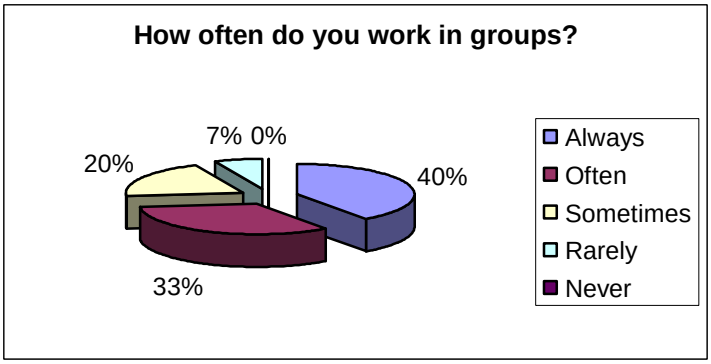
APPENDIX 2.8



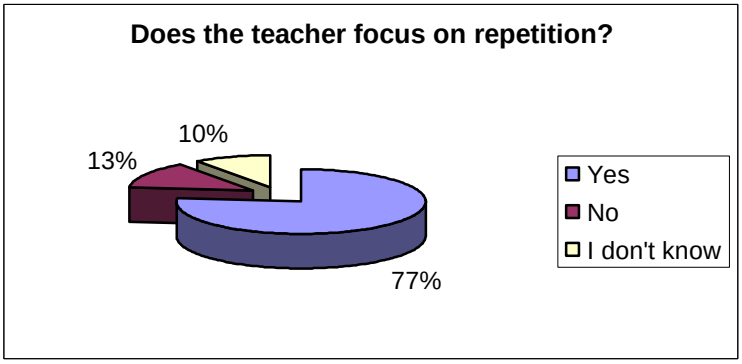
APPENDIX 2.9



APPENDIX 2.10



APPENDIX 2.11



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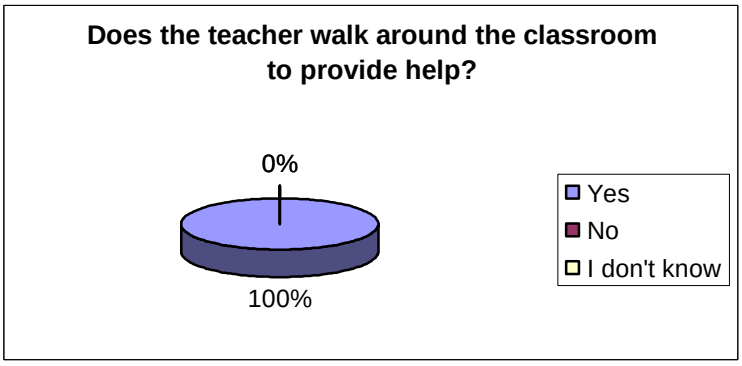

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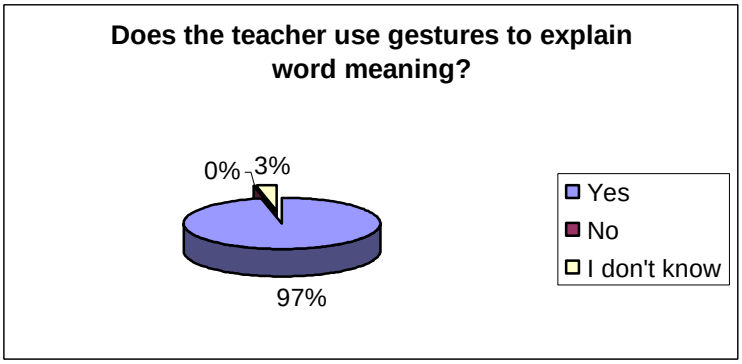

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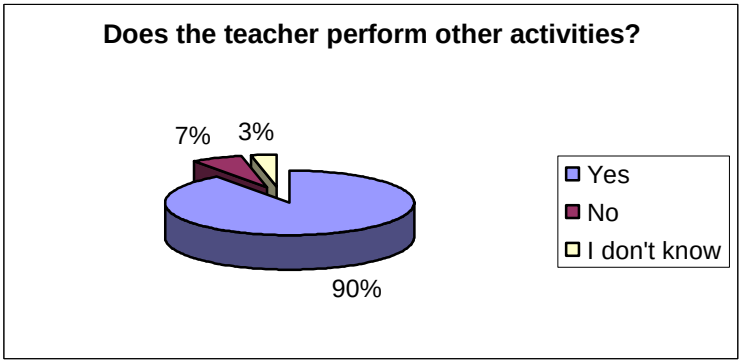

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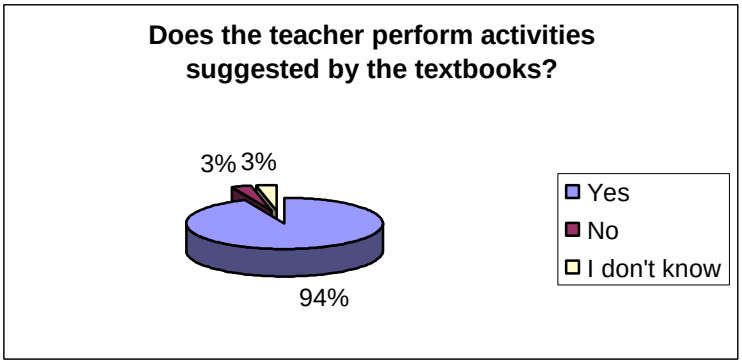
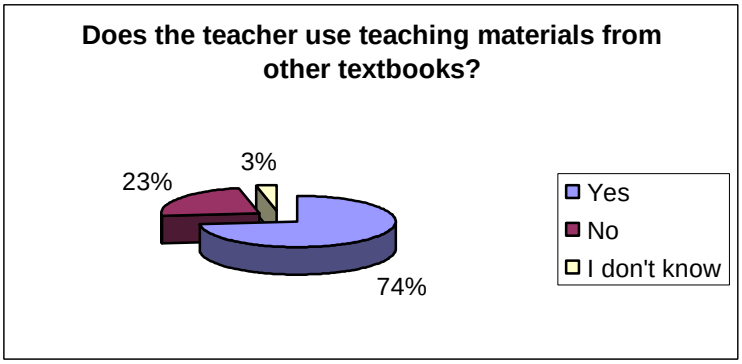
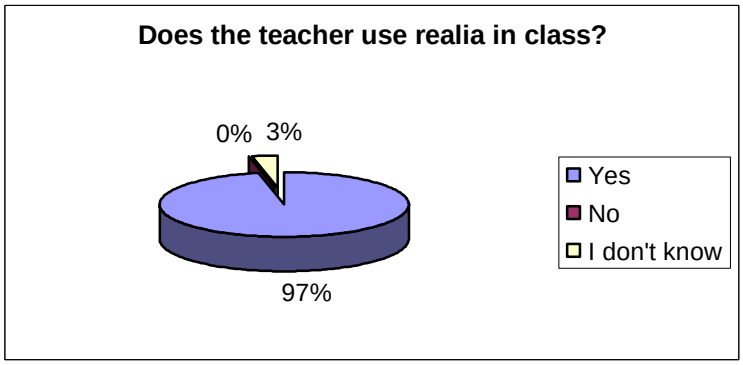


APPENDIX 2.16



APPENDIX 2.17