

UNIVERSIDAD NACIONAL AUTONOMA DE MEXICO

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Facultad de Filosofía y Letras

TEACHING ENGLISH TO NON-NATIVE  
SPEAKERS  
(THE PREPARATORY SCHOOL LEVEL)

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1966  
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FILOSOFIA  
Y LETRAS

*T E S I S*

que para obtener el grado de  
MAESTRA EN LETRAS INGLESAS  
p r e s e n t a

GRAZYNA GRUDZINSKA



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MEXICO, D. F.

1966



Universidad Nacional  
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## I. INTRODUCCIÓN

Al escribir este trabajo no es mi intención descubrir ningunas ideas o técnicas nuevas sobre la enseñanza del inglés como idioma extranjero. Mi único propósito es resumir los métodos más modernos y actuales, tomando en cuenta siempre las ventajas o desventajas que puedan presentarse aplicados en casos particulares o bajo circunstancias especiales.

Generalmente hablando, presentare mis puntos de vista basándome en la experiencia que he obtenido al aplicar algunos métodos de enseñanza en las preparatorias de <sup>la</sup> Universidad Nacional Autónoma de Mexico.

Quiero señalar en este trabajo cuales han sido los resultados obtenidos al aplicar tales métodos, mismos que siguen otros maestros que he conocido allí y algunos de los compañeros que se encuentran en circunstancias análogas a las mías.

Hemos tenido la oportunidad de discutir juntos los principales problemas que se presentan al enseñar el idioma y hemos tratado de encontrar las soluciones

más adecuadas al caso.

También he querido incluir en mi trabajo algunas de las ideas y métodos que considero pueden ser altamente efectivos al enseñar a estudiantes de este nivel. Algunos de estos métodos los he aprendido de maestros de la Universidad como Mrs. Rosalind R. Beimler y el Maestro Juvencio López Vásquez.

Precisamente ha sido en las clases del Maestro Juvencio López Vásquez donde se ha puesto gran énfasis en la necesidad de hacer la enseñanza objetiva. Es en esta clase en donde se afirmó que, el establecimiento de las asociaciones mentales, es indispensable la presentación objetiva de las cosas, personas y hechos que, cuando la conexión mental directa no es posible, debe recurrirse a la ilustración (1)

He dedicado un capítulo a las técnicas de enseñanza que se deben seguir al introducir al alumno a la literatura inglesa porque estoy convencido de que, como mismo explico más adelante es algo de suma <sup>ahí</sup> importancia para lograr que el estudiante se interese más por la lengua y para que llegue a disfrutar en su aprendizaje.

Quise insistir sobre este aspecto porque creo que al formular los programas no se le da toda la importancia que merece pues se tiene la idea de que el nivel de los estudiantes es muy bajo para

poderlo introducir a este campo.

Al mismo tiempo en que hablo de todas estas técnicas nuevas, tan apropiadas para facilitar el aprendizaje de la lengua, no quisiera que los maestros olvidaran los auxiliares de la enseñanza tradicionales que durante tanto tiempo han demostrado ser eficientes y esenciales en la enseñanza de un idioma. Me refiero a los auxiliares tradicionales como el libro de texto, el pizarrón , gises ( blancos y de color) , mapas, periódicos y revistas.

El inglés se ha enseñado en las preparatorias de la UNAM desde 1867. Los métodos que se han seguido fueron los de la enseñanza del Griego y del Latin, así como los objetivos seguían las reglas adaptadas por las lenguas clásicas.

Desde (el) 1950 las autoridades Universitarias han empezado ha preocuparse por los resultados logrados en el aprendizaje del inglés. Se han cambiado los textos y los programas y se ha dividido a los alumnos en grupos según los conocimientos adquiridos del idioma.

En este momento las autoridades están todavía trabajando en el problema de modernizar y adaptar para el nivel actual los programas del Inglés en las preparatorias.

En mi trabajo he tratado de presentar los diversos métodos usados en las escuelas preparatorias.

En el capítulo II presento la situación actual de la enseñanza del inglés , los objetivos que se proponen lograr los maestros y la actitud de los alumnos frente a los idiomas modernos que tienen que llevar durante sus tres años de estudios.

En el capítulo III presento algunos de los métodos más recomendados para la enseñanza de un idioma extranjero y los posibles resultados que se logren con esta técnica.

En el capítulo IV discuto el lugar importante que tiene el laboratorio de idiomas en la enseñanza moderna de idiomas.

En el capítulo V presento el problema de la enseñanza de la literatura inglesa y norteamericana. En este capítulo trato de describir las ventajas que tiene el hecho de incluir la literatura como un medio auxiliar para lograr que el alumno se interese más en la cultura y civilización de los países que hablan esta lengua.



## II. THE TEACHING OF ENGLISH

In 1882 the great English scientist Thomas Huxley said that most of the disagreements and misunderstanding arise out of mistakes and confusion over words....." one of the safest ways..." he added" of delivering yourself from the bondage of words is to know how ideas look in words to which you are not accustomed. That is one reason for the study of language..... another is that, from the learning of additional languages you will know your own language better than ever you did..."(1)

In teaching a foreign language we give a student an additional tool of communication. Fundamentally the function of language is to communicate ideas. Without communication there can be no understanding and without understanding there cannot be acivilized, modern living. When we speak the same language as someone else, that common language is a force of unity on every level- from individuals to whole groups of people.

Language and culture cannot possibly be separated from each other. They are linked in such a form  
(1) Huebener Theodore, Why Jonny Should Learn Foreign Languages, Chilton Company, Philadelphia and New York, 1961

that the comprehension of one without the other is--- impossible. To learn a foreign language is to acquire an understanding and appreciation of another people's way of life, literature and civilization.

When learning a foreign language the students must acquire information about history, geography arts, living standards, customs and in general, cultural and economical background of the countries where the language to be learnt is natively spoken in order to understand the structure of the language, its idiomatic expressions and its people.

When the students become interested in a foreign language they are learning, and if they find their way to communicate in it, then we can say that the process of teaching a foreign language is done properly and effectively.

The teaching of English has to be seen as an unit but the teachers have to present it in such a way as to always bear in mind the final objective: the students must learn to communicate in English.

The English language has been taught in Mexican Preparatory Schools since 1867. Up to the 1950-ties the teaching methods were those that imitated the way of learning of latin and Greek. The aims and methods of classical languages were applied to English teaching and there was no attempt to be practical.

Slowly the University authorities became more concerned in the achievements in language learning. Programs have been changed but language teaching has to undergo a big amount of modifications to prove its effectiveness.

The programs are in a way still following the old reading- grammar method. Those programs are not designed to teach a language , they are devised to teach about the language. And in many ways they do not face the real situation. By all means the teachers must not forget that in modern teaching of languages it is expected of the students to understand and make themselves understood not only in writing but orally too.

In teaching modern language a change must be produced in the attitude of the teachers themselves. Foreign language study means a change of behaviour and it should not be permissible to base it on text-book material only. In teaching a language the teachers must recognize that the heavier burden falls on the teacher and not on the text-book, which is only a teaching aid.

At the present moment in the Preparatory Schools the students are divided by knowledge and not by alphabetical order as it has been done in previous years and there are advanced and beginners groups. They study English in the fourth and fifth grade in a systematical way with the help of the following text-books Present Day English for Foreign Students Book I,III by

J. Frank Candlin and Practice your English by Audrey L. Wright.

In the sixth grade the students are divided into groups according to their interests, scientific or humanistic, and the teacher is free to choose a text-book or simply a text that will correspond to the necessities of that group. The groups are called "Temas selectos de Ingles" and in those classes the efficiency of a teacher is shown by the final result: the student's ability to understand and express himself in English.

### III. METHODS AND PROCEDURES

#### A. General

Nearly everyone agrees that each language is formed by a series of habits and patterns and that it is an ability rather than a science; and the best way to learn it is to keep practicing it.

In 1957 during the conference of the Association of Modern Languages of America the plan for teaching and studying foreign languages was approved. The basic points are as follow (1)

- a) An elemental course should concentrate itself on the fact that the student must hear and speak the foreign language
- b) To learn how to read a foreign language is the third step in learning (hear- speak- read - write) the language
- 3) Translation should only be used in the rare cases when it is essential ( indispensable ).
- d) Writing is the fourth step and the student should only write what he has already learned.

The final result must be that the student fulfill the following requirements:

- 1) to understand the oral language

(1) LOPEZ VASQUEZ Juvencio; Didáctica de las Lenguas Vivas

- 2) to express himself correctly in the oral language
- 3) to understand the written text
- 4) to express himself by writing
- 5) knowledge of the culture and civilization of the country whose language is being studied.

One of the methods mostly recommended and popular among pedagogical theorists is what some call the " Experience Units ". It is a method of teaching based upon the belief that education is more than the mastery of a certain body of fixed subject matter. Taking as the base the facts that the real aims of education are as follows: to develop an understanding of the major problems of living, the ability to work together, creative expression, scientific method of thinking etc.etc. An experience unit consists of a group of related learning experiences which develop around a major interest of the class. These learning experiences offer an opportunity for growth in basic understandings, essential abilities and skills.

In learning foreign languages the work by the experience units can be applied. too.

The sequence of learning experiences organized into units is as follows: Each unit will take seven class periods of 20 minutes to assure mastery by most of the pupils (1)

#### Dialogue Presentation

Each unit begins with a dialogue around which exercises are

- (1) Guide to the Teaching of Spanish, Grade six, California  
Sacramento, 1964

developed. In presenting the dialogue to the class, the teacher follows these steps:

- a) Read the entire dialogue twice in the native language
- b) Listen to dialogue in the foreign language at least five times without choral response. Use gestures, facial expression or objects to convey meaning. Avoid using native languages for translation
- c) Use group repetition. Repeat every sentence at least five times.

### Methods and techniques

Effective instruction requires the attention to the following points:

- 1) During oral work the pupils' desk tops are cleared of all materials.
- 2) Review for five minutes each day using varied activities
- 3) Use a variety of activities: review new material, oral drills , questions, conversation etc.etc.
- 4) Use as little as possible the native language
- 5) Test only that which has been taught
- 6) Always have the students speak the foreign language at a normal speed.

### Reading and Writing

No reading and writing is taught until near the end of the first year of teaching. The teacher should follow these steps teaching reading and writing:

- a) read only material already memorized.

- b) copy only material already read
- c) dictate only material already copied
- d) use written exercise and drills for reinforcement of language patterns.

The greatest advantage of this method are the magnificent results in the first periods of teaching. The grammar should be taught in the inductive method- the language itself and lecture could give enough grammar practice.

It is important that the student realize that the language is a living language used as medium of communication by many people.

### B. Teaching Aids

In order to make the understanding of the mental associations in a foreign language easier to the student it is indispensable to present the materials in an objective way and when the direct mental connexion is impossible the teacher has to recur to illustrations.

The knowledge and the experiences in the field of teaching are more everlasting and exact if in the process of acquiring them the senses of touch and sense of sight ( or perception) participate.

To start with, the principal teaching aid is the classroom itself adequately prepared before hand.



I. The classroom

It must offer the students the possibility to see well and to hear satisfactorily. The acoustic qualities and good illumination are basic for teaching. Then there is the didactic material auxiliary in every class.

- a) a box with auxiliary objects ( they vary according to the subjects that are going to be worked on during the class
- b) the blackboard, the eraser, the chalk ( white and colored one)
- c) Maps and linguistic charts.
- d) Sketches and drawings done by the teacher( in relation to lectures or grammatical problems)
- e) Newspapers and magazines

II. The audio-visual materials

Separately none of the objects mentioned here constitute a "method " of teaching. They are only aids to help the teacher and to make his job less tiring.

- a) a record-player
- b) movies
- c) the tape-recorder
- d) the language laboratory

### III. The text-book

The text-book is an important aid when used adequately. The book should guide, illustrate and help the teacher in his work but not make him a slave of the text. A good text-book suggests to the teacher the material he has to choose to present to his class. It shows the most important aspects of the chosen text. It saves the teacher's time in the preparation of the exercises. To the student the text-book is a help in the case he has missed a class, or when his memory fails him. It helps him in the revision of the material already done. It gives him many extra exercises and is always at his service when he wants to check his knowledge.

#### IV. THE LANGUAGE LABORATORY



Any language is formed by a set of habits. It is generally known that the ability to understand and use the native language consists in the possessions of a specific set of habits which characterize that native language.

This fact about the language is the most important part in the study and teaching of a foreign language. If a foreign language is to be of any use it must be formed by a set of patterns which the student will assimilate and then reproduce.

Language is a system of communication by sound, and written symbols are secondary to the oral system.

It is generally agreed that hearing and speaking take precedence in time and in importance over reading and writing, and a language laboratory new facilities and techniques provide the ideal conditions for the development of those new methods based on ~~oral~~ <sup>audic-oral</sup> procedures.

In the modern language teaching the principal aim is to enable people to understand the language

as spoken normally by a native and to speak the language with the native accent and intonation and at normal speed. To achieve this goal, the traditional methods must be replaced by new ones.

The changes that are made are varied. New texts and teaching materials are being prepared to include more oral work with the basic language patterns and in many schools language laboratories are being installed.

The laboratory represents a significant advance over existing conditions and opens a way to important changes in language teaching.

language laboratories offers facilities that will multiply each individual student's chances for guided practice in hearing and speaking a foreign language.

For a long time the languages like many other subject, were taught only with a help of a text-book. That is why the stress was on reading and writing, leaving the oral work for the final step, making in this way, the learning of a language a difficult and slow task.

The language laboratory eliminates those problems allowing the transition from passive comprehension to active knowledge of a language a quicker step. The application of the audio-lingual methods in the laboratory produce that the student's first contact with the foreign language is that of hearing

and understanding and that the second step is that of imitation of what he has heard paying attention to the accent, rhythm, intonation and pronunciation.

A laboratory makes possible a prolonged exposure of the students to the spoken language, and gives them a waste practice in speaking it under the best conditions.

But let's not forget that although a great help, the language laboratory in itself does not constitute a "method" of teaching or learning a foreign language ; it is just another auxiliary to communicate in a foreign language.

It is absolutely necessary to plan the class to obtain the best results and to give the teacher the necessary freedom of action. Of course the laboratory allows a certain amount of space for improvisation but this decreases the enormous possibilities of the equipment. With the help of this electronic and mechanic equipment the student hears and repeats individually the material that was typed before. The use of the laboratory gives the opportunity to the student to learn the structures necessary for him to express himself. "He can hear and repeat during a whole class hour, without having to for other students to reply, without having to listen to somebody else errors. This isolation is the principal characteristic of the laboratory work. The student's work

in a laboratory requires his constant participation but offers him the possibility to work individually and freely according to his capacity.

The laboratory equipment , whose purpose is to give the biggest opportunity to hear and to speak systematically, can be used in the following way:

- a) auditory comprehension
- b) pronunciation or phonetic exercises of reproduction of words and sentences.
- c) the correction of pronunciation
- d) practice in the use of grammatical forms
- e) dictations
- f) individual oral exercises
- g) audio-oral tests

There are three basic types of laboratories according to the activities that can be developed in them:

- a) the laboratory to hear only
- b) " " to hear and to speak
- c) " " to hear , speak and record

The third type is the most profitable one for the students because they can hear their own voice and compare it with the model recording. They can hear their own mistakes and correct them immediatly.

It is very difficult to say the exact

time for the students to spend in the laboratory and the proportion of periods to spend in the classroom to those dedicated to laboratory work. It varies according to the size of the class, age of the students, aims and types of course etc. etc. The most commonly used is the following one: two periods in the classroom to one in the laboratory. The laboratory period should not be shorter than thirty minutes and not longer than 15 minutes working with earphones.

The work in the laboratory can be divided according to Mr. J. B. Adam (1) in the following way:

- 1) Period before laboratory
- 2) Laboratory Period
- 3) Period after laboratory

1) Period before laboratory

It is a preparatory period for the practice:

- a) Pronunciation, when consists in the ability to hear a sound or intonation pattern in order to reproduce it.

And a systematic listening will be very important in this phase for later teaching of pronunciation.

- b) Vocabulary Preparation. In the laboratory period the main stress will be put on repetitive patterned grammatical structure drills because they are elemental to real command of a language.

c) Pattern drill Preparation

Drills (aural-oral) consist principally of sense-

(1) J. B. Adam, The Language Laboratory, London 1963

units of the foreign language spoken with the native speed and pronunciation. The words are grouped in patterns that is several examples of a single grammatical or phonic feature are grouped together so that the student will hear the consistency and be able to apply the pattern to the following examples (1)

Ex. drill : The boy is tall

St: "e is a tall boy

2) "he girl is rich

St: She is a rich girl

3) "he shirt is pretty

St: It is a pretty shirt.

There are several types of drills: recognition drills, simple pronunciation drills, substitution drills, application drills (testing), oral testing drills, oral testing on type, written tests.

## 2) The laboratory period

In the laboratory the student is actively engaged in saying sentence patterns in the foreign language as well as hearing the language being spoken by the natives for the full duration of the period and the possibilities of an "oral" approach are thereby made more fully realizable.

## 2) The post-laboratory period

In the post laboratory classroom period

(1) E.M. Stack, The language laboratory and Modern language teaching,



no effort is made to build the foundations laid in the two previous periods. The work consists in acquiring the speech habits, memorizing grammar in action and while a new subject is presented the student unconsciously reviews intonation, pronunciation etc.etc.

“Language laboratory techniques combined with the Total approach represent an advance towards the ideal situation in learning a language , namely continuous complete exposure to the language, both actively and passively , in other words to living in the country totally separated from the use of one's native language. (1)

(1) J.B.Adam, the language laboratory, London ,1963

## V. THE TEACHING OF ENGLISH LITERATURE

### A. General

There is general agreement that the study of literature can improve the knowledge of a foreign language. Literature in a way is the best use of language providing insight into the nature of man.

The study of literature may help to introduce students to the world culture inherited by the twentieth century, an inheritance expressed through the medium of the English language. And it may help to encourage (on the higher level of linguistic knowledge) through contact with one of the world's richest literatures, the development of creative literary work.

Hence the importance of including some literary studies in the general program of teaching English. The introduction to what literature can offer should be made with the help of good writing in the widest possible fields (science, history, art etc.etc.) but on the condition that the texts will be suited to the students varying capacities and interests. Another important factor is the necessity of relating the literary studies to the student's

linguistic abilities. Only with texts that correspond to the level of knowledge of the language of the students will they be able to understand and enjoy individual novels, plays ,poems, etc.etc.

### B. Procedures

To appreciate literature, the student must first understand the language of that literature. After that first step the most important factor is to point out to him the chief features of interest. For that purpose must serve passages that are complete in themselves, taken from standard authors of English literature. To keep up the interest, a variety of literary forms must be introduced: narrative-both direct and dramatic; history-real and imaginative, essay and poetry. The students of an advanced level may be able to learn the difference between prose and poetic diction, rhyme and rhythm etc.etc.

1) One of the main aims in the study of a literary text to introduce the student to a wider vocabulary

To start with the student must understand the meaning of the words for this is an absolute necessity for anyone who wishes to read. To begin the student must have a vocabulary of necessary elementary proportions. If that is not the case there are several ways to acquire rapidly and efficiently an adequate vocabulary:

- a) Words of frequent use must be learnt first
- b) Words must be mastered by repetition
- c) Words must be acquired a few at a time
- d) Words must be learnt not in isolation but in association with the surroundings. The more often a word is met with its context, the richer it becomes in significance. The context not only enforces upon memory by repetition but it grows in suggestion, it takes colour; and this is so important to appreciate literature as the basic meaning of the words. The context also helps to define abstract words that are so difficult to explain in a foreign language. This aim, to fix new words in the memory by repetition and association, is particularly important.

To have that result, special exercises on vocabulary are needed. Each new word must be shown in the fullest connexion possible.

For example : the word " danger"

- a) words of similar meaning: harm, peril
- b) words of opposite meaning: safe
- c) words of the same root: dangerous.

In this kind of association the word danger is more easily retained. This exercise can continue and the process of mastering can be enforced again upon the mind by similar exercises on the other words that appeared in a) b) and c).

To make sure that the students have really understood the passages a series of exercises both oral and

ritten must be applied:

- ) After having read and explained all the unfamiliar passages the students should tell the story in their own words.
- ) Questions on the texts are made and the students reply orally.
- ) After having read the story the students close the book and write down as much of the story as they remember, or answer questions about it in writing. The questions can be written on the blackboard or dictated by the teacher. There can be an interval of time- even of several days- between the telling or reading of the story and the reproduction.

With the introduction of the new vocabulary comes the problem of introducing the idioms. English is a very idiomatic language. Very often one can find many difficult idioms in a very simple passage. An idiom should be learnt not only for its meaning but its use. To demonstrate that many exercises must be done with continual reference to the text so that the student see how that particular idiom is applied. An idiom may be appropriate in one connexion and quite out of place in another. Here the importance of a careful and adequate use of the idioms can be stressed.

2) Reading speed is an important factor in acquiring the habit of reading for enjoyment therefore attention should

be drawn to the fact of reading without too many interruptions. All kind of explaining should be done before or after reading.

3) A small introduction should always be done before starting the lecture of a new passage. A few words should be said about the author, the epoch in which the text was written, the main idea of the text etc.etc. The general background should be well understood before the passages are read and the principal ideas referred to several times during the reading. The idea is to focus by repetition the attention of the students upon the essential theme of the passage they are reading.

With the groups where the level of English is higher the presentation of literary subject can be made in a different way. First the teacher should motivate the choice of the text and try to arise the interest of the students for that particular passage, short story or a play. The teacher should give a purpose to the reading. The students will have enough interest to read the text at home by themselves and will answer the questions formulated by the teacher. For example in the case of the presentation of such a play as Shakespeare's Hamlet, more or less the following plan could be introduced: The teacher should start by asking the students:  
What is a perfect man?

How must an ideal man be ?

What is it that you most admire in a man ?

Let's picture an ideal man ( a perfect man)

We divide men into men of action and men of thought.

As an example of a perfect man here is Hamlet.

In him we find the balance between the man of thought and the man of action. If Hamlet had been only a man of action the play would have finished in the I act because he would have killed his uncle straight away after the apparition of the ghost. If he were a man of thought he would have killed Claudius. Hamlet's indecision comes from that balance between those two aspects in him. After this introduction the students are going to read Act I as a part of the homework but at the same time they will be looking for the answers of a series of questions given before:

- 1) What kind of man is Hamlet ?
- 2) How does he speak of himself ? ( the students must mark the pages or the passages to underline their opinions )
- 3) How do others see him ?
- 4) What is his conflict ?
- 5) What characters are introduced and what are their concerns?

The vocabulary unknown to the students can be checked in a dictionary on their own or explained during the next class. The augmenting of the subject can be done too during the next class.

### C. The texts in the Preparatory Schools- Recommendations

In a Preparatory School on the level of a fifth grade the beginnings to variety of literary forms can be made. The general level of English is not too high because theoretically they have been studying English for five years but practically it comes to one or two years of studies. They know the basic tenses, basic idioms and have an elementary vocabulary that permits them to understand ( without the help of a dictionary ) a simple passage.

There is another factor which makes the introduction of literature a very necessary and welcome interruption. In the fifth grade in the UNAM Preparatory Schools the obligatory text-book Practice your English by Audrey L. Wright is used.

Not only from my own observations but from the comments of other more experienced teachers I came to the following conclusion that nearly all the pupils literally hate that text-book. Perhaps not so much the exercises which they do without too many protest but the " literary" part. There is always a desperate chorus of protest when the teacher wants to continue with the program and proceed with the obligatory reading. The students find this part of the book so boring and so much without interest for them that they are even willing to do extra grammar exercises



in order to skip this ordeal.

In this situation anything is welcome .

With my fifth graders I tried to introduce a little of literature. I have chosen the Romantic Period and concentrated myself on poetry. I found it fairly easy to draw parallels with Spanish Romantic Movement and to see the general characteristics of the Romantic Age in World Literature with the help of English and American poems.

Among other poems I have chosen William Wordsworth's "She Dwelt Among the Untrodden Ways"; Edgar Allan Poe's "El Dorado", and Alfred Tennyson's "Home They Brought Her Warrior" to be learnt heart and recited with the adequate rhythm and pronunciation, in class. With other poems the students were asked to answer several questions such as what is the idea that the author wanted to convey, the rhythm and rhyme, the metaphores and similies, the mood of the poem, the main idea of the whole poem etc.etc. Exercises were done with the new vocabulary and the students were asked to tell their own impressions. Discussions and arguments were encouraged.

Mrs. Crook in her essay (1) "Techniques in the Teaching of English Literature in Schools and in the Training of Teachers of English", recommends some easy books for reading for more or less that standard of English

(1) The Teaching of Literature (revised ed. by J. Press Methuen and Co Ltd., London, 1963)

Books where the main concern is on the new vocabulary, where the good style, plenty of action and a comprehensible background are present. the author recommends The Cave Twins by Lucy Fitch Perkins , Bush Holiday by Stephen fennimore , Emil and the Detectives by Eric Kastner as the books that are fairly easy to work with. There is no need to go every second word to the dictionary and the students can easily make summaries of plots and write their own versions of the story. In the above mentioned books the stress is on the vocabulary not on the literary value of the texts.

On the other hand Mr. H.B. Drake in his five books under the title of An Approach to English Literature for Students Abroad insists on simple but original literary texts from various fields such as historical, scientific, travelling and literary texts. Passages from Charles Dickens' s A Child History of England; Robert Louis Stevenson's Treasure Island ; Michael Faraday's The Chemical History of a Candle; George Eliot's The Mill on the Floss .

Texts that will form an introduction for further appreciation of literature.

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during a quick oral test- But although I had explained to them how I was doing it there would always be several students who would shout at the end of the class; " Miss you forgot to call the roll ". And as a final blow came this statement pronounced at the end of the school year by a student who got up and said: " Miss, what we hated most about this class of English was the fact that you had us separated and seated in semi-circle. It seemed to us that we were in a German training camp. We are not used to that. We always used to sit one next to another".

Another thing that made them angry and nervous was the constant choral repetition and individual oral practice. But they had to admit that this repetition of the drills made them obtain better results. Although many times it would provoke unpleasant situations. Such as for example this one that happened during the practice of the verb " to like" and its different use in Spanish and English. The students were practicing, asking questions to one another when a boy in a venomous voice said to a girl " I don' t like your new dress" . She took this remark to her heart and nearly burst out crying. Immediately the whole class was divided into two camps, their minds on something completely different from the grammatical practice. But such minor incident shouldn't stop the direct approach to the introducing of the language. In a way it demonstrates that a language has application

life.

Therefore the conclusion is that the teachers to confront the students with the fact that changing their studying habits will be to their advantage and the time devoted to study will prove more profitable.

In one case the oral approach to the teaching of English had to be abandoned for not having response from the students. They refused to learn the dialogues, the sentence patterns and when warned that it will be for their final grade, they would simply miss one class after another. They were accustomed to do translations and to use the text-book all the time.

Another drawback in the use of the oral method is the fact that the use of the official text-book is obligatory and the teacher has to work through a definite number of lessons, and the lessons give a very limited dialogue possibilities.

Another problem is the fact that there is not enough teachers that are adequately trained to direct the class by the oral method. Theories are given during various classes such as Teoria Pedagógica, Didáctica general, Didáctica de las lenguas Vivas but only in the class of Práctica Dirigida that the young student has the opportunity to learn the latest methods and to watch some experimental work. It requires a very

well trained and experienced teacher to conduct the lessons in the oral form.

The advantages of a language laboratory are unquestionable. The only problem is that not all Preparatory Schools have them. And those that have the language laboratories do not have them with the full equipment. The students can hear the model recording, they can repeat the drills but they can't hear their own voice recorded and compare it with the model.

Another thing that I have noticed that the students treat the lesson in the language laboratory as a kind of recreation period. Although the activities are conducted in nearly the same way as in the class (roll call, varying activities, tests etc.etc.) the students consider it as the day that "you don't have to learn".

I will not discuss the place of the literature in teaching a foreign language because I have done that in a previous chapter.

The adequate place of the literature in the programs of teaching English is extremely important. The advantages of a well prepared lesson on literature are enormous. The right choice of a literary text will form a kind of introduction for further appreciation of literature and later on induce the students to the reading of novels plays, poems for enjoyment.

To conclude I want to stress the point that the right use of the language laboratory techniques combined with oral approach lead to better results in language teaching namely to comprehend, speak, read and write the second language well.

## VI. CONCLUSIONS

The principal problem that a teacher of a foreign language faces in a Preparatory School is the passive opposition on the part of the students to change their working habits.

Working habits of the students have been formed by the six years of the Primary School, three years of Secondary School and when the teacher tries to change them he is confronted with the choral protest and later on with a passive resistance.

Just to give a few examples. For the work in class I had my pupils separated one from another (to avoid conversation) by one empty place and had the students' chairs arranged in semi-circles so they could see each other. They were supposed to sit in this way for all the language classes and not to change their place- to avoid confusion. Every single class, among protests of the students: why? what for? I had to start all over again. It went on for 4 months, finally they got accustomed. The same thing happened when I didn't call the roll- I used to do it during every class but as I had them seated always in the same place I could easily see who was missing or I would call the roll



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