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FACTORS THAT DETERMINE THE VALUE OF  
TEACHING ENGLISH AS A FOREIGN LANGUAGE  
IN THE THIRD YEAR OF HIGH SCHOOL IN  
COMMERCE AND ADMINISTRATION IN  
PRIVATE SCHOOLS OF  
SAN SALVADOR CITY

BY

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

Educational reform in El Salvador began around the year 1939; however, it only affected the primary grades. It was not until 1969 that the idea of a more complete educational reform was urgent due to an increasing demand for intermediate level workers with systematic and technified education. In 1967, educational reform was discussed during a meeting that the presidents of Central America held in Costa Rica. A proposal was made by the former president of the United States in those years to deal with the problems of education, and decided that the nations of Central America needed certain changes, because of rising population in the area resulting in political, social, economical and educational problems<sup>1</sup>.

Bachilleratos diversificados were created in 1968 to cover around nine different specialties in technified fields according to the needs of each region of the country. The immediate objective was the development of human resources to increase and reinforce the levels of efficiency in the industrial area. The programs of bachilleratos diversificados prepare students to continue either with university careers or work. The plans and programs were revised in

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<sup>1</sup>John K. Mayo y Judith A. Mayo, Una Historia Administrativa del Proyecto de la Reforma Educativa in El Salvador. Reporte de la Investigación No. 8 del Instituto de Investigación para la Comunicación (Vol. I; Washington, D.C.: Universidad de Stanford, 1967), pp. 46-47.

1972, and therefore, new subjects were included.

The high school level in our country is divided in three school years, until then, a student is not considered a formal bachiller with the required knowledge in the specialty chosen by him. To obtain the degree of "Bachiller" the student must take subjects that are grouped as "common" and "vocational". Each Bachillerato has its own specific subdivision of subjects according to its field.

Bachillerato in Commerce and Administration, which is the specialty of our research, has its plan and program designed to train technicians in the field of business. The study of this bachillerato permits the student to choose either accounting or secretarial studies depending on the alternative selected. One of the requirements of the plan of study in Commerce and Administration for the Secretarial specialty, is the learning of the English language, as common and vocational subject. Common English involves the learning of grammar in general, some reading, pronunciation, and vocabulary. Vocational English involves the learning of special words, terms, and documents related to the chosen field.

Business English includes the learning of special business vocabulary, terms and pieces of correspondence related to business life. The Business English vocabulary has been selected in our research to determine the factors that affect the value of teaching Business English in the third year of high school in Commerce and Administration. The word value has the meaning of Validez, whether something is worthwhile

or not, as in the case of teaching English in a country where its native language is Spanish; however, in this investigation we have taken the word value in the sense of "Quality". In educational terms this quality is given by the efficiency and efficacy<sup>2</sup> in a systematic education where quality is one of the most important educational policies<sup>3</sup>. The other two are students' registration and social applicability or relevance, which we will not speak about, since they need to be taken separately for further educational matters.

Students of Bachillerato in Commerce and Administration must master the basic structures in common and business English vocabulary; however, as teachers of English in this sort of bachillerato, we have noticed that students show little or no knowledge of the English structures. We ask ourselves what leads the students to an unsatisfactory achievement of English after six years of study.

We consider that it is advisable and essential to analyze the aspects mentioned above, as there are no up-to-date studies made in the field of the Business English area, mainly in the third year of Commerce and Administration. In order to conduct our research, the following objectives were stated:

1. To detect the level of Business English

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<sup>2</sup>Keith B. Griffin, Carlos Hurtado, Ensayos sobre Planificación; Elementos de Planificación Educacional. Reporte preparado por la Universidad de Chile, (Santiago: 1969), pp. 231-247.

<sup>3</sup>Ibid, 249.

proficiency of students in the third year of high school in the area of Commerce and Administration.

2. To analyze the methodology used in private and public schools for teaching Business English.
3. To determine the techniques and procedures applied in those schools to evaluate the knowledge of their students in such a subject.
4. To investigate if the Business English program has been modified in the last five years, and the areas of study according to the teacher's working time.
5. To examine the kind of books and materials used by English teachers in the schools, as well as the books recommended by the Ministry of Education to be used for the Business English program in that level.
6. To prove through statistics the results of the investigation about the theme.

The following activities were undertaken.

1. Questionnaires to teachers, to principals of schools, and to students in the third year of Bachillerato in Commerce and Administration.
2. Personal interviews with the authorities of "Educación Media y Superior" at the Ministry of Education.
3. The preparation of an information sheet to

take notes at the moment of observing the English class performed by English teachers.

4. Analysis of the Business English Program and textbooks used for that level.
5. Meetings with the advisors of the research.
6. Selection of bibliography.
7. Analysis and data interpretation.

To obtain the desired information, and to prove the factors that determine the value of teaching English as a foreign language in the third year of high school in Commerce and Administration in private schools of San Salvador City, the following hypothesis was formulated.

Students in the third year of high school in Commerce and Administration from private schools of the metropolitan area of San Salvador City do not master basic Business English terminology and basic grammatical structures.

The research was carried out during the 1982 school year in ten private schools and two public ones. Ten students were selected from each school. The selection of students and schools was done at random. We have to point out that the two public schools were not taken to establish a control group of investigation. They were picked out only to observe if the methodology applied by English teachers, the knowledge of the Business English vocabulary, the students' attitude to the learning of that vocabulary,

and the teachers and principals' opinions were not widely different from those observed in private schools. We leave to other researchers to undertake a comparative study of teaching Business English in private and public schools.

The selection of twelve schools is representative of forty schools located in the area of San Salvador City as of 1982. According to statistical procedures, the private schools represent around twenty six per cent of the population which, in this case, is forty schools. We choose more private schools because seventy per cent of San Salvador high school education is carried out by private schools<sup>4</sup>.

The General Law of Education in its articles 78 to 85 mentions that private schools must be under the supervision of the Ministry of Education and that they have to follow the educational procedures suggested by our educational system<sup>5</sup>. Those schools are registered in the Ministry of Education; however, they have their own autonomy and do not have any supervision from the Ministry with regard to selection of teachers, books to be used in the English subject, and all the matters concerning teaching as a foreign language.

The General Law also mentions in its article 11, regarding

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<sup>4</sup>Statistics and Information Department, Ministry of Education. A personal interview with the head of the Statistics Department, May 27, 1982.

<sup>5</sup>Ministerio de Educación, Documentos de La Reforma Educativa, Ley General de Educación, Cap. III, Centros particulares de Educación. Segunda Edición documento 29, San Salvador: Dirección de Publicaciones, 1978, pp. 25-26.

teachers for the high school level, that these teachers belong to the category of "Docente 3" according to the classification given by the Ministry of Education<sup>6</sup>, nevertheless, some teachers working in private schools are not under that classification.

During the survey we faced the following limitations:

1. Lack of bibliographic investigation or reference in the Ministry of Education.
2. Few textbooks concerning the Business English subject for the third year of high school level.
3. Difficulty in obtaining permission from some principals of schools to visit them. They argued that their teachers disliked to be observed during the English classes.
4. Lack of reliability in the answers given by principals from private schools at the moment of answering the questionnaires.
5. Implementation of the Business English program.
6. Teachers' absence from class; we had to visit the same school more than once.
7. Students' attitude in answering the questionnaire. Some of them did not read the

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<sup>6</sup>Ministerio de Educación. Documentos de La Reforma Educativa. Cap. II, Ley del Escalafón del Magisterio Nacional, Segunda Edición, Documento 29, San Salvador, Dirección de Publicación, 1978, pp. 37-38.

questionnaires carefully, others were indifferent, and some wanted to copy somebody's answer.

8. Lack of information on supervision procedures carried out by the Ministry of Education in private schools.

We all know that the educational process is affected by social, economical, physical and psychological aspects to develop abilities, attitudes and skills in students. To talk about all these aspects would be beyond the scope of this work; hence we have concentrated on the immediate educational factor which is quality, as explained before. We consider that the topics of the program, the objectives, teacher's training, textbooks, methodology, working time, any supporting material used in class, and supervision from the Ministry of Education to the English class were important in order to analyze the learning process of Business English vocabulary and basic grammatical structures.

The present work has been developed in eight chapters. Chapter one is the introduction. In chapter two, a general scope of the Business English program for third year in Commerce and Administration (Secretarial Specialty) is presented. In chapter three, two methods for teaching languages are described, along with the methodological techniques used in schools surveyed. In chapter four, the two textbooks more frequently used for teaching Business

English in the country are analyzed. In chapter five we talk about evaluation, its purposes, the way it is carried out, and the way it is used as part of the teaching-learning process. In chapter six, we give information about the investigation techniques followed during our research. In chapter seven, an interpretation is made of the survey results and all data is analyzed according to the hypothesis presented in this research. In chapter eight, general conclusions are drawn based on the analysis of the factors which influence the teaching-learning process of Business English, and some recommendations to the Ministry of Education are stated.

With this work, we want to stimulate further research, and also to suggest the improvement of supervision and the teaching process in the English subject in the area of Bachillerato in Commerce and Administration.

Supervision is the function to detect if the administrative affairs are done in the way they were ordered and planned<sup>7</sup>. This concept is considered to be applied to private and public enterprises in their whole management. Therefore, we consider that the Ministry of Education, as a public educational enterprise, should supervise many

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<sup>7</sup>Agustín Reyes Ponce, Administración de Empresas Teoría y Práctica. (Primera parte) México: Editorial Limusa, S.A., 1978, pp. 63.

aspects of education; especially the fulfillment of objectives and also the supervision of teaching.

## CHAPTER II

### THE BUSINESS ENGLISH PROGRAM

#### Introduction

The General Law of Education establishes that plans, programs and pedagogical orientation in all the levels and specialties of study in El Salvador must be regulated by the Ministry of Education<sup>8</sup>. Programs have to be flexible and in agreement with the philosophical principles mentioned in the Educational Reform. Such principles are: a critical, liberated, and creative mind directed to contribute to the social and economical development of the Salvadorean society<sup>9</sup>.

In 1969, the Ministry of Education edited the first Business English program and scheduled three class-hours per week to learn the business vocabulary for secretarial studies as a vocational subject for second and third year of high school. However, the Ministry and the surveyed schools did not keep a copy of that program. In 1972, the Ministry edited a revised version which was used until 1975. In this year a new plan of studies for the Business Administration specialty appeared with only two Business English classes per

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<sup>8</sup> Ministerio de Educación. Documento 29 de La Reforma Educativa. Cap. II, Ley del Escalafón del Magisterio Nacional. Segunda Edición, (San Salvador: Dirección de Publicaciones, 1978), pp. 37-38.

<sup>9</sup> Manuel Luis Escamilla. La Reforma Educativa Salvadoreña. Ministerio de Educación. Segunda Edición, (San Salvador: Dirección de Publicaciones, 1975), pp. 35-36.

week in the third year<sup>10</sup>.

The authorities from Educación Media y Superior argued that the decision to reduce the Business English classes in the third year was done to improve the areas where the students required more knowledge; therefore, the time for economics studies was increased to five hours instead of the regular four hours, and the vocational English classes were reduced.

In 1976 a new Business English program was edited for the third year of the secretarial specialty only (accounting does not require vocational Business English). This program is still used in all the high schools in Commerce and Administration.

Since we are not concerned to analyze the program for the third year as the only and principal factor in the learning of business vocabulary and basic grammatical structures, we will only give some commentaries concerning the 1976 Business English program used for the three years of studies of this specialty. This program is a requisite for private and public schools. It was prepared by a staff of specialized English teachers who believed that its content followed the model of a new educational structure mentioned in Educational Reform<sup>11</sup>. It was adapted according to our social and

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<sup>10</sup>Ministerio de Educación. Plan de Estudios del Bachillerato en Comercio y Administración, Dirección General de Publicaciones, 1975.

<sup>11</sup>John K. Mayo y Judith A. Mayo. Una Historia Administrativo del Proyecto de La Reforma Educativa en El Salvador. Reporte de Investigación para la Comunicación, Universidad de Stanford. (Preparado por Miembros del Instituto por acuerdo de la USAID, Washington, D.C., 1967), pp. 27.

economical environment.

We noticed that public schools use this program only for the secretarial specialty; however, some private schools use it in accounting and secretarial studies. We analyze the parts of the 1976 program for Business English as follows:

1. General Objectives.

The general objectives of the Business English program for the third year were written according to the definition of objectives given by Bloom. In education, these objectives, classified as cognitive, affective and psychomotor, are expected changes in students by means of the educational process. The cognitive objective concerns memory and intellectual skills. The affective ones are changes in attitudes, personal interests and values in students. The psychomotor objectives belong to the physical and biological development of abilities<sup>12</sup>.

The general objectives of the Business English program are as follows:

A. To enable the students to find in the English language an instrument that will be used in everyday expressions.

B. To collaborate with other subjects to widen the students' knowledge of other people and culture, and therefore, to amplify their horizon of communication and to open

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<sup>12</sup>Ministerio de Educación. Manual de La Evaluación Escolar para la Educación Basica. Dirección de Servicios Técnico Pedagógicos, Sección de Evaluación. San Salvador: Dirección de Publicaciones, 1976, pp. 10 (Datos basados en la traducción de Bloom y colaboradores, 1972).

better job opportunities in the business field<sup>13</sup>.

We think that these general objectives are unrealistic because of the following reasons:

(1) Objectives must be practical and easy to evaluate. If they accomplish the goals through the implementation of the topics, the results will be seen during the evaluation process and in the student's behavior.

(2) The objectives expect the students will achieve the learning of the Business English vocabulary through a logical development in the controlled and guided teaching process. This implies that the most important factor in the instructional process is the teacher's skill, the ability to create a desirable classroom environment and a good background in the English language.

(3) It is unrealistic to think that students will relate the English language to other subjects because they do not master the fundamentals of English and are not able to read and comprehend texts written in English about other subjects in the curriculum.

As English teachers, we consider that the general objectives could be mainly limited to guide the students in recognizing and writing business terminology.

## 2. Content of Topics of Study and its Specific

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<sup>13</sup>Ministerio de Educación. Guía de Desarrollo de Programa, Business English. Bachillerato en Comercio y Administración. San Salvador, Dirección de Educación Media y Superior, Febrero 4, 1976, pp. II.

### Objectives.

The program is divided into four areas of study; each of these areas has its specific objectives, reference of topics of study and its goals for its achievement.

A. Area number one covers three topics which are:

(1) Simple sentences using business terminology.

(2) Questions and affirmative and negative answers using the same terminology.

(3) Tag endings<sup>14</sup>.

In this area, the program does not mention what kind of tense or mood to work with. In this case, the teacher has to teach any pattern of structure and tense; usually teachers begin with the simple present. This area introduces the student to an elementary business terminology regarding the different activities of one's career. Teachers and students must consult business textbooks to enlarge the vocabulary.

One of the objectives in this area is the practice of the previously-learned terminology in second year, if the students have taken this subject in second year; if not, they have to make a great effort learning the vocabulary of the two years. The second objective for the area is the use of the business terminology in places and activities of their career. To do this, teachers have to devote extra time

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<sup>14</sup>Guía de Desarrollo de Programa, op cit., pp. 1A-2A.

trying to create an office environment, which is not possible due to the scarce working time for the implementation of the area.

It is unrealistic to think that students are learning business vocabulary as an instrument of communication if they only have two hours a week to learn it. It is more unrealistic if we consider the students' effort trying to say in English the things they say in Spanish.

B. Area number two has three areas of study:

(1) Progressive form in all tenses and the uses of going to.

(2) The passive voice using the business terminology.

(3) Possessive form of nouns <sup>15</sup>.

In this area, students must practice what they have learned before.

By practice, it is understood the oral and written communication with an intensive drilling in progressive form, and the learning of the past participle, which is very useful for the writing of business documents. The program mentions the possessive form without any explanation of its usage as a noun or a pronoun, although it is related to the uses of apostrophes and prepositions. The teacher has to be aware and ready to prepare material according to one's criteria.

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<sup>15</sup> Guía de Desarrollo de Programa, op cit., pp. 3A y 4A.

The specific objectives for this area are centered on the learning of grammar structures in clear, correct way. It also concerns the developing of students' ability to communicate in passive and possessive form using vocabulary related to persons, animals, and things. It is difficult to sustain the idea that students from the third year will say their ideas in a foreign language if they have not understood what the teacher expects them to do in a few hours of class. What the students do is translate every single pattern presented by the teacher.

The learning of a new language is a cumulative matter, so teachers and students have to remember that any activity, in the general sense, used in class is valuable for a foreseeable future.

C. Area number three contains five topics:

- (1) Learning of personal and family budgets.
- (2) The telephone and how to carry on a telephone conversation.
- (3) Business documents.
- (4) Numbers.
- (5) Punctuation<sup>16</sup>.

This area for the number and content of topics to cover should be the second area in the program. To accomplish this area, teachers have to use a lot of supporting material besides the book they use in their

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<sup>16</sup>Guía de Desarrollo de Programa, op cit., pp. 5A - 6A.

classes.

Some of the topics are hard to explain like writing classified ads and advertisements. "Classified ads are a sub-class of advertisements; just as financial news is a sub-class of news articles"<sup>17</sup>. Since the textbooks recommended by the Ministry of Education in the bibliography of the program do not have enough samples of the different documents used in the business field, teachers may not recognize the difference between a classified ad and an advertisement; consequently, they teach both documents in a general way.

The specific objectives of this area are directed to learn numbers and to elaborate family budgets and business documents. To accomplish these objectives, students will need to think in English as a matter of habit and to try to produce similar patterns guided by the teacher's example, in this case through an extensive and intensive practice.

To teach this area, teachers have sixteen hours; it has to be finished by June, according to the scheduled time suggested in the program. We observed in all the schools surveyed that this area was not finished until August. Therefore, we consider that the specific objectives and the contents of the area should have to be limited to

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<sup>17</sup>George J. Kelly, "Getting Down to Business", Teachers' Forum Magazine, Vol. XX, (Number 2, April 1982), pp. 44-45.

what the students could be able to do in a few hours of class.

D. Area number four is divided into seven topics:

- (1) Parts of a business letter.
- (2) Styles for writing different business letters.
- (3) Punctuation.
- (4) Filing.
- (5) Appliances used in the office.
- (6) Different types of documents.
- (7) Office Machines<sup>18</sup>.

This is the last area of study. For the size of its contents and the time for its implementation, this area is covered only partially. Teachers have only twenty-eight hours to cover it. They should begin teaching it by the month of July. However, we observed that most of the teachers began this area in September, almost fifteen days before finishing the school year.

We noticed that some topics such as grammar structures and isolated vocabulary concerned with business terminology were skimmed.

Two specific objectives are designed for this area: one is centered in learning how to write business documents; the other concerns the knowledge of office machines. It is obvious that for its topics and timing of skill acquisition, this area should be studied first.

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<sup>18</sup>Guía de Desarrollo de Programa, op. cit., pp. 8A-12A.

### 3. Activities.

The several activities suggested in the program deal with the learning of the business terminology. Thus, students have to observe the patterns presented by the teacher, then repeat them orally in groups, or individually if they are engaged in pronunciation drills; also, to listen to exercises.

The program does not mention any other type of classroom activity, such as listening to an English song, or poem, or the typing of business documents for homework; therefore, the teacher must incorporate a variety of activities for the implementation of the topic besides the amount of enthusiasm for teaching the business vocabulary. In order to assure a better English language understanding between exercises, teachers have to feed back the lesson previously covered, not as a warm-up activity, but as a regular class. In some cases, this may be good but most of time students do not take this activity seriously and become indifferent about the class.

Classroom activities are carried out to prevent students' boredom, and to provide the maximum learning with a minimum of effort. Activities can be done inside or outside the classroom, all depends on what sort of topic is being taught. The importance of the teacher's experience is to manipulate the situation as soon as the novelty of learning a new topic or its reviewing wears off.

The program should be improved by giving an interesting list of activities that should be done in class

instead of the old stereotyped grammar translation drills, used very widely by most English teachers when they do not find what to do after an activity has been completed.

#### 4. Suggested Pedagogical Resources.

With respect to sources of information and exercises used in most of the contents of the program, the programmers recommend the following textbooks: J. G. Ricardo's Business English and Secretarial Training, books one and two; Intensive Course in English, Elementary, book one; Robert Lado's English Series, books two and three; Let's Learn English, books one and two; American English Course, On the Way, book two, and English 900, book four.

Of all these textbooks, the most frequently recommended are J. G. Ricardo's, books one and two, Business English and Secretarial Training, for business content covering areas one, three and four.

Those textbooks are the basic resources for the teacher to look for adequate information on all the contents in the program. However, some other pedagogical resources are recommended as well. Among these other teaching resources, the following are suggested: charts, flashcards, pictures, slides, bills, invoices, checks, receipts, business letters, magazines, newspapers and catalogs. Usually these resources are used to plan classroom activities. Most of the time, teachers have to draw on or look for the best suitable teaching resources in order to illustrate the presentation of the lesson.

### 5. Suggested Methodology.

There are three paragraphs in the program under the title "General Methodological Suggestions". The first paragraph suggests the teacher demand that his students take notes while he is giving some explanation, while he is giving some pronunciation model or as he is carrying out any other activity in the development of the program.

The second paragraph states some kinds of exercises the teacher can give the students in order to reinforce the lessons by practicing some English patterns.

The third paragraph states the reasons why the teachers must give assignments for the students to complete at home. One of these reasons is that the exercises the students do will be the basis for evaluation of knowledge. Another reason is that the teachers must lead his students to individual learning through the use of the method. The student plays an active role in the teaching-learning process. He is the one who investigates, gets information, and performs some other activities according to his own ability. The teacher, in this case, is only a guide who orients his student's learning.

Besides these suggestions, for every content in the program, there is also a part titled "Methodology (Techniques and Procedures)", which through the words "demonstrative", "repetitive", "creative", and "observative", suggest the methodology to be used in order to approach each of the contents.

Through the description made above, the reader can observe that those so called "General Methodological Suggestions" give only some advice on a few procedures that have to be considered in order to make the student practice his lessons at home. These suggestions do not guide the teacher to a specific method he can use, or, at least to several activities he could make use of in order to develop the contents of the program.

In the part called "Methodology", those words "demonstrative", "repetitive", "creative" and "observative" are only adjectives that do not give clear details about what kind of methods should be used to approach the different contents the program presents. Maybe they were written as such with the hope the teacher would understand that these words refer to the kind of activities or procedures the teacher can use in order to make students achieve what the objectives require.

After studying the program in the aspects about methodology, our personal observations are that the program is not very clear in this matter. It states the activities by using words and phrases that determine what the student should do for every content, in the learning process. Besides, the methodology to be used is stated by using some adjectives. These adjectives may refer to the kind of activities, to the kind of exercises, or to the kind of procedures the teacher must use in his teaching. There are no clear details about this; therefore, the program is of little value to the teacher in this aspect.

## 6. Evaluation.

The Business English program offers 'some hints on how to evaluate the student's learning of the contents in each area. At the end of every area there is a special part on evaluation. First, there is a list of final behavior that the student has to perform in order to show mastery of the contents. This behavior is to be shown under certain teaching conditions and accepted under a stated criterion. These three aspects give a thorough explanation of what the student has to perform, what he can make use of and what criteria the teacher can use to accept the student's performance. Besides, the program suggests what kind of feedback the teacher can give when the student's performance does not meet the requirements of the objectives satisfactorily.

The instruments to be used during evaluation, calculated teaching time, and bibliography are also suggested in the same part on evaluation. As instruments to be used during evaluation of the student's performance demonstration, observation, repetition, and creation are most of the time suggested. Calculated teaching time is given by stating the number of hours the teacher can spend in order to cover each content of the program, as well as to evaluate the student's performance. During these hours teachers have to teach and evaluate each student's performance. The bibliography section also indicates the page number of the books to be used for every content.

CHAPTER III  
METHODOLOGY USED IN BUSINESS ENGLISH TEACHING  
IN BACHILLERATO IN COMMERCE AND ADMINISTRATION

Audio-Lingual Method

"The audio-lingual approach is a combination of two techniques: mimicry-memorization of set phrases and the practice of structure. The first considered as the basis for language acquisition activities and the second as the fundamental component of language instruction"<sup>19</sup>.

In the audio-lingual method the teacher has to present the material to be taught following the natural sequence of the four skills that the students are to develop:

(1) Listening (2) Speaking (3) Reading (4) Writing.

Listening and speaking should always precede reading and writing. It is only after the student can say the material with reasonable fluency that they are able to be familiar orally with the material. Later, they practice and reinforce the structural and lexical items in written exercises. Primary attention is given to structure rather than to vocabulary in order to spend more time in the development of automatic responses to oral and written stimuli.

A dialogue serves as the basis of all the material in a

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<sup>19</sup>Chastain Kenneth. The Development of Modern Language Skills: Theory to Practice. The Center for Curriculum Development, Inc. (Philadelphia, Pa. 1971), pp. 69.

lesson. The first task of a student is to master completely all the sounds and information patterns contained in the dialog. The teacher must be continually aware of his responsibility to model accurately at normal conversation speed and before asking the students to repeat after him. Various kinds of drills can be done in order to help the student with this task. The teacher has to make use of visual aids and gestures to illustrate the sentences in the dialog. Through all this practice, the students are developing the ability to hold these strange new sounds in their minds and to process them.

The audio-lingual method places a heavy emphasis on the early and continued training of the ear. While learning the sounds and intonation patterns of the language and improving their auditory memory, the students are also faced with the task of acquiring new vocabulary and new structures.

Various types of drills are used in order to develop an automatic control of the various elements of the language similar to that of a native speaker. When using the audio-lingual method, teachers can fulfill the above purpose by the following types of drills:

1. Repetition drill. This is the first and basic drill for language learning. The teacher must insist on plenty of repetition. It is important to train the students to listen attentively to the teacher's model utterance before repeating it. Repetition has to be conducted first to the entire class, then to smaller groups, and finally to individuals.

2. Substitution drills. In this drill students use another word of the same class in the place of a word in a sentence. The instructions for this type of drill must be clear and some examples have to be given before asking the student to do it. This drill has to be done chorally and individually.

3. Transformation drill. This kind of drill gives practice in forming new expressions by analogy. The students are given sentences to change from affirmative to negative, from present to past, from statements to questions and vice-versa.

4. Question and answer drill. In this exercise the students are required to answer questions made by the teacher or vice-versa. This exercise can also be practiced by the students themselves - one student can ask the question to another student.

The teachers we observed made use of some of the techniques of the audio-lingual method. We base this assertion on the data obtained through the observation carried out on this matter. The reader can see the observation guide we use in the appendix.

Reading was also done; nevertheless, the sequence of the four skills was not followed as suggested by that method. Much more time was used for written exercises than for listening and pronunciation drills.

#### Cognitive Method

When using the method the role of the teacher is to recognize the importance of mental activity in learning. He

has to organize the information presented in such a way that the new material can be easily assimilated by the learner. The goal is to develop in the students the same types of abilities possessed by native speakers. In developing the student's language ability, the teacher proceeds from competence to performance. Thus, as soon as the student comprehends the structure, he is required to perform. Classroom procedures based on cognitive theories emphasize understanding rather than basic formation. The task of the teacher is to facilitate the student's acquisition, organization and storage of knowledge rather than to develop automatic, non-thoughtful responses through reinforcement procedures.

The teacher has to establish an understanding of the language system and to activate what the student has learned in the first step of learning. All that the student learns has to be meaningful. All new structures and contents are presented in such a way as to increase the student's understanding of functional patterns and relationships in the language.

To introduce a lesson, the teacher takes into account the following:

1. Avoids rote learning, except in vocabulary.
2. Uses graphic and schematic procedures to clarify relationships.
3. Utilizes both written and spoken language in order to appeal to as many senses as possible.

4. Employs the student's native language, visuals and demonstrations in order to build conceptualization of meaning and form in the second language<sup>20</sup>.

Some of the teachers we observed used some of the techniques of the cognitive method. Most of them explained some structures in Spanish, asked for meaning of vocabulary, made use of the board to write sentences and expressions, and gave some oral examples of exercises.

During observations, we noticed that most of the teachers usually wrote the topic of the lesson on the board first and then gave some explanation in Spanish followed by the writing of some sentences on the board as examples of what they had previously explained. They reinforced the explanation again and made sure everybody understood. Then, they gave some written exercises. While these exercises were being done, the teachers assisted the students by answering questions and orienting them to do the exercises. After that, the students were asked to read the sentences and, sometimes, to translate them into Spanish. Before finishing the lesson, the teachers gave some homework. The lessons seemed to need more participation from the students.

If teachers were to make use of more oral drills, the students would have more practice in oral production.

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<sup>20</sup>Chastain Kenneth. The Development of Modern Language Skills: Theory to Practice. The Center for Curriculum Development, Inc. (Philadelphia, Pa. 1971), pp. 95.

CHAPTER IV  
TEXTBOOKS USED FOR TEACHING BUSINESS ENGLISH  
IN SOME PRIVATE SCHOOLS OF SAN SALVADOR

The use of textbooks for teaching is very important and it becomes more basically important when teaching a foreign language. Textbooks are necessary for teachers as well as for students. Teachers can use them as sources of information to back up the topics they have to cover, and the students can use them to reinforce or to complement contents of study. A variety of exercises and information are found in a textbook as well. Therefore, the need for good textbooks in language teaching is imperative.

In El Salvador, it is difficult to find a variety of English textbooks. It is even more difficult to find textbooks for teaching Business English. However, the teacher has to choose one or two textbooks which will help him to present the topics. Among the books that the Business English program suggests the teacher use, we found that the Business English teachers who work in private schools in San Salvador use the books written by J. G. Ricardo (Business English and Secretarial Training, books one and two.) most frequently. Although the program does not suggest the use of a book written by a Salvadorean English teacher, we found that private school Business English teachers use such a book very often. The name of this book is Commercial English, by Ricardo A. Méndez. These books,

of course, do not completely fulfill all that the teacher and the students need, but they help them in some way to implement the teaching of the business and grammar topics required by the program.

J. G. Ricardo's Business English and Secretarial Training texts are specifically written for Spanish speaking students of Business English at a high school level who are between seventeen and nineteen years old. The aims of the books are not stated as such, since there is no introduction nor preface. They only have a table of contents at the end. From this table of contents, we could infer that the aims of the two books are the presentation of business and grammar topics in a functional way. The two books provide both the teacher and the student with many written exercises, grammatical explanations, translation of some vocabulary and idiomatic expressions, and special vocabulary used in business.

They do not ask the teacher to use a special method to present the lesson, but the units are presented using the following sequence. First, there is a reading text on business which most of the time gives some explanations, examples of business correspondence, or readings about office organization. After this comes a list of English vocabulary and idioms with the respective meaning in Spanish. Then, some questions about the reading come under a heading "conversation". These questions are supposed to be asked by teacher and answered by the students in order to show understanding of the reading. After the set of questions, a

section on grammar is presented. It explains some structures of the English language and gives some grammatical rules and some examples of their usage in sentences. Finally, various kinds of exercises to practice grammatical structures are presented. There are substitution drills, fill-in-the-blank drills, and question-and-answer drills.

Teaching points are presented in reading texts, diagrams, pictures and examples of business letters. They are only presented once in a unit and they are not revised later in any other unit. The language used in these books is simple and functional. They are very useful to teachers of Business English, who can find business information, grammar contents, exercises for practice, vocabulary and some other information needed to prepare their lessons according to the objectives of the program.

Commercial English, written by Ricardo Méndez, is intended for high school students of Commerce and Administration in their last year of study. It has been prepared in accordance with the official program. Its aims, as stated in the preface, are to make the English teaching-learning process much easier for teachers and students who might use it.

The book is organized in units. It has five units which develop all the programmed contents and provide the teacher with material for aural, oral and written practice. At the beginning of each unit, on the top of the first page, there is a list of four or five contents which are the ones to be presented in the unit.

Then, there is a list of English vocabulary with the

corresponding translation into Spanish. After this, a short reading on a business topic is given to be read and translated as well. Then, a question-answer exercise is set up to assure understanding of the reading. This is followed by grammatical explanations given through charts that show word order, examples of the different kinds of sentences where common words used in business affairs have been used. Grammar is taught by examples and by immediate practice of the structures that have been explained. After these explanations, there are exercises such as translation of sentences, question-answer exercises, transformation drills, words to make sentences, and fill-in-the-blank drills. All of these drills make the student practice what has been explained about grammar.

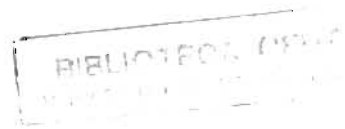
Most of the teaching points are presented in texts for reading, translation and vocabulary acquisition. None of the teaching points are reviewed later in the book. All the different types of business letters, invoices, receipts, and other kinds of business correspondence are presented in diagrams and actual examples. This book is the other source of information Business English teachers use in the classrooms and the most available for students because it is edited in the country and it is sold at a low price, which makes it possible for every student in the classroom to have his own copy for practice at school and at home.

The use of an adequate textbook is also another factor which influences the quality of English teaching in the third year of Bachillerato in Commerce and Administration.

Besides the lack of good Business English textbooks in the local market, there is no adequate use of the ones available. J. G. Ricardo's books are very expensive and most of the students cannot afford them. We could observe that in the private schools only two or three students had that book. This fact, of course, was not very useful to teachers, since they had to copy the exercises on the board for the students who did not have books. If all the students or at least half of them had a book, that step would have been avoided and the teachers could easily cover more material during the class time.

Ricardo Méndez's book is more easily available to students, but its usage is limited because the students do not master the basics necessary to smoothly study the contents in it. The teacher has to interrupt the flow of readings, exercises and sentences to explain about basic grammatical structures, vocabulary or sentence construction. This is also another hindrance that keeps the teacher from advancing more rapidly in the lessons.

This inadequate or irregular use of Business English textbooks is influencing the effectiveness of Business English teaching in the third year of Bachillerato in Commerce and Administration.



CHAPTER V  
EVALUATION ACTIVITIES USED BY THE ENGLISH TEACHERS  
OF BACHILLERATO IN COMMERCE AND ADMINISTRATION  
IN PRIVATE SCHOOLS

Evaluation is inseparably related to both objectives and classroom procedures and has to be planned adequately. The teacher should use the results of evaluation to improve subsequent teaching plans and for measuring the effectiveness of his instruction. Nevertheless, the average English teacher we observed and interviewed use evaluation for passing purposes more than for getting the necessary elements to judge whether his teaching had been adequate or not. What was important for him was to know the grades that determined whether the student passed or failed the subject.

The most usual types of evaluation used by these teachers are tests that are given monthly, quizzes that are given once in a while and homework that is given more often.

The school year is divided into three terms of three months each. Grades given in the first two months of every term are averaged and count seventy percent of the whole term grade. In the third month of the term, a term test is given. This test is cumulative and is worth thirty percent, which added to the other seventy percent totals one hundred percent. At the end of the school year the three term grades are averaged to get a final grade.

The following example illustrates how grades are averaged.

Student "x" got 7 in February, 5 in March, this makes an average of 6. Seventy percent of 6 is 4.2. In the first term test this student got 8. Thirty percent of 8 is 2.4. Thus, the student's term grade is 6.6. If this student got 5.9 in the second term and 7.6 in the third, his final grade would be 6.7.

Most teachers agreed that testing is the technique most widely used for evaluation of students' performance. They use written tests for short-term and long-term examination in order to evaluate learning of material. These types of tests include only two language skills: writing and understanding. Sometimes, homework is also graded and used as an evaluation instrument.

## CHAPTER VI

### INVESTIGATION TECHNIQUES

This chapter explains the particular ways the authors employed to obtain factual information related to quality as an educational factor in the learning of the Business English terminology.

We acted on the conviction that a framework of different and suitable activities had to be done to give us the information required for the research. As stated in the introduction, quality in education means efficiency and efficacy during the teaching-learning process.

Efficiency and efficacy were measured by two parameters: teachers' English skills and acquired knowledge by students.

#### A. Teachers' English Skills.

##### 1. Questions about the program:

(a) Adjustment. This question was centered on changes in the Business English program, its objectives, content, areas of study, methodology and evaluation procedures.

(b) Dosage. In this classification, aspects such as selection, gradation and presentation of material used in class, related to the content of the program to be taught, were considered.

(c) Working time. This is related to the forty-five minute class, the length of the content to be taught, and the time needed to transmit the linguistic

material most effectively.

(d) Methodology. This question involved special considerations about the sort of methods used by teachers during the Business English class such as the audio-lingual and the cognitive methods, as well as the varieties of drills done for the English approach.

(e) Books. The survey also concerned about analysis and information as to where to find specialized vocabulary, either in selected books by teachers or in books suggested by the Ministry of Education.

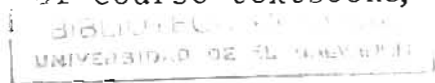
(f) Evaluation Procedures. We asked questions about the time scheduled by the Ministry of Education to do the exams and the required evaluation type to detect the improvement of the English language.

## 2. Teachers' Academic Degree.

This survey was done after teachers had answered the questionnaire, by means of an interview. We asked each of them to tell us about their academic degree or qualification, their previous studies in learning the English language, for how long they had been teaching in the third year level, and to tell us about some of their experiences in the English teaching process.

## 3. Observation to Teachers' Performance.

There is no doubt that the most important variable in the instructional process of the English language is the teacher; therefore, classes were observed. Our interest was based on observing if they covered the class content, the objectives, their proper use of course textbooks,



activities, methodology, class environment, professionalism and enthusiasm for teaching at that level.

B. Acquired Knowledge by Students.

1. Questionnaire results.

A typical English written multiple choice test was administered to ten students selected at random in each school of the specialty surveyed. An introductory talk was given to obtain cooperation, asking them to avoid any kind of tricks, and consultations. The test consisted of twenty items divided into three sections. (See appendix C, p.80) The three parts had a number of possible responses, but one was the correct answer to the question. Section one and two were designed to cover areas three and four about business terminology. Section three investigated basic English grammatical structures.

2. Supporting Elements.

The additional supporting elements were questionnaires to principals about supervision and written material provided by the Ministry of Education to their schools.

(a) Questions were made to principals of schools concerning the kind of supervision handled by the Ministry of Education to their schools, frequency of supervisors' visits, and recommendations or suggestions given to them.

(b) Workbooks. This survey gave us information about the sort of help provided by the Ministry of Education in sending them books, or any type of written material for

the Business English subject.

### 3. Interviews.

During the interviews to the technical advisors of Educación Media y Superior, two questions were made. These questions were:

(a) About supervision to private schools during the years 1979 through 1983.

(b) About books supplied to private schools regarding the Business English subject.

Interviews were carried out to supervisors of Educación Media y Superior at Regional Central Metropolitana located at the Instituto Nacional Francisco Menéndez. The same questions stated in numeral one were made to them.

Students were interviewed after the English test was given to know their opinions about the supervision and aspects of their plan of studies.

CHAPTER VII  
ANALYSIS OF DATA AND  
INTREPRETATION OF SURVEY RESULTS

I. ANALYSIS OF DATA

Through the research carried out to investigate which kind of factors influence the quality of the learning of Business English and basic grammatical structures in the third year of Bachillerato in Commerce and Administration, we found the following. The functionality of the Business English program needs some implementation in the following aspects:

A. Dosage.

By dosage we mean the distribution of topics in the different units of study. Regarding this aspect, it was found that unit number four, which asks for the learning of business documents and parts of a business letter, is generally taught during the month of September, almost at the end of the school year. Therefore, this fact makes the student lose the opportunity to learn the contents in area four thoroughly. These contents are of basic importance because they state the teaching of business correspondence, essential in all business affairs. This observation is based on the results given by teachers about the distribution of the contents of the Business English program. In chart number 4, we can see that sixty per cent of the teachers from private schools and one hundred per cent from public schools agreed that the program has too many topics to be

covered in every unit. The rest of the questioned teachers from private schools, forty per cent said that the contents in the Business English program are well distributed during the year.

We asked the teachers and principals of schools if the general objectives presented in the Business English program were in agreement with the social and economical aspects of the country. The answers are shown in Appendix F number one, Appendix G number 4, pages 88-89.

The questions were directed to get an open answer; so verbally, they mentioned three elements to be considered. They were:

1. Lack of coordination of the contents of the program from one level of study to another.
2. Ambiguity due to what is being taught and to what is practiced in real-life situations.
3. Lack of job opportunities for students to work as soon as they have graduated from the business schools.

#### B. Working Time

This is another aspect that through our research we found necessary to take into consideration since it is related to the implementation of the program.

Eighty per cent of the teachers from private schools and one hundred per cent from the public schools said that the scheduled working time was not enough to cover all the topics of study; nevertheless, they verbally stated that the number of Business English classes ~~during the week~~

should not be increased. Only forty per cent of the teachers in private schools underlined yes to the question about increasing the weekly hours for Business English. We found that sixty per cent of the teachers from private and one hundred per cent from public schools did not want more hours for that subject. We also observed that the same teacher had to teach both the Common and Business English, which may account for the apparent contradiction of their answers.

Regarding this same topic, all the teachers surveyed preferred to work by following the traditional system, where the school year is divided in terms of three months each. They verbally explained that this system helps them to keep better track of the student's progress.

#### C. Adjustment:

This aspect is concerned with the logical sequence of the program to teach areas according to the objectives and goals of the program. In Appendix F, number two, page 88, one hundred per cent of teachers from private and one hundred per cent of teachers working in public schools agreed that the Business English program lacks a logical sequence. They said that this is due to the distribution of the content for teaching each area, and mainly area four, which is the most important area (because of the amount of business terminology to teach in a few class-hours and a new vocabulary to learn).

We asked teachers (Appendix F, number 3, p. 88) if they

considered necessary a revision for the Business English program to detect errors in dosage, adjustment, scheduled working time and all the aspects concerned with the program. One hundred per cent of the teachers from private and one hundred per cent of the teachers from public schools said that the Business English program needed to be revised urgently because it was not an actualized program and that they needed a well organized one to teach in the level they were working in.

#### D. Methodology.

Regarding this aspect, we can see in Appendix F, number 5, four alternatives to find out what sort of combination of teaching techniques or methods were used to teach the Business English subject. We found that there were two common methods for teaching such a subject.

They were the cognitive and the audio-lingual. One hundred per cent of the teachers from private as well as one hundred per cent from public schools answered that both methods were suitable for the implementation of the general content of the program. However, we observed that teachers were using several teaching techniques during the class performance. The technique being used most was the combined English translation with written and oral exercises.

We asked teachers about some aspects concerning the teaching-learning process. We wanted to know if they considered the implementation of the program, methodology and objectives as important in accomplishing the goals set by the Business English program; we found that seventy

per cent of the teachers working in private and one hundred per cent of the teachers working in public schools agreed.

All the aspects mentioned above are important in carrying out a good teaching-learning process of a foreign language. The results of this observation can be seen in Appendix F number 6, page 88.

#### E. Textbooks and Supporting Material.

Concerning this aspect, one hundred per cent of the teachers from private, and one hundred per cent of the teachers from public schools, as well as one hundred per cent of the principals from private and public schools agreed that the Ministry of Education did not send any kind of business textbooks or supporting material from their lessons. These results can be seen in Appendix F number 10 and Appendix G number one, page 88.

We also interviewed the technical advisors in charge of high school education and asked them about the type of aids provided to private schools. They said that no material, nor textbooks, had been sent to schools during the last four years. The only source of information sent to schools was the Business English program; therefore, there was a lack of assistance to Business English teachers on this matter.

#### F. Evaluation.

Teachers from private and public schools agreed that they measured the students' knowledge by means of written tests given to students monthly and every three months, as it is required by the traditional system of

evaluation. We can see that in Appendix F number 11 it shows the preference given to that system of evaluation by teachers of both private and public schools.

We noticed that the teachers do not have time to give any kind of feedback after the evaluation, which is necessary to reinforce students' weaknesses in some topics. From the results of the test we gave the students, we can assume that no feedback is done because the percentages obtained in the correct use of grammatical structures were very low. If some feedback were done, it is likely that the results would have been higher.

In addition to the variables presented above, there are three more elements which are also very important to the process of learning the business terminology. They are:

1. Teachers' knowledge of the Business English terminology.
2. Supervision from the authorities of the Ministry of Education related to the subject.
3. Students' attitudes toward learning that terminology.

G. Teacher's Knowledge.

Regarding this factor, we observed teachers' performance in class to detect his/her command of the Business English terminology. This observation was done in both private and public schools, not as a comparative study, but to find out if there were similar errors among teachers

working in the same level. We noticed that all the population surveyed did not have a satisfactory mastery of the Business English terminology. In some cases, teachers were reviewing the topic covered a week prior. Besides, there was a careless approach to the use of techniques and knowledge of English methodologies. Also, the activities for learning the terminology were boring and very limited.

In all the surveyed schools the same pattern drills were practiced; for instance, choral repetition, English-Spanish translation, isolated vocabulary and written grammar drills. There was no creativity nor any type of drills. It seemed that teachers did not prepare their classes, and that they did not even read the activities mentioned in the Business English program.

All these observations were done by using a special observation guide which the reader can see in the Appendix.D, page 84.

We asked the student to fill in a questionnaire to mention the principal factor which affected most the learning of the business terminology. In both the private and public schools we found that seventy-five per cent of the students said that it was the teachers' knowledge of the subject that affected their learning of the terminology; twenty-five per cent of the students said that it was the methodology used by the teachers in the classroom which affected them for learning such terminology. These students' opinions are reflected in Appendix I, number 3, page 94.

#### H. Supervision.

In questions made to teachers and to principals of schools about the kind of supervision given by the authorities from the Ministry of Education to the schools regarding the business studies, one hundred per cent of the teachers from private and public schools, as well as all the principals, said that the Technical Advisors from the Ministry who are in charge of the supervision of the third year level in Commerce and Administration do not send or supervise anything connected with this subject. This information is shown in charts numbers 10 and 18.

Principals of schools said that the only supervision undertaken by the authorities are those referring to students' registration, number of working teachers and schools' registration.

An interview with the Technical Advisors of the Ministry of Education for the high school level, was made to find out about supervision to private schools and, that since 1978, they had not supervised private schools due to a lack of human resources to do the job; they left to principals of private schools to take care of everything related to the high school education in their institutions. Therefore, principals had to control the evaluation procedures and how students were taught.

This means that at present, authorities from the Ministry of Education are not concerned with the quality of the students' education in private schools which teach the Business English subject.

## I. Students' attitude toward Business English Learning.

This is the last factor to mention, but a very important one. As teachers of the English subject, we are aware that in every single English class, at any level, the general objectives must be considered together with the individual differences in students to acquire a foreign language.

These differences can be accounted for by factors such as family background and psychological makeup which are beyond the purpose of this work.

Despite the individual differences, the students' belief is that English is only a requirement in their curriculum to obtain an academic degree as a formal Bachiller and they do not realize that this learning process could help them obtain a better job opportunity or to avoid taking English courses at a university where English is also a curriculum requirement.

We asked the students' of Business English to give us opinions concerning the importance of having Business English in their career. Eighty per cent of the population from private and one hundred per cent from public schools considered that the subject was very necessary in their career. However, only forty-five per cent of the students from private and only twenty per cent of the students from public schools found interesting the learning of business terminology. Furthermore, thirty-five of the students from private schools were indifferent to its

learning. Verbally, they expressed that the indifference was due to teachers' background of the English language and the methodology used in class. These results are shown in Appendix I number 4.

#### J. Students' Enrollment.

We found that principals of private and public schools agreed that every year more students choose the Commerce and Administration specialty because it gives them the opportunity to work and continue their studies.

Given this fact and the result of our research, we can infer that the number of bachilleres in Commerce and Administration without adequate knowledge of Business English will continue to increase in the foreseeable future.

## II. INTERPRETATION OF SURVEY RESULTS.

A. Percentual distribution of the survey made through questionnaires to Business English teachers and principals of schools of Commerce and Administration. For more information see the percentual table distribution in Appendix A, page 74.

Question classification: Adjustment.

1. Do you think that the general objectives of the content of the English program for third year of high school in Commerce and Administration are properly designed according to the social-economical aspects of the country?

To this question ten teachers from private schools think that the general objectives of the program are not properly designed to meet the needs of the country in the needs of social and economical aspects. Only one teacher from a public school thinks that the general objectives are properly designed.

2. Do you think that the content of the Business English program for the third year of high school is designed properly to follow a logical procedure during the school year according to the objectives of the program?

All the teachers from private as well as the teachers from public schools think that the content of the Business English program does not follow a logical sequence regarding topics of study and distribution of areas.

3. Do you think that the Business English for the third year has to be revised in order to detect errors in topics of study, objectives, suggested methodology and

time distribution?

All teachers from private and public schools answered yes to this question - they think that the Business English program must be revised and actualized.

Question Classification: Dosage.

4. Do you consider that the Business English program designed by the Ministry of Education has too many topics of study?

Six teachers from private schools and two from public schools think that the Business English program has too many topics of study. Four teachers from private schools said that the dosage of the Business English program was good.

Question classification: Methodology.

5. To teach English nowadays, there are two methodologies: the audio-lingual and the cognitive methods. Which do you use in your Business English class?

To this question, all teachers considered that the two mentioned methodologies were acceptable to use in implementation of the Business English class.

6. What is more important for you?

(a) The implementation of the content of the program.

(b) Methodology.

(c) Objectives.

(d) All the aspects mentioned.

One teacher working in a private school said

that the implementation of the program was more important to him. Two from private schools chose methodology. None of them considered the objectives, and seven teachers from both private and public schools said that all the aspects mentioned were important, including the objectives.

Question classification: Working time.

7. Do you think that Business English classes must be increased during the week?

To this question, four teachers from private schools said that the Business English classes must be increased weekly, six teachers from private and the teachers working in public schools did not want more Business English classes during the week.

8. According to the Business English program, do you teach each area in the period of time allocated for that purpose?

Only two teachers from private schools have time to cover the topics of study of the program. Eight teachers from both private and public schools said that they did not have enough time to finish each area of the Business English program because the areas had too many contents.

9. Public schools have divided the school year by semesters, which is a new system designed by the Ministry of Education; however, private schools use the traditional working time. Which of the two do you prefer?

All teachers from private and public schools prefer working with the traditional working time, rather than with the system of cycle

Question classification: Textbooks.

10. Does the Ministry of Education send books or any other aids to be used as supporting material for English lessons during the school year?

All teachers from private and public schools said that the Ministry of Education does not send any kind of books for the Business English lessons; therefore, all the information about the implementation of the program has to be consulted in books edited or published by someone else.

Question classification: Evaluation.

11. In order to evaluate the content of the program, the Ministry of Education has introduced evaluation by semesters or cycles. The traditional evaluation every three months is still used in private schools. Which of the two do you prefer?

All teachers from both private and public schools think that the new system of evaluation by cycles is unorganized, and that they prefer to evaluate students every three months.

Question classification: Suggestions.

12. Which one of the following suggestions would you choose to improve your English knowledge, mainly the Business English vocabulary?

- (a) Seminars by the Ministry of Education and National University for English teachers who work in the third year of high school.
- (b) Seminars given by teachers from the Ministry of Education.

(c) Seminars given by specialized teachers in the English subject from the National University.

(d) Books with information about procedures to teach Business English and vocabulary.

Six teachers from both private and public schools agreed that seminars specifically designed by both teachers from the Ministry of Education and the National University were suitable for them to improve the Business English vocabulary. Two from private schools said that they would rather have seminars given by teachers from the Ministry of Education and two teachers from private schools suggested having seminars with specialized teachers from the National University.

13. Regarding the situation of the country in the field of education, do you think it is necessary to learn the Business English vocabulary to increase the development of the country especially in the industrial area?

To this question, all the teachers from private as well as from public schools think that the learning of the Business English vocabulary is necessary for the students who may use that sort of terminology in the industrial area, therefore, they may help to develop the industrial field in the country.

B. Percentual distribution of a survey made through a questionnaire to principals of schools.

1. Does the Ministry of Education send the necessary information on books or any other aids to be used

as supporting material for English teachers in the Business English subject during the school year?

Ten principals from private and both from the public schools said that the Ministry of Education does not send the necessary information on books or any other aids used as supporting material for the English subject in the third year.

2. During the years of having Bachillerato in Commerce and Administration in your school, have you noticed an increasing enrollment in this specialty?

Principals from ten private and the two public schools surveyed said that they have noticed an increasing enrollment of students in Commerce and Administration specialty.

3. Do you think that the Business English subject is important in the third year of Commerce and Administration curriculum?

Nine principals from private schools said that the Business English subject is important in the third year of Commerce and Administration, not only for the secretary field, but also for accounting studies. One principal from a private and those from the public schools, did not consider this subject very important.

4. Do you think that the objectives of the Business English program are related to the social-economical necessities of the country?

Eight principals from private schools said that the general and specific objectives of the Business English

program are not related to the social and economical necessities of the country. Two principals from private and both from public schools said that the objectives were properly designed to meet the social-economical necessities of the country.

5. Does the Ministry of Education send supervisors to detect the level of proficiency of students, applied methodology and all the activities concerned with the teaching-learning process of the Business English subject?

Nine principals from private schools said that the Ministry does not send supervisors to control any of the aspects related to the teaching-learning process; although, one teacher from a private and both from public schools said that the Ministry sends supervisors to their institutions.

6. In what year do the students in your school begin to study Business English?

(a) From the first year of the specialty.

(b) Beginning with the second year.

(c) Only in the third year.

Two principals from private schools answered that their students begin to learn the business vocabulary from the first year. Two private schools begin with the second year, and six private schools teach Business English only during the third year. The public schools all over the country teach Business English from the second year.

C. Analysis of the English test given to students.

The test items were prepared taking into account

some contents of the programs and their objectives. The test was given to ten students chosen at random in every class. We tested 120 students in total, 100 from private schools and twenty from public schools. We will describe every item and the results obtained will be presented in charts.

Item one was intended to evaluate the student's knowledge of the parts of a business letter. Three choices were given with choice "b" the correct one. Only 23 students (19.2%) of a population of 120 answered correctly. This is not a satisfactory result considering that the students are in the last year of their career in business and that in their future jobs these students will be asked to write a business letter. (See Chart 1, Appendix H).

Item two measured the student's knowledge of the three kinds of punctuation that can be used when typing a business letter, as described in J. G. Ricardo's book.

From the three choices given, "b" was the correct one. Only 58 students (48.3%) answered correctly. Although the result was better than the one in answer number one, we consider it unsatisfactory because it did not even reach fifty per cent of the investigated population (See Chart 2, Appendix H).

Item three gave three examples of an inside address for the student to choose with "c" being the correct response. The student should demonstrate his ability to recognize a good example of an inside address in a business letter.

Only 46 (38.3%) of the tested students answered this item correctly. This means that not all of the students are able to recognize an inside address; of course, they might not be able to write it either. (See Chart 3, Appendix H).

Items four to ten asked to give the abbreviations for some of the most frequently words in business.

By observation of the results in Chart 4, Appendix H, the reader can see that only three of the seven words that were given for abbreviation have the highest percentages: number six had 48.3%, number nine had 41.7%, and number ten had 44.2%. They did not even reach fifty per cent. The rest of the words were correctly abbreviated only by between twenty five and thirty per cent of the students. These results lead us to conclude that the students of third year of Bachillerato in Commerce and Administration (Secretariado) need to know more about abbreviation of common words that are frequently used in business.

The second part of the test was intended to measure the student's knowledge of basic English grammar and structures, chosen from the Business English program for third year. The results and percentages obtained are shown in Chart 5, Appendix H.

By thorough observation of the percentages obtained we can also conclude that the students are weak in the mastery of some basic grammatical structures. The highest percentage obtained (52.5%) was in the use of the past continuous tense, and the lowest percentage (27.5%) was in

the use of the past tense of regular and irregular verbs. All the other grammatical structures show percentages between 36 and 48.

This knowledge is considered to be very important because the students have to write business correspondence, translate some material or speak the language correctly. However, most of the students show deficiency in some aspects such as the use of determiners for mass or non-countable nouns, past tense of verb "to be" and other regular and irregular verbs, use of ordinal numbers and the use of the passive voice.

The analysis of the test given to the students of third year in private and public schools clearly shows the levels of knowledge of some basic contents of Business English and English grammatical structures are very low in accordance with the objectives stated in the Business English program. Therefore, the graduate students of Bachillerato in Commerce and Administration, option "Secretariado" are not appropriately equipped with the necessary English knowledge that their future jobs will demand.

D. Percentual distribution of a survey made through a questionnaire to students of ~~the~~ ~~1970~~ year of high school in Commerce and Administration. (See Appendix I for detailed statistics.

1. Have you studied the Business English vocabulary from the first year?

To this question eighty students from private and twenty students from public schools said no, only twenty

students from two private schools take Business English from the first year.

2. If you answered no, mark and "X" for the year you began to study Business English. (a) 2nd (b) 3rd.

To this question, only twenty students from private and twenty from public schools marked the second year. Eighty students from private schools marked the third year.

3. Do you think that the learning of Business English vocabulary is necessary in the specialty you are now studying?

To this question eighty students from private and twenty from public schools answered yes. Only twenty students from private schools said no.

4. Which of the following aspects do you consider has influenced you the most in the learning process of the Business English vocabulary?

- (a) The methodology used by the English teacher.
- (b) The few hours for the Business English vocabulary programmed for every week.
- (c) Teachers' knowledge of Business English vocabulary.

In this question sixteen students from private and eight from public schools answered that the English teachers' methodology influenced them in the learning process of the Business English vocabulary; nine students from private and four from public schools answered that the few

hours of Business English vocabulary affected them most; seventy five students from private and eight from public schools said that it was the teachers' knowledge of the business vocabulary which affected them most.

5. What do you think about the Business English subject?

- (a) Interesting.
- (b) A little interesting.
- (c) Indifferent.

Forty five students from private and twenty from public schools found the learning of Business English interesting, twenty students from private schools found little interest in learning the subject, and thirty five students from private schools found the learning of the subject indifferent.

## CHAPTER VIII

### CONCLUSIONS

From the analysis of the factors that influence the teaching-learning process of Business English in third year of Commerce and Administration, we are able to draw the following general conclusions:

A. The Business English program needs to be studied and modified in three aspects.

1. Objectives. The objectives designed for Bachillerato in Commerce and Administration are not being accomplished totally. The students do not master English terminology that is necessary for them to be able to communicate with English-speaking people. They show weak knowledge of basic grammatical structures, business vocabulary, abbreviations, and other aspects which are stated in the specific objectives of every unit. The students, therefore, are not accomplishing what the objectives require. This weakness was shown through the results obtained in the test given to students. These results show percentages of less than fifty per cent in correct answers and percentages of more than fifty per cent in incorrect answers. These percentages show that objectives are not thoroughly fulfilled.

2. Working time. The scheduled working time is insufficient to cover all the topics stated in the program. According to the Business English program, each unit of study is scheduled to be taught in a certain number of working hours. Unit one is scheduled for ten hours, unit two and

three in sixteen hours each, and unit four in forty four hours for a total of eighty six hours for the whole year. This amount of time is not factual because unit four is generally taught at the end of the school year in August and September. We can see that in those seven weeks, with English classes twice a week, we only have fourteen hours for that particular unit. The program calls for at least five and a half months to cover all the topics in unit four; but, in actuality, this time is not used. Scheduled working time, therefore, needs to be investigated more specifically and be adjusted to the reality of the schools.

3. Methodology. Methodology and teaching techniques are not clearly stated. Regarding this aspect, the program does not provide the teacher with the necessary information to better approach the topics of study. The words that appear in the part for methodology are vague and do not help the teacher at all. They state: "demonstrative, repetitive and creative". These words do not communicate exactly which method or techniques and procedures to be followed. This aspect, therefore, needs to be improved in order to be useful for teachers in their class presentations.

B. Textbooks. There is no variety of Business English books that can be used as textbooks. The kind of books locally available are few for the teaching of Business English. This fact widely influences teaching. Teachers do not have enough sources of information to vary their lesson presentations; teaching, therefore, becomes boring and the students lose interest.

C. Evaluation. Evaluation is not actually applied in all its steps. Evaluation is carried out only for purposes of determining passing or failing the student. After the assessment is done, no feedback activities are performed, although the program suggests some. There is not enough time for feedback nor for reinforcement of lessons. Oral skills are scarcely evaluated. Most evaluation is done through written tests and assignments. Teachers also agreed that the daily classroom work itself is a factor in the evaluation process because the students' responses give a clue as to whether or not the material has been understood. The evaluation instruments and techniques used by Business English teachers also influence the quality of the Business English teaching.

D. Teachers' knowledge. During the classroom performance, teachers observed showed a lack of knowledge in the following aspects.

1. Adequate knowledge of Business English and trouble in pronouncing English words.
2. Use of effective methods and varied teaching techniques.
3. Command of grammatical structures in transformation and substitution drills.
4. Organization of classroom activities to teach the subject.

E. Teacher's certification. Most of the English teachers who are working in private schools do not have a teaching certificate from the Ministry of Education. They

only have a limited knowledge of English and do the best they can. Some are continuing their studies at the University. Public school teachers are graduates of studies in Humanities from the Escuela Normal Superior Alberto Masferrer. As such they are certified, registered teachers at the Ministry of Education. This education has better prepared them as teachers.

F. Supervision. Supervision is not being conducted thoroughly. There is an office at the Ministry of Education with technical advisors to supervise public and private schools; however, there is a lack of supervision and assistance to private schools because of a shortage of technical supervisors for the whole metropolitan area. There is not, therefore, control over students' progress in the Business English terminology for the high school level.

G. Students' attitude toward English learning. Students show little interest for learning English. Business English teachers face this problem. The student's negative attitude toward English is a hindrance to effective learning. It is one of the reasons why students look bored and reluctant to participate in oral drills and other activities. When they were asked about some of the causes of their attitude, they said they do not like English because English is a hard subject. They had to study it only because it is a requirement to obtain their academic high school degree.

H. Based on the results of our research, we recommend the following suggestions to the Ministry of Education.

1. Ask all the private schools that offer Bachillerato in Commerce and Administration, to begin teaching Business English from the first year of study and continue its teaching through the second and third year.

2. Provide the English teachers with sufficient assistance in the use of language teaching methods by organizing teacher in-service programs for at least twice a year.

3. Send the teachers written information on methods for teaching English for them to improve their teaching techniques.

4. Conduct polls and interviews to teachers who work in teaching Business English in order to gather information directed to make the necessary changes in the Business English program which has not been modified since 1976. One of the modifications to the Business English program can be the grouping of topics into three blocks. This way the students would receive Business English instruction for three years, starting from the first year and completing it in the third year.

5. Publish its own Business English textbooks which would contain all the information needed for the development of the topics in the programs. These textbooks should be accompanied by teachers' guides and student's workbooks. Thus, the teachers could easily plan their lessons and the student could practice comprehension, writing and reading skills as well.

6. Try to teach the students shorthand in English, provide them some practice in typing English, teach them how to use some office machines such as mimeographers, calculators and copiers.

7. Supervise and evaluate more often the Business English instruction that is given to students in private and public schools, in order to obtain data which can lead the supervisors to conclusions and recommendations for better and effective Business English teaching.

8. To increase the number of weekly hours for Business English and to start teaching it from the first year of Commerce and Administration.

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APPENDIX A

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

ENCUESTA A MAESTROS QUE ENSEÑAN INGLÉS COMERCIAL EN  
TERCER AÑO DE BACHILLERATO EN COMERCIO Y ADMINISTRACION

Estimado (a) Maestro (a):

Atentamente solicitamos su colaboración en el sentido de que se sirva contestar el Cuestionario siguiente, con el propósito de conocer su opinión acerca de los diferentes factores que intervienen en el aprendizaje del Inglés Comercial en el Tercer año de Bachillerato en Comercio y Administración.

Los datos proporcionados por usted serán estrictamente confidenciales.

Objetivos:

1. Determinar los factores que intervienen en el aprendizaje del Inglés Comercial en el Tercer Año de Bachillerato.
2. Investigar la asistencia del Ministerio de Educación a las instituciones privadas y a los profesores de Inglés Comercial de las mismas.

NOMBRE DE LA INSTITUCION: \_\_\_\_\_

INDICACIONES: Según su criterio, marque una X la respuesta que crea conveniente.

1. Considera Ud. que los Objetivos Generales del Programa de Inglés para Tercer año de Bachillerato en Comercio y Administración están diseñados apropiadamente de acuerdo a los aspectos socio-económicos de nuestro País?

Si \_\_\_\_\_ No \_\_\_\_\_

2. El contenido del programa de Inglés para Tercer año de Bachillerato está diseñado apropiadamente para seguir un procedimiento lógico durante el año lectivo, de acuerdo a los objetivos del programa?

Si \_\_\_\_\_ No \_\_\_\_\_

3. El programa de Inglés Comercial tiene que ser revisado nuevamente para determinar errores en los objetivos, tópicos de estudio, distribución del tiempo programado y sugerencias metodológicas?

Si \_\_\_\_\_ No \_\_\_\_\_

4. El programa de Inglés diseñado por el Ministerio de Educación tiene muchos tópicos de estudio?

Si \_\_\_\_\_ No \_\_\_\_\_

5. Para enseñar Inglés, en estos momentos hay dos métodos usados muy frecuentemente, ellos son: El Audio-oral y el Cognoscitivo. Cuál utiliza Ud. en su clase?

Audio-oral \_\_\_\_\_

Cognoscitivo \_\_\_\_\_

Los dos \_\_\_\_\_

Ninguno de ellos, \_\_\_\_\_

6. Qué considera Ud. más importante para el proceso del aprendizaje del idioma Inglés en los alumnos de Tercer año?
- (a) El desarrollo del contenido del Programa \_\_\_\_\_
- (b) La metodología en clase \_\_\_\_\_
- (c) Objetivos \_\_\_\_\_
- (d) Todos los aspectos mencionados \_\_\_\_\_
- (e) El desarrollo del contenido y la metodología \_\_\_\_\_
- (f) La metodología y los objetivos \_\_\_\_\_
7. Considera Ud. que el número de clases de Inglés Comercial para los Terceros años deben ser incrementadas durante la semana? Si \_\_\_\_\_ No \_\_\_\_\_
8. De acuerdo al desarrollo del Programa de Inglés comercial para los terceros años de Bachillerato, enseña Ud. cada área en el tiempo destinado para cada una? Si \_\_\_\_\_ No \_\_\_\_\_
9. En las Instituciones Oficiales el año escolar se ha dividido por Semestres o ciclos para el desarrollo del programa de cada asignatura; el cual es un nuevo sistema diseñado por el Ministerio de Educación. Sin embargo, las escuelas privadas continúan trabajando con el sistema tradicional. ¿Cuál de los dos prefiere Ud.?  
Por semestres o ciclos \_\_\_\_\_ Tradicional \_\_\_\_\_
10. Para evaluar el contenido del programa en cuanto al aprendizaje en los alumnos, el Ministerio de Educación ha introducido evaluaciones por semestre o por ciclos.

También existe todavía evaluación tradicional que se hace trimestralmente. ¿Cuál de los dos prefiere?

Cada seis meses \_\_\_\_\_ Tradicional \_\_\_\_\_

11. ¿Encuentra Ud. en los libros editados por el Ministerio de Educación la necesaria información para el desarrollo del contenido del programa de Inglés Comercial de Tercer año?

Si \_\_\_\_\_ No \_\_\_\_\_

12. ¿Cuál de las siguientes sugerencias escogería Ud. para mejorar la enseñanza-aprendizaje del Inglés en el área de Comercio?

(a) Seminarios combinados entre el Ministerio de Educación y la Universidad Nacional dirigido únicamente a los profesores que trabajan en el Tercer año impartiendo Inglés Comercial. \_\_\_\_\_

(b) Seminarios impartidos por profesores asignados por el Ministerio de Educación. \_\_\_\_\_

(c) Seminarios impartidos por profesores especializados en el área de Inglés de la Universidad Nacional. \_\_\_\_\_

(d) Libros con la información necesaria acerca de diferentes técnicas para enseñar Inglés y vocabulario Comercial. \_\_\_\_\_

13. De acuerdo a la situación nacional en el campo de la docencia, ¿Considera Ud. que es necesario el aprendizaje del vocabulario de Inglés Comercial para contribuir al desarrollo de nuestro país, especialmente en el área Industrial?

Si \_\_\_\_\_ No \_\_\_\_\_

APPENDIX B

UNIVERSIDAD NACIONAL  
FACULTAD DE CIENCIAS Y HUMANIDADES  
DEPARTAMENTO DE IDIOMAS EXTRANJEROS

ENCUESTA A DIRECTORES DE INSTITUCIONES QUE OFRECEN  
BACHILLERATO EN COMERCIO Y ADMINISTRACION

Respetable Sr. (a):

Atentamente solicitamos a Ud. su colaboración en el sentido de que se sirva contestar el siguiente cuestionario, con el fin de conocer su opinión acerca de los factores que intervienen en el proceso de enseñanza aprendizaje del Idioma Inglés, especialmente en los Terceros años, en el área de Comercio y Administración. Los datos proporcionados por Ud. serán confidenciales.

Objetivos:

1. Determinar los factores que intervienen en el aprendizaje del Inglés Comercial en los Terceros años de Bachillerato.
2. Investigar la asistencia del Ministerio de Educación a las instituciones privadas y a los profesores de Inglés Comercial de las mismas.

Marque con "X" la alternativa correcta a la pregunta.

1. ¿El Ministerio de Educación le envía a Ud. información acerca de libros y otra clase de ayudas como material de apoyo para los profesores de Inglés Comercial?

Si \_\_\_\_\_ No \_\_\_\_\_

2. ¿En los años de funcionamiento de la Institución en la que Ud. labora, ha notado un incremento de estudiantes para la opción de Bachillerato en Comercio y Administración?

Si \_\_\_\_\_ No \_\_\_\_\_

3. ¿Considera Ud. que la materia de Inglés Comercial es importante en el Tercer año de Bachillerato en Comercio y Administración?

Si \_\_\_\_\_ No \_\_\_\_\_

4. ¿Cree Ud. que los objetivos del Inglés Comercial del programa de Tercer año están de acuerdo con las necesidades socio-económicas del País?

Si \_\_\_\_\_ No \_\_\_\_\_

5. ¿El Ministerio de Educación envía Supervisores del área de Inglés para detectar el nivel de conocimientos del Idioma Inglés en los estudiantes, metodología y otras actividades que tienen relación con el proceso de enseñanza-aprendizaje en la asignatura de Inglés Comercial?

Si \_\_\_\_\_ No \_\_\_\_\_

6. ¿En la Institución que Ud. trabaja, a partir de qué año se enseña Inglés Comercial?

(a) Primer año \_\_\_\_\_ (b) Segundo año \_\_\_\_\_

(c) Tercer año \_\_\_\_\_

APPENDIX C

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

ENCUESTA A ESTUDIANTES DE TERCER AÑO DE BACHILLERATO  
DIVERSIFICADO EN LA ESPECIALIDAD DE COMERCIO Y ADMINISTRACION

Estimado Alumno (a):

Nosotros, estudiantes de la carrera de Idiomas en la Universidad Nacional, próximas a graduarnos, solicitamos tu ayuda para que resuelvas el Primer Cuestionario que se te presenta con relación a los conocimientos aprendidos durante tus años de estudio en la especialización de Bachillerato en Comercio y Administración, específicamente en Inglés Comercial.

Por lo tanto, te rogamos lo hagas con toda sinceridad. El Segundo Cuestionario es solamente de marcar con "X" las preguntas que se te hacen. Tu información será confidencial.

Gracias.

ENGLISH TEST FOR STUDENTS OF THIRD YEAR IN  
BACHILLERATO EN COMERCIO Y ADMINISTRACION

NAME \_\_\_\_\_ DATE \_\_\_\_\_  
SCHOOL \_\_\_\_\_

I Choose the best answer and write A, B or C on the space provided:

A Business Letter includes the following parts:

(A)	(B)	(C)
Body	Letter head	Date
Subject Line	Date	Heading
Salutation	Inside address	Body
Attention line	Salutation	Salutation
Inside address	Body	Signature
Reference line	Signature	Inside address
Signature		

The three forms of punctuation used in typing a business letter are:

(A)	(B)	(C)
Mixed	Mixed	Mixed
Close	Close	Close
Block	Open	Semi-open

A correct example of inside address is:

(A)	(B)	(C)
Life International	Life International	Life International
Rockefeller Center	Rockefeller Center	Rockefeller Center
New York	New York, 20 N.Y.	New York 20, N.Y.
20 N.Y.	U.S.A.	U.S.A.
USA		

II GIVE THE PROPER ABBREVIATIONS FOR THE FOLLOWING WORDS:

Building \_\_\_\_\_ Brothers \_\_\_\_\_  
 Department \_\_\_\_\_ Company \_\_\_\_\_  
 Junior \_\_\_\_\_ Grams \_\_\_\_\_  
 District of Columbia \_\_\_\_\_

III Choose one of the words in parentheses and fill in the blanks correctly.

There are \_\_\_\_\_ flowers on the desk. (a, an, some)

There is \_\_\_\_\_ paper in the drawer. (a lot of, many  
 very).

I \_\_\_\_\_ at the office yesterday. (was, were, am)

My brother \_\_\_\_\_ at the party last night.

(weren't, wasn't, isn't)

\_\_\_\_\_ George come on time? (Do, Don't, Did)

Susan \_\_\_\_\_ three letters yesterday. (sent, send, sends)

The gentlemen \_\_\_\_\_ the contract last week.

(sign, signature, signed)

We were \_\_\_\_\_ for the merchandise.

(asks, asked, asking)

Mr. Miller is on the \_\_\_\_\_ floor. (five, fifty, fifth)

All the messages were \_\_\_\_\_ by him. (written, wrote,  
 writing)

CUESTIONARIO PARA ALUMNOS DE TERCER AÑO DE  
BACHILLERATO EN COMERCIO Y ADMINISTRACION

(Para ser administrado después de la prueba de conocimientos)

INDICACIONES

Marque con una "X" su respuesta a las siguientes preguntas:

1. ¿Ha estudiado Ud. Inglés Comercial desde el primer año de Bachillerato hasta el tercero?  

Si \_\_\_\_\_ No \_\_\_\_\_
2. Si su respuesta es NO, ¿A partir de qué año comenzó a estudiar Inglés Comercial?  

2° \_\_\_\_\_ 3° \_\_\_\_\_
3. ¿Considera Ud. que el aprendizaje de Inglés Comercial es necesario en el Bachillerato en Comercio y Administración?  

Si \_\_\_\_\_ No \_\_\_\_\_
4. ¿Cuál de los siguientes factores cree Ud. que influye más en la enseñanza-aprendizaje del Inglés Comercial?  
 (a) La metodología que el profesor utiliza \_\_\_\_\_  
 (b) Las pocas horas semanales de clases de esta asignatura \_\_\_\_\_  
 (c) Los conocimientos de Inglés Comercial que el profesor posea \_\_\_\_\_
5. ¿Cómo le parece a Ud. la asignatura de Inglés Comercial?  
 (a) Interesante \_\_\_\_\_ (b) Poco Interesante \_\_\_\_\_  
 (c) Indiferente \_\_\_\_\_

Muchas Gracias

APPENDIX D

GUIDE FOR OBSERVATION OF THE TEACHING-LEARNING PROCESS OF  
BUSINESS ENGLISH IN THIRD YEAR OF BACHILLERATO IN COMMERCE  
AND ADMINISTRATION.

(Each item will be marked with X by the observer)

1. Since what year of study does this school begin  
teaching Business English?  
(a) First \_\_\_\_\_ (b) Second \_\_\_\_\_ (c) Third \_\_\_\_\_
2. Does the teacher reinforce the previous lesson before  
introducing a new topic? Yes \_\_\_\_\_ No \_\_\_\_\_
3. Do the students ask questions to the teacher to  
clarify any doubts on the topic? Yes \_\_\_\_\_ No \_\_\_\_\_
4. Does the teacher answer adequately those kinds of  
questions? Yes \_\_\_\_\_ No \_\_\_\_\_
5. Does the teacher make use of audio-visual aids in  
the presentation of the lesson? Yes \_\_\_\_\_ No \_\_\_\_\_
6. Does the teacher use a textbook during his instruction?  
Yes \_\_\_\_\_ No \_\_\_\_\_
7. Do the students use a textbook during the class  
session? Yes \_\_\_\_\_ No \_\_\_\_\_
8. Do the students participate in oral drills?  
Yes \_\_\_\_\_ No \_\_\_\_\_
9. What kind of method does the teacher use to present  
the lesson?  
(a) audio-lingual method \_\_\_\_\_  
(c) cognitive method \_\_\_\_\_

- (d) Translation \_\_\_\_\_
- (e) Various techniques from different  
methods \_\_\_\_\_
10. Is the method used adequate to the topic that is  
being taught? Yes \_\_\_\_\_ No \_\_\_\_\_
11. The teacher's pronunciation of English words is:
- (a) Outstanding \_\_\_\_\_
- (b) Satisfactory \_\_\_\_\_
- (c) Needs Improvement \_\_\_\_\_
12. The teacher's mastery of the topic is:
- (a) Outstanding \_\_\_\_\_
- (b) Satisfactory \_\_\_\_\_
- (c) Needs Improvement \_\_\_\_\_

## APPENDIX E

### ENTREVISTA SOSTENIDA CON FUNCIONARIOS DE EDUCACION MEDIA Y SUPERIOR DEL MINISTERIO DE EDUCACION

Respetables señores:

Muy atentamente solicitamos sus respuestas a algunas preguntas que hemos elaborado con el fin de recabar datos para una investigación que estamos realizando sobre la enseñanza del Inglés Comercial en el Tercer año de Bachillerato en Comercio y Administración. Nuestros agradecimientos anticipados.

1. ¿Qué clase de supervisión se efectúa en los centros de enseñanza privados con respecto a la enseñanza del Inglés Comercial?
2. ¿Se envía a los maestros de Inglés Comercial algún material de apoyo o alguna información relativa a la enseñanza de esa asignatura?
3. ¿Se realiza algún tipo de adiestramiento, tales como seminarios o conferencias con los maestros que imparten Inglés Comercial?
4. ¿A partir de qué año comienza la enseñanza de Inglés Comercial en el Bachillerato en Comercio y Administración?
5. ¿Existe algún medio que permita detectar habilidades para seleccionar a los alumnos que estudiarán Bachillerato en Comercio y Administración?

Personal interview to the technical advisors of the Ministry of Education "Sección Educación Media y Superior" about supervision and textbooks sent to private schools in Commerce and Administration, during 1978-1982.

1. Does the Ministry of Education, through the Sección Educación Media y Superior, give assistance to private schools at present concerning:
  - (a) Business English subject supervision      Yes\_\_\_ No \_\_\_
  - (b) English teachers assistance                      Yes\_\_\_ No \_\_\_
  - (c) Business English textbooks                      Yes\_\_\_ No \_\_\_
  - (d) Any other type of supervision                  Yes\_\_\_ No \_\_\_
  
2. What sort of supervision:
  - (a) Students' registration                              Yes\_\_\_ No \_\_\_
  - (b) School registration at the Ministry              Yes\_\_\_ No \_\_\_
  - (c) Number of working in-service teachers        Yes\_\_\_ No \_\_\_
  
3. When was the last year of assistance to private schools, according to question number one?
  
4. When was the last year of assistance, according to question number two?

APPENDIX F

SURVEY OF RESULTS OF QUESTIONS GIVEN  
TO BUSINESS ENGLISH TEACHERS

QUESTION NUMBER	CODE	ANSWERS	NUMBERS OF TEACHERS	
			PRIVATE	PUBLIC
1	1	Yes	-	1
	2	No	10	1
2	1	Yes	-	-
	2	No	10	2
3	1	Yes	10	2
	2	No	-	-
4	1	Yes	6	2
	2	No	4	-
5	1	Audio-Lingual Method	-	-
	2	Cognitive Method	-	-
	3	Both of them	10	2
	4	None of them	-	-
6	1	Program Implementation	1	-
	2	Methodology	2	-
	3	Objectives	-	-
	4	All the aspects above	7	-
7	1	Yes	4	-
	2	No	6	2
8	1	Yes	2	-
	2	No	8	2
9	1	Semesters or cycles	-	-
	2	Traditional system	10	2
10	1	Yes	-	-
	2	No	10	1
11	1	Every six months	-	-
	2	Traditional	10	2
12	1	Seminars by the Min. of Educ. and the Univ. of El Salvador	6	2
	2	Seminars given by Min. of Educ.	-	-
	3	Seminars by Univ. of El Salvador	2	-
	4	Sources of information about Business English	2	-
13	1	Yes	10	1
	2	No	-	-

APPENDIX G

SURVEY RESULTS OF QUESTIONS GIVEN  
TO PRINCIPALS OF SCHOOLS

QUESTION NUMBER	CODE	ANSWERS	NUMBER OF TEACHERS	
			PRIVATE	PUBLIC
1	1	Yes	-	-
	2	No	10	2
2	1	Yes	10	2
	2	No	-	-
3	1	Yes	9	-
	2	No	1	2
4	1	Yes	2	2
	2	No	8	-
5	1	Yes	1	2
	2	No	9	-
6	1	From the first year of study	2	-
	2	From the second year of study	2	2
	3	From the third year of study	6	-

APPENDIX H

SURVEY RESULTS OF THE ENGLISH TEST  
ADMINISTERED TO STUDENTS OF THIRD YEAR  
IN COMMERCE AND ADMINISTRATION

Chart 1

NO.	CODE	PRIVATE SCHOOLS		PUBLIC SCHOOLS		TOTALS	
		ANSWERS	%	ANSWERS	%	ANSWERS	%
1	A	49	49	9	45	58	48.3
	B	18	18	5	25	23	19.2
	C	33	33	6	30	39	32.5
TOTALS		100	100	20	100	120	100

Chart 2

NO.	CODE	PRIVATE SCHOOLS		PUBLIC SCHOOLS		TOTALS	
		ANSWERS	%	ANSWERS	%	ANSWERS	%
2	A	18	18	6	30	24	20
	B	50	50	8	40	58	48.3
	C	32	32	6	30	38	31.7
TOTALS		100	100	20	100	120	100

Chart 3

NO.	CODE	PRIVATE SCHOOLS		PUBLIC SCHOOLS		TOTALS	
		ANSWERS	%	ANSWERS	%	ANSWERS	%
3	A	43	43	7	35	50	41.7
	B	19	19	5	25	24	20
	C	38	38	8	40	46	38.3
TOTALS		100	100	20	100	120	100

Chart 4

NO.	CODE	PRIVATE SCHOOLS		PUBLIC SCHOOLS		TOTALS	
		ANSWERS	%	ANSWERS	%	ANSWERS	%
4	Right	19	19	11	55	30	25
	Wrong	81	81	9	45	90	75
5	Right	28	28	12	60	40	33.3
	Wrong	72	72	8	40	80	66.7
6	Right	49	49	9	45	58	48.3
	Wrong	51	51	11	55	62	51.7
7	Right	28	28	7	35	35	29.2
	Wrong	72	72	13	65	85	70.8
8	Right	26	26	6	30	32	26.7
	Wrong	74	74	14	70	88	73.3
9	Right	42	42	8	40	50	41.7
	Wrong	58	58	12	60	70	58.3
10	Right	46	46	7	45	53	44.2
	Wrong	54	54	13	65	67	55.8

Chart 5

BASIC STRUCTURES	CODE	PRIVATE SCHOOLS		PUBLIC SCHOOLS		TOTALS	
		ANSWERS	%	ANSWERS	%	ANSWERS	%
Determiners for Countable nouns*	Right	52	52	6	30	58	48.3
	Wrong	48	48	14	70	62	51.7
Determiners for mass nouns	Right	38	38	8	40	46	38.3
	Wrong	62	62	12	60	74	61.7
Verb to be-past tense-affirmative	Right	44	44	9	45	53	44.2
	Wrong	56	56	11	55	67	55.8
Verb to be-past tense-negative	Right	36	36	10	50	46	38.3
	Wrong	64	64	10	50	74	61.7
Questions in past tense	Right	45	45	9	45	54	45.0
	Wrong	55	55	11	55	66	55.0
Past tense of Regu- lar and Irregular verbs	Right	25	25	8	40	33	27.5
	Wrong	75	75	12	60	87	72.5
Past Continuous Tense	Right	51	51	12	60	63	52.5
	Wrong	49	49	8	40	57	47.5
Ordinal Numbers	Right	33	33	11	55	44	36.7
	Wrong	67	67	9	45	76	63.3
Passive Voice	Right	40	40	7	35	47	39.2
	Wrong	60	60	13	65	73	60.8

\*Two items with the same degree of difficulty which obtained the same number of correct answers.

APPENDIX I

SURVEY RESULTS OF QUESTIONS GIVEN TO  
STUDENTS OF THIRD YEAR IN COMMERCE AND ADMINISTRATION

QUESTION NUMBER	CODE	ANSWERS	NUMBER OF STUDENTS	
			PRIVATE	PUBLIC
1	1	Yes	20	-
	2	No	80	20
2	a	Second Year	20	20
	b	Third Year	80	-
3	1	Yes	80	20
	2	No	20	-
4	a	Methodology used by English teachers	16	8
	b	Few scheduled hours for Business English	9	9
	c	Teachers' knowledge of Business English	75	3
5	a	Interesting	45	20
	b	A little interesting	20	-
	c	Indifferent	35	-

APPENDIX J

PLAN DE ESTUDIOS DE BACHILLERATO  
EN COMERCIO Y ADMINISTRACIÓN

See following page

MINISTERIO DE EDUCACION  
DIRECCION DE EDUCACION MEDIA Y SUPERIOR

ASIGNATURAS DE CADA AÑO DE ESTUDIOS DEL BACHILLERATO EN  
COMERCIO Y ADMINISTRACION (SYSTEMA DIURNO)  
(ENTRA EN VIGENCIA A PARTIR DEL AÑO 1975)

ASIGNATURAS COMUNES DE TODO BACHILLERATO		A S I G N A T U R A S V O C A C I O N A L E S (Propias de la respectiva modalidad de Bachillerato)					
SEGUNDO AÑO	NO. DE HORAS	ASIGNATURAS BASICAS DE LAS OPCIONES	NO. DE HORAS	ASIGNATURAS SEGUN OPCION CONTDURIA	NO. DE HORAS	ASIGNATURAS SEGUN OPCION SECRETARIADO	NO. DE HORAS
LETRAS	2	MATEMATICAS FINANCIERA	5	CONTABILIDAD (Costos	6	TAQUIGRAFIA	5
ESTUDIOS SOCIALES	3	LEGISLACION	3	Industriales)		MECANOGRAFIA	5
INGLES	2			ADMINISTRACION DE	4	INGLES COMERCIAL	2
MATEMATICAS	2			EMPRESAS			
CIENCIAS QUIMICAS	2			PRACTICA DE MAQUINA-	1		
CIENCIAS FISICAS	2			RIA			
EDUCACION ESTETICA	1						
TOTAL	14	. . . .	8	. . . .	11	. . . .	12
TERCER AÑO							
LETRAS	2	ECONOMIA APLICADA AL	3	CONTABILIDAD (Costos			
INGLES	2	COMERCIO, INDUSTRIA Y		Bancarios y Agríc.)	6	TAQUIGRAFIA	5
MATEMATICAS	2	BANCO		FINANZAS PUBLICAS	3	REDACCION Y ARCHIVO	4
CIENCIAS FISICAS	3			ESTADISTICA COMERCIAL	5		
EDUCACION ESTETICA	1			MERCADEO	3		
TOTAL	10	. . . .	3	PRACTICA DE MAQUINARIA	1	. . . .	16

## APPENDIX K

### BUSINESS ENGLISH PROGRAM

#### INTRODUCTION

This Business English program corresponding to the Third year of Bachillerato en Comercio y Administración, Opción Secretariado, has followed the guides of the program development adopted by the Dirección de Educación Media y Superior.

As it can be easily understood, attention is devoted to a planning by objectives, to the didactical methodologies and to the evaluation of the results.

There is hope that this work even with its limitations and due to the fact that it is the first of this type, will be bettered by those teachers who feel the necessity of adding something based on their experience, and those teachers will also have with the program an incentive to continue in the search of the modern curriculum currents. Everything should be done for the young students who deserve that what is taught to them, have sense and purpose.

#### REALIZACION

Prof. Oscar René Moreno	Director de Educación Media y Superior
Lic. Tito Livio López	Subdirector de Educación Media y Superior

#### ESPECIALISTAS DE IDIOMA INGLES

Lic. Ana Leticia Miranda de Amaya	Escuela Nacional de Comercio (ENCO) San Salvador
Profa. Juana Lidia Z. de Rodríguez	Escuela Nacional de Comercio (ENCO) San Salvador

## ASESOR EN CURRICULUM

Prof. Rubén Regalado Sermeño

Supervisor Docente, Especialista en  
Currículum de Enseñanza Media.  
Dirección de Educación Media y Superior.

GENERAL OBJECTIVES

The following are the General Objectives of the program of Business English for the Bachillerato en Comercio y Administración, Opción Secretariado:

1. To enable the student to find in the English language an instrument that he will use in every day use.
2. To collaborate with other subjects to widen the students knowledge of other people, cultures, thus amplifying his horizon of communication and expression.
3. To open better job opportunities in the field of business activities for the students of Bachillerato en Comercio y Administración, who choose the Opción Secretariado.

GENERAL METHODOLOGICAL SUGGESTIONS

In order to obtain the maximum apprenticeship of the students and so that the students and the teacher know that they have worked to attain the desired objectives, the teacher ought to demand his students that parallel to his exposition, model in pronunciation and any other activity carried on in class, in a few words while the program is being developed, the students write in their own work notebooks the information they get.

For homework the students may do exercises, like filling in blanks and practice as much as they can with the material the teacher gives them, the ones which will be the basis for the corresponding evaluation test which should be carried out periodically and at the end of each area.

Finally, they will also be the foundation on which the teacher will be

able to investigate how much the students have learned and progressed at the end of the year. The work notebook must be continuously checked by the teacher trying in this way to use with his students Enseñanza Personalizada as much as he can and by that he will always be following a method with its necessary changes and advancements.

#### ABOUT THE SUBJECT

This Business English program has been adapted to our own environment and conditions, following the methodological and pedagogical systems of teaching, taking into account the importance and usefulness of English. Since the students had Business English in the second year of Bachillerato en Comercio y Administración, Opción Secretariado, this program will increase the use of common English and it is oriented toward the business activities, intensifying what was learned the previous year.

In area number one, the program tries to make the students use business terminology applied to places and activities concerning his career. It also tries to make the students express his ideas correctly both in the oral and written forms, using questions, their corresponding long and short affirmative and negative answers and the importance of using fluently and in the proper form the tag endings that are so necessary for whom English is used.

In area number two, the students practices what he has learned, and besides he exercises his abilities. He intensifies drilling the progressive form (present, past, future); the use of the progressive form to indicate future; the past participle of verbs because they will be needed for the passive voice; and finally possessive forms (of persons, things and animals).

In area number three the student works using numbers and amounts of

money to elaborate personal and family budgets. He acquires the ability to carry on a telephone conversation. He writes advertisements, invoices, bills, checks and receipts.

In area number four, the student learns the corresponding parts of a business letter, its styles and punctuation and the different types of letters. Finally he gets a general idea of an office, applying the corresponding technical vocabulary.

#### OBJECTIVES OF THE SUBJECT BY AREA

##### Area Number One:

To make the students practice what they learned in their second year of Bachillerato en Comercio y Administración, Opción Secretariado.

To make the students use business terminology applying it to places and activities concerning their career.

##### Area Number Two:

To apply in everyday classroom activities the elements of English grammar correctly and clearly using the progressive form in all its tenses.

To intensify the students ability to say their ideas using the passive voice and the possessive forms for persons, animals and things.

##### Area Number Three:

To apply numbers and amounts of money to elaborate personal and family budgets.

To use the business vocabulary already acquired to communicate ideas regarding the activities related with his career.

##### Area Number Four:

To show the different parts of a business letter, punctuation, styles and types of the same.

To apply their knowledge of the English language to write or fill in

invoices, bills, checks and receipts or any other business document.

AREA OF THE PROGRAM NO. ONE - CONTENTS

1. Simple sentences using business terminology, related to: the Post Office, the Bank, Business Letters.
2. Questions and affirmative and negative answers (long and short ones) using always business terminology.
3. Tag engings (attached questions). Affirmative and negative forms.

AREA OF THE PROGRAM NO. TWO - CONTENTS

1. Progressive form. Present, past and future tense. Uses of the progressive form to indicate the future tense.
2. Passive voice. Intensify the use of the past participle of the verbs, without forgetting the use of business vocabulary.
3. Possessive form of nouns (persons, animals, things) using apostrophe and prepositions.

AREA OF THE PORGRAM NO. THREE - CONTENTS

1. Personal and family budget (using dollars and colones).
2. The telephone (carry on conversations).
3. The advertisements. (Classified ads). Write and make the students write others.
4. Business documents. Bills and invoices.

AREA OF THE PROGRAM NO. FOUR - CONTENTS

1. Parts of a business letter.
2. Styles of writing business letter: block and indented style,

open and closed punctuation.

3. Letters ordering merchandise, general ideas on style, punctuation, abbreviations, parts of the letter.

4. Subscription letters, general ideas on style and punctuation.

5. Different types of letters: (a) inquiry - letters asking for information (style/punctuation); (b) inquiry-letters asking for samples (style and punctuation).

6. At the office. The staff and their specific activities.

7. Filing. Business letters, business documents.

8. The office appliances: pencil sharpener, stapler, dater, list finder, and so on.

9. Office machines. The mimeograph.