A PROPOSAL FOR ESTABLISHING A PILOT INTENSIVE ENGLISH PROGRAM FOR GRADUATE STUDENTS AT THE UNIVERSITY OF VERACRUZ

TESIS
Que para obtener el Grado de MAESTRO EN LENGUA Y LITERATURA INGLESAS
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I dedicate this thesis to the memory of my mother; to my sister and brothers with gratitude; to my husband, my sons, and my daughter with love; and to my friends with affection.
PREFACE

One of the reasons which compelled me to propose a pilot intensive English program for graduate students at The University of Veracruz is the fact that I have been in continuous contact with scholarship candidates and graduate students who are eager to learn English in the shortest time and in the most effective way in order to satisfy urgent academic needs. Most of them feel either frustrated or prejudiced against the language because of previous negative experiences. They attend private language schools as a last resort for learning English, the ability to use English being indispensable for their graduate studies.

We are all aware that the lack of knowledge of English delays and even prevents the academic development required by modern life.

I hope this modest endeavor will help to solve the present English language problem faced by many graduate students and scholarship candidates for graduate work in Mexico and abroad.

I want to thank Dr. Dorothy H. Mills, member of the
Faculty of Chapman College, Orange, California, and former professor at the University of Veracruz, for her introducing me to this field. I also wish to express my admiration for her thoughtfulness and dedication to the teaching of languages. Finally, I feel deeply indebted to her for her constant encouragement, her invaluable counseling and for all the time she spent correcting this thesis.

I also want to express my gratitude to all those people who in one way or another have contributed by helping me to achieve my goal.
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INTRODUCTION

Nowadays the use of the English language is a necessity for modern men. The civilizations of the world, and especially that of the United States, have progressed rapidly in all fields of science and technology. Since the United States has been a leader in this development, professionals and technicians throughout the world are urged to learn English in order to be able to keep abreast with all the achievements reached by this country.

The development of Mexico in the last two decades has required a large number of qualified technicians, scientists, and humanists in order to meet the most urgent needs of the country. In spite of the efforts made by our universities to provide professionals in the different fields of knowledge, there is still a lack of scholars, mainly in those branches of specialization in the scientific, technological and educational fields.
In order to strengthen the task of the universities and to foster research programs which improve the academic level, the Mexican government has created a national council. This organization, CONACYT (Consejo Nacional de Ciencia y Tecnología) promotes, among other things, graduate studies in the most outstanding universities within Mexico and in foreign countries; it also sponsors and co-sponsors research programs and grants scholarships for specialization in the fields cited above. For these research programs, and especially for graduate studies abroad, knowledge of English is essential. It is therefore clear that the students from the University of Veracruz who wish to enter the graduate level need to be furnished with an intensive English program that can help them overcome any language deficiency in English they may possess which would delay their academic progress.

At present, most of the outstanding universities and private institutions all over the world offer intensive
English courses where young people and adults learn the four language skills: listening, speaking, reading and writing, effectively and in short periods of time. American and British universities offer this type of intensive English with programs that vary from 8 weeks to a semester, depending on the number of hours allotted per day.

Although graduate students staying in Mexico apparently do not need to have all four of the language skills in English, it would be convenient to provide these students with a course which allows them to improve their reading ability at least and which prepares them for future academic needs. Few students realize that they are more capable of reading and comprehending English textbooks when they have gone through all the natural steps of learning a language: listening, speaking, reading and writing. Besides, most government and private companies and institutions hiring professionals prefer those who have a thorough knowledge of
English, English is also associated with a high educational status as was the case of Latin at one time.

If scholarship grantees, as well as graduate students going abroad, were to take an intensive English course at the University of Veracruz before attending their regular graduate studies, they would save time and money and would also be in better academic and psychological condition upon their arrival in the foreign country. They would be able to dedicate more time to their studies of specialization instead of struggling with the language. They would also feel more secure, and, consequently, they would be more willing to participate actively in the social life of the graduate students, instead of being isolated because of language problems.

Up to the present time the University of Veracruz does not have an intensive English program for graduate students, yet the University has the potential resources to
set up one.

It is hoped that the authorities of the University of Veracruz will find the program proposed here suitable for meeting the specific English needs of its graduate students. These students deserve the opportunity to be helped academically, since they will become the qualified professionals who are urgently needed by our country. Furthermore, if the University furnishes graduate students with the academic tool of an adequate knowledge of English, the University will be enlarging its number of qualified staff. The increased number of qualified staff will serve to improve the academic level of the University and coincidentally will increase the national and international prestige of the University.

As a part of this thesis, a theoretical framework is included which states the basic principles of language learning and teaching in the oral approach necessary to
support the proposed pilot intensive English program. The framework includes a survey of the techniques of teaching English, the use of audio-visual materials and equipment, testing procedures, teacher qualifications and a description of the approach and textbooks used at CONACYT Language Center.

The pilot intensive English program is presented from two aspects: the technical and the administrative. The technical aspect refers to the duration of the program, the selection of textbooks, general student requirements, and the curriculum for three levels: elementary, intermediate and advanced. The administrative aspect includes the staff, materials and equipment required, and the possible sponsors for a permanent program.

Following the summary and the conclusions, there is an appendix which contains a suggested list of American and British textbooks useable in adult intensive English
courses.

The proposal presented in this thesis may be used as a guide by English teachers from other universities within the country, where graduate students face problems similar to the ones stated here.
CHAPTER I

DEFINITION OF THE PROBLEM AND PURPOSE OF THE THESIS

Definition of the Problem

In the state of Veracruz the learning of English has become a serious problem for university students planning to enter graduate work. Usually, by the time university students finish their undergraduate studies they have already studied from 6 to 8 years of English, with very little success. In spite of all the time spent in their English courses, students entering graduate work find that they are unable to read English as fast as they need to and that they are also unable to understand spoken English or to communicate either orally or in writing.

Therefore, students planning to enter graduate level, and especially those going abroad, face an urgent need to learn English in the most effective way and in the least
time possible. In some cases where scholarships are granted for studies abroad, the sponsors demand from the candidates the presentation of an English proficiency exam before any financial aid is granted. There have been situations where excellent university students have lost a scholarship because of an inadequate ability to use English.

It is indispensable for graduate students to know English. To "know English" means that a person should possess the four language skills to a competent degree. Having this definition in mind, we can now discuss the problems caused by an inadequate knowledge of English. Such an inadequate knowledge affects graduate students in three different aspects: academic, economic and psychological.

**Academic aspect.** The first language impediment graduate students in Mexico face is the large amount of reading required in textbooks written in English. Students
usually have to spend a great deal of time trying to read and understand this material. Soon they start getting behind in their studies. By the time they finish preparing one subject, they are already far behind in the other subjects, up to a point where it is almost impossible for them to catch up with all the reading and all the class preparation required at this level.

The second language handicap is being unable to understand spoken English. It is very common for university authorities to invite foreign lecturers and professors to offer lectures, seminars or short courses. In many cases, these academic guests belong to English speaking countries, or they use English as a means of communication. Although sometimes translators are provided for such situations, students who do not understand spoken English miss information, because translators, unless they are professional simultaneous translators, seldom give accurate
expositions of the lecturers' material.

Moreover, during the two years of graduate studies, in order to keep abreast of all the information in their fields, students sometimes have to attend conventions in foreign countries. If they are not able to understand spoken English, as well as speak it, they simply become spectators instead of active participants.

A more severe problem is faced by those who plan to do graduate work abroad, since they have, in addition to the hindrances mentioned above, other hindrances which prevent them from achieving complete academic development. These students must be able to understand spoken English, to speak it, to read it and to write it. Otherwise they will have to face the following problems in their academic lives:

a) Inability to understand daily oral class material.

Usually professors explain topics orally, and when
students do not understand their lecturers, they
become unable to accomplish their every-day tasks.

b) Inability to participate orally in class. At the
graduate level, a great amount of active participa-
tion in classes and seminars is required. If
students are not able to communicate their ideas
in English, their participation in class will be
extremely limited.

c) Failure to communicate in written English. Much
research paper writing is also required at this
level. If students do not have the ability to
write in English, they will fail to express their
ideas. Although there are some professors who are
tolerant of foreign students, the professors do
demand a minimum of clarity and effectiveness from
their students' compositions.

It is clear that the abilities to understand spoken
English, participate orally in class, read texts, and communicate through writing can be determinant factors in students' ability to achieve satisfactory academic performance at the graduate level in a foreign country. The academic handicaps mentioned above may be overcome through the learning of English in an integral way—listening, speaking, reading and writing—before going abroad.

**Economic aspect.** Those scholarship grantees going to a foreign country without suitable preparation in English face a two-fold economic problem involving money and time. These students have to commit themselves to taking an intensive English course before beginning their graduate studies. If they take this course in the foreign country, as often occurs, they themselves have to pay for the course, since the cost of such a course is not included in their scholarships. In addition to paying for the course itself, which is around 900 dollars per
semester, they have to pay for their living expenses for the time the course lasts—generally a semester. Altogether this adds up to a considerable sum, which must be paid beforehand, with money of their own, or with a loan. The meager monthly allowance the students receive would not be enough to cover this extra expense.

In relation to time, which also affects students economically, entrance into graduate studies usually has to be delayed, a quarter or a semester, until students are prepared in English to a degree to which they can understand both their lectures and their books. Consequently, the recovery of their professional investment is also delayed.

Psychological aspect. Students going abroad face a problem which affects them emotionally. Their inability to use English is generally one of the main factors which keeps students from participating in an active social
and academic life in the foreign country. It is obvious that students who are unable to understand or communicate in English will have more difficulties in adapting themselves to the new environment. This factor also fosters isolationism, which in the long run will prevent them from getting to know the people and the culture. It is also very common that students who do not understand the language tend to develop insecurity to an extent which damages their personal and academic life.

**Purpose of the Thesis**

The purpose of this thesis is to propose the establishment, on an experimental basis, of an intensive English program for graduate students at the University of Veracruz. If this program achieves its goal, as I am sure it will, it can be established permanently.

The objective of the program is to offer intensive English courses to:
a) University students who plan to enter any of the

Faculties of the University of Veracruz that

offer graduate programs.

b) University students who have been selected to

receive a scholarship for graduate work at

Mexican institutions or at foreign universities

offering graduate studies in countries where

English is used as a "lingua franca" or as a

native language.

The intensive English program aims to lead students

progressively through the use of the four English language

skills, so that they may be able to understand oral English,

to speak it, to read it with ease, and to write short

compositions in English.
CHAPTER II
THEORETICAL FRAMEWORK

In order to understand the proposed pilot intensive English program for graduate students, it is advisable to give a theoretical review of the basic principles of second language learning and second language teaching, as well as some general considerations of the qualifications of English teachers. Also included is a brief description of the approach and textbooks used by CONACYT (National Council of Science and Technology) in Mexico City Language Center.

Basic Principles of Second Language Learning

Before discussing the basic principles, a brief description of the child's manner of acquiring his/her mother tongue will be presented. In relation to this acquisition, Penfield, in Michel's Anthology says:
The infant possesses a speech mechanism, but it is only a potential mechanism. It is a clean slate, waiting for what that infant is to hear and see. Language must be taught first. And then, in time, language will serve as the vehicle for practically all forms of knowledge.

There are two reasons why the child acquires his/her mother tongue with ease: one physiological, and the other psychological. From the physiological point of view, in the child's brain there is a specialized capacity for acquiring language: a speech mechanism is located in the left hemisphere. Referring to this physiological capacity, Penfield explains the following:

Thus, when the child begins to understand, he is establishing general concept units in the brain and corresponding word-sound units. When he begins to speak he must establish word formation units... Between word pattern and word expression must come a conscious selection and decision. This means the employment of the centrencephalic system. That is the system of central organizing connections which makes available to conscious thinking the many different neuronal mechanisms within the brain... When the child begins to write words and to read words, two new sets of units must be established. They are also located within the general structure of the dominant hemisphere speech mechanism... Thus, man is able to find, in his ideational speech mechanism, four sets of neurone patterns: the sound units of words employed when listening to speech, the verbal units followed for speaking, the visual units for reading, and the manual units for writing.
From the psychological point of view, the child acquires his mother tongue because, as he grows up, there is in him a need to communicate in order to express what he wants and the way he feels. In other words, the child's gradual acquisition of language is based upon the evolution of his brain and upon his increasing social needs, since language becomes his means of learning about life.

According to Penfield, the author of the article "The Learning of Languages" in Michel's Anthology, the mechanism developed in the brain in learning one language is the same for the learning of other languages, up to a certain age. It can be seen that there is a certain parallelism in the way a child acquires his mother tongue and the way an adult learns a second language first by listening and then by speaking. Generally, a baby is exposed to the spoken language environment for long
periods of time before he attempts to imitate the sounds produced by adults around him. When he stops being a baby and becomes a child, he starts speaking the language. Usually, after following a natural process of language learning which involves several years—3 to 5, he speaks his native language thoroughly. Then, by the time he is 7 to 8 years old, he learns to read, and finally, by the end of his 8th year of age, he begins to write his native language as well. In relation to the child's language learning Ferguson says:

The child who learns his first language has somehow, we do not understand how, succeeded in inventing for himself an underlying system of abstract processes in language that he puts to use in producing and interpreting the endless variety of structures that constitutes the normal flow of speech. Furthermore, he creates other novel utterances on the appropriate occasions and understands them when he encounters them.

Because of the adult's maturity and concentrated effort, adult second language learning, on the other hand, when organized right from the beginning following the same
steps—listening, speaking, reading and writing, takes less time to learn than a child's first language learning.

In relation to the definition of second language learning, Robert Lado states:

Learning a second language is defined as acquiring the ability to use its structure within a general vocabulary under essentially the conditions of normal communication among native speakers at conversational speed. More specifically, it means the acquisition of the ability to use, in speaking, the units and patterns of expression of the second language associated with the units and patterns of content that together constitute the language. And it means the acquisition of the ability to grasp the units and patterns of content when listening to the second language. It means, in other words, learning the expression, the content, and their association for rapid use in the proper positions within the system of the target language.

After the above considerations, some of the basic principles of second language learning will be presented.

**Acquisition of the Four Language Skills**

The four basic language skills sequence, the same used in the natural language learning process, will be used throughout this thesis: listening comprehension, speaking, reading comprehension and writing. Each of these
skills will be discussed separately.

**Listening comprehension**. This is a two-fold skill which involves recognition and selection. This division is used by Wilga M. Rivers in her book *Teaching Foreign-Language Skills*. The recognition level refers to the ability of students to identify sounds, words, expressions, phrases and sentences within a context, an intonation pattern and a level of pitch. Students have to get acquainted with the sounds of English, since in many cases these sounds (phonemes) are completely new to their ears. The selection level implies the ability of students to grasp the speaker's intention. It also involves the ability to extract from the oral flow of words what is useful for the listener. In other words, it refers to the students' skill in getting the information they want, by selecting the utterances that are meaningful for them. The development of these two levels of the listening skill leads students to the
understanding of the normal speech of native speakers.

**Speaking.** This skill, which usually is presented in second place, interacts with listening. It also involves two levels: the mechanical and the communicative. In the mechanical level students imitate the teacher's speech. After a great amount of choral and individual repetition, students are able to handle structure patterns with ease. In the communicative level, students begin to produce short utterances. With intensive drilling of phonological, morphological and syntactical patterns, students are progressively more and more able to handle spontaneous expressions in real-life situations.

**Reading comprehension.** This third skill includes three levels: recognition, selection, and direct comprehension. The recognition level refers to the ability of the students to identify the written symbols within phrases and sentences, and to relate them to meanings.
The selection level is the ability to grasp the writer's purpose, as well as information useful to the reader. The direct comprehension level is the ability to derive meaning from groups of words in a constant way and at a reasonable speed, without translating into the native language. This means the mental visualization of objects, and the association of ideas, without transfer to the students' own language. In order to achieve this ultimate level, students must develop reading habits based on rapid identification of meaningful groups of words within structural patterns. This leads to extraction of the essential information without decoding word by word.

**Writing.** This fourth skill comes at the end of the language learning process because it is the last learned performance of a child in his native language and the last learned performance of an adult in a second language. It is often the hardest of the four skills to master. This
skill involves two levels: copying and free composition. The copying level includes recognition of the graphic symbols. Also, students who write all the listening, speaking, and reading material learn to write simple lexical and structural patterns sooner than those who do not do so. The free composition level implies first the mastery of basic lexical and structural patterns. Then students learn to use different combinations of words in meaningful phrases, sentences and paragraphs. In the initial free composition stage the students require special guidance from their teachers. The writing skill, as with the other three, is also achieved through the intensive drilling of patterns.

**Formation of Language Habits**

Integral second language learning implies the formation of habits which, in the long run, lead to the automatic use of the language. These habits are formed basical-
ly so that the learner can perceive, articulate, and construct phonological and structural patterns, in order to be able to comprehend spoken and written language, as well as speak and write the language.

Language habits are acquired principally through the introduction of graded patterns which are recognized, assimilated and memorized by students through intensive drilling. Patterns which are graded from simple phrases to complex sentences, and from known to unknown material, facilitate the acquisition of these habits. Generally, the use of substitution, transformation and completion drills is very useful for language habit formation.

Wilga M. Rivers and Mary S. Temperley in their book, *A Practical Guide to the Teaching of English*, mention the four different focuses that English patterns have: object, melody and rhythm, verb, and situation. In the first case, referring to the object, patterns emphasize
vocabulary based on objects familiar to the students,

Examples: The handbag on the desk is red.

The pen in the handbag is blue.

In relation to the second focus, melody and rhythm,

Rivers and Temperley cite Gallegno:

since babies learn to talk their mother tongue first by yielding to its "music," we can...
trace the first elements of the spirit of a language to the unconscious surrender of our sensitivity to what is conveyed by the background of noise in each language. This background obviously includes the silences, the pauses, the flow, the linkages of words, the duration of each breath required to utter connected chunks of the language, the overtones and undertones, the stresses as well as the special vowels or consonants belonging to that language.

Usually, patterns which focus on melody and rhythm are those in which any of their elements but the verb can be substituted or added to.

Teacher's example: John and Mary were very sick.

(terribly)

Student response: John and Mary were terribly sick.

In the third case, the focus is on the verb, which,
according to Gouin, "the generating element of the sentence." In these patterns the main verb is substituted by other verbs.

Example: The Wilsons came back at 8.

(Went back)

Student response: The Wilsons went back at 8.

(arrived)

Students response: The Wilsons arrived at 8.

In the fourth case, the focus is given to situations. Dialogue-form patterns are very useful for teaching students every-day situations such as "At the Restaurant," or "At the Movies." An example of this type of pattern is a short dialogue between the waiter and a customer at a restaurant.

Waiter: What would you like to eat? Here's the menu.

Customer: A stew, a salad and coffee, please.

Intensive pattern drilling consists of repeating over
and over oral material with slight variations. Usually the substitution type of drill is the one which is commonly used for language habit formation.\(^\text{11}\) In this type of drill, the student substitutes in a given slot one element of the same kind at a time.

Teacher's example: John studies English everyday.

(reads)

Student response: John reads English everyday.

writes)

Student response: John writes English everyday.

In the selection of materials it is important to consider gradation, focus and intensity of drilling patterns. Of these, the most important are gradation and the intensive drilling of patterns, since they lead progressively to the creation of proper automatic and prolonged language habits. It is also convenient to select material which is appealing to the students, in this
case to graduate candidates. With this in mind, a textbook which teaches basic patterns with every-day vocabulary should be chosen. After students have mastered the basic structures, supplementary specialized vocabulary may be provided, according to the particular interests of the students.

Automatic Use of the Language

Language automacity is achieved when the second language learner, imitating the natural language learning process, goes through the following stages:

1) Mechanical skills
2) Knowledge
3) Transfer
4) Communication

In the mechanical stage, students drill phonological, structural and syntactical patterns until they memorize them. At this point students start relating the sounds to
the symbols, identifying phrase and sentence patterns with their meanings. Basically they are recognizing and repeating memorized material.

In the knowledge stage, students are able to reply to simple questions. Usually they know the meaning of the patterns and are able to give short information answers.

In the transfer stage, students show the ability to combine different short simple sentences into more complicated ones. They start using simple independent expressions which result from mastering the two previous stages.

In the communication stage, which is also the ultimate goal in modern second language learning, students are able to express their thoughts and feelings to an understandable degree. This stage is the most important one, since students who get to this stage have already acquired the four language skills—listening, speaking, reading and writing. Communication becomes, then, the corollary of
Basic Terms Used in Second Language Teaching

Before going any further, it is worthwhile to clarify the meaning of some terms commonly used in second language teaching. Edward Anthony in his article: "Approach, Method and Technique" defines these three terms which sometimes are confused. According to Anthony, an approach is:

...a set of correlative assumptions dealing with the nature of language and the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught. It states a point of view, a philosophy, an article of faith—something which one believes but cannot necessarily prove. It is often unarguable except in terms of the effectiveness of the methods which grow out of it.13

In other words, approach is the broadest term to define a methodological tendency; for example, in second language teaching it may refer to the oral approach or to the grammar approach.

In relation to method, Anthony defines it as follows:
Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic, a method is procedural... Within one approach, there can be many methods.

According to this definition, a method is a part of an approach, for example the direct method, the linguistic method and the eclectic method are parts of the oral approach.

On the other hand, Anthony defines technique as implementational:

It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method, and therefore in harmony with an approach as well... Techniques depend on the teacher, his individual artistry, and on the composition of the class.

Techniques, therefore, are special ways of introducing the language teaching material. Techniques include the teacher's individualistic manner of presenting an aspect or problem of the language. Audio-visual aids such as charts, posters, filmstrips, tapes, and the teacher's own acting may be
considered techniques. In other words, techniques are all the means used to achieve a specific teaching objective. An example of a technique would be the use of display cards at an elementary level to present vocabulary pertaining to occupations.

With these three definitions in mind, some of the basic principles of the oral approach will now be presented.

Nowadays, the oral approach is widely used all over the world for teaching English as a target language. The main characteristics of this approach are:

a) Presentation of the teaching material in significant and functional patterns which serve to fulfill the basic oral and written communicative needs of students.

b) Priority given to the listening-speaking skills without neglecting the reading and writing skills.

c) Acquisition of language habits through graded and
Intensive pattern drilling.

d) Handling of the language through the mechanical, knowledge, transfer and communication stages.

e) Communication as an ultimate goal.

General Techniques of Teaching English as a Target Language

Before discussing the general techniques of teaching English as a target language, it is important to remember that, although there are many English textbooks based on the oral approach, teachers usually have to complement this textbook material. In order to do this, teachers should know what the general procedures are in teaching English. The procedures will be divided according to the different aspects of language teaching: pronunciation (phonology), structures (morphology and syntax), vocabulary (lexicology), and culture. Each group of techniques will be presented separately.
Teaching Pronunciation

The techniques for teaching pronunciation are covered first because in the oral approach the first contact students have with the language is aural. Most English teachers consider pronunciation as one of the most difficult teaching tasks because of all the factors involved in aural identification and accurate sound production.

The teaching of pronunciation involves three phases: aural discrimination, sound production and listening comprehension.

In the aural discrimination phase, students are taught to identify the new English meaningful sounds (phonemes), grouping of words, word linking and syllabification. In order to train students to develop the aural discrimination skill, the sounds of the language should be taught in meaningful expressions, phrases and sentences that must be repeated and, in the elementary stage, memorized.
It is advisable to show the students from the very first class some of the troublesome sounds of English and the exact place where they are articulated. Groups of minimal pairs help students perceive phonemic differences. By pointing out these sounds, students soon become aware of them and start producing them. It is advisable not to practice sounds in isolation, since they change within words, phrases and sentences. Generally, the adoption of a new aural system requires steady practice and special training to develop auditory memory and an aural image of the correct sounds.

The sound production phase involves the position and height of the tongue, the position of the lips, the flow of air, stress, rhythm and intonation. Correct articulation, stress and intonation become habits through intensive pattern drilling.

The listening comprehension phase is basically
training in the understanding of English speech patterns at a normal speed without decoding word by word. It also refers to the students' ability to become conscious of degrees of loudness and emphasis, levels of pitch, length of pauses, and changes in breathing, all of which change the meaning of the speaker's utterances. In relation to the teaching of listening comprehension, Wilga M. Rivers says:

"Comprehension of speech requires the retaining of information from a whole sequence of sounds, not just from the last sound heard... [the student] must be able to recognize without effort sound patterns (sound discriminations affecting meaning, intonation patterns, significant levels of pitch, word groupings), grammatical sequences and tenses, modifiers and function words, clichés, expletives or hesitation expressions which can be ignored as irrelevant to the message, levels of discourse (colloquial, or formal), emotional overtones (excited, disappointed, peremptory, cautious, angry utterances), as well as regional, social, or dialectal variations. As these aspects of speech become familiar to the student his expectation of their occurrence in certain context rises and their information content is, as a consequence, lessen."16

The teaching of pronunciation demands a lot of correction, especially in the early stages of the learning
process. **What** to correct and **how often** to correct are questions that often arise in the teacher's mind. Robert P. Stockwell and J. Donald Bowen in their book *The Sounds of English and Spanish* state the following:

In making corrections, we would first strive for **fluency**—that is, we would rather have a student get several details wrong, but produce a sequence of syllables at normal speed, than have him produce the same syllables one at a time with every detail correct. He must concentrate on the flow of the line from the very beginning, just as in learning to swim he must move at a sufficient pace not to sink. I

Teachers should bear in mind the following suggestions regarding correction in order to facilitate the students' acquisition of English pronunciation to a comprehensible degree.

a) Teachers should have a checklist of problems Spanish speakers have with English pronunciation.

b) Teachers should be alert and ready to correct the particular teaching point being emphasized. However, they should use their own judgement about when to insist on correcting. Constant correction
of students' pronunciation may make them become less able to pronounce correctly because of nervousness.

c) At the end of a certain number of classes, teachers may use dictation and the tape recorder to test aural discrimination, sound production, and listening comprehension.

**Teaching Structures**

The teaching of structures (morphology and syntax) is the core of the language. Without structures, language would not exist. Some specialists in language teaching use the term *grammar* instead of structures. In this thesis I deliberately chose not to use the term *grammar* because of all the negative experiences students have had with it. From elementary school up through preparatory school, students have had grammar courses in both Spanish and English. The term *grammar* is usually associated with the idea of dif-
ficulty and uselessness. This is the reason why students have strong prejudices against the word grammar. I will therefore be using the term structures.

Structures should be presented by graded pattern drills, in order to offer the necessary practice in the creation of automatic-response language habits. These drills may be of different kinds: repetition, discrimination, alternation and reply. The alternation drills may be further divided into substitution, expansion, completion, reduction, transformation and integration.18

Repetition drills are presented for the purpose of having the students repeat the pattern right after the teacher says it. The reason for this drilling is to show students how to imitate speech as accurately as possible and to help them improve their memorization habits.

Examples: Teacher: Let's begin the lesson.

Student: Let's begin the lesson.
Discrimination drills are used to introduce new patterns with small variations. These drills help students learn to differentiate one structure from another; for example, structures using the present tense (John studies English) versus structures using the present continuous tense (John is studying English now).

Alternation drills change one or more elements of the pattern. If alternation drills emphasize a morphological or a lexical aspect of the language, the drills to be used are called substitution drills. If the focus is syntactic, the drills used are expansion, completion, reduction, transformation and integration. A brief description and an example of each of these drills will be presented.

a) Substitution drills are the most commonly used drills in second language teaching, because they lead the students to automatic handling of the patterns. First, the pattern drills begin by
substituting one slot (element) at a time; then
two or more slots may be changed at a time. Finally,
ly, there is a complex pattern where students have
to change a different slot each time.

Teacher's example: Peter has a sister.

Student response: John and Mary ___ a sister.
               (have)

Henry and Louise have two ____________
              (sisters)

b) Expansion drills extend the phrase or sentence by
adding new elements to the phrase.

Teacher's example: Mary is a girl.
               (pretty)

Student response: Mary is a pretty girl.

c) In completion drills, students usually have to
complete the utterance.

Teacher's example: Sam has two cousins.

Student response: Sam and Jim have two cousins.

d) In reduction drills, students have to do just the
opposite of the expansion drills. The phrase or sentence is reduced.

Teacher's example: Betty and Jim are our friends. (they)
Student response: They are our friends.

e) **Transformation drills** change the order of the elements, and also their number. These drills are generally used for responses, practicing negative and interrogative sentences, as well as tenses.

Teacher's example: This book is yours. (Make the statement a question.)

Student response: Is this book yours?

f) **Integration drills** require that the students combine two or more sentences into one.

Teacher's example: Susan is an attractive girl. She is intelligent too.

Student response: Susan is an **attractive intelligent** girl.
Reply drills are those which deal with conversation and dialogues. Students may be trained to use short answers, guided comments, comprehension questions and answers, and free responses.\textsuperscript{20}

Teacher: What is your name?

Student: My name is Gloria.

Thus, the first stage in learning structures is mechanical, but the ultimate objective is communication.

**Teaching Vocabulary**

To ensure that students learn to think in the target language instead of just translating from or into their native language, vocabulary should be presented in the elementary course through visual aids such as charts, flash cards, pictures, slides, filmstrips, movies, video, or even gestures. Vocabulary, as with pronunciation, has to be taught in normal speech utterances. New vocabulary should also be presented in familiar structures, and
covering one topic at a time; for example, food, clothing, or traveling. Content words should be presented and practiced in the situations in which they occur. The techniques used in teaching structures may be used for teaching vocabulary as well. Other drills may also be used, such as restatement, paired sentences (synonymous and antonymous), association, and progressive replacement.

Restatement drills allow the students practice in expressing a concept in two different ways.

Teacher's example: They classified him as an A student.

(gave)

Student response: They gave him an A classification.

Paired sentences drills (synonymous and antonymous) are those where students have to give a sentence using the synonym.

Teacher's example: He started class early.
(Antonym sentence)

Student response: He finished class late.

Association drills are those where one word is given, and the students have to use the word in a sentence, associating it to a definite situation.21

Teacher's example: Supermarket.

Student response: Mother went to the supermarket. She bought milk, meat, vegetables, and bread.

Progressive replacement drills consist of gradually increasing the difficulty and the elements of a sentence.

Teacher's example: The missing piece was located. (found and kept)

Student response: The missing piece was found and kept.

Throughout the elementary course it is recommended that short simple drills be used in which the degree of difficulty is progressively increased. These drills lead
to a conversational phase in which students use words to describe everyday life situations. In this way the students enjoy language much more.

**Teaching About the Culture**

Some English teachers, and most students, minimize the importance of teaching or learning about the target culture. Teaching about the culture is as important as any other aspect of the language to be taught. The scope of the culture of another country allows students to see the way different people behave and how this behavior is reflected in the language. This knowledge enables the students to understand the language and the people better. Teaching about the culture helps to break down the political resistance that some students have, by presenting cultural insights which help them to become more tolerant to the alien behavior and ideas. This tolerance also facilitates the learning of the language. Some students can-
not understand why certain things are said in a specific way, and they are also unable to understand idioms; because they keep comparing both the target language and culture with their own.

Furthermore, when the students have the opportunity to go abroad, they may suffer what is called "culture shock." Valdman says in relation to this:

For years advisers of foreign students have generalized that a student abroad goes through three cycles. The first is a "honeymoon" stage: he just loves the new country. That stage may last a couple of weeks or only a few days. Then comes a stage of uncomfortableness when the student feels quite disoriented and out of place. During that stage of culture shock, his attitude toward the foreign country is likely to be hostile, negative, disparaging; and his attitude toward his own culture is likely, correspondingly, to idealize the home situation far beyond reality. Then, if he lives through that stage and remains sane, there comes a stage of adjustment in some way or another to the foreign society.22

To teach about the target culture, teachers, especially in the elementary course, should use what is called "realia," that is, all kinds of food cans, beverage bottles, bus tickets, art and sports announcements, newspapers, magazines, coins, bills, advertisements, checks,
and the like which contain English writing. With all this material, students are motivated to find out how people from another country act in certain situations. Another way of teaching culture is through visual material, including video tapes. For more advanced students, the use of graded literary texts are helpful. With these reading selections, students find out the way people from that culture think, or used to think. Of course the best way to teach about the culture is to take the students on field trips to countries where English is spoken. However, these trips are usually expensive, and in most cases unfeasible. Nevertheless, teachers can also set up a conversation club where students can meet foreign students with whom they may practice English.

Audio-Visual Materials and Equipment

In this section the use of both audio-visual materials and equipment will be described. The materials will be
divided into audio-oral and visual.

Audio-oral material and equipment are used:

a) For presenting new learning material. Examples of audio-oral material and equipment include: taped phrases, sentences, dialogues, proverbs, and songs.

b) For reinforcement of the teaching-learning language process by student repetition of taped material.

c) For testing students' performance.

Audio-oral material includes tapes and records. The necessary equipment includes the tape recorder, the record player, and the language laboratory. Tapes should be recorded preferably by native speakers, so students get the best possible model and also become used to listening to native speech. Records may include songs, speeches or literary selections (prose and poetry), graded according to the appropriate level. The tape recorder is used to
record the students' oral performance for self-correction, as well as for testing purposes.

Visual materials and equipment are used to present lesson items through the sense of sight. These may include charts, posters, flash cards, photos, slides, filmstrips, overhead transparencies, book or magazine illustrations, silent or sound movies, video tapes, maps, pictures representing traditional customs, as well as the teacher's gestures. Sound movies and video tapes can be found in 8 mm. and super 8 mm., and are available from companies which handle language teaching aids. These filmstrips, sound movies, and video tapes allow students to associate what they hear with the actions they are seeing. This also motivates and helps students to think in the target language.

Any audio-visual material and equipment may be used at the three levels (elementary, intermediate, or advanced),
but the most important use is in the elementary course, because it is then that students begin to learn to think in the target language. People have a natural tendency to grasp and remember things better and for a longer period when these concepts are presented through the sense of sight. There is a Chinese proverb which says "A picture is worth a thousand words." In teaching English this is certainly true.

The Language Laboratory

The language laboratory is a combination of electronic devices which, when used wisely with the right material, is one of the best classroom aids for the teacher. Referring to the laboratory, Valdman says:

... the essential function of the language laboratory is to serve as a practice instrument which will indeed help human beings bridge the important deeply complex gaps of interpersonal and intercultural communication... some fine teachers have resisted using a language laboratory. They seem to forget that the laboratory is primarily for the students, not for the teacher. The student needs it to intensify, individualize, and internalize his practice of the spoken language as it has been modeled for
him by a variety of native speakers—experience
which no single teacher, no matter how profi-
cient, can give him. By letting other voices
take over the presentation of practice material,
the teacher actually gains time for individual-
ized creative teaching.  

The language laboratory, like any delicate instru-
ment, is very useful in the hands of a person who is
trained to use it. The success or failure in its use
depends, according to Valdman, on five elements: 1) the
teacher, 2) the teaching material, 3) the testing and
grading programs, 4) the student practice session, and
5) the equipment.  

Teachers should be skillful in the use of the lan-
guage laboratory and should be interested in employing
it to its maximum capacity.  

The teaching material should be carefully prepared
as an integral part of the program. This material should
provide the students with additional practice in listen-
ing and speaking skills. It should also be used in correct-
ing pronunciation errors and for testing audio-oral
performances. The students' practice session should be long enough to practice the material, but not so long that it becomes boring to the students.

The language laboratory should be used for reinforcement and correcting, as well as for testing. It also helps to fulfill students' individual language needs. For the language laboratory, teachers may gather recorded spoken material from speakers of different English speaking countries to provide students with a variety of dialects and intonations. Also the presentation in the laboratory of samples of speech and literature, as mentioned in the preceding section, permits students to know about the culture of the target language.

A language laboratory usually consists of playback and recording equipment, earphones, and a teacher's console. The laboratory for the intensive English program would be one that has a teacher's console and semi-private
booths, with a tape recorder for each student, all in a soundproof room. This type of language laboratory helps students to find their own mistakes through comparisons of the taped material and/or the teacher's utterances with their own.

**Testing Procedures**

Testing is part of the teaching-learning language process. It evaluates the students' achievements, as well as the teacher's effectiveness in teaching. There are three types of tests which are primarily used in teaching English as a target language: placement, progress, and proficiency tests.26

Placement tests. Placement tests are used to find out the students' language abilities before they enter an intensive English program. As mentioned above, most university students have gone through many English courses, therefore, they usually think that they should not start a
beginner's course once more. However, their knowledge of the language may not be satisfactory. With a placement test, students can see more objectively the real abilities they have in listening, speaking, reading, and writing the language.

Progress tests. Progress tests are used by teachers to verify that the students' skills are being acquired properly. These tests also give the students an objective image of their progress in the language. They are also used to correct students' errors before these errors become habits.

Quizzes are shorter and less formal than tests. It is better to give quizzes to measure progress frequently, than to give long tests less frequently. Quizzes should only test the unit taught, or one definite problem, such as sound identification, listening comprehension, correct sound production in speaking, reading comprehension, the
appropriate use of vocabulary, or correct spelling. These quizzes should be a combination of audio-oral and written abilities—proportionately to what is being taught—in order to keep a record of the students' progress and a record of teachers' effectiveness in their tasks. Different kinds of quizzes should be used to maintain the students' interest: true or false, substitution, multiple choice, fill in-the blanks, matching, and response.

Proficiency tests. Rebecca M. Valette defines proficiency tests as follows:

The proficiency test defines a student's level of achievement in reference to a specific type of employment or instruction. The examiner wishes to ascertain not how much the student knows (as is the case with the achievement test), but whether he has mastered specific skills and content deemed prerequisites for a particular job or course of study.

Nowadays there are many oral and written English proficiency test printed, such as the University of Michigan Test and the Cambridge Certificate of Proficiency in English. Tests similar to these are given to university
students entering American or British universities for graduate and undergraduate studies. Most of these tests evaluate the four basic language skills: listening, speaking, reading and writing. English teachers should become acquainted with these types of tests, since the objectives of the oral approach and the preparation for the tests are similar. An acquaintance with these tests makes teachers more sure of their teaching goals. This security is transmitted to their students.

**Teacher Qualifications**

Any person who is in the teaching profession must have certain qualifications. However, a language teacher, in this case an English teacher oriented toward the oral approach, should possess additional qualities. This is because an English teacher with this orientation must know how to motivate the students and how to help them create accurate language habits. He or she should also be able
to use the appropriate teaching techniques and materials at the right moment, first, in a mechanical way, and then in a free and reasoned way. The language teacher should also be prepared to lead the students into effective communication. For many students, learning to understand and speak English is like an adventure in which they are willing to explore an unknown field, but at the same time they are afraid of failure. The person who leads them into this adventure must be qualified for such a task. The teacher who has a lively personality helps students enormously.

Some of the qualifications that a teacher should have are: proficiency in English, knowledge of language analysis, knowledge of the culture of the English-speaking countries (or at least geography, history, social organization, and customs of the United States and of England), and professional preparation.\textsuperscript{28} It is also recommended that a teacher keep abreast of all the newest developments in the field.
of language teaching. In the following paragraphs these teacher qualifications will be described.

Proficiency. The teacher should have a good aural understanding of lectures, broadcasts, and average conversations at normal speed. The teacher should also possess the ability to speak with natives using a fairly extensive vocabulary and sufficient syntactic patterns to describe his or her thoughts in meaningful conversations at normal speed. Along with good pronunciation and intonation, the teacher should also have the ability to write with appropriate syntactic forms, including the correct use of idioms.

Language analysis. An English teacher oriented toward the oral approach should have a knowledge of the comparative phonology, morphology, syntax and lexicology of both English and his or her Spanish. The English teacher should know all the language terminology—phonological and syntactical terms, but he/she should also be able to transfer
this knowledge to the students' level of understanding in order to help the students to learn to use the language in the easiest and fastest way possible.

Culture. The teacher should have notions of the geography, history, social organization, literature, and customs of the most important English-speaking countries. He/she should have information on everyday life. It is advisable that the teacher visit one of the English-speaking countries periodically to bring his/her experiences to the students, and be able to talk about contemporary customs. It is also recommended that the teacher read English and American books, since literature reflects the culture of a country.

Professional preparation. The English teacher should have a thorough knowledge of the history of English (including dialects), as well as the culture, the sound system (phonology), structures (morphology and syntax),
and vocabulary (lexicology) of the English language. He/she should know the most important teaching methods and techniques, and he/she should be aware of the modern influences on language teaching, such as transformational and generative grammar, applied linguistics, and programmed and individualized instruction. The teacher should be able to select from these trends those elements which are most suitable for improving his/her students' language skills. At the same time, the teacher should know how to use audio-visual aids and electronic equipment in order to make his/her teaching more effective and appealing.

Currency. It is important that the English teacher keep current professionally. This means being up to date in methodology and idiomatic language. There are associations which periodically hold seminars, workshops, or congresses on English teaching. There are also specialized journals which discuss and evaluate new methods and tech-
niques and which comment on new material for the teaching of English as a second language. 29

In summary, these are the main qualifications for an English teacher handling an intensive program within the oral approach. Sometimes, the teacher acquires these qualifications through teaching itself, but it is better if he/she has the opportunity to acquire them before the teaching experience. If a teacher finds that he/she does not have all these qualifications, he/she should at least aim to acquire them in a reasonable period of time. In this way the teacher is likely to be more successful.

**Brief Description of the Approach and Textbooks Used at the CONACYT Language Center**

CONACYT, National Council of Science and Technology, has created a Language Center in Mexico City, which is unique in the country. Its main objective is to offer intensive English courses for scholarship grantees for
graduate and undergraduate work abroad. The courses train
students to handle the four basic language skills. The
academic policy of the Language Center is based on the oral,
or audio-oral approach, and the oral approach textbook
series used for their courses is English by Objectives by
Nicolas Ferguson and Maire O'Reilly. These textbooks cover
teaching material for three levels: elementary, interme-
diate, and advanced.

The elementary level, or "preliminary" as the text-
book authors call it, contains 5 units which are covered
in 25 hours of class. The intermediate level is composed
of 10 units which are covered in 150 hours, and finally,
the advanced level consists of 10 units also covered in 150
hours of class. Therefore the entire course is completed
in approximately 325 hours of class. Each unit is divided
into ten parts: 1) base sketch, 2) silent cartoon, 3)
listening exercise, 4) phonetic exercise, 5) writing ex-
exercise, 6) programmed reinforcement exercise, 7) laboratory exercise, 8) silent reading exercise, 9) oral-written test and 10) language game, case study or role-playing.  

The course is organized according to objectives. In order to clarify its aims, I quote Nicolas Ferguson who says:

The adult learning a foreign language, presents a developed intellect and a need to say and understand everything. For this reason, we assist in introducing the language methodically, at a reasonable rate and with adequate repetition. This means we must organize the language in sequences of progression. These are:

- a progression of objectives (what the student must do)
- a syntactic progression (the grammar of the language)
- a lexical progression (the words)
- a phonological progression (the sounds)
- a grapho-phonemic progression (the writing)
- a progression of centres of interest (the topics)

The principal objectives used in the textbooks at the CONACYT Language Center are performance oriented. Valette's definition of performance is:

A formal performance objective is more complete than an assignment. A formal performance objective not only describes what the student is to do, but also explains the purpose for that behavior, the conditions under which it will occur, and how it will be evaluated.
The English by Objectives textbook series aids teachers in leading students to a more practical use of English in order to fulfill social and academic needs within a real-situation framework. By the end of the preliminary stage, students can understand simple commands and colloquial phrases. They are also able to ask and answer simple questions. Then, by the end of the intermediate level, students are able to answer questions on familiar topics and to produce simple statements. They can read and understand elementary material as well as write simple sentences. Finally, by the end of the advanced level, after 325 hours, students can understand and converse on familiar topics; they can participate actively in informal professional discussions; they can read comprehension narrative and academic material with comprehension; they can write informal letters, as well as business letters and short compositions. The authors of this
series have combined different language teaching methods (all derived from the oral approach), such as audio-oral, programmed instruction, language games, case study or problem solving, and role playing. One of the attractive points of these textbooks is the use of group study, where 7 to 9 students interact orally, with the teacher as a monitor. In addition, a set of filmstrips and tapes go with the textbooks. In summary, it is clear that the authors aim to make the teaching of English more functional and more appealing.
CHAPTER III

TECHNICAL ASPECTS OF THE PROPOSED
PILOT INTENSIVE ENGLISH PROGRAM

The technical aspects for establishing an intensive English program are discussed in this chapter.

Duration of the Program

The recommended duration of the proposed program is 300 hours. Depending on the intensity of the course, these 100 hours may be spread over a year, a semester, or a four-month period. These hours are divided into three levels: elementary, intermediate and advanced.

Selection of Textbooks

There are many American and British textbook series for English courses for adults. At the end of this thesis, an appendix with a suggested textbook list is included. Teachers in charge of preparing an intensive English program should keep in mind the general considerations.
stated earlier in this paper, such as the basic language learning and teaching principles, and general teaching techniques, they should also remember that it is impossible to find a series of textbooks which exactly suits the needs of the students. Therefore, teachers always have to supplement the textbook. Teachers should also keep in mind the following: gradation, variety, usefulness, interest and general presentation of the teaching material.

In the case of gradation, teachers should seek a progressive introduction of language patterns. In relation to variety, it is important to look for a textbook which has a wide range of both patterns and exercises in order to avoid monotony. As far as usefulness and interest, these two aspects are related and should be carefully considered, since university students—especially graduates—are urged to handle the language in meaningful situations. Finally, the general presentation includes the quality
of pictures or charts, the clarity of both the teaching
textbook, since a good choice
material and the instructions for accomplishing exercises,
important when selecting a textbook, since a good choice
as well as the size of the book. All these factors are
facilitates the teacher's task as well as the students'
learning of the language

General Student Requirements

An intensive English program demands certain condi-
tions from the students.

Attendance. It is very important that students en-
rolled in such a program realize the need of attending
constantly. Language skills are a matter of linguistic
habits. They are accumulative and are like building blocks--
if one is missing, the whole structure may fall apart.
Also, the progress of one student affects class progress
in general.

Time. An intensive English program demands a great
amount of time, because of all the pattern memorization, the substitution drilling, and the reading and writing that has to be done. Usually students have to spend twice as much time with homework as they spend in the class itself.

Effort. Listening and speaking require much training and effort, since the students must exert themselves to recognize sounds and to understand the teacher's speech and imitate it as closely as possible. Students must also develop an auditory memory which will enable them to discriminate sounds, and to create within themselves English listening habits.

Plan of the Program

In any English program, textbooks play an important role. In the pilot intensive English course proposed here, it seems that the most suitable textbooks are those used at the CONACYT Language Center, which apparently meet the
needs of graduate students and scholarship candidates for studies abroad.

Besides the textbooks selected, this program has to be planned in relation to the teaching objectives, time distribution, and evaluation, and evaluation criteria for each of the three levels. The objectives are the parts of the teaching goal to be achieved in a certain period of time. Time distribution refers to the time allocated for each language skill in terms of the presentation, drilling and reviewing. Finally, the evaluation criteria refer to the manner, the frequency, and the amount of time allocated in the measuring of students' progress in each of the language abilities.

The program herein described is divided into three levels: elementary, intermediate, and advanced. Each of these levels has a duration of approximately 100 hours. The teaching material will be divided into units, each unit
dedicated to covering the three main aspects of language: pronunciation, structures, and vocabulary. Each unit will also include the following parts:

1) **Presentation** of the teaching material through sentence patterns, dialogues or conversations, cartoon or charts. The time recommended for this is about 25 minutes per session.

2) **Structure drilling** through substitution, transformation, or question-answer with choral and individual repetitions. Time recommended for this is 20 minutes per session.

3) **Reading material** should be used for comprehension and for oral and written exercises. Time suggested for this is 20 minutes per session.

4) A **15 minute recess** is recommended if the class meets for more than two hours daily.

5) **Oral and written** exercises are used to check the
students' general comprehension. The time advised is 15 minutes.

6) The language laboratory session should be used to reinforce the learning, as well as for presenting accurate native language models. Each session should not last more than 20 minutes.

7) A quiz of 10 to 15 minutes duration should be given to check the students' acquisition of the language abilities.

8) For the assignment of homework and taking care of students questions, about 10 minutes should be used.

9) Special activities, such as language games, role playing, or the performance of a short play, may be included according to the students' interests and the teacher's own judgment.

The objectives set for each level, as well as a summary of the teaching material contents, and the.
approximate time distribution for each, will be now presented.

**Elementary Level**

The objectives for this level are to achieve:

1) Elementary auditory comprehension and elementary writing ability.

The summary of the phonological, syntactical and lexical contents is the following:


2) Structures: Sentences with the verb to be, personal pronouns, imperative sentences, sentences with the simple present tense, and sentences with the present progressive construction.

3) Vocabulary: Related to topics such as daily life at work, at home through:
a) Identification of persons and things,

b) Requesting and giving simple information concerning the location of persons, things and places, job and house.

c) Common forms of politeness and common clichés; stating requirements in shops.

d) Making simple requests: giving simple instructions and orders. 35

Intermediate Level

The objectives for this level are to achieve:

1) Oral understanding,

2) Communicative competence,

3) Reading comprehension, and

4) Writing ability.

The summary of the phonological, syntactical and lexical contents is the following:

1) Phonemes: Vowels before /r/ sounds: /ihr/, /ehr/,
2) Structures: Sentences with the past progressive construction, with the simple past tense, tag questions with did, irregular past verb forms; modals can, will, would, would like, could, might, should, would rather; comparisons with -er, more, less, -est, the most, and the least; the present perfect; the perfect progressive, infinitive clauses of purpose.

3) Vocabulary: Related to topics such as changing ways of living, holidays, food and restaurants, houses and flats, the environment and stress through:

a) Relationship and position of objects in space.

b) Description of persons and places.

c) Personal likes and preferences.
d) Job descriptions, description of home surroundings.

e) Describing simple future intentions.

f) Presenting a plan for a project.

g) Telephone conversations.

h) Discussing alternative plans.

i) Reporting messages about arrangements.

j) Making recommendations and evaluations of activities and events.

k) Describing definite plans for the future, describing predictable future events; presenting an itinerary of a projected business or pleasure trip; giving information for plans and arrangements.

l) Expressing wishes.

m) Making progress reports;

n) Presenting findings of surveys.

o) Giving and requesting precise descriptions of events happening at the moment.
Advanced Level

The objectives for this level are to achieve:

1) Aural comprehension with ease,

2) Fluency in communication,

3) Reading comprehension of all kinds of materials, including academic material.

4) Writing ability for letters—informal and business—reports, and short research papers.

The summary of the phonological, syntactical and lexical contents is the following:

1) Phonemes: Consonants: /k/, /g/, /t/, /c/, /b/,
   /d/, /j/, /r/, /l/, /m/, /n/, /ŋ/; consonant clusters: /sp/, /sk/, /pl/, /fr/, /gl/, /tr/; final consonant clusters: /mz/, /nz/, /lz/, /rz/, /bd/, /nd/, /ŋd/; the short and long i, e, a, o, u sounds and the short oo sound.

2) Structures: If clauses for unlikely or unreal
conditions, if clauses referring to situations in the past; modal perfect verb constructions with could have, should have, might have, and would have; relative clauses; noun compounds; noun clauses: alternatives with whether, whoever, whatever, whenever, wherever.

3) Vocabulary: Related to topics such as: house hunting, writing letters, modern living at home and at work, interviews, job hunting and the telephone.

Complementary academic terminology will be furnished in the scientific, humanistic and technological fields for university graduate students. This vocabulary will be presented through:

a) Narrating past events from an eye-witness's point of view.

b) Explaining reminiscences.
c) Dialogues concerning hypothetical situations in the present and in the past.

The teaching material for each level may be covered in 100 hours, with the following time distribution:

a) 45 class periods of 90 minutes each,

b) 45 language laboratory sessions of 20 minutes each,

c) 2 review sessions of 50 minutes each, and

d) 2 test sessions of 50 minutes each, and

e) 40 quiz sessions of 30 minutes each.

Following this time schedule of 100 hours per level, the entire course can thus be completed in 300 hours.
CHAPTER IV

ADMINISTRATIVE ASPECTS OF THE PROPOSED PROGRAM

A program of this sort requires a coordinator as well as teachers, teaching materials and equipment.

Coordinator

The coordinator should be, preferably, a teacher with preparation and experience in teaching English as a second language. He or she should be acquainted with the use of modern teaching aids and devices in the field of languages. The coordinator should also have experience in organization and administration and should have good relations with authorities, teachers and students. Some of the coordinator's functions are:

1) To prepare the intensive program and to submit it to the corresponding authorities for its approval;

2) To promote periodic meetings with the teachers involved, in order to unify the criteria for teaching
techniques, for selecting complementary audio-visual materials, and for evaluating the whole program, as well as the students' progressive achievements;

3) To coordinate with teachers the dates for placement, progress and proficiency tests, as well as their frequency and duration;

4) To organize workshops for teachers which will include special training sessions on the use of textbooks and materials;

5) To set up the schedules for the courses, as well as the conditions for the use of the language laboratory;

6) To elaborate the students' regulations for this program;

7) To keep students' individual academic records with the following information:

   a) An application form, where students give the
following information: name, address, telephone number; school where they finished their undergraduate studies, name and place of university selected for their graduate studies; time available for the study of the language, in terms of months; in the case of students going abroad, approximate date for the presentation of the TOEFL exam—Test of English as a Foreign Language, required of foreign students in England and the United States;

b) A record of tests or quizzes presented during the intensive English program, with their respective grades;

c) A record of attendance;

d) Any pertinent observation on the students' academic or social behavior.

The coordinator must have the ability to know how to
adapt the students' interests to the teaching objectives, in order to create a pleasant atmosphere for all those involved in the program.

Materials and Equipment

The materials and equipment required for this pilot program are the textbooks belonging to the series *English by Objectives*, teachers' manuals, filmstrips and tapes, complementary posters and charts of situations in American or British life, as well as "realia" from these countries. Something which is essential for this type of program is the language laboratory, because it reinforces the learning and allows students to do individual work and to advance at their own pace. Since the University of Veracruz already has a language laboratory, it could be used if there is still room for students from this program. If not, funds should be acquired in order to provide a language laboratory, as it is indispensable for achieving fast and efficient
language learning.

In permanently establishing the proposed program which would principally benefit graduate students going abroad, sponsors should be found for financial support. One of the possible sponsors could be CONACYT, since this Council has special budgets for academic projects of this type for institutions of higher education or state universities. The Federal Bureau of Education (SEP) and ANUIES (National Universities Association) also give economic aid for such projects.
As stated earlier, our changing world demands every
day more and more preparation from our scholars. This
preparation also includes usually a thorough command of
English, which means a mastery of the four basic language
skills—listening, speaking, reading and writing.

I referred previously to the fact that an incomplete
knowledge of English becomes a handicap to university
students and graduate students in general, and specifically
to those graduate scholarship candidates going abroad. On
the other hand, the University of Veracruz, which is one
of the leading provincial universities in Mexico—with a
population of 42,000 students from throughout the state—
presents an academic fissure represented by the lack of an
intensive English program to offer to its graduate students,
especially those who are going abroad. The University of
Veracruz is therefore urged to overcome this deficiency, since their graduate students are facing problems such as:

1) Difficulty in obtaining information from English textbooks;

2) Inability in understanding foreign lecturers using English as an international means of communication;

3) Unsatisfactory presentation of an English proficiency exam required of graduate scholarship candidates going abroad including those who go to developed, non-English-speaking countries, where English is used broadly at graduate university level;

4) Lengthening of time spent studying abroad to include further English classes;

5) Additional expenses of intensive English programs abroad.

The University of Veracruz has potential resources and
possibilities for taking advantage of co-sponsorship with other organizations in order to offer an intensive English program such as the one proposed here. This would, undoubtedly, lessen the difficulties outlined above.

The most important factor, in terms of the proposed program, is that authorities and teachers keep in mind the theoretical indications stated here, in order to lead students to a gradual, automatic and smooth acquisition of the four basic language skills, using textbooks and techniques within the oral approach. With this, graduate students, and mainly scholarship candidates would benefit greatly, since they would have the key to open and enter, without hesitation, their field of specialization.

The second most important factor is that the proposed pilot program presented here would represent a saving of time and money for both the students and the University of Veracruz. Those students taking the pilot intensive English
program proposed in this presentation could overcome the academic handicap which traditionally has prevented them from reading with ease textbooks in their field of study. Graduate scholarship grantees, after taking this program, would be able to spend more time studying without wasting their time struggling with the English language needed to understand both lecturers and textbooks. Eliminating this wasted time would represent for the grantees a saving of effort, time and money.

In conclusion, this pilot intensive English program could help graduate students to acquire English more efficiently and rapidly. These students could thus fulfill a requirement of modern academic life. Moreover, if the University of Veracruz were to provide this tool for a better preparation of its graduate students, the improved preparation would be reflected in the University's increased national and international prestige.
APPENDIX

SUGGESTED BOOKS FOR ADULT ENGLISH COURSES


NOTES

1. This concept is broadly discussed in the section on Teaching about the Culture on page 48.


3. Ibid, pp. 204, 206.


10. Ibid, p. 20.

11. In the section on Teaching Structures, other types of drills will be described and examples will be given. See pp. 40-45.


15. Ibid, p. 7


23. See page 53 for a discussion of the language laboratory.

25. Ibid, p. 216


27. Ibid, p. 5.

28. This sequence is taken from Wilga M. Rivers, op. cit., (1968), p. 381.

29. TESOL Association is an example of such an organization. TESL Reporter, Language Learning--A Journal of Applied Linguistics, The English Journal, and Modern Language are some examples of such periodicals.

30. The characteristics of this approach were stated earlier.

31. A thorough explanation of these textbooks is recorded in a cassette available from the publisher.

32. Ferguson, op. cit., p. 139.


35. The sequence used in the vocabulary section is taken from Ferguson, op. cit., pp. 139-141.

36. This term "realia" is defined in the glossary.
37. From this population, about 200 students obtain scholarships for graduate work. Fifty per cent of the graduate grants are for study abroad. (Information from the Academic Department, University of Veracruz, 1978).
GLOSSARY


Audio-oral aids. All the materials and equipment which help create habits of listening and speaking in the target language.

Choral repetition. This phrase means group recitation for model-imitating purposes.

Communication. "Behavior that involves understanding and generating new messages in the foreign language with ease and comprehensibility, if not with absolute accuracy." (Valette, 1972, p. 248).

Direct Method. "An approach to the teaching of a foreign language characterized by emphasis on presenting words and sentences to the students in ways that will show their meaning without translation or grammatical analysis."
Ecclectic Method. A combination of different elements of modern language teaching methods; includes some audio-visual aids, some deductive grammar, and language skills development—speaking, writing, understanding and reading.


Linguistic Method. "Language teaching method developed by linguists during and after the Second World War. Characterized by imitation and memorization of basic conversational sentences as spoken by native speakers; description of the distinctive elements of intonation, pronunciation, morphology, and syntax on the basis of the sentences memorized; and massive practice in speaking and listening rather than in translation." (Lado, p. 218).

Mechanical skills. "Behavior that involves automatic
rote performance without necessarily requiring understanding of the material presented." (Valette, 1972, p. 251).

Method. "...an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach." (Allen, p. 6).

Minimal pair. Two words that differ in meaning because of the change of one phoneme to another; for example, bit /bit/ > pit /pit/.

Morphology "...the study of combinations of sounds that carry single units of meaning." (Herndon, p. 69).

Performance objective. "Statement of what students will be able to do as a result of the instruction they receive." (Valette, 1972 p. 25).

Phoneme. The smallest distinctive sound unit which may change one word into another; for example, /k/ > /p/ as in kick pick.
Phonology. The study of the sound system of a language and the varieties of sound presented in different environments.

Proficiency. The ability to perform the four basic language skills—listening, speaking, reading, and writing with ease.

Realia. All the real material that shows the social, cultural, and every-day life of the country of the target language; for example, beverage and food cans, bills, coins, newspapers, announcements of art exhibits and movies, bus and airplane tickets.

Second language. The language being learned aside from the native language; second language and target language are used synonymously in this thesis.

Syntax. "The patterns of construction of morphemes and words into phrases and sentences in a language."

(Lado, p. 221).
Target language. The language being taught other than the native language. See second language.

Technique. "A particular trick, stratagem, or contrivance used to accomplish an immediate objective." (Allen, p. 7).

Transfer. "Behavior that involves applying one's knowledge in situations that are different from those in the learning situations. Materials used at this stage consist of familiar vocabulary and structures presented in unfamiliar combinations." (Valette, 1972), p. 253).

Visual aids. All the material which motivates the students to grasp ideas through the sense of sight. These aids may include such items as pictures, charts, films, slides, or mimicking.
BIBLIOGRAPHY

A. BOOKS


**B. PERIODICALS**


