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LEARNING ENGLISH AS A FOREIGN LANGUAGE IN TRUJILLO, PERU

by

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B.Ed., Universidad Nacional de Trujillo, 1980

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LEARNING ENGLISH AS A FOREIGN LANGUAGE IN TRUJILLO, PERU

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ABSTRACT

In Peru, where English has no official status, English is taught/learned as a foreign language (EFL). English is taught at many post-secondary institutes in Peru. The motives that Peruvian students have for learning English have not been previously investigated empirically.

The main purpose of the present study was to investigate the needs and reasons that Peruvian learners have for learning English in the English program at <u>Pontificia Universidad Católica del Perú, filial Trujillo</u> (PUCPT), in Trujillo. Previous research which identified categories of "instrumental" and "integrative" motivations were helpful; in addition, the concept of "developmental" motivation proved necessary in explaining Peruvian students' needs for English.

The sample consisted of 260 students who were learning English at the EFL program of PUCPT in January, 1983. Students were asked to complete a questionnaire written in Spanish by the author. Presentation of data takes the form of summary tables and cross-tabulation tables.

Results suggest that students in this study view English as necessary and valuable primarily for educational and occupational purposes in Peru (instrumental purposes). The EFL curriculum at PUCPT, based on a British-oriented audio-visual method/text, may not meet the needs of many learners. This study recommends that further research be conducted in Peru to investigate the amount and nature of careers and jobs in which

knowledge of English is valuable and necessary, so that appropriate EFL curricula may be designed.

ACKNOWLEDGMENT

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I. Introduction

For Peruvian students, English is learned as a foreign language. The teaching of English in schools has been affected by changes of government and changes of political ideals. However, there has always been a considerable demand for learning English in Peru at private English institutes. While students who are willing to register for their English studies at private institutes are assumed to be highly motivated, it is not clear precisely why they want to learn English; there is no empirical research which reports students' reasons for learning English as a foreign language in Peru.

The first chapter of the present study provides the general background concerning English instruction in Peru which has undergone changes during the past fifteen years. This chapter discusses some ideological and philosophical trends affecting the planning of English curriculum for high schools. It also outlines the statement of the problem, purposes and limitations of the study.

Chapter 2 provides a review of literature pertinent to this study. It discusses how conditions of learning English as a second language (ESL) differ from learning English as a foreign language (EFL). Previous studies reveal that learners of ESL and EFL have different needs and reasons for learning English, and live in different settings in which learners have different

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language experiences. In Peru, English is learned as a foreign language. The reasons or needs that Peruvian adults might have for learning English are not clear yet since there have been no previous empirical studies carried out in Peru in this field of research.

Chapter 3 outlines the research design and procedures. It also provides a description of the English curricula offered to students in this study, and results of informal interviews with English teachers.

Chapter 4 reports the results of the questionnaire which students of this study were asked to fill out. Analysis of the results and exploration of the relationship among the main findings are provided in chapter 5. Chapter 6, which is the concluding chapter, summarizes the main findings and offers suggestions for further research.

English Instruction in Peru

Background

The official language of Peru, the language used in government and legal matters, is Castillian (Spanish). Castillian is also the exclusive language of instruction in every public school, even where Peruvian aboriginal languages such as Quechua and Aymara are spoken by the Indians in the highland and jungle of the country.

With regard to foreign languages, Weil, Black, Blustein, McMorris, Munson, and Townsend (1972) state that English is the most popular and widespread among French, Italian, and other foreign languages in Peru. The availability of English language publications, movies, and many Anglo-American products stimulate interest in learning the language. Weil et al also point out that for people in Peru "knowledge of a language is seen as the mark of a cultured and educated person" (p. 72).

Foreign language study is mandatory for high school students in Peru. Students can choose among English, French, Italian, German, and other foreign languages. English is usually their first choice. In fact, due to the lack of qualified foreign-languages teachers and the unavailability of foreign language textbooks, most public schools can only offer English.

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Conrad and Fishman (1977) are of the opinion that:

> Much of the interest in teaching English in secondary
> schools in Peru and other Latin American countries is
> prompted by the importance of English at the tertiary
> level (college/university) as a library language as well
> as the language medium through which a great deal of
> tertiary level study takes place (p. 25).

English Instruction at the Secondary Level

Political ideals affecting English instruction

During the period from 1968 to 1980, the English curriculum
in Peruvian schools underwent changes due to the inconsistent
political situation in Peru. When a new government took over
administration, there was usually a complete transformation of
the educational system.

In 1967, President Fernando Belaúnde in his annual message
to the nation elaborated on "the ideals of Peruvian education"
and listed them in the following sequence:

> -The humanistic ideal: Man is an end in himself and as
> such he should seek his own goals while respecting
> other's freedom to do likewise.
> -The Christian ideal: Man has, because of Christ's
> dignity, a transcendent destiny and his ultimate end is
> union with God.
> -The democratic ideal: All men should participate in the
> forging of collective decisions.
> -The nationalistic ideal: All Peruvians should acquire a
> positive national consciousness, a capacity for work and
> service oriented to national development along with a
> dedication to world peace, mutual solidarity and
> international cooperation. [1]

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[1] F. Belaúnde T.: Mensaje Presidencial 1967. In S. Churchill.
The Peruvian model of innovation: The reform of basic education.

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When a military coup took over administration from Belaunde in 1968, the new Peruvian military president announced that a complete transformation of the educational system was essential to the success of the revolution. The military's educational reform criticized the former educational system mainly for growing illiteracy, disconnectedness from reality, lack of Peruvian spirit, intellectualism, memorization, academicizing tendency, and bureaucratism.[2]

The Peruvian military's ideology stressed the humanistic, nationalistic, and participatory values of education. It was argued that there would have to be radical change in attitudes and values, a transformation which could only be brought about through "conscientization."[3] In fact, during the administration of the military government, with its strong promotion of national consciousness, the teaching of a foreign language (especially English) was perceived as an alienating action. English was changed from a compulsory subject to an optional one in school curricula and new English textbooks were produced by Peruvian authors.

The belief that learning English was an action of alienation was popular during the 70's. This belief might have

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[1](cont'd) Paris: The Unesco Press. 1976, p. 16.

[2] Commission of the Educational Reform in Peru: Informe general. Lima: MINEDUC, 1970, p. 15 - 21.

[3] "Conscientization" refers to learning to perceive social, political, and economic contradictions and to take action against the oppressive elements of reality and is a term coined by the Brazilian educator Paulo Freire (1970).

been partly based on a 1968 conflict between Peru and the United States. During the 60's, there was a conflict between Peru and the International Petroleum Company (IPC), a subsidiary of Standard Oil of New Jersey. This American-owned company had exploited the oil fields of La Brea and Pariñas on Peru's northern coast for many years [a] . The conflict concerned the disappearance from the Peruvian Oil Agreement Act of a page which stipulated prices of crude oil (prices which were not to the liking of the IPC).[5] The coup d'état by a military junta in Peru in October, 1968, was largely due to this conflict. The new military president declared: "Foreign interests, the oligarchy, and the decrepit politicians are considered as anti-patriots."[6]

The military government limited Peruvian's relationship with the United States, and also expelled the United States' military missions from Peru. Einudi (1976), an expert on Latin American politics, reported that many Peruvian officers had come to believe that the United States, in alliance with Peru's oligarchy, favoured Peru's continuing in a state of underdevelopment.

The Peruvian state, under the military regime, became a virtual monopolist of export marketing. There was also a notable

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[a] For more details, see J.M.Caballero, From Belaúnde to Belaúnde: Peru's military experiment in third-roadism . Cambridge: University of Cambridge, 1981.

[5] See A. Zimmermann. El plan inca: Objetivo revolución peruana. Lima: Imprenta Oficial El Peruano. 1974.

[6] Translation by author from a speech given by President Velasco at Talara, October, 1969. Lima: Oficina Nacional de Información.

shift from direct to indirect foreign capital and technology in favour of Japanese and European (Western and Eastern) sources.

There was very little financial support from the military government for foreign language programmes in public schools and state universities. More attention and interest were given to the instruction of the Peruvian aboriginal language, Quechua, as the second national language, since Spanish was the sole official language under previous governments.

Researchers on languages in Peru observed that it was difficult to establish Quechua in school curricula due to a lack of Quechua teachers, a lack of textbooks in Quechua, very few reference material written in Quechua, and above all, there was no standard Quechua dialect which to teach in schools since there are great geographically-based dialectal differences in Peru. In summary, the implementation of Quechua as the second national language in Peru was unsuccessful (Yábar, 1978; Zierer, 1977).

The military government in Peru called a presidential election in 1980. President Belaúnde was re-elected by the people of Peru. Statements of educational ideals are now the same as those which Belaúnde has made in the past. That is, educational goals are to be based on humanistic, Christian, nationalistic, and democratic ideals necessary for planning the development of the country. English instruction is now considered compulsory for the completion of secondary level in many private and public schools in Peru.

Changes in English Curriculum

On March 21, 1972, the Peruvian Military Government

approved the General Law of Education 19326, and stated that the

plan/curriculum design for academic courses of study (including

foreign languages study) at the secondary level should aid the

pupil to:

1. develop skills of communication through the
   dialogue,
2. develop solidarity and companionship,
3. develop national consciousness, to become a good
   citizen,
4. grow physically, intellectually, socially, and
   emotionally in such a way that the pupil contributes
   to raising the health, recreational, and living
   standards of the community and the country.[7]

The general objectives of the English curriculum for high

schools were:

1. to enable pupils to understand and speak English
   according to their proficiency level,
2. to develop in pupils interest in learning English
   when finishing high school.[8]

The specific objectives were:

1. to enable pupils to understand speech at normal
   speed,
2. to enable pupils to speak English in different

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[7] Translation by author from Resolución Ministerial de Programas
Adaptados en la Educación Secundaria: Anexo de Acciones de
Orientación y Bienestar del Educando, 1975.

[8] Translation by author from Programas Adaptados para Educación
Secundaria en cuanto a Idiomas Extranjeros: Inglés; decreed in
July, 1975, by common agreement of General Law of Education (Ley
General de Educación) 19326 and Decreed Law (Decreto Ley) 1902,
Art. 7.

situations,
3. to enable pupils to read comprehensively,
4. to enable pupils to express themselves in written forms. [9]

The suggested teaching method for English during the Military Government in Peru was the Audio-Lingual/Visual method, and the general assumptions of the method were explicitly stated in the General Law of Education:

1. languages are different,
2. language is essentially speech, and speech is basically communication by sounds,
3. language is a system of extremely well-learned habitual responses (habit formation),
4. teach the language, not about the language, (no grammar-translation method),
5. the best model to imitate is the native speaker or someone with near-native accent. [10]

Teaching aids and other instructional materials were to be audio-visual as well; pictures, flashcards, flannelboard, tapes and tape recorders, televisions, film projectors, and other audio-visual aids were to be employed.

Because of the high cost of some audio-visual aids, many public high schools in Peru could not provide tape recorders, televisions or film projectors. Furthermore, not all teachers of English in schools were specialized in English, nor in English as a foreign language. Some English teachers did not have a good command of the language; some other English teachers who were accustomed to use the traditional grammar-translation method did not know how to use the audio-lingual/visual method and techniques appropriately. With regard to teacher training,

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[9] Ibid., 1975.

[10] Ibid., 1975.

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Zierer (1974) claims that there were 'very few programs of specializing second/foreign languages teaching in Peru' (p. 76).

In 1981, a new democratic government was established in Peru, and the Ministry of Education has made new statements about the instruction of foreign languages in high schools:

> Learning a foreign language in high schools is relevant to the pupil's professional development and to the development of the country for the following reasons:
> 1. to have better access to sources of information,
> 2. to have better chances to help students in their academic work and improve chances of finding jobs,
> 3. to broaden the cultural horizon of the pupil; that is, knowing a foreign language, the pupil will be able to interact with foreign cultures other than his/her own,
> 4. to facilitate understanding of the pupil's mother tongue, because learning a foreign/second language will help the pupil to make contrasts between the two languages.[11]

The new English curriculum for high schools in Peru (1983) points out that the aims or objectives of the former English curriculum: "to enable pupils to master the four basic skills in second/foreign language learning: understanding, speaking, reading and writing" were unsuccessful in Peru, for the following reasons:

1. In Peru, only a minority of people have opportunities to speak a foreign language.
2. Generally, a foreign language is used only for comprehending readings in specific study areas outside of the high school environment.
3. The number of pupils enrolling in each class in public high schools (50 to 60) is not appropriate for foreign language learning, since successful learning of a foreign language requires individual or small group instruction.

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[11] Translation by author from Programa Curricular de Idioma Extranjero: Inglés. 1983. Ministerio de Educación: Dirección General de Educación Secundaria.

4. Two or three hours of foreign language instruction
    per week in high schools is not appropriate for
    mastering the four basic language skills
    (understanding/ speaking/reading/writing).
5. Many foreign-language teachers in Peru cannot speak
    or orally communicate well in the foreign language
    because of lack of chances to contact native
    speakers and practise the foreign language. [12]

For the reasons given above, the general objectives of the

English curriculum for high schools in Peru are planned to give

priority to the teaching of reading. The objectives are:

1. .to enable pupils to master reading skills through
    comprehension of readings within the limits of
    pupils' knowledge of grammatical structures and
    vocabulary,
2. to emphasize the teaching of vocabulary,
3. to enable pupils to exercise grammar and vocabulary
    through readings assigned in class or outside class
    (independent/individual reading),
4. to enable pupils to speak and understand English
    using basic and simple structures. [13]

It is suggested that reading materials be simple in

vocabulary and structure in general. Text is divided into short

stories, each preceded by a list of words to be taught through

lexical and grammatical context, translation, and appropriate

activities. After a certain vocabulary level is reached,

supplementary readings in the form of stories or simplified

novels are introduced in order to enable pupils to consolidate

vocabulary. The Curricular Program gives the following

example:[14]

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[12] Ibid., 1983.

[13] Ibid., 1983.

[14] Ibid., 1983.

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1. TOPIC: "Attractive places for tourists visiting
    Peru."
    (<u>Lugares</u> <u>de</u> <u>interés</u> <u>turístico</u> <u>en</u> <u>el</u> <u>Perú</u>.)

2. SPECIFIC OBJECTIVES: At the end of the lesson the
    pupils will be able to:
    a. read with comprehension simple passages which
        contain description, explanation/instruction
        about attractive places for tourists visiting
        Peru
    b. formulate and respond to questions (whether
        orally or written) on attractive places for
        tourists visiting Peru

3. READING (a short passage):
    "Pisac is a lovely village in the Valle Sagrado
    of the Incas. It is on the Urubamba River. To
    get to Pisac you have to cross a bridge over the
    river. There is an attractive square and it has
    very big trees. On Sundays there is also a
    famous and colorful market and people from other
    villages come to visit it. They also sell their
    ruins on a mountain and from there you can
    admire the valley below. However, from the
    valley you can't see the ruins."

4. LEXICAL CONTENT:
    Nouns: river, mountain, hill, valley, village,
    field, ruins, crops, road, monument, bridge, lake,
    mine, coast, desert, jungle, oasis.
    Verbs: visit, admire, climb, enjoy.
    Conjunctions: however.

5. GRAMMATICAL CONTENT:
    a. Review and explain the use of THERE IS/THERE ARE
        related to geographical places.
        Example: There is a river near the village.
    b. Review and explain the use of PRESENT TENSE.
    c. Introduce the use of HOWEVER.
        Example: You can visit the jungle, however it is
        not safe to do it alone.

6. SUGGESTED ACTIVITIES:
    a. Read the passage carefully.
    b. Fill the blank the following sentences:
        a. Pisac is a village............................
        b. The market is................................
    c. Choose the correct answer:
        You can admire the valley from..................
        a. a famous and colorful market.

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        b. the ruins on the mountain.
        c. on the Urubamba River.
        It is on the Urubamba River.
        IT refers to:
        (a) Valle Sagrado (b) Pisac (c) Incas
        They also sell their products.
        THEY refers to:
        (a) Village (b) People (c) Market
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This example shows the focus of EFL instruction in Peruvian high schools at present: reading in English, with content about or, familiar to Peruvian students.

English Instruction outside School

Instruction in English is usually mandatory at the university level in Peru, especially for those students who are majoring in science programs such as, medicine, engineering, biology, physics, or chemistry. Zierer (1974) points out that for university students in Peru, English is required for comprehending scientific reports and books which are usually written only in English without translation into Spanish.

In recent years, for many science programs at different universities in Peru (e.g. The National Agricultural University at la Molina in Lima, University of San Marcos in Lima, University of San Martin in Tarapoto, the National University of Trujillo in Trujillo, the Pontifical Catholic University of Peru in Lima and in Trujillo), English for Specific Purposes (ESP) materials have been used. University students are required to have a basic knowledge of English grammar in order to be eligible to take ESP courses such as: "English for General

Science", "English for Engineering", "English for Medicine",
"English for Technology", "English for Agriculture", and so
forth.

Besides the instruction in English in high schools and
universities, there are specialized institutes which offer
intensive courses of English for those Peruvian students who
want to gain better or advanced proficiency in English. Some
institutes like this are the Center of Languages at Pontifical
Catholic University of Peru in Lima and in Trujillo, the
American Cultural Center in many cities of Peru, the British
Council Institute in Lima, the Canadian Institute, and so forth.

Statement of the Problem

Several authors have carried out previous studies in the
area of teaching Englih in Peru (for example: Conrad and
Fishman, 1977; Paulston, 1974; Rees, 1970; and Zierer, 1974,
1976). These authors have focused their studies mostly on the
availability of English materials and their application in
schcols in Peru. So far, there have been no empirical studies
about Peruvian students' needs or reasons for learning English
in Peru.

Despite changes in political ideologies which have affected
the teaching of English in public schools in Peru in the last
decade, university students and adults are still eager to learn
English. Adults who wish to gain advanced proficiency in English

usually go to specilized institutes in which intensive English courses are offered.

One of these specialized institutes where English is offered as non-credit course is the Centre of Languages at Pontificia Universidad Católica del Perú, filial Trujillo (PUCPT) in Trujillo City. English courses at PUCPT have been offered to the community since 1977. The number of new students enrolled in this program is increasing each year.[15]

English students at PUCPT have to pay for their English studies. Students who are willing to register and pay for their English studies may be assumed to be highly motivated. The present study is concerned with determining what motives learners at PUCPT have for learning English, and also with determining whether the English curriculum existing at PUCPT is appropriate to the learners' reasons for learning English.

Purposes of the Study

The present study is exploratory. The first purpose is to describe in a broad sense the English curricula offered at PUCPT: its objectives, syllabuses, and teaching methods. Information about activities in class and intructional materials used in the EFL program are also provided.

The second purpose of this study is to ascertain characteristics of the learners at PUCPT through a

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[15] More details are provided in chapter 3.

questionnaire: personal data: sex, age, nationality, mother
tongue, other languages known besides Spanish and English,
educational attainment, and occupation; students' perceptions of
their second language abilities (listening, understanding,
reading , and writing); students' preference for emphasis in
teaching; students' reasons for learning English, and their
possibilities for practising English out of English class.
Through this questionnaire, English students at PUCPT had the
opportunity to give opinions regarding their English studies.
Particular emphasis is given to the questions about students'
preferences for the English class, and students' reasons for
learning English.

The third purpose of this study is to determine if the
English curricula described in the first part of the study is
indeed appropriate to these particular specified learners and
their reasons for learning English. It might be assumed that
students who have come to learn English with specific reasons
would have specific preference for class activities, teaching
method, or textbooks in their English studies.

Limitations of the Study

The study intends to examine the foreign language learning
of a defined population: adult native Spanish speakers learning
English in a non-English speaking environment who are not
exposed to English outside the classroom. As such, the findings

will pertain to similar populations learning foreign languages.

The study is exploratory. A questionnaire was used as the most suitable data-gathering instrument, since what was sought was to obtain a great deal of information about learners and their English studies in Trujillo, Peru, in order to establish statistically significant trends. The questionnaire was written both in English and Spanish. It was designed by the author who took into account the demographic and sociolinguistic environment of Trujillo.

The majority of data for this study was gathered by the author in Trujillo, Peru, in December, 1982, and January, 1983. Other relevant information was sent later by mail from Peru to Canada.

This study explores motivation of a sample of EFL learners in Peru and is a first step in the investigation of effective means for teaching foreign languages in Peru. Future investigations with large samples of Peruvian English learners would be useful.

Summary

This chapter has provided the general background concerning English instruction in Peru. During the past fifteen years, Peru has undergone changes in government which have caused transformations of the political, social, economic and educational systems. Due to changes of government, different

ideological and philosophical trends have been introduced in school curricula affecting English instruction.

Despite changes of government and changes in English instruction in schools curricula, Peruvian students have always shown interest in enrolling in intensive English courses at post-secondary institutes. The question of what are learners' reasons for studying English in Peru has been raised in this chapter.

The present study focuses its attention on the English program at <u>Pontificia Universidad Católica del Perú, filial Trujillo</u> (PUCPT). This program offers intensive English courses to Peruvian adults who want to gain advanced proficiency in English.

This study is exploratory. It has three purposes: description of the English curricula at PUCPT, information about English students in the program with emphasis on students' needs and reasons for learning English, and the appropriateness of the English curricula with regard to students' reasons and needs for English.

II. English as a Foreign Language

The following chapter provides a review of literature pertinent to this study. It intends to clarify the distinction between English as a second language (ESL) and English as a foreign language (EFL), as well as the social and pychological factors affecting ESL and EFL learners. A review of curriculum design based on needs analysis is also discussed in this chapter.

ESL and EFL

Definition of Terms

In the past, the terms "English as a second language" (ESL) and "English as a foreign language" (EFL) have been used by different authors without being explicitly differentiated (see for example: Fries, 1945; Lado, 1957; Paulston, 1972; Prator, 1972; and Zierer, 1974). These authors approached the study of English mainly as a discipline of linguistics, and believed therefore, that the principles of teaching a language were generally applicable to the teaching of English to all non-English speakers. Nowadays, the study of English is related to other disciplines apart from linguistics, such as sociology

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and psychology, which take into account that learners of English have different native language backgrounds, as well as cultures, and live in different socio-economic environments. The following provides definitions of ESL and EFL in order to determine which are the specific differences existing between learners who are learning English as a second language and those who have English as a foreign language.

In 1962, A. Marckwardt made a careful distincton between English as a second language and English as a foreign language at the Annual Convention of the Modern Language Association:

> EFL means English is taught as a school subject or on an adult level solely for the purpose of giving the student a foreign language competence which he may use in one of several ways -to read literature, to read technical work, to listen to the radio, to understand dialogue in the movies, to use the language for communication possibly with transient English or Americans...When the term ESL is used, the reference is usually to a situation where English becomes a language of instruction in schools as in the Philippines, or lingua franca between speakers of widely diverse languages in India (p. 3).

Stratton (1977) also made the distinction with:

> English is taught as second language in countries where it is the mother tongue of very few or none of the indigeneous people, but has the status of an official language and is the language of the government , higher courts, press, etc. (p. 137).

and also:

> English is taught as a foreign language in countries where it has no official status and normally serves no public functions (p. 138)

In an English-speaking country, there are people who use English as a second language and others who use English as a foreign language. Alptekin (1982) notes the former involves

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non-English-speaking immigrants or minorities who are permanent residents; the latter involves foreign students, diplomats, scientists, and visitors whose residence in the English-speaking environment is most probably temporary.

The following presents some of the social and psychological factors which might affect learners of English as a second language and learners of English as a foreign language in order to clarify the distinction between learning ESL and EFL. Once clarification of differences in ESL and EFL is made, a review of literature about needs analysis in language learning, especially in English instruction, is presented.

Social and Psychological Factors Affecting the Learning of ESL and EFL

Numerous researchers notice the influence on language learning of social and psychological factors (e.g. Fishman, 1972; Gardner and Lambert, 1972; Halliday, 1970; Schumann, 1976). These authors provide definitions and models from socio-psychological views which help to reveal that learners of ESL and EFL have different expectations for English, different motivational orientations towards English, and live in different environments or settings in which learners might have different language experiences.

Learners of ESL normally live in communities where they have many opportunities for contact with native English

speakers, and regular attendance at social and cultural functions may maintain and even improve their language skills (providing what Stern and Cummins, 1981, call a "supportive" language environment). Gardner, Smythe, Clément, and Gilskman (1976) observe that the relative frequency of opportunities to engage in communication with speakers of a target language would presumably be much greater in a second language than in a foreign context of learning.

In the school environment the ESL learner is usually surrounded by the target language; besides having English as a subject, he/she might have other school subjects taught in English as well. On the other hand, the EFL learner's only regular contact with English might be in the English language class, and he/she might not have other subjects taught in English at school. Because of this restricted contact, Stratton (1977) argues that EFL learners gain less linguistic and communicative competence than ESL learners.

With regard to the teaching of English in foreign countries, Fishman (1977) notes a positive correlation between a foreign people's enthusiasm for learning English and their orientations in modernization. Fishman states that the spread of English in Third World settings can be expected to continue with "politically low-keyed Anglo-American domination" in the field of technology (1977, p. 308). In other words, technology might provide the grounds for a cultural and ideological neutrality on which the acquisition and use of English could be easily

promoted. Fishman's view has been critiqued by Alptekin (1982) who points out that technology is the crucial medium through which cultural and ideological dominance are affected in the Westernization process in Third World settings. Schiller (1976) and Alptekin (1982) believe that technology is usually manipulated for political, social, and economic reasons laden with norms and values reflecting the ideological constraints and cultural priorities of the Anglo-American world. Alptekin believes also that learners of English in foreign language settings will fail to reach a reasonable degree of competence in the target language if the teaching materials are not approached properly. He then suggests that production of materials should focus on real and immediate needs of learners (p. 61).

In 1959, Gardner and Lambert conducted a study of socio-psychological factors in second language learning in Montreal. Subjects in this study were English-speaking high school students who were studying French as a second language. Students were examined for language learning aptitude and verbal intelligence as well as for attitudes towards the French community and intensity of motivation to learn French. This study found there were two independent factors associated with attitudes and achievement in a second language. One factor referred to the individual's cognitive skills and suggested simply that those students who were high in verbal ability were more successful in acquiring second language skills than those low in verbal ability. The second factor suggested that those

students who were oriented towards learning a second language to facilitate communication with French-speaking Canadians, tended to have more favourable attitudes towards French-Canadians, and tended to express more effort in their goal of acquiring French.

After Gardner and Lambert's pioneer study, a series of studies in the same area of research were carried out at McGill University, and the University of Western Ontario; the findings of all these investigations led Gardner and Lambert to propose two different kinds of motivational orientations towards learning a second language:

> The orientation is said to be 'instrumental' in form if the purpose of language study reflect the more utilitarian value of linguistic achievement, such as getting ahead in one's occupation. In contrast, the orientation is 'integrative' if the student wishes to learn more about the other cultural community because he is interested in it in an open-minded way, to the point of eventually being accepted as a member of that other group (1977, p. 3).

Gardner and Lambert (1972) and Gardner and Smythe (1975) find in Toronto and in Montreal (French and English second language settings respectively) where language learners have many opportunities for contact with the second language culture and community, second language learners with an integrative orientation are more successful in second language learning than those students who are instrumentally oriented. Clément, Gardner, and Smythe (1977) found that those French-Canadian students learning English as a second language in Montreal who were instrumentally oriented towards learning English tended to be ethnocentric, critical of the self, the English teacher, and

French-Canadians, and tended to have less confidence about their English skills. These authors point out that "achievement in the second language is associated both with an ability and a motivational component" (p. 131) and that motivation alone cannot explain students' achievement.

Further studies have shown that the effects of integrative and instrumental orientations vary in other settings. Thus, for example, Gardner & Lambert (1972) find that Filipino students in the Philippines [1] who approach the study of English with an instrumental orientation and who receive parental support for this outlook are clearly successful in developing proficiency in the language (p. 141).

In Israel, Cooper and Fishman (1977) investigated attitudes and motivations towards English. Subjects for this study were high school students whose mother tongue was Hebrew. Respondents were asked to indicate the following reasons for studying English which were personally most important to them:

1. Instrumental (e.g., "Knowledge of English is necessary to read textbooks assigned in universities or other institutions of higher learning"; "Knowledge of English is necessary in order to pass the English matriculation examination").
2. Integrative (e.g., "Knowledge of English makes it easier to gain friends among English-speaking people"; "Knowledge of English makes it easier to get to know English-speaking immigrants better").
3. What we shall call here "developmental" reasons, i.e., reasons related to personal development or personal satisfaction (e.g., "Knowledge of English makes it possible to read English-language books for

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[1]The official languages in the Philippines are Filipino (based on Tagalog) and English. English is used mainly for legal or governmental matters.

pleasure"; "Knowledge of English yields personal satisfaction") (p. 243).

These Israeli students chose instrumental reasons more often and chose especially often this reason: "Knowledge of English is necessary in order to read textbooks assigned in universities or other institutions of higher learning."

Cooper and Fishman's study suggests that learners of English as a foreign language might have developmental reasons for learning English as well as instrumental and integrative reasons. Gardner & Lambert's investigations of motivational orientations towards a second language were carried out only in second language settings, but not in foreign language settings. The effect of setting may be important in determining motivation.

Needs Analysis in Language Learning

Nowadays, many second/foreign language teachers and researchers suggest that a second language curriculum/syllabus must be concerned with learners' needs (e.g. Munby, 1978; Richterich and Chancerel, 1977; van Ek, 1977; Morrow and Johnson, 1977; and Fanselow, 1977). These authors suggest that analysis of students' needs must be done before designing a curriculum or syllabus. For example, Essebbagers notes that before the language program is determined, language teachers should provide:

1. a description of the language needs in real

situations,

2. a description of the types of tasks or activities people need to engage in order to function in particular situations, and

3. a description of three groups and individuals who need or want to function in these situations and what their language learning ability, motivation, etc. is (in Mackay & Palmer, 1981, p. 31).

One second/foreign language needs analysis model that has had great impact in recent years is Munby's (1978) <u>Communicative Syllabus Design</u>. For Munby, needs analysis is preliminary to the specification or design of a syllabus. Once a profile of a student's needs has been built up, these can be realized in actual language forms, by means of the specification of language skills and language functions needed. Munby mentions nine dimensions or parameters of communication needs of learners of a second/foreign language which are summarized as the following:

1. <u>Personal</u> : Learners' identity, language background, and significant information of learners' culture.

2. <u>Purpose</u>: Learners' occupational and educational objectives for which the target language is required.

3. <u>Setting</u>:
   a. Physical: spatial (e.g.,"where does the learner need to use English?") and, temporal (e.g., "when is English required most?").
   b. Psychological: the psycho-social environments in which the learner will or will not use English (e.g. non-intellectual/intellectual, private/public, urban/rural areas, etc.).

4. <u>Interaction Variables</u>: Learners' role relationships to be involved in the target language use.
   Example: instructor-learner (from/for teacher-students)
   adult-adult (from/for teacher - other teachers)
   native-non-native (from/for teachers - visitors)

5. <u>Instrumentality</u>:
   a. Medium: spoken or written.

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b. Mode: monologue (e.g. spoken to be heard)
dialogue (e.g. written to be read).
c. Channel: bilateral (e.g. face-to-face)
unilateral (e.g. print)
live relay (e.g. T.V., radio).

6. Dialect: Information on dialectical varieties. The dialects of the target language which the learner will have to command receptively and productively.

7. Target Level: Specific level of competence required in the target language.

8. Communicative Event: Subject matters and communicative activities which the learner has to be able to do receptively or productively.
Example: communicative activities: establishing contact, response to request;
subject matter: weather condition, direction.

9. Communicative Key: The specific manner, tone, and spirit in which communication is carried out.
Example: Happy-unhappy, formal-informal, etc.

Munby's model has been evaluated by some authors very favourably. Robinson (1980), for example, states "Munby's work represents a sociolinguistic model for defining the content of purpose-specific language programmes," and also, "No one else has given such a rigorous and precise statement of one method of syllabus design as Munby." However, Schutz and Derwing (1981), and Willis (1981) criticized Munby's model as impractical because it does not identify pedagogic units. According to Willis, Munby's model fails to meet what a good model should have: "a description of learners' needs and the units of the description must be defined as objectively as possible and they must be appropriate as pedagogic units." (p. 15).

Hawkey (1980) views Munby's needs analysis model as a tool for the designer rather than for the learner. Hawkey states that

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Munby's model enables the course designer to achieve two things:

1. produce a detailed profile of what the learner needs to be able to do in English in the occupation or studies for which he is being trained.
2. produce a specification of the language skills, functions and forms required to carry out the communication described in the needs profile (p. 81).

Hawkey cites Rivero and Fernando's (1978) reading programme design for engineering students at a polytechnical institute in Venezuela in where Munby's parameters of communication events (e.g. communicative activities) were used in order to obtain a profile of Venezuelan students' needs for reading English. For example:

Main Event: Engineering students studying reference materials (i.e. standard textbooks, supplementary books, manuals, professional papers and articles in English in library, private study, classroom or laboratory).
Communicative Activities:
1. Reading intensively for all the information in a text.
2. Reading specific information to carry out an assignment.
3. Reading to find the main information in an English text.
4. Reading to find out the writer's position on a particular issue.

Hawkey (1980), Robinson (1980), Schutz and Derwing (1981) all agree that Munby's work is very valuable for designing English for Specific Purposes(ESP) courses since ESP courses focus attention on the purpose of the learner and refer to the whole range of language resources, that is; "ESP is the teaching of English, not as an end in itself but as an essential means to a clearly identifiable goal" (Mackay, 1978; p. 163). Schutz & Derwing (1981), Robinson (1980), Hawkey (1980), and Mackay

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(1978) agree in observing that Munby's model does not give any indication as to how the data for an actual student might be collected and therefore, the model is not a questionnaire for direct use with learners.

With regard to the use of questionnaires in language learning, MacKay recommends the administration of a questionnaire at the beginning of a course in order to estimate students' needs and wants. Richterich and Chancerel (1980) also suggest this recommendation in developing a model identifying learners' needs in language learning.

Richterich and Chancerel's model seeks to obtain information about the financial and technical resources of the learner, the teacher, and the employers; as well as about the teaching method, curricula, and objectives preferred by the learner and teachers.

EFL in Peru

In Peru, as in other non-English-speaking countries where English has no official status and serves no public functions, English is taught/learned as a foreign language. Rivers and Melvin's statement (1980) that "students' needs in language learning are dependent on political situations, societal demands, and career opportunities" is relevant to the teaching of English as a foreign language in Peru. Since the political situation is not consistent in Peruvian society, the teaching of

English as a foreign language has undergone changes in school curricula, public beliefs, people's attitudes towards English, and jobs demands. For example, English instruction in high schools was mandatory in Peru before the Peruvian Military Junta took over the government. During the Military Government (from 1970 to 1980), English instruction in high schools became optional among other languages such as French, German, Italian and other languages.[2]

In Peru, currently, apart from public high schools, colleges or universities, there are many private language institutes where English, French, German, Italian, or other foreign languages are taught. English is the preferred foreign language of Peruvian students/adults. Even during the military government when commercial trade with the United States was limited and educational exchange programmes with United States and other English-speaking countries were reduced, many Peruvians were still eager to learn English. However, what reasons for learning English that Peruvian adults might have are not clear yet.

Zierer (1974) claims that most university students in Peru require English for understanding or reading scientific reports. These university students usually have to take English as a compulsory subject for completing their credit courses at universities.

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[2] For details, see chapter 1.

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At present, the Peruvian government is no longer military. There is free import, commercial trade with many foreign countries, and educational programme exchanges with other countries in which the medium of communication is mostly English. These factors may contribute to the reasons for people in Peru to learn English.

Summary

Distinctions between learning English as a second language (ESL) and English as a foreign language (EFL) have been discussed in this chapter. Conditions for learning ESL are different than for learning EFL. In order to clarify these differences, it was necessary to approach the social and psychological factors affecting ESL and EFL learners.

Social factors such as language contact, community, schools, beliefs, and political pressure influence the learning of a second/foreign language. Gardner, Smythe, Clément, and Gilskman (1976); also Stratton (1977) observe that foreign language learners gain less linguistic and communicative competence than second language learners because foreign language learners have less opportunities to engage in communication with speakers of the target language. Alptekin (1982) suggests that in foreign language settings, if the teaching of English is not appropriately approached, learners in these settings might fail to reach a reasonable degree of

competence in English because of feelings of cultural disorientation.

With regard to psychological factors, Gardner and Lambert (1959) have postulated two motivational orientations towards learning a second language: integrative and instrumental, and then suggest that students with integrative reasons for learning a second language are better learners than students with instrumental reasons in Canada. Based on Gardner and Lambert's model, Cooper and Fishman studied motivational orientations in Israel (where English is learned as a foreign language) and showed evidence that students with instrumental motivations are good language learners as well. For Cooper and Fishman, besides integrative and instrumental reasons, there are also developmental reasons for learning a foreign language.

Since learners of ESL and EFL have different reasons for the target language, a review of curriculum design based on needs analysis has been also discussed in this chapter. Munby's model suggests that once a profile of a student's needs has been built up, these can be realized in actual language forms by means of the specification of language skills. Some authors argue that Munby's model is impractical because it does not identify pedagogic units, or that the model is not a questionnaire for direct use with students. However, most authors agree upon the advisability of the administration of a questionnaire at the begining of the course in order to estimate students' needs or reasons for learning.

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III. Field Study: EFL at PUCPT

The following chapter is divided into two parts. The first part presents some demographic information about Trujillo and about the English as a foreign language (EFL) program at <u>Pontificia</u> <u>Universidad</u> <u>Católica</u> <u>del</u> <u>Perú,</u> <u>filial</u> <u>Trujillo</u> (PUCPT); it also outlines the rationale, research design and procedures of the study. The second part provides a description of the current English curricula, information about class activities and instructional materials used in the program, and reports results of the informal interview with English teachers at PUCPT.

<u>Some</u> <u>Information</u> <u>about</u> <u>Trujillo</u> <u>and</u> <u>the</u> <u>EFL</u> <u>Program</u> <u>at</u> <u>PUCPT</u>

The largest city in northern Peru is Trujillo, populated by more than 540,000 inhabitants(see map in Appendix I). Trujillo has the largest post-secondary student population in Northern Peru [1] as well. Approximately 38% of the student population in Trujillo come from other provinces to take studies at the tertiary level (college/post-secondary institutes/university)[2]. The reason might be that two well-known universities are located

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[1] <u>La</u> <u>Industria</u>.(Trujillo local newspaper). December 26, 1982.

[2] <u>Dirección</u> <u>de</u> <u>Planificación</u>, Universidad Nacional de Trujillo. January, 1983.

in Trujillo as well as other post-secondary institutes or academies. The two main universities in Trujillo are:

1. Universidad Nacional de Trujillo, founded in 1824 and one of the four main state universities in Peru.[3]

2. Pontificia Universidad Católica del Perú, filial Trujillo, founded by the Jesuits in the middle of the present century.

Regarding institutions specializing in English instruction, there are two well-known private institutes in Trujillo:

1. Instituto Cultural Peruano Norteamericano or Peruvian -Northamerican Cultural Institute which started in operation more than fifteen years ago in Trujillo.

2. Centre of Languages: English, Pontificia Universidad Católica del Perú, filial Trujillo, which started in operation in 1977.

Both institutes offer intensive English courses to Peruvian students.

The present study focuses its attention on the English program at PUCPT. This program was selected because as a former teacher at PUCPT, data collection was facilitated. In the first years of the program's operation, the director and the author coordinated the administrative and academic structure of the program. Another reason for selection of this program is that all English teachers in the program are specialized in teaching English as a foreign language, which is not normally the case in other institutes.

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[3] See R. Paulston. Society, Schools and Progress in Peru. New York: Pergamon Press, 1971.

Since May, 1977, the English program at PUCPT has been in
operation in Trujillo. After the first three years, the number
of new students enrolled in this program has increased a great
deal as shown in Table 1.[4] The program, then, has become stable
and started hiring more teachers and offering English courses
during the day and in the evening.

TABLE 1:   Number of English Students at PUCPT

Year	No. of Students
1977	45
1978	63
1979	91
1980	205
1981	507
1982	593

English students at PUCPT are grouped homogeneously
according to their proficiency level in English: beginners,
intermediate, and advanced. English classes are held from Monday
to Friday for two hours daily for each group of students.

English teachers at PUCPT are selected on the basis of
personality and professional qualifications. Generally in the
selection process, "personality" characteristics or qualities
are assigned more weight than any written evidence of formal
training or academic qualification.[5].

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[4] From Registro de Matrículas PUCPT, Trujillo, Dec. 1982.

[5] People in Peru believe that a teacher with "good" qualities is
usually: sincere, flexible, eloquent, sociable, emphatic, and
humanitarian.

English textbooks and the teaching method which have been used in the English program at PUCPT are based on the audio-lingual approach, which holds that the teacher's efforts should not be directed at informing his/her students about the language, but at enabling them to use it; listening and speaking skills should be taught before reading and writing; and also that language is learned by habit formation. Structural grading is a feature of the texts.

Rationale for the Study

English students at PUCPT have to pay and register for their English studies. These students may be assumed to be highly motivated, but whether they have integrative or instrumental reasons for learning English as a foreign language is not known, since no research of this kind has ever been done in Trujillo.

It might be assumed that those students who have integrative motivations would prefer textbooks and courses which highlight Anglo-American culture, and which put emphasis on communication skills , especially pronunciation and free conversation; it might be further assumed that those students who have instrumental motivations would prefer textbooks and courses which are not Anglo-American culturally-oriented, and which put more emphasis on reading and writing skills.

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Methodology

The Sample

The whole population of students (260) who were studying
English at the EFL program of PUCPT in January, 1983, form the
student sample for this study. Students have a range of
occupations, schooling levels and are of various ages. Students
are Spanish speakers and were asked to fill out a questionnaire
printed in Spanish.

The director of PUCPT, all teachers (9) of the English
program at PUCPT, and the secretary of the EFL program were
interviewed personally by the author in December, 1982 and in
January, 1983.

The Questionnaire and Interview

The questionnaire was designed by the author, taking into
account the demographic and socio-linguistic environment of
Trujillo. That is, most questions in the questionnaire provided
response choices which are applicable to the reality of
Trujillo, or to students who live in Trujillo. For example, for
questions regarding students' mother tongue, Spanish was
mentioned in the first place because it is the official language
in Peru, and the most common language in Trujillo, followed by

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Peruvian aboriginal languages which some students might have as their mother tongue. The list of response choices provided for questions regarding students' career or professional development was selected so as to reflect careers for which preparation can be made in Trujillo. Also, choices for questions regarding students' possibilities for practising English out of English class were selected according to what is most available for practising this language in Trujillo.

With the approval and collaboration of the director of PUCPT, Dr. Segundo Carbajal Honores, the questionnaire was reproduced and printed in Spanish for English students at PUCPT to complete.

The questionnaire was divided into two parts. The first part of the questionnaire elicited personal data about the students. The second part elicited students' opinions with regard to their English studies. There were 12 items in the second part of the questionnaire and the questions had a series of forced-choice alternatives and open-ended responses as well.

With regard to the interview, non-directive, unstructured, and face-to-face techniques of interviewing were used with the director, teachers, and staff members at PUCPT.

During the interview meetings, respondents were very friendly, warm, and showed enthusiasm about cooperating with the author.[6] The English teachers and the author have discussed how

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[6] The author has known most respondents for several years in Trujillo.

they feel about their jobs or salaries; how applicable their academic background is to their job of teaching English at PUCPT; what teaching activities are used most frequently; and their opinions about the English textbooks and the teaching method at PUCPT.

Information concerning the English curriculum, students' requirements for registration, teaching methods, and requirements for completion of English courses at PUCPT were gathered in January, 1983.

Method of Data Analysis

Students' responses to the questionnaire were pre-coded directly from the original documents in January, 1983, in Peru.

The analysis of the data, in general, takes the form of tables summarizing the frequency and proportion of respondents choosing each alternative for each question. In order to explore the data, further analysis also takes form of cross-tabulation to examine the relationship between respondents' preference for emphasis in teaching and respondents' reasons for learning English as a foreign language.

English Curricula at PUCPT

The following information about the English curriculum of the EFL program comes from PUCPT documents translated from Spanish into English by the author. The main purpose of this EFL program is educational and promotes better opportunities for the community of Trujillo to become more educated, and to broaden job possibilities within Peru or abroad. The general aims of the EFL syllabus at PUCPT are to enable students to converse, translate, and write.[7]

Students are grouped in classes for beginners, intermediate, and advanced. The number of students for each class is not consistent. Generally, there are about 35 or 40 students in a class of beginners. The number of students decreases at the intermediate and advanced level.

In 1983, the EFL syllabus at PUCPT required six courses for completion. The first two courses are for beginners, the following two courses are for the intermediate level, and the last two courses are for advanced students. The duration of each course is nine weeks, with ten hours of classes per week.

The English series used currently at PUCPT is Access to English (Coles and Lord, 1976) which has four levels, with a book for each level. Each book is accompanied by a variety of optional support materials such as: workbooks, tapes or

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[7] Translated into English from the brochure of general information of the EFL program at PUCPT. A copy of this brochure in Spanish is found in Appendix IV.

cassettes of British English speakers, filmstrips, and test packs. All chapters in the books contain a story or reading passage. The story is intended to provide background information on British life and culture. The authors of the text have stated that:

> The background of the stories is definitely of England, partly because this is the environment [they] know best, but more important because [they] believe that language divorced from its cultural background makes for uninteresting and unrealistic reading (1976, p.VII).

The method used is the audio-visual method. Students are trained in the four basic language skills: listening, speaking, reading and writing. The order in which these skills are to be addressed is discussed in the English text: "The student should hear the new language before he attempts to say it. Speaking should precede reading and this in turn should come before writing" (1976, p. X). This means that reading and writing have a valuable part to play, but in the reinforcement of what it is learned orally in the initial stages of learning.

Since 1981, English teachers at PUCPT have designed the aims and lesson plans for each course basically on the English text. Students of the beginner group are required to have a basic English background from high school. The course aims for beginners are to enable students:

1. to use basic structures of English orally and in written form,

2. to understand reading passages by using structures and vocabulary taught in class,

3. to understand and participate in class discussion at normal
   speed,

4. to write short essays after presentation of pictures and
   slides,

5. to gain better pronunciation by giving more emphasis to
   those sounds which are the hardest to pronounce,

6. to become familiar with English-speaking countries and their
   culture.[8]

The textbook for beginners (Access to English: Starting
Out) is intended to cover the basic structures and structural
vocabulary of spoken and written English. The book content
consists of a variety of language learning activities such as:
reading passages, dialogues, comprehension questions, oral
drills, picture drills, sentence-building exercises, and
gap-filling exercises.

To be admitted at the intermediate level, students are
required to have passed the English courses for beginners. The
aims for the intermediate course are to enable students:

1. to use verb tenses in sentences correctly, orally and in
   written form,

2. to respond to questions from a reading passage by using
   vocabulary and grammar structures taught in class,

3. to participate in simple conversation with English native
   speakers using appropriate pronunciation and intonation,

4. to write compositions of a minimum of 100 words,

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[8] From "Sílabo de Inglés", January, 1983.

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5. to acquire more information about cultural aspects of
    English-speaking countries through extensive readings.[9]

    The textbook for the intermediate level (Access to English:
Getting On) is aimed at keeping students practising and
improving their listening, speaking, reading and writing skills.
Reading passages and dialogues are more complex than those
dialogues and readings for the beginner level. Sentence
structures and verb tenses are gradually more complex.
Intermediate students are encouraged to make practical use of
those grammatical structures and vocabulary items which they
have already learned.

    Students of the advanced group of English are required to
have passed the intermediate English courses. The course aims
are to enable students:

1. to use simple and complex structures of English orally and
    in written form,

2. to respond to questions from a reading passage by using
    vocabulary and grammar structures taught in class,

3. to participate in English conversation about everyday
    situations,

4. to write compositions of a minimum of 60 words,

5. to improve pronunciation giving more emphasis to those
    sounds which are the hardest for the students,

6. to acquire more information about the cultural aspects of

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[9] Ibid., 1983.

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English-speaking countries through extensive readings.[10]

The textbooks for the advanced level (<u>Access</u> <u>to</u> <u>English:</u> <u>Turning</u> <u>Point</u>, and <u>Access</u> <u>to</u> <u>English:</u> <u>Open</u> <u>Road</u>) are intended to develop fluency and communication skills by consolidating and developing structures learnt in the first two books, and by adding more advanced patterns and vocabulary. The books include more reading materials, guided and free-compositions so that students will have the opportunity of expressing their own thoughts in English. Students at this level are recommended to use A.S. Hornby's <u>Oxford</u> <u>Advanced</u> <u>Learner's</u> <u>Dictionary</u> <u>of</u> <u>Current</u> <u>English</u> which gives explanations in English and examples of usage, as well as pronunciation.

All English courses for beginners, intermediate, and advanced students schedule a mid-term examination in the middle of the course, and a final examination at the end of the course. Students whose absence exceeds thirty per cent during the course development are not considered in the final evaluation. Deferred and failed students have the opportunity to take another examination a week after the final examination period.

There were few instructional materials for EFL in 1977 and 1978 at PUCPT; the materials were limited to three tape recorders, some tapes, a flannelboard, flash-cards and pictures prepared by the teachers. Little by little, as the number of students has increased and more courses have been offered, the EFL program has enjoyed a better financial situation and has

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[10] Ibid., 1983.

been able to afford to provide more audio-visual materials

(overhead projectors, a slide projector) and more English

library books for reading or reference. The English teachers at

PUCPT are aware of the fact that their instructional materials

are limited, but they tend to regard audio-visual materials not

as essential elements in the the EFL program, but as interesting

adjuncts to be used when they are obtainable.

EFL Teachers at PUCPT

In January, 1983, when the interview with the teachers at

PUCPT was carried out, there was a total of nine English

teachers in the EFL program (five female teachers and four male

teachers). Eight teachers are Peruvians whose native language is

Spanish. Only one English teacher is a native English speaker

from the United Kingdom, with a degree from a university there.

All teachers are graduates with a university degree,

specializing in the teaching of foreign languages. Three of the

Peruvian teachers have taken their professional training abroad

(the United States, the United Kingdom, and Japan).

All the Peruvian English teachers at PUCPT have graduated

from the National University of Trujillo (Universidad Nacional

de Trujillo). They all hold a degree of Bachelor of Education

and the title of Licentiate in Education.[11]. These teachers took

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[11] The National University of Trujillo offers three categories
of degrees to university students: Bachelor, Licentiate, and
Doctorate.

courses in the field o Education and in the field of teaching English as a foreign language. Among the courses in Education were psychology, philosophy , sociology of education including historical and dialectical materialism, education in Peru: social and legal aspects, principles and techniques in curricular planning, techniques for reading and writing, counselling and orientation in education. Among the specialized courses in Teaching of English as a Foreign Language were general linguistics, applied linguistics, contrastive phonology: English and Spanish, advanced English grammar, translation: English to Spanish or Spanish to English, English literature, American history, history of England, curriculum design for English as a foreign language, and measurement and evaluation in foreign-language teaching. These English teachers were required to complete a minimum 30-hour practicum in English as a foreign language in elementary and secondary schools.

The English teachers at PUCPT express satisfaction with their positions teaching English in the EFL program. They find their jobs challenging and they feel as though they are developing. They feel satisfied with their salary, and find their colleagues very cooperative. The director of PUCPT also expressed contentment with the teaching staff of the EFL program. There have not been many serious complaints by students about their teachers.

English teachers spend an estimate of 10 hours for teaching a chapter of the text. These hours are divided into five hours

for "revision and presentation" and five for "practice".
"Revision and presentation" activities are mainly aimed at
developing listening and speaking skills in students; these
activities include retelling stories, reviewing structures and
vocabulary learned in past lessons, presentation of new
dialogues, reading passages, learning grammatical structures and
vocabulary through audio-lingual and audio-visual aids such as
tapes, pictures and filmstrips. Activities for "practice" are
aimed at developing listening, speaking, reading and writing
skills; these activities include role-playing, memorization and
dramatization of dialogues, choral repetition, individual
repetition (when the class size is small), oral drills,
comprehension exercises, communication situations, dictation,
guided and free composition. Additional oral and written
practice are recommended to students to do in their own time.
Translation is included occasionally in class, but it is not
taught as a skill. Translation of a passage is recommended if
done in such a way as to clarify the differences in range of
meaning between Spanish and English words.

The English teachers at PUCP recommend readings outside
the class to their students. These readings are aimed at:
1. consolidating the structures learned orally and in writing,
2. training the student to look for the meaning of a passage
   rather than analyzing individual words and sentences,
3. training the student to proceed from guided independent
   reading,

4. developing the habit of reading in English.

English teachers at PUCPT have observed that although their English students are grouped homogeneously according to their proficiency level of English, students are not homogeneous with regard to their age, occupation, needs or reasons for learning English as a foreign language. This fact may raise sometimes dissatisfaction or withdrawal of students in the middle of a course. For example, teachers report that some students who were taught English with the traditional method in schools feel uncomfortable with the audio-visual method, and some adult students (generally over 30 years of age) feel inhibited when they are asked to dramatize dialogues. Teachers also believe that young students (generally between 18 and 25 years of age) feel excited and amused with the audio-visual method and its instructional aids. Teachers report that university students often ask for emphasis in grammar and translation, and they prefer the reading approach.

The English teachers at PUCPT believe that the English curriculum must be flexible to meet the students' varying needs. The teachers also believe that the textbooks which they are using at present (Access to English series) are appropriate for the English learners at PUCPT, since these learners have a variety of reasons for learning English and the assigned English textbooks include several kinds of activities which can fulfill students' preferences or meet students' varying needs for English.

Some English teachers at PUCPT suggested that there be additional courses in order to improve students' pronunciation and conversation, because the time assigned for the class development is just enough to follow the activities of the textbook. The teachers also suggested there be additional hours of practice at the laboratory as well as better laboratory equipment.

Summary

When the EFL program started in operation in 1977, the program was not considered to be stable since its continued operation depended on registration and number of students. The data concerning the increased number of English students at PUCPT provided in the first pages of this chapter suggest that the EFL program has already become stable , and that there is a considerable demand for English instruction in Trujillo.

English teachers at PUCPT declared that they designed the English syllabus for all courses based on the textbook series: Access to English. The series consists of four textbooks: Starting Out, Getting On, Turning Point, and Open Road.

The first two books, Starting Out and Getting On, are addressed to beginners and intermediate students. The aims of the books are to cover the basic structures and structural vocabulary of spoken and written English, so that on completion of the books students would be able to understand and express

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themselves in a comprehensive form of English. Turning Point and Open Road are addressed to advanced students. The books are intended to develop fluency and communication skills by consolidating and developing the structures learnt in the first two books. The suggested method of the English text is the audio-visual method, with emphasis in developing the four basic language skills in a particular order. That is, listening and speaking skills should be taught before reading and writing skills.

The English textbook suggests that a variety of instructional materials accompany each book: tapes or cassettes, filmstrips, workbooks and test packs. However, the EFL program has not been able to provide all the materials suggested by the English text. English teachers at PUCPT are aware of this situation, and they tend to adapt their teaching with the limited materials provided by the program in a flexible way. For example, when some tapes are not available, the teacher will read the story or the dialogue of the lesson by herself or himself.

Voices on the tapes of the English text are British. For advanced students, it is strongly suggested by the book to use A.S. Hornby's Oxford Advanced Learner's Dictionary of Current English which gives both explanation in English and examples of usage, as well as pronunciation. Reading passages for each chapter of the text contain stories of British people, life, and culture. In short, the English textbook used at PUCPT is

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British-oriented both linguistically and culturally.

English teachers at PUCPT expressed their preference for the text <u>Access</u> <u>to</u> <u>English</u> because they feel that English students have a variety of reasons for learning English, and the teaching activities suggested in the text can accomodate this variety. Teachers also pointed out that the time assigned for the development of each class is hardly enough to follow the activities suggested by the the text. They would suggest that there be additional courses as well as hours of practice at the laboratory so that students would gain practice in oral skills.

IV. Presentation of Data

In this chapter, results of the questionnaire applied to English students at <u>Pontificia Universidad Católica del Perú</u>, <u>filial Trujillo</u> (PUCPT) in January, 1983, are presented generally in summary tables. Respondents filled out the questionnaire in Spanish (Appendix II); the English version of the questionnaire is included in Appendix III.

The purpose of the questionnaire was to ascertain characteristics of English learners at PUCPT: personal data, learners' perceptions of their foreign language abilities, learners' preference for emphasis in teaching, learners' reasons for learning English, and their possibilities for practising English out of English class. The questionnaire also gave learners the opportunity to give some feedback and suggestions regarding their English studies.

Personal Data

The 260 respondents to the questionnaire represent the sample for the present study. All respondents were Peruvian citizens. The sample comprised 62% female and 31% male

learners.[1] 32% of the respondents were aged under 18 years, 54% were between 19 and 24 years of age, and 14% were between 25 and 34 years of age. There were no older respondents. An overwhelming majority (99%) reported that they were residents in an urban area. All respondents reported Spanish as their mother tongue.

To the question "What other language(s) do you know besides Spanish and English?" only 13% of all respondents reported that they had knowledge of a foreign language besides English. Among those respondents who had another foreign language besides English, 6% had learned French, 5% had learned Italian, and 2% had learned German.

With regard to the formal schooling of respondents, 4% respondents did not complete high school; 40% had completed high school; 5% were attending technical institutes; 32% were university students; 2% had a bachelor's degree; and 5% had a degree beyond the bachelor's degree (see Table 2).

Respondents had a range of different occupations. Twenty-six per cent were teachers: 8% were elementary school teachers ; 9% were high school teachers; and 9% were university level teachers. About 15% worked as businessmen or salesmen. Another 15% worked with computers in various capacities. Among the rest of respondents, some were secretaries, accountants or economists, nursing assistants, journalists and so forth (see

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[1] The figures reported have been rounded to the nearest per cent.

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Table 3).

TABLE 2

Respondents' Schooling Standard

Schooling Standard	Percentage
Beyond bachelor degree	5.4
Bachelor degree	2.0
University (in progress)	32.4
Technical institute	15.1
High school completed	40.9
Less than high scholl	4.2
Total	100.00

TABLE 3

Respondents' Occupations

Occupations	Percentage
Teachers	26
Businessmen/salesmen	15
Computer or IBM assistants	15
Secretaries	9
Accountants/economists	7
Pharmacists/nursing assistants	7
Housewives	4
Journalists	4
Telephonists/receptionists	2
Cashiers	2
Engineers	2
Unemployed	2
Total	100.00

Note: Names of the reported occupations were produced
by respondents themselves. The author has classified
and coded the names of occupations in order to
facilitate the process of the questionnaire data
in the computer.

Respondents' Perceptions of Their Foreign Language Abilities

Question 1 and 2 of the second part of the questionnaire were designed to ascertain how long students had studied English. Responses are summarized in Table 4. Respondents were asked to self-rate their proficiency in foreign language (English) abilities: listening, understanding, reading and writing in questions 3, 4, 5, and 6. The degree of perceived language proficiency is presented in Table 5.

TABLE 4

Length of Time in English Studies

Time	No. of Students in Percent Value
6 months or less	45.9
from 6 months to 1 year	34.5
from 1 year to 2 years	17.0
more than 2 years	2.6
Total	100.0

Grouping students according to the length of time of their English studies (see Table 5.1), students perceived their foreign language abilities in the following ways: those students who had studied English for six months or less perceived that they had better skills in speaking basic ideas in English than in understanding, reading and writing. Most students who studied English for six months to a year perceived thay they were able

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to understand, speak, read and write basic ideas in English.
Most students who had studied English for a year to two years
perceived that they were best able to communicate orally most of
what they wanted to say. Very few students from the sample had
studied English for more than two years (2.6%), these students
perceived that they were able to understand, speak, read and
write most ideas in English very well.

TABLE 5

Perceptions of Foreign Language Abilities

Degree[a]	Understanding %	Speaking %	Reading %	Writing %
Few words	23.9	14.6	27.5	24.2
Basic ideas	43.6	53.1	43.0	55.3
Most ideas	20.7	30.7	28.5	20.0
Fluent, better by non-native English speakers[b]	7.4	—	—	—
Fluent, no difficulty	0	0	0	0
Total	100.0	100.0	100.0	100.0

a. The reader should refer to Appendix III, questions 3,
   4, 5, and 6 of the second part, for the exact wording
   of the items and the response alternatives.

b. This response alternative was included only for
   understanding skill.

TABLE 5.1

Time and Perception of English Proficiency

Degree[a]	Understanding %				Speaking %				Reading %				Writing %			
	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D
Few words	43	11	3	0	26	8	0	0	46	16	6	20	38	18	2	20
Basic ideas	37	56	40	20	64	54	24	40	38	48	46	40	49	61	62	40
Most ideas	13	26	30	40	10	38	70	40	16	36	46	40	13	21	34	40
Better by non-native English speakers[b]	7	4	16	0	–	–	–	–	–	–	–	–	–	–	–	–
No difficulty	0	3	11	40	0	0	6	20	0	0	2	0	0	0	2	0
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100

A. Respondents who have studied English for six months or less.

B. Respondents who have studied English for six months to a year.

C. Respondents who have studied English for a year to two years.

D. Respondents who have studied English for more than two years.

a. The reader should refer to Appendix III, questions 3, 4, 5, and 6 of the second part, for the exact wording of the items and the response alternatives.

b. This response alternative was included only for understanding skill.

Respondents' Preference for Emphasis in Teaching

Students were asked what sorts of language class activities they preferred and were given a choice of 12 alternatives. Students' responses are summarized in Table 6. The data show

that students most prefer practice in pronunciation, free
conversation, rules, of grammar, and vocabulary or idiomatic
expressions.

TABLE 6

Preference for Emphasis in Teaching

Class Activities	Percentage
Pronunciation	19.9
Rules of grammar/grammar in general	14.5
Free conversation	14.3
Vocabulary/idiomatic expressions	13.5
Translation (English into Spanish)	9.7
Activities (e.g. games, songs, etc.)	8.7
Dictation	7.2
Creative writing/free composition	4.5
Guided composition	3.2
Memorization/dramatization of dialogues	2.3
Reading /silent reading	1.9
Other(s)	0.3
Total	100.0

Reasons for Learning English

Respondents were asked their reasons for learning English as a foreign language. Respondents could choose more than one answer for both of the questions concerned with this issue. The response alternatives were grouped later into two categories (instrumental and integrative reasons) by the author in order to facilitate the interpretation of the results. Results of these questions are summarized in Table 7 and 7.1.

The findings of the first question on this topic appear to suggest that the most important reason for respondents to study English is "knowledge of English is necessary to read textbooks in their special fields" (what the author is calling an "instrumental" purpose). The following study fields were selected by the respondents: business or economics (9.1%), medicine (8.1%), engineering (7.8%), education (6%), political science (5.1%), chemistry (4.3%), linguistics (3%), physics (2.8%), arts or music (2.6%), biology (2.5%), psychology (2.1%), computing science or IBM system (1.9%), anthropology or sociology (0.9%), archeology and architecture (0.4%).

The second important most reason, "knowledge of English in necessary to communicate with foreigners/tourists", is classified here as an "integrative" purpose. Gardner (1975) pointed out that "to communicate with foreigners" could be an integrative or instrumental reason, the interpretation depending

on a given study. For the present study, the variable "to communicate with foreigners/tourists" is seen as an integrative reason since it is assumed that respondents get in touch with English-speaking visitors in Trujillo in order to establish friendships or to know about the foreign visitor's country.

Question 9 was intended to complement and extend question 8. It intended to find out specifically how valuable the study of English was for the respondents. Response alternatives for this question were grouped by the author later into three categories (instrumental, integrative, and developmental reasons). About 60% respondents reported that they found English valuable for reasons interpreted here as instrumental; that is, "the study of English is valuable to have better chances of studying abroad", or that "the study of English is valuable to have better chances of getting a good job in Peru".

The finding that respondents perceive the study of English valuable primarily for instrumental reasons appears consistent with the result of the previous question in which respondents report that knowledge of English is necessary to read textbooks in their special fields (also an instrumental reason). These data suggest strongly that the respondents view English as a vehicle for educational and occupational mobility.

TABLE 7

Reasons for Learning English: Needs

	Percentage of Each Variable	Percentage of Category Variable
Instrumental Reasons:		
-To read textbooks in their special fields	56.6	
-To read periodicals/journals in English	14.0	
-To write formal letters (e.g. business)	4.9	
-To write scientific reports	3.8	79.3
Integrative Reasons:		
-To communicate with foreigners/tourists	17.2	
-To write informal letters	3.4	20.6
Total	99.9	99.9

TABLE 7.1

Reasons for Learning English: Values

	Percentage of Each Variable	Percentage of Category Variable
Instrumental Reasons:		
-to have better chances of studying abroad	30.0	
-to have better chances of getting a good job in Peru	20.3	
-to have better chances of getting jobs abroad	7.5	57.8
Developmental Reasons:		
-to keep better informed about the development/progress of English-speaking countries	13.1	
-to have better access to world literacy	5.6	
-yield personal satisfaction	4.8	23.5
Integrative Reasons:		
-to get along better when travelling abroad	15.0	
-to gain friends among English-speaking people	3.6	18.6
Total	100.0	100.0

Possibilities for Practising English out of English Class

Question 10 gives information about where or how respondents practise their English out of the English class environment. Response variables were selected based on what was usually available for English learners to practise their target language in Trujillo (see Table 8). The findings report that respondents practise their English mostly with their family, relatives or friends (32.6%). This is followed by the report that respondents practise their English by getting records or tapes in English (31.1%). Other possibilities for respondents to get practise in English were going to see British/American films (17.3%) as well as listening to English programs on the radio (7.9%).

In general, the data suggest that respondents feel motivated to practise their English orally, in verbal interaction with other Peruvians as well as listening to tapes or going to see British/American films.

TABLE 8

Possibilities for Practising English

Possibility Variables	Percentage
-With family/relatives/Peruvian friends	32.6
-Getting records/tapes in English	31.1
-Going to see British/American films	17.3
-Listening to English programs on the radio (e.g. "London BBC")	7.9
-With English native speakers	5.9
-Other(s): reading magazines/books in English	5.2
Total	100.0

Respondents' Suggestions

In question 11, respondents were asked if they would suggest that their family, relatives, or friends study English. All respondents gave an affirmative answer and suggested nineteen different reasons. These suggestions were grouped into three categories (instrumental, integrative, and developmental) by the author in order to facilitate interpretation of data which appear in Table 9. The data suggest that respondents would suggest their family, or relatives, or other Peruvian friends to study English mostly for instrumental reasons.

TABLE 9

Suggestions for the Study of English

	Percentage of Each Variable	Percentage of Category Variable
Instrumental Reasons:		
-To get a better job here in Peru	14.8	
-English is an international language	8.2	
-To be able to read books in English	7.4	
-English is useful for our studies	7.0	
-English is a commercial language	4.9	
-To be able to translate	1.2	
-To study abroad	0.8	
-Both Spanish and English are two useful languages in the world	0.8	45.1
Developmental Reasons:		
-Access to knowing about the progress of English-speaking countries	7.0	
-Knowing a/any second language is good	5.3	
-To gain better personal development	4.9	
-Access to world literacy	4.1	
-To gain more practice in English with the family or neighbours in Peru	3.7	
-To become cultured and sophisticated	1.6	
-To become broadly educated or broaden intellectuality	1.2	27.8
Integrative Reasons:		
-To communicate with foreigners	14.8	
-To travel abroad	8.6	
-To gain friends among English-speaking people	1.6	
-English is good for social life or to socialize	1.6	26.6
Total		99.5

Respondents' Free Comments

At the end of the questionnaire, respondents were asked to write free comments about the questionnaire or about their English studies.

From the total of 260 respondents, 91 respondents (35%) gave their opinions. The comments were classified into the following categories:

About the questionnaire:

-The questionnaire gives us the opportunity to say what we think about our English studies.

-The questionnaire will lead teachers to improve their teaching method.

-We will gain clarification about English studies through this questionnaire.

-The questionnaire was well-designed and appropriate.

About English studies:

-We want more time for oral practice/conversation.

-We are not satisfied with the teaching method:

-We want more audio-visual aids or materials;

more explanation of the lesson; and more homework.

-Teachers should be more punctual.

-We do not like the English textbook/textbook is inadequate.

-We want more access for reading and research.

Cross-tabulation Analysis

Another method of data analysis takes the form of cross-tabulation in order to examine the relationship among several response patterns or variables. Respondents of the present study reported that they would prefer more emphasis in pronunciation, rules of grammar, free conversation, and vocabulary for class activities. It is nevertheless interesting to find out how these preference alternatives are related to respondents' reasons for learning English.

The following table intends to present a cross-tabulation analysis in order to examine the relationship between respondents' preferences for emphasis in teaching (Table 6) and respondents' needs for learning English (Table 7) which are grouped here into two categories (instrumental and integrative reasons) in order to facilitate the interpretation of data.[2]

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[2] None of the response alternatives of students' needs for learning English in Table 7 was identified as an developmental reason.

TABLE   10

Cross-Tabulation of Respondents' Preference for Emphasis
in Teaching and Respondents' Needs for Learning English

Names of Preferences[c]	Reasons 1[a] %	Reasons 2[b] %
Rules of grammar	15	14
Free conversation	13	14
Pronunciation	18	19
Dialogues	1	3
Vocabulary	14	15
Dictation	8	8
Reading	3	1
Guided composition	4	2
Free Composition	5	5
Activities	7	8
Translation	11	10
Other(s)	0	0
Total	99	99

a. Instrumental reasons.
b. Integrative reasons.
c. The reader should refer to Appendix III, question 7,
   for the exact wording of the preference items.

The findings of Table 10 suggest that students who need
English for instrumental reasons would prefer emphasis on active
(pronunciation and free conversation) as well as passive skills
(grammar and vocabulary). Presumably, respondents who are
instrumentally-oriented towards English need to be able to
communicate in the target language effectively both orally and
in writing. These selected preferences for emphasis in teaching
reflect the possibility that mastery of rules of grammar and

vocabulary will help them to achieve these goals. Among the class activities that they would least prefer, this group of respondents chose dialogues and readings.

Respondents who need English for integrative reasons reported that they woul prefer more emphasis on pronunciation as the first choice, seconded by vocabulary, free conversation and grammar. They considered reading and guided composition as the least important class activities.

Another cross-tabulation intended to find out the relationship between respondents' preferences for emphasis in teaching and respondents' values for their English studies (Table 7.1). Values variables are grouped here into instrumental, developmental, and integrative reasons.

TABLE 11

Cross-Tabulation of Respondents' Preference for Emphasis
in Teaching and Respondents' Values for Learning English

Names of Preferences[d]	Reasons 1[a] %	Reasons 2[b] %	Reasons 3[c] %
Rules of grammar	14	15	13
Free conversation	13	14	13
Pronunciation	20	17	19
Dialogues	2	3	3
Vocabulary	13	13	13
Dictation	7	7	8
Reading	3	2	2
Guided Composition	3	5	4
Free Composition	3	5	4
Activities	9	4	9
Translation	10	11	10
Other(s)	0	1	0
Total	99	99	99

a. Instrumental reasons.
b. Developmental reasons.
c. Integrative reasons.
d. The reader should refer to Appendix III, question 7, for the exact wording of the names of preferences.

The findings of Table 11 show that whether respondents have instrumental, or integrative reasons for learning English, all chose pronunciation as the most preferred class activity. These data seem explicable because most respondents with instrumental reasons perceive that "the study of English is valuable to have better chances of studying abroad"; most respondents who have integrative reasons perceive that "the study of English is

valuable to get along better when travelling abroad". These respondents have expectations of travelling abroad whether due to studies or tourism, and this is why the mastery of pronunciation would be important for them. In general, respondents chose pronunciation; free conversation, grammar and vocabulary as the most preferred activities for emphasis in teaching whether they had instrumental, integrative, or developmental reasons for learning English.

Summary

Two-hundred and sixty people were respondents for the present study. The findings here are helpful in determining characteristics of English learners in Peru. The respondents are taking English as a foreign language courses in one of the largest English program in northern Peru. The EFL program at PUCPT is of high prestige in which the English teachers are professionals specializing in foreign-language teaching.

Through the questionnaire, English students at PUCPT gave feedback regarding their English studies. Students were asked to self-rate their proficiency in foreign language abilities in understanding, speaking, reading and writing. Self-rating was subjective; some students might have overestimated or underestimated their language abilities. Nevertheless, it is interesting to find out that most respondents who had studied English for six months or less perceived that they had developed

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better skills in speaking English; most respondents who had

studied English for six months to a year perceived that they had

developed the four language skills in parallel; most respondents

who had studied English for a year to two years perceived that

they had developed speaking as the best skill, and that their

second most developed skill was reading. There were only a few

respondents in this sample who had studied English for more than

two years; these students perceived that they were able to

understand English fluently, and were also able to speak, read

or write most ideas in English.

For class activities, all respondents reported they would

prefer more emphasis on pronunciation and free conversation, as

well as on rules of grammar and vocabulary. These selected

preferences reflect that the respondents want more emphasis to

be given to active skills such as pronunciation and free

conversation, as well as passive skills such as grammar and

vocabulary or idiomatic expressions in class.

Respondents most frequently chose instrumental reasons as

being among the most important ones for learning English. They

found that the knowledge of English was necessary for them to

read textbooks in diverse specialized fields which are generally

written in English. They also found that the study of English

was valuable to have better chances of studying abroad, also to

have better chances of getting a good job in Peru. The statement

that respondents' reasons for learning English as a foreign

language in Peru are mostly instrumentally-oriented is

understandable in relation to respondents' schooling standard because about 55% of all respondents include students who are attending courses at the tertiary level (universities or technical institutes), or students who have already finished their university studies.

Among the possibilities for practising English out of the English class environment, respondents reported that they mostly practised their target language with other Peruvians or they would get records or tapes in English. These data suggest that the respondents have better possibilities or are better motivated to improve their aural and listening skills in English. Although respondents felt motivated to improve their oral skills, they had more opportunities or used more opportunities to practise them with other Peruvians rather than with native English speakers.[3]

All respondents agreed that they would recommend that their family, relatives, or friends study English, mainly for instrumental reasons. The instrumental reason most often suggested by the respondents was that knowledge of English would help them to get a better job in Peru. This observation suggests that there are jobs in Peru in which the mastery of English is required, and these jobs are better paid. Once more, the data give more evidence to suggest that EFL learners at PUCPT view English as a vehicle for educational and occupational mobility.

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[3] The Ministry of Tourism of Trujillo (1983) reported that in 1982, 34% of all tourists visiting the city came from English-speaking countries and stayed for one or two weeks.

In respondents' free comments about the questionnaire or about their English studies at PUCPT, only thirty-five per cent of all respondents gave their opinions. Although the number of these respondents does not represent the majority of the sample, it is nevertheless interesting to find out that among the comments, some respondents wrote that they were not satisfied with the teaching method, that they would like more time for aural practice, and more audio-visual aids in class.

In order to explore the data, analysis takes form of cross-tabulation to find out the relationship between respondents' reasons for learning English at PUCPT and respondents' preferences for emphasis in teaching or class activities. The results report that all respondents, whether they have instrumental, developmental, or integrative reasons, would prefer more emphasis in active skills (pronunciation and free conversation) as well as passive skill activities (grammar and vocabulary). This finding suggests the possibility that respondents want to be able communicate in English orally and in writing; also the posssibility that respondents do not feel satisfaction for the teaching activities developed in class and would like these selected preferences to be emphasized.

V. Appropriateness of EFL Curricula

The following chapter is concerned with the third purpose of the present study. This purpose is to determine if the English curricula of the English program at Pontificia Universidad Católica del Perú, filial Trujillo (PUPCT) described in chapter 3 is indeed appropriate to the learners and their reasons for learning English in this program. It might be assumed that students who have come to learn English with specific reasons would have specific preferences for class activities, teaching method, or textbooks in their English studies.

Students' Reasons and Preferences for Class Activities

In the previous chapter, it was reported that students perceived the study of English as necessary and valuable for them mostly for instrumental reasons rather than for integrative, or developmental reasons. Most students in this study view English as a vehicle for educational and occupational mobility.

Students were asked about their preferences for emphasis in teaching activities in the English class. The results of preferences for emphasis in teaching were examined in relation to students' reasons for learning English through

cross-tabulation analysis. The cross-tabulation data appear to suggest that all students, no matter what their motivations are, would prefer that more emphasis be given to pronunciation, free conversation, grammar, and vocabulary in class.

Among the teaching activities which students in general considered less important in class were dramatization or memorization of dialogues, as well as reading. The finding that reading was among the less preferred activities for students seems contradictory to the finding that students found English necessary and valuable mostly because of instrumental reasons. The main reported instrumental reason was "knowledge of English is neccesary to read textbooks in their special fields" (see Table 7). It seems reasonable to predict, therefore, that students would have chosen reading as an important activity in class. However, when examining the reading materials that are provided for students in their language classes, the contradiction appears explicable.

The English textbooks that students need to read are mainly books in the field of science and technology (students reported the fields which they found more important in Chapter 4, p. 60). However, the reading topics covered in English classes normally come from the English textbook and these readings contain stories about England and life in Britain. Sentence structures and vocabulary covered in these readings are aimed at developing broad communicative skills in students. Although supplementary readings are recommended outside the class which include classic

or modern novels and autobiographies (e.g. "Oliver Twist", "Robin Hood", "Jane Eyre"), these readings probably do not meet students' needs or interests very well either.

There are English books designed for specific subjects of study, and for specific groups of students; that is, the so-called English for Special Purposes (ESP) books. ESP books are intended to provide information about a particular subject area; they contain generally specialized vocabulary and specialized sentence structures. For students at PUCPT, ESP reading materials would appear to be valuable and recognized by students as valuable.

Students at PUCPT chose mostly pronunciation, free conversation, rules of grammar and vocabulary for emphasis in teaching activities in class. This report suggests that students want to be able to communicate in English whether they have instrumental, integrative, or developmental motivation. The report also reflects the possibility that students are not satisfied with class activities , and they would prefer that their teacher should have given more emphasis to those class activities they mentioned above.

The following discusses the English teaching method and the textbook used at PUCPT and their appropriateness to the English students.

Students' Reasons and The English Syllabus

It is stated in the general information brochure of the English program at PUCPT that the main purposes of this program are to promote better opportunities for the learner to become more educated, and to broaden job possibilities within Peru or abroad.[1] It is also stated that the general aims of the program are to enable learners to converse, translate and write.

Students in the program are grouped homogeneously according to their proficiency level of English. They are not homogeneous with regard to their age, occupation, needs or reasons for learning English. English teachers at PUCPT believe then that the Access to English textbook is appropriate for the students since the assigned textbook includes several kinds of class activities that can fulfill students' varying proficiencies and needs. English teachers base the English syllabus for all English courses at PUCPT on the textbook.

The currently used textbook uses the audio-visual method which emphasizes the development of the four basic language skills in particular order. That is, listening and speaking skills are taught before reading and writing skills. Most class activities (an estimate of 70%) in the textbook are aimed at developing listening and speaking skills in students. The activities include reading passages orally, dialogues, choral and individual repetition, communicative situations and so

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[1] A copy of the brochure in Spanish is in Appendix IV.

forth. Activities which are aimed at developing reading and writing skills are included in class and also in students' own time out of class (e.g. writing letters, descriptions, reading classic or modern novels). In fact, students in this study were asked to self-rate their own perception of their foreign language abilities and respondents from different proficiency levels reported that they had developed speaking as the best skill (see table 5.1). For the listening skill, there was some indication that students in this study could understand English better when it is spoken by non-native speakers (see table 5). These data appear to suggest that it will be valuable if teachers invite native speakers of English to visit class so that students can gain practice with native English models.

The English textbook contains readings and instructional materials which are British-oriented both linguistically and culturally. For example, the reading stories of each chapter of the textbook provide information about British life and culture (e.g. "The Library in Middleford"[2], "New Year's Resolution"[3]); voices on the cassettes suggested by the text are British. However, only one of the English teachers at PUCPT has an exclusively British English accent and few teachers have even had the opportunity to visit England or the United Kingdom.

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[2] Middleford is a town in southern England. (in Acccess to English: Starting Out, chapter 1).

[3] "...It is traditional in England to resolve to do or not to do certain things at the beginning of a new year." (in Access to English: Getting On, p 3T).

Most English teachers at PUCPT report that they studied American and British standard English phonology, as well as taking courses in American and British history during their time of studies at university. The fact that English teachers at PUCPT have learned a diversity of English accents and know about a variety of English-speaking cultural backgrounds could enrich their English teaching if they made students aware of this diversity.

English teaching activities at PUCPT generally include readings, dialogues, listening drills, oral drills, guided and free compositions, dictation, communication situations related to the topic of the lesson, and so forth. English teachers point out that when the class group is large, about 35 or 40 students (usually in the beginners class), teachers cannot always pay individual attention to students since very tight scheduling is necessary. The topics of classroom communicative situations are provided by the textbook; this means that free conversation on topics unrelated to the book is not encouraged in class. This is understandable since the suggested method in the book is the audio-lingual method (ALM). The ALM does not give emphasis in free conversation because it believes that reading passages, grammatical structures, vocabulary, and activities for practice in class must be carefully selected and sequenced to avoid errors. However, students in this study want emphasis in free conversation; this indicates that students want a more communicative curriculum even though they are more

instrumentally-oriented towards English.

The grammmatical structures, vocabulary and idiomatic expressions that students learn from the readings in class are also exclusively British. Though English teachers recommend readings outside the class which are not written only by British authors, students would possibly get confused when they find American idioms or other varieties of English structures not learned in the English class in these readings. Furthermore, students of this study reported that they practised English out of their English class by getting records or tapes in English, buying English magazines, or going to see English films which were not of British production only. These data appear to suggest that instructional materials provided in students' English class should not reflect only British background, but also the backgrounds of other English-speaking countries in the world.

Summary

In this chapter, the appropriateness of the English curricula designed for the English program at PUCPT has been discussed in two sections. The first section concerns students' reasons for learning English in relation to their preferences for emphasis in teaching activities in class. The second section concerns students' reasons for learning English and the English syllabus used at PUCPT.

English students of the present study reported they would prefer that their English teachers give more emphasis to active activities such as pronunciation and free conversation, as well as passive activities such as rules of grammar, vocabulary or idiomatic expressions. This report reflects the possibility that students need English to be able to communicate both orally and in writing; also the possibility that students are not satisfied with the teaching activities distributed in class.

Students in general also reported that reading was one of the less preferred activities in class. This report is examined in this chapter because the majority of students report that English is necessary for them to read textbooks in their special fields; it could thus be assumed that students would prefer more emphasis in reading. The reading these students have to do are mainly readings in the field of science and technology as they reported in Chapter 4, p. 60. The kind of textbooks that they would prefer are English for Special Purposes (ESP) books. ESP books provide information about a specialized field of study. However, the reading topics suggested in students' English class are based on British life and culture. Reading materials should be varied and flexible to meet students' needs and reasons for learning English.

The English syllabus used at PUCPT is based heavily on the textbook, Access to English. English teachers believe that this text is adequate for students in this program because the variety of class activities provided by the text will fulfill

students' varying needs and reasons for learning English as a foreign language. This belief was examined in view of student reports of some dissatisfaction with the teaching of English.

Reading materials and other support instructional materials provided by the text are British-oriented both linguistically and culturally. Nevertheless, only one English teacher at PUCPT has a British-English accent, and most of the teachers have never been to the United Kingdom. English students should be aware of the diversity of English spoken around the world. Furthermore, among English materials available for Peruvian students to practise English out of the class, they are not British-produced exclusively. The data suggest that instructional materials provided in class should not contain only British background, but background of other English-countries as well both linguistically and culturally.

VI. Conclusions and Recommendations

Conclusions and discussions of the main findings from previous chapters are presented in this concluding chapter. Furthermore, recommendations for modifications or for future considerations are grouped into the following categories: recommendations concerning curriculum, class and teaching activities for the English as a foreign language (EFL) program at <u>Pontificia Universidad Católica del Perú, filial Trujillo</u> (PUCPT), and further research in Peru.

Conclusion: <u>EFL</u> <u>at</u> <u>PUCPT</u>

English teachers at PUCPT attempt to meet their students' varying needs and reasons for learning English by using a text they believe speaks to diversity. The text series is based on the audio-lingual method of second-language teaching.

The <u>Access</u> <u>to</u> <u>English</u> text series is exclusively British-oriented, both linguistically and culturally. Alptekin (1982) has warned that teaching materials which are not approached properly in English as a foreign language (EFL) settings will affect learners' competence in the target language

because of feelings of cultural disorientation.[1] For English students at PUCPT, instructional materials which provide cross-cultural information (for example: information about Peruvian and Anglo-American culture) may be more appropriate than materials which reflect only British background.

Many authors on curriculum design agree upon the advisability of the administration of a questionnaire at the beginning of a course in order to estimate students' needs or reasons for learning English (e.g. Hawkey, 1980; Mackay, 1978; Munby, 1978; Richterich and Chancerel, 1980; Robinson, 1980. and Schutz and Derwing, 1981). In other words, it is advisable that data be gathered early so that materials can be accurately based on students' needs. The data provided in the present study can be taken into account in future English curriculum planning at PUCPT. In general, it appears that students at PUCPT need and want to learn English primarily for career or further education reasons, and that motivation may inform future planning.

More specific recommendations growing out of the investigation in this study follow.

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[1] See chapter 2 for more details.

Recommendations Concerning Curriculum Change and Class Activities

1. That a questionnaire should be administered at the beginning of the course in order to determine students' needs. It is also important that analysis of those needs be done before designing the course syllabus and teaching methods.

2. That the objectives in the syllabus should be chosen realistically to reflect the perceived needs of the students as well as the resources available to meet those needs.

3. That teaching materials in class should provide cross-cultural insights. For example, readings or communicative situations should contain Peruvian and British background, or insights about Latin-American and Anglo-American culture.

4. That there should be additional hours of practice in the laboratory as well as more time to focus on activities which are more directly relevant to students' reasons for learning English.

5. That students should be encouraged to talk, read and write about topics that are familiar to them and that are related to their educational and occupational needs. Supplementary reading materials should be related to students' interests.

6. That there should be pronunciation drills or patterns with varied English accents, not only British accents.

7. That consideration should be given not only to grammar constructions and idioms which are common in the conversational speech of British English, but in American or other varieties of English as well.

8. That consideration must be given to find ways to encourage students to practise English outside the class. Teachers should provide plans to encourage the student to listen to radio programs in English, or to see English films when they are advisable to see.

Conclusion: EFL in Peru

The findings provided in the field study (EFL at PUCPT) are helpful in determining characteristics of English learners at specialized English institutes in Peru, although the student sample for the field study was limited to English learners at PUCPT in January, 1983. More research is needed before further generalizations about these findings can be made. Such research should be based on much larger number of students learning English as a foreign language in Peru.

The current high school English curriculum in Peru has changed from an audio-lingual approach to give priority to the teaching of reading with materials using Peruvian life as content;[2] it is advisable that the Ministry of Education analyze the data on students' needs for learning English provided by

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[2] For details, see chapter 1.

this and future studies for further consideration in English curriculum planning.

Most students in this study view English as necessary and valuable for educational and occupational purposes. These data reflect that there must be a great demand in jobs or careers in which knowledge of English is required. The data, then, suggest strongly that there be English courses organized to meet certain predetermined academic or occupational needs and that research be conducted to find out the amount and nature of jobs for which English is required in Peru.

Respondents in this study most frequently chose instrumental reasons as being more important than integrative and developmental reasons for learning English. Similar results were reported in Cooper and Fishman's study on students' reasons for learning English in Israel. Rivers's (1981) survey of English language learners' goals in several foreign countries also indicated that students had mainly instrumental reasons for English in Mexico, Thailand, Sweden and Holland. There should be more studies with samples of English learners in foreign settings in order to provide extensive data. Further research suggestions concerning foreign language learning in Peru follow.

Recommendations Concerning Research in Peru

1. That future research of a similar nature to the present study should be conducted with larger samples in other

cities or provinces in Peru in order to consolidate the findings of this study.

2. That the data on students' needs and reasons for learning English in Peru provided by this study should be critically analyzed by the Ministry of Education in Peru. These data should be taken into account in the evaluation and, if necessary, the revision of the current English curriculum for secondary public schools in terms of career and occupational goals for the future graduate.

3. That the data on possibilities to practise English out the English class environment provided by this study should be examined carefully be English educators in Peru and they should be aware of these possibilities. English teachers will encourage their students to explore the possibilities and the availability of English materials in informal learning situations.

4. That research should be conducted to investigate which academic careers in Peru require knowledge of English in order to predetermine English courses or English for special purposes courses.

5. That research should be conducted to find out the amount and nature of jobs in which knowledge of English is necessary in Peru.

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MAP OF PERU

Tumbes
Piura
Lambayeque
Cajamarca
La Libertad
Trujillo City
Amazonas
San Martin
Loreto
Ancash
Huanuco
Pasco
Junin
Lima
Huanca-velica
Ica
Ayacucho
Apurimac
Cuzco
Arequipa
Madre de Dios
Puno
Monquegua
Tacna

Pacific
Ocean

Geographical Regions of Peru

States (Departmentos)

Coast (Costa)

Mountains (Sierra)

Jungle (Selva)
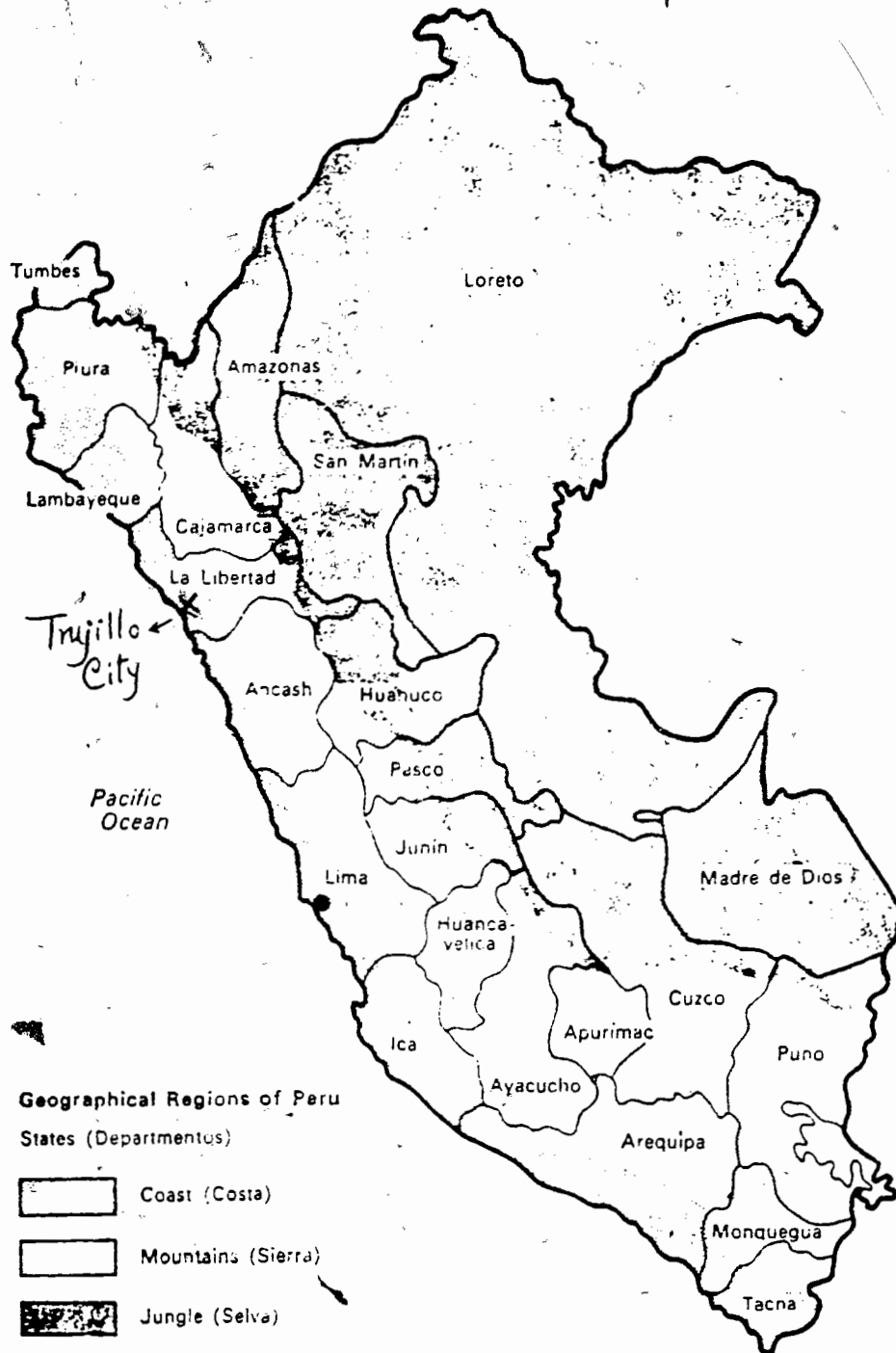
SOURCE: Ministerio de Educación Pública. Plan Nacional de Construcciones Escolares. Lima Perú, The Ministry, 1959. p.2

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QUESTIONNAIRE: SPANISH VERSION

INDICACION: POR FAVOR ENCIERRE EN UN CIRCULO EL NUMERO DE LA
RESPUESTA QUE UD. HAYA ESCOGIDO

1. Sexo:

    Hombre.......................1

    Mujer........................2

2. Edad:

    Menos de 18..................1

    19 - 24 2

    25 - 34 3

    35 - 44 4

    45 - 54 5

    más de 55 6

3. Nacionalidad:

    Peruana......................1

    Otra, especifique————— 2

4. Su domicilio está ubicado en:

    zona rural...................1

zona urbana..................2

5. Lengua materna:

    Castellano..................1

    Lenguas aborígenes

    (e.g. Quechua, Aymara)......2

    Otro idioma_____3

6. Aparte del castellano é inglés,¿qué otro(s) idioma(s) conoce
    Ud.?¿y cuál es su dominio en dicho(s) idioma(s)?

    ....Comprendo..Hablo..Leo..Escribo

	Comprendo	Hablo	Leo	Escribo
1. Francés............				
2. Alemán............				
3. Italiano..........				
4. Portugués.........				
5. Chino.............				
6. Japonés...........				
7. Otro(s), especifique				

7. ¿Qué nivel de educación ha alcanzado Ud.?

    Secundaria incompleta.......................1

    Secundaria completa........................2

    Institutos superiores/técnicos............3

    Universidad (en progreso).................4

    Grado de Bachiller........................5

    Más que el Bachiller (e.g. Lic., Doc.)....6

8. Ocupación actual y ubicación:

a. Estudiante.......1

   Nombre de la institución_____

   _____

b. Empleado(a)

   Tiempo parcial.....2

   Tiempo completo....3

   Nombre de su centro de trabajo_____

   _____

   Descripción de su trabajo,¿en qué consiste? Sea

   específico(a)

   _____

   _____

   _____

c. Otra(s) ocupacion(es)....4

   Descríbalo: _____

   _____

   _____

1. ¿Ha estudiado (o estudia) Ud. el idioma inglés aparte del colegio?

   Sí..........1

   Nombre de la institución_____

   No..........2 (pase a la pregunta 3)

2. Tiempo de estudio del inglés:

   Menos de 6 meses....................1

   6 meses a 1 año.....................2

   1 ano a 2 años......................3

   más de 2 años.......................4

3. Ud. comprende el inglés hablado

   -solo frases cortas.................................1

   -lo suficiente para comprender la(s) idea(s)

   principal(es).......................................2

   -todo lo que se habla en mi clase de inglés, pero no

   en otras situaciones (e.g.en el cine, conferencias)...3

   -todo mejor cuando es hablado por una persona que no

   es inglés hablante nativo...........................4

   -todo mejor cuando es hablado por hablantes nativos del

   inglés..5

4. Ud. puede hablar inglés:

-pocas palabras...1

-frases y expresiones cortas.............................2

-lo suficiente bien para comunicar lo que quiero

decir...3

-sin dificultades, converso con fluidez...............4

5. Ud. puede <u>leer</u> en inglés:

-comprendiendo pocas palabras.........................1

-comprendiendo casi la mitad de lo que leo...........2

-comprendiendo casi todo lo que leo.....................3

-sin dificultad alguna......................................4

6. Ud. puede <u>escribir</u> en inglés:

-pocas palabras o frases con dificultad...............1

-lo suficiente bien para comunicar mis ideas,

pero con errores...2

-lo suficiente bien para comunicar mis ideas

casi sin errores..3

-sin dificultad, y redactar/componer sin errores......4

7. ¿Desearía que su profesor(a) de inglés pusiera más énfasis en:

-reglas gramaticales/gramática en general?............1

-conversación libre?................................2

-pronunciación?....................................3

-memorización/dramatización de diálogos?.............4

-vocabulario/expresiones idiomáticas?................5

-dictado?..6

-lectura/lectura silenciosa?.......................7

-composición guiada?...............................8

-composición libre/creativa?.......................9

-actividades (e.g. juegos, canciones, etc.)?.........10

-traducción/interpretación del texto?................11

-otro(s) aspecto(s) que Ud. quisiera agregar.........12

_____

_____

_____

ESCOJA UNA O MAS RESPUESTAS A SU CRITERIO

8. ¿Es el conocimiento del inglés <u>necesario</u> en sus estudios, o
   en el trabajo, o en su desarrollo profesional?

   Sí..........1

   No.........2 (pase a la pregunta 9)

   a. Hasta qué punto puede ser útil el inglés para Ud.:

       1) para leer textos de alta especialidad en

           medicina..............................1

           química...............................2

           física................................3

           biología..............................4

           psicología............................5

           educación.............................6

           lingüistica...........................7

           ingeniería............................8

           arte/música/teatro....................9

           antropología/sociología..............10

           ciencias políticas internacionales...11

           económicas/comercio/contabilidad.....12

           arqueología..........................13

           arquitectura.........................14

           otro(s), especifique_____ 15

2) para leer revistas especializadas en

   inglés.............................16

3) para comunicarse con

   extranjeros/turistas................17

4) para escribir cartas formales (e.g.

   comerciales).........................18

   o escribir cartas informales

   (e.g. amigos por

   correspondencia).....................19

   o escribir reportes

   cientificos.........................20

5) otro(s) propósito(s), especifique

   _____

   _____21

9. El estudio o el aprendizaje del inglés es <u>valioso</u> para Ud.

   -para tener mejores oportunidades de conseguir buenos

   puestos de trabajo en el Perú...............................1

   -para tener mejores oportunidades de estudiar en el

   extranjero..2

   -para conseguir trabajo en el extranjero con mayor

   facilidad..3

   -para tener mejor acceso al mundo literario..............4

   -para mantenerse mejor informado del desarrollo y

   progreso de los países de habla inglesa..................5

   -para desenvolverse mejor cuando viaje al extranjero.....6

   -para ganarse amigos de habla inglesa....................7

   -para su propia satisfacción/por gusto...................8

   -otra(s) razon(es) ————————————————————— 9

10. Aparte de su clase de inglés, ¿dónde /cómo practica Ud. su

    inglés?

    -con la familia/parientes/amigos peruanos................1

    -con hablantes nativos del inglés........................2

    -yendo a ver películas en inglés.........................3

    -escuchando programas en inglés en la radio

    (e.g. BBC de Londres)....................................4

    -consiguiendo discos, cintas grabadas en inglés..........5

    -otra(s) manera(s) ————————————————————— 6

11. ¿Sugeriría Ud. a su familia/parientes/amigos estudiar inglés

también?

Sí..........1

No..........2

Por favor escriba sus razones, ya sea SI o NO

_____

_____

_____

12. Comentario libre acerca del cuestionario, o de sus estudios

de inglés.

QUESTIONNAIRE: ENGLISH VERSION

PLEASE DRAW A CIRCLE AROUND THE NUMBER BESIDE THE ANSWER THAT
YOU HAVE CHOSEN

1. Sex:

    Male.........................1

    Female.......................2

2. Age:

    Under 18.....................1

    19 - 24 2

    25 - 34 3

    35 - 44 4

    45 - 54 5

    Over 55 6

3. Nationality:

    Peruvian.....................1

    Other, specify_____2

4. Your present address is located in:

    rural area...................1

urban area..................2

5. Mother tongue:

Spanish....................1

Peruvian aboriginal language

(e.g. Quechua, Aymara)......2

Other language _____3

6. What other language(s) do you know besides Spanish and
English? And how well (√)?

....	Understand	Speak	Read	Write
1. French........				
2. German.......				
3. Italian.......				
4. Portuguese....				
5. Chinese.......				
6. Japanese......				

7. Other, specify

_____

7. Your highest schooling standard is:

Less than high school.............1

high school completed..............2

technical institute...............3

university (in progress)..........4

bachelor degree...................5

beyond bachelor degree

(e.g. Lic., Ph.D.).................6

8. Your present occupation and its location:

a. Student...........1

Name of the institution:

_____

b. Employed

Part time.........2

Full time.........3

Name of your work centre:

_____

Nature of your work, be specific:

_____

_____

_____

c. Other occupation(s).........4

specify_____

_____

_____

1. Have your ever studied (or are you studying) English apart from high school?

   Yes..........1

   Name of the institution_____

   No...........2 (go to question 3)

2. How long?

   Less than 6 months.............1

   from 6 months to 1 year.......2

   from 1 year to 2 years........3

   more than 2 years............4

3. How well do you <u>understand</u> spoken English?

   -Only short phrases...1

   -Only short phrases...1

   -Enough to understand the main idea(s)......................2

   -I can understand everything that is said in my English

   class, but not when it is spoken in other situations

   (e.g. cinema, lecture)......................................3

   -I can understand everything better when English is spoken

   by non-native English speakers..............................4

   -I can understand everything better when English is spoken

   by English native speakers..................................5

4. How well can you <u>speak</u> English?

    -Only a few words..1

    -Well enough to communicate single ideas/requests..........2

    -Well enough to communicate what I want to say.............3

    -I can converse fluently...................................4

5. How well can you <u>read</u> English?

    -I can understand only a few words.........................1

    -I can understand about half of what I read...............2

    -I can understand most of what I read.....................3

    -Without any difficulty...................................4

6. How well can you <u>write</u> English?

    -Few words with difficulty................................1

    -Well enough to communicate my ideas with many errors......2

    -Well enough to communicate my ideas with few errors.......3

    -I can write and compose without any difficulty...........4

7. Do you wish your English teacher had given more emphasis to any of the following:

-rules of grammar/grammar in general?............1

-free conversation?..........................2

-pronunciation?................................3

-memorization/dramatization of dialogues?.......4

-vocabulary/idiomatic expressions?...............5

-dictation?....................................6

-reading/silent reading?.......................7

-guided composition?...........................8

-creative writing/free composition?............9

-activities (e.g. games, songs,etc.)?..........10

-Other aspect(s) that you would like to add....12

---

8. Is the knowledge of English <u>necessary</u> for your success for your school, or professional development, or present work?

Yes.............1

No.............2 (go to question 9)

a. If so, to what extent it is necessary?

1) to read textbooks in their specialized field:

-medicine................................1

-chemistry...............................2

-physics.................................3

-biology.................................4

-psychology..............................5

-education...............................6

-linguistics.............................7

-engineering.............................8

-arts/music/theatre......................9

-anthropology/sociology................10

-international political science......11

-business/accounting/economics........12

-archeology............................13

-architecture..........................14

-other(s), specify_____15

2) to read periodicals/journals in English..........16

3)   to communicate with foreigners/tourists.........17

4)   to write formal letters (e.g. business).........18

     to write informal letters (e.g. pen-pals).......19

     to write scientific reports......................20

5)   other purpose(s), specify

_____ 21

9. The study of English is <u>valuable</u> for you

-to have better chances of getting a job here in Peru.....1

-to have better chances of studying abroad................2

-to have better chances of getting jobs abroad...........3

-to have better access to world literacy..................4

-to keep yourself better informed about the

development/progress of English speaking countries........5

-to get along better when travelling abroad...............6

-to gain friends among English speaking people...........7

-yield personal satisfaction.............................8

-other reason(s) _____9

10. Besides your English class, where/how do you <u>practice</u> your

   English?

   -with family/relatives/Peruvian friends......................1

   -with English native speakers.................................2

   -going to see British/American films.........................3

   -listening to English programs on the radio

   (e.g. "BBC de Londres")......................................4

   -getting records/tapes in English............................5

   -other ways, specify

   _____ 6

11. Would you suggest that your family/relatives/friends study

   English as well?

   Yes..........1

   No...........2

   Please give reasons for your choice:

   _____

   _____

12. Free comment about the questionnaire, or about your English

   studies:

BROCHURE OF THE EFL PROGRAM AT PUCPT

PONTIFICIA UNIVERSIDAD CATOLICA DEL PERU

ESCUELA DE SERVICIO SOCIAL

E X T E N S I O N
U N I V E R S I T A R I A

CURSO
DE
INGLES

OBJETIVOS

Al término del Curso, el estudiante será

capaz de:

— CONVERSAR

— TRADUCIR

— COMPONER.

HORARIOS:

8 á 10 a.m.

10 á 12 a.m.

4 á 6 p.m.

6 á 8 p.m.

MATRICULA _____

INICIO DE CLASES _____

TRUJILLO — PERU

Junin 329 - Teléf. 241237

115

DE LOS ESTUDIOS

- 6 Ciclos

- Cada ciclo: 2 Meses

- 5 días a la semana de Lunes a Viernes

- Dos horas diarias.

CERTIFICADO

Al término de los estudios y luego del exámen especial sobre un trabajo monográfico por el estudiante se otorga el Certificado de Competencia.
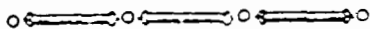
PROFESORES

Graduados y con entrenamiento en el Extranjero.

COSTOS

Valor de cada Ciclo: S/. ....
incluye matrícula. Se reajustará de conformidad con los indices de precios del consumidor.

METODO

Diseñado por "Access to English"

TECNICAS

- Diálogos (comprensión oral)

- Story Line (lectura dercomprensión)

- Estructura (fundamentos gramaticales)

- Práctica.

 1 - Drills: Comprensión oral y estructura

 2 - Exercises: (lectura y estructura)

- Composición gradual por ciclos.

INSTRUMENTOS

- Overhead projector

- Slide projector

- Grabadoras

- Material de enseñanza producido por Oxford University Press.
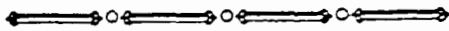
A M I G O

El dominio de un idioma extranjero es una profesión y como toda otra reporta ocupación, status social y grandes posibilidades de becas y trabajos internacionales. TE BRINDAMOS un Curso de Inglés. con él puedes asegurar tu futuro en sólo un año.
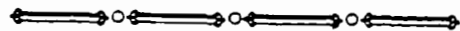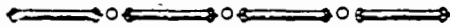
O T R O S   C U R S O S

— Inglés para propósitos específicos

— Taquigrafia en Inglés

— Inglés para niños

— Teatro para niños

— Títeres

— Manualidades

— Danzas: Marinera

— Dibujo . Técnico.