2.1 Background

For many decades before Oratory has been considered as a part of the Rhetoric; however, both of them refer to same study which is the art to speak in public by using appropriate techniques at the time to express ideas or opinions. The ability to speak effectively became one of the tools of politicians, and often made the greatest difference in their positions. By the mid 20th century, oratory became less remarkable and more conversational. The term oratory has generally fallen into disuse and is used mostly as a historical or subject term.

“In ancient Greece and Rome, oratory was studied as a component of rhetoric (that is, composition and delivery of speeches), and was an important skill in public. Aristotle and Quintilian discussed oratory, and the subject, with definitive rules and models.” 

Speaking in public does not mean to produce just speeches but try to persuade an audience through the gestures and emotions related to what speaker is saying so he can get to keep the interest’s audience. In addition to the Eloquence helps the speaker to have fluency showing that he is self-confidence and he also has knowledge of the matter that he is presenting. The term Eloquence is not from modern times, some researches from ancient times was already concerned that a speech needed more than words it had to be an ability which would express real emotions to transmit to the audience all what speaker was saying it was expressed with realism and conviction.

“Eloquence (from Latin eloquentia) is fluent, forcible, elegant or persuasive speaking in public. It is primarily the power of expressing strong emotions in striking and appropriate language, thereby producing conviction or persuasion.

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The concept of eloquence dates the ancient Greeks, Calliope, being the Muse of epic poetry and eloquence. Thus, being eloquent is having the ability to project words fluidly out of the mouth and the ability to understand and command the language in such a way that one employs a graceful style coupled with the power of persuasion”.

2.2 THEORETICAL BASES

Development of oration since ancient Greece

The history of oratory can be confused with the one of rhetoric in certain sense. In fact, the art of public speaking was firstly developed by the ancient Greeks and, after the ascension of Rome, copied and modified by the Latin. An example would be Cicero.

Nowadays, there is a vigorous tendency to return to the Greek School of Oratory (Aristotelian), since the modern world does not accept as it did in the past fluent speeches without any content.

Rhetoric

Rhetoric is the art to demonstrate the self confidence to express the ideas and thoughts through a spoken language able to convince an audience about a topic. The Rhetoric is more than ordinary speech. It is a special kind of public speaking; the rhetoric art teaches above all how a person can express himself in front of an audience without hesitation or another trouble related to the time to speak in public.

“Rhetoric (from Greek ῥήτωρ, rhētōr, orator, and teacher) is generally understood to be the art or technique of persuasion through the use of spoken language”

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2Oratory. Ob. Cit.
Contemporary studies of rhetoric have a more diverse range of practices and meanings than was the case in ancient times. The concept of rhetoric has shifted widely during its 2500-year history. Some rhetoricians have recently argued that the classical understanding of rhetoric is limited because persuasion depends on communication, which in turn depends on meaning. Thus the scope of rhetoric is understood to include much more than simply public legal and political discourse. This emphasis on meaning and how it is constructed and conveyed draws on a large body of critical and social theory, philosophy, and problems in social science methodology. Every aspect of human life and thought that depends on the articulation and communication of meaning can be said to involve elements of the rhetorical.

In the past, there were some authors like Mark Twain interested in the art of spoken language, how to communicate ideas in an accurate way taking into account different ways to persuade an audience not forgetting the interest and the attention that a matter must have. Now that, Oral skill is not only speaking but to show the eloquence that a speaker needs to expose a matter promoting the interests of the listeners, in other words to keep the audience motivated and interested for getting a good message from the matter that the speaker is presenting. It is important to know that all members involved in a lecture are the main part to achieve the lecture’s objective which is to transmit and receive a good message, but the audience must be considered the most important element in a lecture because it is the inspiration for presenting a matter.

“Mark Twain was a strong proponent of the superiority of the spoken word. Realizing the importance of conversational style, Twain derived from and acted in accordance with the principles of communication effectiveness which subsequently formed theoretical bases for communication. An avid interest in human behaviour led twain to
perceive oral reading as an interactive relationship among source, speaker, and listener, and he maintained that the listener was the most important consideration".4

History of the English language

According to some researchers the English language was and is still one of the most important languages around the world. Through times many people have been interested to know to the origin of this language and its importance.

Old English was a diverse group of dialects, reflecting the varied origins of the Anglo-Saxon Kingdoms of England. One of these dialects, Late West Saxon, eventually came to dominate. The original Old English language was influenced by two waves of invasion. The first was by language speakers of the Scandinavian branch of the Germanic family; they conquered and colonized parts of Britain in the 8th and 9th centuries. The second was the Normans in the 11th century, who spoke Old French and developed an English variety of this called Anglo-Norman. These two invasions caused English to become "mixed" to some degree. That is way The English Language has some variation like the British and American English, in both of this languages people have different kind of pronunciation to say some words, writing also change in some aspects.

In conclusion English Language does not have a standard rule such as in grammar, pronunciation, writing and speaking aspects.

"English is a West Germanic language that originated from the Anglo-Frisian dialects brought to Britain by Germanic settlers and Roman auxiliary troops from various parts of what is now northwest Germany and the Northern Netherlands". 5

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4 Biography of Mark Twain [on line] [quoted September 1st 2007] available on http://en.wikipedia.org/wiki/Mark_Twain_Biography

5 History of the English Language line [on line] [quoted October 1st 2007] available on http://en.wikipedia.org/wiki/History_of_the_English_Language
Early Modern English

Nowadays there are many words from different languages and English spelling is variable, especially in the United States where there are a lot of people from different parts of the world who have learnt the English Language as a second language, therefore risk of mispronunciation is high; because people never achieve the accent as the native English speakers.

Modern English as other languages has adopted some words from other languages due to the invasion from other cultures and their vocabularies, now that people do not want to lose their native language. Emigration has contributed to change the structure of the English Language because people who were born in a country where English is the official language like North America speak both languages the one of their parents and their language, so they mix them creating new languages structures.

“English has continuously adopted foreign words, especially from Latin and Greek since the Renaissance”.  

The importance of the language

The Language is the way of communication that human beings use to transmit ideas, it can be through the oral or written skills; however there are several ways to understand an idea, thoughts and feelings that a person has or feels, in other words a gesture or sound can express a mood or an emotion.

Each culture has different ways to communicate among them through sounds and gestures; in each culture a gesture does not represent the same meaning, now that each one can give them a different meaning even if it is the same word or gesture.

Any means of communicating ideas, specifically, human speech, the expression of ideas by the voice and sounds articulated by the organs of the throat and mouth is a

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6 History of the English Language. Ob. Cit.
language. Language, so far as we know, is something specific to humans, that is to say it is the basic capacity that distinguishes humans from all other living beings.

“A language is a systematic means of communication by the use of sounds or conventional symbols. It is the code we all use to express ourselves and communicate to others. In other words, human beings are capable to express not only sound but through body language.” 7

As we know just human beings can communicate ideas through either oral or written form, the language is considered a way capable to be understandable through symbols and actions as well, due to the human beings have learned that the communication is not only transmit through speeches but also written skill to, now that these skills make us different form other living beings. Following the sequence of the skills for learning a language listening –speaking are closed together and reading-writing are closed to, so for writing we need a series of established rules for linguistics, for speaking also we need to know those rules because it is important to follow a word structural order, in other words both skills speaking and writing are closed together to because there are logical sequence of sentences at time to use them.

“Language therefore is a communicative way capable of expressing ideas and concepts as well as moods, feelings and attitudes. Written languages use symbols to build words. The entire set of words is the language’s vocabulary. The ways in which the words can be combined is defined by the language’s syntax and grammar. The

7 skills for teaching English language [on line] [quoted 27 August, 2007 21:02] available on Usingenglish.com/articles/importance-english-language.html
actual meaning of words and combination of words is defined by the language’s semantics.”

**The Importance of English language**

English is a major international language for worldwide communication. The knowledge of English is required in certain fields, professions, and occupations.

Proficiency in English is a mandatory requirement for any professional who works in a global business environment. It is clear people who speak English have more advantages to get a better job than those ones do not, that is why nowadays more people are trying to get it through multiple innovating resources able to satisfy their needs such as listening, speaking, reading and writing. The English Language is becoming very important in countries where the necessity of professional development is every day more demanding due to the different job opportunities that are emerging for everyone who speak English.

The use of innovating techniques for teaching of English language has to be efficient, accurate and about all promotes a good environment where people can express their own ideas and opinions about daily life.

However the most important way for getting it is to put into practice every day until to reach the level desired for people depending on their interests and purposes to master it.

“Nowadays The English Language has become one of the most important languages around the world. As a result over a billion people speak English at least at a basic level”.

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8 skills for teaching English language.
English native speakers represent the major percent of people who speak English perfectly but it does not mean that they are the only ones, who can master it, the majority of people who are interested of learning it many times they reach it to get through a series of teaching appropriated for each skill such as listening, speaking, reading and writing. Now that one of them is followed of the next one and so on, until to reach the four kills in an natural order that a language must have, it does not matter the language be different from their mother tongue in the case people speak Spanish or another language. For learning the English Language completely is necessary to follow a process that develops the four skills in an efficient way.

“Over 380 million people speak English as their first language. English today is probably the third largest language by number of native speakers. However, non-native speakers are probably the most commonly spoken language in the world.” \(^{10}\)

**The English Language in El Salvador**

Although in El Salvador English is not the official language, most people know that it is necessary to speak English or at least to understand it, now that some kind of jobs require using it completely. In others words listening, speaking, reading and writing skills must be developed. Some Salvadorans try to learn it through diverse methodologies or techniques as long as they can get it or at least speak it a little.

In El Salvador the necessity to learn English has become indispensable for many people not only for getting better jobs but to be informed, actualized in a competent world now that there are a lot of informative resources as well as technological aspects which transmit important information for every one who wants to be in modern society able to communicate ideas in a second language.

“Spanish is the official language of El Salvador, but many locals speak English.” \(^{11}\)

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\(^9\) the importance of English Language [on line] [ quoted 11:18,18 October 2007] available on http://en.wikipedia.org/wiki/English_language

\(^{10}\) Ibidem.
Nowadays in El Salvador the English Language has become too important in all level of education, there are several Bilingual Educativa Institutions where the priority is to teach the English language as a second language, that is why some levels of education from elementary to high school are fomenting the use of new techniques appropriate for each level that they did not exist.

The study of English Language in the Elementary level has become increased due to the necessity to create competent professionals beginning from children now that they are the future of El Salvador therefore they deserve to be prepared to face a competitive society which has as a requirement to create integral professionals which help to improve the country.

The study of English Language in the Middle and High School also provide new opportunities to teenagers and young people to be competitive students capable to provide a better social development to the country.

Due to the lack of appropriate didactic resources and also the lack of competent English teacher for specific educative levels, in 1999 the Ministerio de Educacion created new program of English Language for the middle School which help to improve the teaching English as a second language so teachers would be qualified to give students the real knowledge of English Language using techniques that increase the domain of the four main skills to learn it correctly.

“In 1999 the Ministerio de Educación presented a new program of English Language for the middle School”.  

It is hard to considerer that just one program or a reform can change the methodology of teaching English Language it is necessary to take into account there are several

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11 English language in El Salvador [ on line [ quoted 18,21,22 October 2007] available on 

12 Plan educativo [ on line [ quoted 22 October 2007] available on 
educative factors which demand to be in constant observation not only teacher’s efficiency and his methodology but also to have enough didactic resources appropriated for each teaching level as well as a good environment that foments and increases student’s motivation. That is why in 2004 The Ministerio de Educacion of El Salvador implemented a new Plan of Study called Plan Educativo 2021, especially for Middle School.

Taking into account each educative level in the teaching English Language requires a series of factors that help students to acquire the English Integral knowledge. That is why it is necessary to have an educative plan that includes several procedures related to improvement the teacher’s quality and it also contains new strategies like methodologies, techniques even activities for improving and increasing the quality of the teaching English Language in the Educative System of El Salvador.

“The objectives are to strengthen the teaching English Language is a scale without precedents, it is also expected that education be improved, accredited and qualified to concern to English Language “

For the future is expected that most Salvadorans acquire the English Language as a second language that is why it is important to be a high quality for the teaching of this language, that benefits educational process focused on strengthen the methodologies appropriate for each skill of the English Language.

The Plan Educativo 2021 is focused to short and long terms that allow to get important educative results for coming years, in other words in the year 2021 is expected to the majority of Salvadoran people can speak English, that is why this educative plan is made above all for improving the system of education related to teaching English Language.

“To formulate the politics and educative goals, especially for coming years”

\[\text{Plan educativo. Ob. Cit.}\]
In El Salvador was also created an educative program called **Plan Compite** that is related to Educative Plan 2021. Plan Compite is addressed to above all English teachers and students from middle school to high school, for teachers it has the purpose to help them to master and reinforce what they have learned as professionals to give English classes, all this with the objective to broaden their knowledge of the English teaching.

To improve the teaching of the English Language is necessary to have a program that helps English teachers to master the main four skills of a second language, now that it has been detected that some English teachers need to improve their teaching’s quality as well as include new techniques and methods that benefit his development inside the classroom at the time to give classes.

The Salvadoran Government and Ministry of Education are concerned for improving and increasing the level of the English teaching that is why it is necessary to begin to strengthen the knowledge teachers so they will be able to transmit students all what they have already known in an appropriate and efficient way.

The Educational Plan Compite not only helps English’s teachers improve the teaching of the English language but also it is focused to students from middle and high school with the purpose they can master the four linguistics skills from a second language and they can increase the possibilities to communicate themselves so they will have more opportunities to get better jobs in modern society and it will also benefit to coming decades.

“To improve the educative reforms and increase the teaching’s quality of English teachers as well as to help students to communicate themselves using the four linguistics skills of the English Language”

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15Ibidem.
The Educational Plan Compite attempts to show Salvadoran people, the importance of having a program that concerns to improve the English Language as well as the benefits and the advantages that this one offers to people who want to learn English, especially students from middle and high school.

The plan Compite has some main objectives for its development into the educative system which functions are very important to achieve the main goal which is to get English Language accuracy, in other words to master its four skills such as listening, speaking, reading and writing.

One of the commitments that Plan Compite has is to give advanced English courses on Saturdays to students from middle and high school; it is expected at the end of the course they will be certificated as bilingual people, so in the future they can be able of applying a bilingual job, the Educative plan Compite attempts to join Educative Institutions specialized in the English Teaching that can provide the mentioned courses and be the sees of the educative program.

“Advanced English Program for Students from Middle and High School”

To improve and increase the English level in El Salvador is a main priority for the Plan Compite, that is why the creation of centers that certifies the people able to domain the linguistics skills of the English Language it is necessary for Compite as well, now that to know how much English teacher know it is important for educative system because students’ learning depends on teacher’s teaching and the use of the language must be develop with professionalism, in other words to master the English properly.

If an English teacher or someone else wants to be certificated as a real bilingual person able to master the basic English skills have to approve the evaluation given

16 Ibidem.
for those specialized centers so the quality of English teaching of educative system, especially in middle school, high school even Universities will integrally be proficient.

“Certification of the English Language domain”17

Nowadays the English teaching is not only given through the common didactic resources but also technology now that student’s motivation represents one the main factors for the constant learning. The Educatve Plan Compite also proposes the use of technology resources like practices of laboratories related to English programs with the objective that students can put into practice their abilities about the language promoting the interest for listening, speaking, reading and writing it, but also it takes into account the use of other technological elements like TV, radio and internet now that they are informative sources that work as reinforcement of the student's learning.

“The use of edudative sources for the teaching-learning process”18

In El Salvador there are many people who master the English but it does not mean they are teaches or something like that; most of them are out from the National educative system in others words they have learned English trough other sources that are not related to professional formation however they can express themselves and keep a English conversation very well, the plan Compite also takes them into account for being certificated as bilingual people now that most of them have the opportunities to get a good jobs which requires speak English, In others words Compite gives everyone the opportunities to develop themselves in a good job environment which offers them labour stability which improves the Salvadoran society.

“Certification for other people who are not in the National Educatve System”19

17 Ibidem.

18 Ibidem.
Call centers in El Salvador

In less than five years new companies from other countries which are looking for other proposals are growing up in El Salvador, since some years ago these companies have been coming to establish their branches in San Salvador, giving job opportunities to those people who speak English as a second language.

According to official information published on March, 27th, 2006 in El Diario de Hoy, around four thousand of people are working for the seven companies which offer their contact centers in our country as tools to companies from the United States, Mexico and Central America. Some of them are Dell, Sykes, Teleperformance, Atento and TracFone among others. At the beginning these companies were requesting a 100% of knowledge of English to apply for a job, but they face the problem that only a minimum amount of Salvadorians had this level of English, and most of them were people who lived in the United States for some time ago and for any reason they are living now in our country again. After taking into account this they decided to request a low level of English, nowadays to apply for one of these jobs only the 70% of English domain is requested.

According to an article published in 2004 by The Latin Trade magazine, these big companies had been attracted for the stability of our country, they are choosing El Salvador because of the hard working people as the economic and politic stability as much as the dollarization in our country.

One of the most important contact centers in El Salvador is Dell; these call centers assist its customers from the United States, taking their shopping orders and also providing technical support totally in English, this company is in El Salvador since the beginning of 2003, when this company made the firsts contacts with Proesa (Agencia de Promociones de El Salvador).

19 Ibidem.
After that another very important call center opened its doors in our country with the name of **Sykes**. This company began on January, 2005 with 200 employees, next year another building was opened, and now Sykes has around 1,100 bilingual employees. For the next year it is believed that this company will be open a new building generating around 400 new jobs.

**Teleperformance** is another of the most important call centers in this moment in our country. It has been distinguished with the prize **Top customer satisfaction center** for Bellsouth. Teleperformance began with 10 employees; nowadays they have more than 1,300 employees. This company assists different campaigns such as FedEx, Televisa, Banamex, and Bellsouth that is one of the most important telephone companies around the world, among others. Some of these campaigns are 100% in English only assisting customers from the United States.

Nowadays one of the challenges is the lack of bilingual personal for applying to these jobs. In several opportunities the representatives of these companies have mentioned that this sector could achieve their growing projections with the preparation of more people who speak English. Since the last year the government proposed the creation of the **Centro Nacional de Ingles**, with the objective of the preparation of bilingual people able to apply for a job in this contact centers. this field is involving the Ministerio de Educación and private companies.

The last proposal of the Salvadorian Government to promote the development of call centers in our country is to identify Salvadorians who are living in the United States to motivate them to come back and work temporarily here in El Salvador. This proposal was made by the vice president of El Salvador Republic Ana Vilma de Escobar; this project is denominated **Encuentro con tus raíces**. Which is the case of a lot of people who already work in on of this call centers; this is an advantage to them, because they have more experience with natives' English speakers than those who have learnt the language here in schools, academies or universities.

Nowadays, there are several educational institutions like schools, academics and Universities focused on improve the quality of teaching the English Language.
The Universidad Francisco Gavidia, especially in English Major provides students a series of subjects that help them to develop the four skills of the English Language, one of the subjects that help them is Oral Expression Subject, now that it promotes the student’s oral participation through activities where they can express themselves, giving ideas or opinions about any topic discussed in classes, all that increases the vocabulary, fluency, self confidence and it also improves the pronunciation.

Oral Expression Subject has an objective to improve the four skills of the language, especially listening and speaking skills, now that one of them is complement from the other one. Like other important subjects the Oral Expression requires of a textbook that bases on the practice of those skills.

The importance of selecting appropriate instructional methods

According to the research made by The Robert Gordon University the teaching process begins with an examination of the characteristics of the target population and the topic area to be covered, followed by an analysis of the existing skills of the students. The next key step should be the formulation of a clear set of educational objectives, so that both teachers and students are clear as to what the latter are expected to achieve. Clearly, the particular methods that are eventually chosen will depend on a large number of factors, including the detailed nature of the objectives in question, student characteristics, and the background and preferences of the teaching staff involved.

“However, be chosen in a systematic way, something that can best be done by looking at each objective (or related set of objectives) in turn, and asking the following two questions:

1. What possible methods could be used to help the students to achieve this particular objective or set of objectives?
Which of these methods would probably be most appropriate in the context of the particular course or curriculum being considered? 20.

Many researchers agree with the fact that there are some methods which are most commonly used such as the one that the teacher takes the whole group at the same time in the teaching–learning process, using conventional lectures and taught lessons; film and video presentations; educational broadcasts; mass practical and studio work,

In this method the role of the teacher is a traditional expository role; controller of all aspects of instruction process (style, content, pace, etc.).

This one was the most common method used in the past where the teacher had the total domain of the class and student saw him as the only authority able to do create the rules of the process. In other words the teacher exposed the lesson at the front of the class and students only listened without any kind of interactive participation.

In El Salvador this method was used for years in the educational system as the correct one to teach any kind of subject in the different levels of instruction. Students did not have the right to express their ideas and give their own opinions about the studied topic, the only option was to be agree with teachers explanation, another factor was that in the past students did not have enough information to research by themselves the only material was one given by teachers.

In this method the role of students is really passive totally dependent of the teacher, they are waiting for instructions of the teacher.

Other teachers prefer to use different methods as an individualized one which is directed to the study of texts, study of open-learning materials; mediated self-instruction, multimedia assignments, projects etc.

20 Selecting appropriate teaching Methods. [on line][quoted October 13 rd, 2007] available http://apu.qcal.ac.uk/cide/Ch04.html #2
In this method the way of teaching changes because students have the opportunity to use other resources to support the learning process. In this method they can include the use tutor and guide, providing support to students when required.

This means that the role of the teacher is different because he acts as a tutor or as a backup for the learning process, his work is facilitate the process giving instructions and helping to solvent students’ doubts in the classroom,

This method is most common nowadays because the students have the opportunity to be responsible for their own learning process and the responsibility is not only of the teacher. The Students have to research for information, perform oral presentations, present written reports and also have the opportunity to interact among them in group presentations. They see the teacher as a facilitator in the classroom. Another advantage of this method is that students and teacher can have a better communications among them, in other words they can have a friendly relationship, and this also helps to create a better environment in the classroom providing more self confidence to students at the time to demonstrate their abilities in the knowledge of the language, for example at the time of an oral presentation, student can be more secure to produce the language to express his ideas in front of the class and even with a different audience.

Also teachers can choose the **group learning method** mentioned in the research made by The Robert Gordon University. This method is very common in all the institution dedicated to teaching second languages, because is very helpful to acquire the language.

In this method are used different techniques for student that wants to learn a second language for example: class discussion, seminaries, and group tutorials, games and simulations, group projects etc.

Applying this techniques students are able to practice the language orally that is the most important area of leaning a second language. In groups they can interchange
ideas, share opinions, comments and also the teacher can propose a polemic topic to start a debate among them, so they can practice the vocabulary they already know. Another advantage for this method is that can feel more confidence talking without teacher supervision producing accurate sentences.

In this method students are also largely responsible for their own learning, but also strongly dependent on one another's preparation and interaction, because they feel like a competence among them so they do not want to be less participative than others and make an effort put into practice the new vocabulary as well as the pronunciation and grammar skills.

According with another researchers it can be found that authors agrees with the kind of methods that can be used to have a successful English learning process, for example in the book *Techniques and Principles in Language Teaching* written by Diane Larsen Freeman.

This book it is about the different techniques that teachers can use in the development of this process.

In the past for the English learning process the main purpose was that students understand the foreign language by reading, in these way students can understand grammar skill and through this study they can get familiar with language and step by step they can produce the language by reading and speaking.

For this method grammar is the main objective because students need to know all the rules to produce the language orally in an effective way. This book also mentions some techniques that can be used to develop this method for example teacher can provide a text in the foreign language in a piece of paper and ask each student to read few lines in front of the class and also to translate them into the native language, this method is mainly focus in two primary skills as reading and writing and little attention is given to speaking and listening. Students learn through translating to one language to another that is way they do not practice oral skills, they do not have
individual participation neither group interaction, another factor is that they do not interact with the teacher, so they never have the opportunity to practice the language orally, also because they during the class most of the time are using native language.

Diane Larsen Freeman calls this method **Grammar Translation Method**.

This method has been used for teachers for many years. “At one time was called the classical method since was the first used in the teaching of the classical languages, (Chastain 1998). Earlier in this century this method was used for the purpose of helping students read and appreciate foreign language literature”.  

In this method as in The Mass Instruction studied before, the teacher is the only authority in the classroom, and who also perform the whole class, nowadays this method is not frequently used, and teachers prefer to use other ones which involve students in an active way during the development of the class.

Through experiences teachers adopted others methods that were improving the teaching-learning process, other techniques were introduced as the reading technique, but with a different purpose, students read but also use the reading to practice speaking skill, language is primarily speech. The environment in this method is also very important; students can feel more comfortable in an adequate classroom which can help them to acquire the language by visual aids for example,

Another very important aspect of this method is that students can not use the native language during the class, so they are encourage using the foreign language to communicate ideas and give opinions among them. Teacher never translates words that they do not understand, he tries to explain the meaning but in the foreign language using different strategies as pictures gestures and the language in fact.

Students also learn to think in the foreign language, doing this they acquire new vocabulary easily and also have the opportunity to put into practice what they already

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know. That is why the main purpose of this method is communication, students have to produce the language in an accurate way building full sentences to communicate ideas.

“Most recently, it was revived as a method when the goal of instruction became learning how to use a foreign language how communicate”22

Pronunciation is a very important aspect for the development of this method, the role of the teacher is as facilitator in the teaching learning process as in The Individualized Method studied before. Grammar is also taken into account. Conversational activities are also very commons because students has to produce the language actively as in role plays, debates and also in free topics provided by the teacher so students have the opportunity to express their own opinions orally.

After that teachers found that the most important thing in studying English as a second language is to use the language that is way more attention was given to produce the language orally.

In this method the use of the native language is not allowed. Teacher makes use of visual aids as pictures, actions, gestures and objects to explain meanings.

The role of the teacher in this method is very important because he is seen as a model in the use of the language, so students listen carefully the teacher to learn pronunciations, after that they can mimic this model to produce the language according to the model they already listened. The teacher also has to be aware of the errors of the students because needs to be corrected immediately. The teacher also has to encourage students with positives reinforcements when they participate in class with phrases as very good or well done

“The Audio Lingual Method, like the Direct Method we have just examined, is also as oral based approach. However it is different in that rather than emphasizing

22 DIANE LARSEN FREEMAN. Ob. Cit. p. 23
vocabulary acquisition by the exposure to its use in situations the Audio Lingual Method drills students in the use of grammatical sentences patterns".  

Students have also the opportunity to interact among them to produce the language in the classroom with group activities, chain drills, dialogues etc. Also they interact with the teacher in the activities, doing this the teacher is able to correct the weakness pints of each student.

Other authors have the opinions that the most important point of the teaching-learning process is to know how to take advantage of what students already know to introduce a new topic, so he uses all knowledge to built new ones. in this method the role of the teacher is to be the only to clarify doubts that students must have, because students are responsible for their own learning of the target language, in this case students most likely are for advanced level in the target language because they already have had some experiences in the past, so they do not need a lot of attention of the teacher to develop the teaching learning process.

Students also learn from each other sharing experiences in conversational activities, teacher speaks but only if it is necessary. Because it is very important that most of the time students can practice the language among them to clarify doubts regarding with the pronunciation or new words. Working in groups also encourage students participation, but it is also very important that students be aware of the errors they can make at the time of speaking so next time they will not make the same mistake. Diane Larsen Freeman call this method The Silent Way

This is also through listening because they are able to listen themselves at he time to speak and can see if they need more practice saying a word for example. So they are able so see their own progress during the course, they can feel more secure at the time to express their ideas in an autonomy way. The teacher also have to give

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23 DIANE LARSEN FREEMAN. Ob. Cit. p. 35
feedback when it is necessary so students can see in what they need to work on, they can learn how to accept responsibility for their own learning process.

In these methods, students' feelings are very important. Especially when the teacher has to give feedback, this is also very important because students need to know how to improve their abilities in the production of the language. This method also has the objective that students can enjoy the teaching-learning process.

Another very common method is the one in which the teachers try to have a good relationship with students so that they can feel more self-confidence at the time to produce the language. This method is well known as Desuggestopedia.

For this method, the classroom is very important, has to be decorated according to the necessities of the topic which the teacher is going to teach during the class. The role of the teacher is very important, he has to create an environment of confidence between he and the students so that they can feel a friendly classroom, doing this students can trust in the teacher and also in themselves to produce the language. They can feel self-confidence to express their point of view in the oral practices. Teacher has to be conscious that students most of the time when learning a second language they have some barriers to develop their potential in the learning process.

He has to be creative to propose new activities to involve all members of the class, so, they can feel comfortable learning a second language. He can use dialogues, also can use songs which is one of the favorite activities for students, and it is also a good activity for freeing the speech muscles and also evoking positive emotions. Grammar is also a very important aspect in this method but the teacher has to look for the way that students can learn it in an indirect way through enjoyable activities.

Dramatization as a good activity for this method because students can take the role of a different person, so they can act without the fear to be mistaken, and this is a subconscious way to learn how to produce a second language effectively.
Nowadays a very important method is that in which student have to learn how to interact to produce and practice the language among them.

With the help of this method student can feel more secure being integrated in a group and feeling that they belong to this group, so they start to communicate ideas, thoughts and also feelings and sharing point of view. Teacher has to give only the help that is necessary in the adequate time to do it.

This method also helps to create a friendship environment among students so they can feel more secure to talk in front of an audience, they can listen her/himself and realize that is producing another language perfectly.

There are several methods to perform a successful teaching leaning process, it is also possible to take advantage of all of these to teach a specific subject applying some techniques mentioned above to have students able to express accurate ideas, feelings, emotions and also provide points of view in front of an audiences when is necessary do it. Diane Larsen Freeman calls this method **Community Language Learning**

Unfortunately in some cases institutions do not have enough material for teachers to support their classes as a specialized textbook for teaching a subject that is why the necessity of having such materials to develop all the capacities of students which are studying English as a second language in our country El Salvador.
The audiovisual aids in the teaching learning process

The audiovisual material is the resource that the teachers use to reinforce the message that they want to transmit; thus, facilitating its comprehension; it is recommendable to use only those that really contribute to the clarity of the message. The audiovisual aids are selected in agreement to the contents, topics, number of students and the size of the classroom to reinforce the message and illustrate ideas that can be difficult to visualize or to imagine. Because they have demonstrated to be an efficient source of comprehension and motivation, now that, they are able to present the content in a concrete way, contributing in this manner to set it in a easier, interesting and lasting way.

To keep students interested and motivated, the teacher needs to select carefully the material and the audiovisual aids, not to use several types of material at same time, because they create confusion and they must be used at the appropriate moment. Most of the visual aids can be grouped into the following categories no projected aids and projected aids. The Chaplain Audiovisual Catalog discussed these categories:

Nonprojected aids

Nonprojected aids are those that do not require the use of audiovisual equipment such as a projector and screen. Included in this category are charts, graphs, maps, illustrations, photographs, brochures, handouts and textbooks.

Charts

Charts are in common use almost every where. A chart is a diagram which shows relationships and shows the various branches of a particular organization.

24 The Chaplain Audiovisual Catalog [on line [quoted November 05 th,2007] available http://www.tpub.com/content/religion/14229/css/14229_320.htm
Graphs
These aids show comparisons between figures. The bar graph is one of the most commonly used. Graphs are useful when the information being presented compares figures from time to time or from several sources.

Maps
Maps are graphic representations of the surface of the earth. Maps are usually drawn to scale. The type that you are most likely to encounter is the world map, used in conference rooms, classrooms, and in briefing rooms.

Illustrations
Illustrations are the most versatile of any aid covered here. All aids make use of illustrations to some degree in their planning stages, and perhaps even in their final form. Charts, cartoons, maps, and signs are illustrations that are often used to present or clarify an idea.

Photographs
Photographs may be passed from hand to hand or posted on a board in front of the class. They can be used most effectively in small groups.

Handouts and textbooks
Handouts are small pamphlets composed of illustrations and printed material, but they are generally much briefer than textbooks. When given to students, these materials should help the people understand the class and the topics. Textbooks are normally retained by the students for purposes of reference and later review. Long after the class they can be review important points of the topics.

Projected aids
Projected aids are those that require audiovisual equipment in order to be presented properly. Some of the aids included in this category are slides, filmstrips, overhead transparencies and videotapes.

**Slides and Filmstrips**
Anything that can be photographed can be made into a slide. Slides are one of the best known projected aids. They are found in all types and levels of briefings, both informative and educational. Filmstrips are used primarily in an educational environment. Each frame of the 35-mm filmstrip is related to others in such a way that an entire story or lesson can be contained in one strip. A major disadvantage of filmstrips is that they cannot be repaired.

**Transparencies**
Transparencies refer to large transparencies projected with overhead projectors. Depending on time factors, the information to be presented, and the quality of transparency desired, production methods may vary from typed information on clear plastic to complex illustrations on colored film.

**Videotapes**
Videotapes provide better color and detail in addition that can be used to show an abstract concept and video players are less expensive and easier to maintain than slide projectors.

**The Importance of the textbook in the teaching learning process**

One of the most used resource in the daily teaching practice is the textbook, and it is important to recognize its relation with the teaching learning process because it is the main source of information about the subject and topics that the students have access; in other words, textbooks are able to take at home and that make possible
that the students carry out a significant and more complete learning process, because they can spend more time reading, researching and practicing. It is for all known that, students have their own rhythm of learning. There are students who advance faster, other slower; some of them understand with a single reading, others need to read several times. Therefore, the textbooks offer the possibility that the student advance at their own rhythm.

Besides, textbooks are a big element in the take of decisions in the process of planning the class; now that, they provide the teachers an excellent and complete vision for the organization of the contents and topics in different time, for example weekly or monthly, but also at the same time in the same period. Also they propose how to organize the content by hierarchy of the concepts, the design of the activities, the distribution of the topics and the forms of evaluation.

According to Roger Seguin in his book *Methodological Guide* says:
"Textbooks structure the content presenting an organization and a sequencing of the same one that operate as guide of the process of teaching and learning".25

The textbooks offer a guide that the teachers can take in order to continue and follow the flow of the activities that permit to carry on the classes. They also make easier their work, because they give to the teachers exercises that can utilize at any moment. Similarly, the textbooks contain important material which the students study and can succeed in their tests. The textbooks provide an indispensable support for the teachers, especially for those ones who have no experience.

Some teachers try to supply the lack of textbooks in the field of English language, especially in Oral Expression Subject by the employment of photocopies, which besides is illegal because does not support the copyrights and limits the possibilities of learning of the students. The photocopies, still those of good quality, avoid making

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the difference among many aspects that only are distinguished with the colour, they initiate the students in dishonest practices and at the end of the year the investment is higher or almost the same if the students had bought a textbook. Another situation that is observed is that the photocopies can be throw away at the end of the semester when students think that they are no useful any more, while the book is kept because is something important.

In the present, textbooks compete with audiovisual material and students have access to all kind of information through internet, but, it is in the textbooks where students can trust. The use of the textbook make easier that students learn by themselves and encourage the investigation process.

“The textbooks have a place of privilege in the educational process because they operate the process of teaching learning performed in the schools”.  

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Elaboration of a textbook

Nowadays, it is difficult to imagine the teaching learning process without the resource of textbooks. The textbook is very used in every single level of the teaching learning process, and it is still the main pedagogical instrument in the educational institutions and one of the most important help that many teachers take to support their teaching; The textbook makes a remarkable influence on the learning process of the students, it guides and orients many of theirs activities and as well as those of the teachers. Many teachers do not only utilize the textbooks as guide in the exposition of the content but also like source of knowledge, inspiration and help for the students.

26 Roger Seguin. Ob. Cit.
The textbooks of other times were not as we know them now. Many textbooks of the last century were constituted by a succession of questions and answers that should be memorized by the student. Other textbooks presented the contents in the shape of conversation between teacher and student, which its methodology brings us to the mind, the old times when Aristotle taught his student.

In the present, with all the investigations that teachers, researchers and people, who are interested in an efficient teaching learning process have made, the most common format of the textbooks consists of a conceptual content and a series of examples, activities and problems that are used to complement the contents presented in class.

**Specific requirements for elaboration of a textbook**

The proposal for creation of a textbook is oriented to development of the student’s abilities with emphasis in the four skills, listening, speaking, reading and writing in a very competent way.

The textbook should not present conceptual errors in the information that provides; it should be writing in clear form and should offer organization of the topics that permit to cover them in a semester of studies.

In relation to each one of the four skills, the following elements should be considered:

**Speaking:**

- To guarantee the development of the oral communication, presenting a variety situation that permit the students to take the word to formulate ideas, to describe and to comment situations, to predict actions, etc. With this same goal, should promote also situations of group work as dramatizations or dialogues that permit to exchange experiences, ideas, feelings, to plan actions or to establish some conclusions of home works.

- To develop the listen, incorporating different types of short not literary and literary texts to be read by the teacher that permit to verify their comprehension in oral way.
• To develop the listen incorporating poems rhymes, tongue twister, lyrics, etc.

**Reading:**

• To develop the pleasure toward the reading presenting texts of quality, of adequate extension, with interesting topics for the students, like stories and poems and short and simple not literary texts, that take into account their needs and interests, as news, notices and instructions.

• To present a variety of short texts, stories, poems and songs, easily memorisable by its rhythm, rhyme and structure.

• The selection of texts should be of good quality; the adaptations, especially of classical stories, they should not change the sense of the original text neither to fragment it to such extent that dissociate themselves of the original text. These texts will have a maximum extension of two pages.

• Promoting diverse modalities of reading in different contexts: silent reading and reading aloud.

**Writing:**

• Promoting the development of the creative and free writing of words, phrases and sentences that interest students, taking into account always the context of the topics or units presented in the textbook.

**The nature of the contents**

The contents in the textbook need to apport to the education of the students help them to understand the environment where they live and, of course, contain all the information that is important to the development of the subject.
The investigations that have been made for a better way of understanding the topics have conducted to pursue of forms to improve the organization of the contents in the textbooks.

The material that is presented in them is determined by the curriculum established by the educational institution and must be based on the syllabus which the students will cover during the semester and must contain the elements of accuracy and precision, which contents should not be presented in an incomplete or a way that can give the wrong message to the students. If the content is complex, then it should be explained and remain totally comprehensible.

Contents should be based on exact, verified information and free from errors. It has to take into account that all students have different levels of ability, according to age and their sociocultural environment. Similarly, the speed of learning can also vary. Therefore, examples of different activities must be proposed in order to facilitate learning. Also, the elaboration and choice of content should take into account that the interests of the students are varied. A clear and precise presentation of text and attractive illustrations can play an important part in stimulating the interest of the students. In addition, in the presentation of content the students should be able to find situations which are familiar to them.

**Structure and organization of chapters**

A uniformity of presentation is useful in facilitating assimilation of content of chapters in sequence, and how they interrelate. Diversity in presentation would confuse the students. Moreover, uniformity simplifies the work of the author by providing him with a model upon which to build each section.

An order of presentation following the constituent elements of a chapter or section can be considered:
- Divide the textbook in chapters, sections and subsections in a way of beginning with the easiest topic until finishing with the hardest one, whose lower level be composed by units of knowledge that occupy a few short paragraphs or blocks.

- A short introduction;
- Development of content;
- Integration of new content;
- Precise summary of the content presented;
- Practical exercises.

The problem consists in presenting the required contents for the acquisition phase and establishing coherence with the integration of new content, without lengthening the textbook too much. A compromise has to be reached between a contribution of information and explanation which is sufficient to permit learning of new content and a length of text which, if excessive, might discourage the reader. On the other hand, students who already know more than others might lose interest and motivation if information is repeated to excess.

“If the pattern is uniform, the pupil can more easily compare the subject matter of one chapter with that of another, and comparison is a useful instrument of learning”.

The language used in textbooks

Basically, a textbook is made up of written words, and often shows illustrations. This level of comprehension concerns mainly vocabulary, phrases, their construction, their length, punctuation, and style of writing. One objective of textbooks is to enrich the vocabulary of students.

Words used in textbooks are:

- Those commonly used, recognized and accepted by the teacher in class, and usually familiar to students. They are used as a means of communication in teaching.

- New words, or those the students are not completely familiar with, which will be needed to teach the content of topic and which the student must learn to use. "The writer should make use of any word count which has developing the manuscript been compiled for the area of the school system".28

Illustrations

One of the factors that has contributed to the evolution of the textbook over the last year has been the use of illustrations and colour. Explanations, definitions and arguments require words and phrases, but there are ideas and material things that are better represented by illustrations. Illustrations are useful in parts of a text giving information about things or events which can not be found in the students' daily life. "It will be a help if an author can give at least a rough idea of what the drawings should show—even the barest outline gives a better idea of the required illustration than any description in words".29

Types of illustrations

Three main categories of illustration can be defined:
- Photographs, either original or copied;
- Drawings, figurative or technical, drawn with a desire for realism, maps;
- Diagrammes, sketches, statistical graphs.

“The types can be printed in several colours, two or three colours and black or in two colours, usually one colour and black in one colour, usually black. The writer of the


29 Ibidem.
textbook must choose which of these categories is best suited to the educational objectives of the textbook." \(^{30}\)

**Conclusion**

With the conclusion finishes the book. It is a species of final chapter in which the writer of the textbook, writing all the final conclusions and ideas, explains the results and main ideas of their work and indicates that are the pending problems of resolution to facilitate the road to other investigators.

**Bibliography**

The bibliography details by alphabetical order, the last names and name of the different authors that have consulted, clarifying after each one, title of the work as well as editorial, edition, population and year of the publication.

**Annexes**

The textbook can require examples, plans, graphic, photographs or a series of requirements that they enrich the exposition because they clarify their content.

\(^{30}\) Ibidem.
2.3 CONCEPTUAL FRAMEWORK

**Activity**: it refers at any technique that can be used for the teacher at the time to explain the class in order to make easier the learning process, for example games, role plays, dramatizations, group activities etc.

**Ability**: the capacity to develop a specific activity, or learn something new easily.

**Accuracy**: the condition to being correct or exact at the moment to talk or express ideas; freedom from error or defect when connect ideas and construct sentences grammatically correct.

**Coherence**: the capacity to produce the language orally grammatically correct and express feelings and give point of views without lack of sense at the time to talk. In other words to be able to produce logical speech.

**Communication**: the capacity to express ideas, feelings, thoughts and opinions. Interact with somebody else effectively.

**Comprehension**: capacity of the mind to perceive and understand ideas, the meaning or importance of something.

**Efficiency**: able to express ideas in a fluent way at time to express, for example in oral presentations in front of the class or any other audience.

**Expression**: the way of express ideas trough words, gestures to show feelings, also the capacity to be fluent at the time to use English as a second language in the classroom but also in real situations.

**Interaction**: the relationship between student-student and also teacher-students in the Teaching Learning process to increase the production of English language.

**Oral Expression** (adj): it is an ability to express ideas through the use of the body language so others will understand the message.

**Oratory** (n): the art of speaking with eloquence in front of an audience.

**Performance** (n): It is the gotten result through a teaching process.

**Properly** (adv): To express ideas in an accurate way.

**Skill** (n): It is a main human ability for learning a language.

**Speaker** (n): person who presents a speech to an audience.
**Teaching** (n): the process to transmit knowledge through didactic resources.

**Technique** (n): activity used by the teacher for making easier the teaching-learning process.

**Textbook** (n): It is a didactic resource for teaching a subject.

**Vocabulary**: appropriate words in each specialized area which requires different terms.