

**UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGES DEPARTMENT**



GRADUATION WORK:

“THE APPLICATION OF ENGLISH LANGUAGE TEACHING
METHODOLOGY IN NAHUAT LANGUAGE TEACHING”

**TO OBTAIN THE DEGREE OF
LICENCIATURA EN IDIOMA INGLES OPCION ENSEÑANZA**

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INTRODUCTION

The native language of western El Salvador, the subject of this research, is known in the linguistic area as pipil, although its speakers call it Nahuat in the language itself and Nahuat in Spanish. Nowadays, there are few speakers and as consequence of this, there are few teachers and the big problem is that the language is in extinct. So, this research pretends to be an alternative to begin that big and hard work: the rescue of Nahuat Language.

In this perspective the purpose of making this research is to test if English Language Methodology applied in different places where this Language is taught, works out in Nahuat Language Teaching. Through a specific method which implies the use of the Cuasiexperimental method which consists in the creation of two groups of Nahuat Language students of which one is going to be chosen to be taught using English Language Teaching Methodology and with the other one is going to be followed the traditional teaching method, since it is supposed that with the implementation of English Language teaching Methodology in Nahuat Language Teaching there will be obtained better results in students learning.

This work presents a brief history of Nahuat Language in order to know the antecedents of the language. Also, are present all the methodological aspects which will be used in all the research, the instruments and the people who are going to participate in this research and the report on findings.

This work is concerned with the outlining of the problem well defined; there are objectives general and specifics.

The project describes of what is pretended to reach. The activities chronology is showed in general form, because the time periods can change through the time.

The budget includes the different resources: humans. Materials and financial which are going to be used in this research.

Finally is found the bibliography with the consulted sources as a reference for the reader.

The Application of English Language Teaching Methodology in Nahuatl Language Teaching

Nahuatl language, the cultural patrimony of El Salvador and a topic of many historical events is an interesting field to research on; since ancient times it has been the language of Salvadoran people; unfortunately nowadays there is just a few amount of speakers and as a consequence, traditions and the language are almost in extinct; in order to increase the number of Nahuatl speakers, it is essential to diffuse this language through teaching methods that have been used in other languages such as English which is known as the global language due to the amount of speakers and literary works existing in this language; so Nahuatl language, the native language of El Salvador can be taught through the application of English language teaching methodology.

The Indian American language knowledge has a big importance in America; in spite of the fact that without having such knowledge it is not possible to understand and to explain the particular evolutions suffered in the Nahuatl language of El Salvador.

In Central America two Indian languages strived. The conquerors' language: the Mayan and the different dialects of the Nahuatl language. The first was spoken in Mexico, in the northern Guatemala, in the southern Honduras and in some regions in Nicaragua. The Nahuatl dialects were extended through all the Mexican altiplan and the meridian coast, from the current Sinaloa State up to Costa Rica republic.

The Nahuatl spoken in Tenochtitlán, when Hernán Cortés arrived in Mexico characterized itself by having at the end of words “tl”. For example in the personal pronouns Tejemetl (we), Amejemetl (you, in plural), Yejemetl (they).

Along the Pacific Coast were spoken dialects of Nahuatl finished in “t”; the Guatemalan and Salvadoran dialects were called Nahuat or Pipil. The native language of western El Salvador is known in the linguistic literature as Pipil, although their speakers call it Nahuat in the language itself. Pipil belongs to a branch of languages that have been called variously Nahua, Aztec, Nahuatlan, Aztecan, etc., which is itself a subgroup of the Uto-Aztecan family (often called Yuto-Nahua in Latin America sources).

Today Nahuat is little used, spoken in only a few towns of El Salvador. Towns mainly in the departments of Sonsonate and Ahuachapán of eastern El Salvador such as: Comasagua, Concepción de Atáco, Cuisnahuat, Chiltiupán, Izalco, Jicalápa, Juayúa, Nahuilingo, Santa Catarina Masahuat, Santa Isabel Ishuatán, Santo Domingo de Guzmán, Tacúba and Teotepeque. According to Lyle Campbell, a researcher of Nahuat language in the New York University, “in most villages only two or three elderly individuals still speak the language”.

The greatest concentrations are in Cuisnahuat and Santo Domingo de Guzmán, the exact number of speakers is unknown, since many are reluctant to be identified as speakers. According to Pedro Geoffroy Rivas, a doctor who has studied the Nahuat language of El

Salvador for many years, the deep devastation suffered in the Indian cores of El Salvador has made that the Nahuat almost disappears as spoken language; this is due to distrust conditioned by Nahuat experience in recent history, not the least of which was the so – called “matanza” or massacre of Indians in 1932 when President Maximiliano Hernández Martínez, a big amount of indigenous people was murdered in the west side of the country, coupled with the government decree that indian languages could no longer legally be spoken as a result of that massacre. Thus only very rough estimates of the number of speakers are available. In any case, the language is quite moribund, with no fully fluent younger speakers. While census and other official reports sometimes place the number as high as 2000, my own guess is that it is much lower than, perhaps as low as 200”. Lyle Campbell says.

In the Political Constitution of El Salvador there are constitutional precepts such as the article 62 second incise that says: “The native languages spoken in the national territory form part of the cultural patrimony and they will be an object of preservation, diffusion and respect” unfortunately these precepts are dead words because there have been 15 years since the pact 169 of the OIT (Organización Internacional del Trabajo) about indigenous and tribal people was adopted by some countries in Central America but not El Salvador; the pact demands to the states to recognize the indigenous people and their rights, besides that, to give their lands back, which belong to them historically. Also the multicultural education is mentioned and one support to the craftsmanship as means of development, but the Salvadoran government has not ratified it. The indigenous unions have got no answer. On April 2nd, 1993 Costa Rica ratified the pact; this country has eight indigenous groups

and 22 reserves. On March 28th, 1995 Honduras ratified the pact; in this country there are six indigenous groups and the Afrocaribbean Garífuna.

On June 5th, 1996 Guatemala ratified the pact; in this country live 22 Mayas groups. In March 2006, the ONU (Organización de Naciones Unidas) demanded to El Salvador to recognize the indigenous people; however, the Government of El Salvador has not taken it into account, the same year in August 2006, the political party FMLN (Frente Farabundo Martí para la Liberación Nacional) demanded to the congress to give a declaration to recognize the reality of indigenous people of El Salvador as an important group of the population, which now suffer situations such as the discrimination and what is worst, the invisibility. This idea never went ahead, this example points out that Nahuat language destiny is in critical situation, the luck of Nahuat language in this country goes the same way as the most culture expressions. .

Another important aspect is that the few native speakers are elder people, who are around 70 and 100 years old; this is due to the different situations in which Nahuat language has been through since many years ago; for instance the one mentioned previously about the murdering of a big amount of indigenous people in 1932. In spite of this fact indigenous people were obligated to forget about their traditions and to avoid the use of Nahuat language, otherwise they could be arrested or even worst killed; that is the reason why indigenous people stopped spreading their traditions and the language (Nahuat) and as a result, the amount of speakers is small and most of them are elder people, but nowadays

the biggest problem is the transmission of the language because they cannot read nor write and as a consequence of this there is a lack of written material.

Different efforts have been done in order to rescue Nahuatl language such as the one done by ADESCOIN (Asociación de Desarrollo Comunal Indígena) an indigenous union, which among its rules it has as one of its objectives:

- ✓ To work for the rescue of the cultural and traditional values of the community as the Nahuatl language, that is patrimony of Santo Domingo de Guzmán, the historian, dance, crafts, etc.

The union has a Nahuatl language school in Santo Domingo de Guzmán; its building was built by the NGO: "Help in Action", in this school is taught this native language and the traditional dances and music are also promoted. The Nahuatl teaching is in charge of town's native people, most of the indigenous from Santo Domingo de Guzmán do not speak Nahuatl, however; there is a little part of the population that still speak Nahuatl. This part is around the 2% of the town's indigenous population (taken from the book "Perfil de los Pueblos Indígenas"). For that reason ADESCOIN IS TEACHING Nahuatl classes for children and teenagers between 7 and 20 years, thus they are contributing with the language preservation in the town. The only problem with this project is that teachers do not have enough pedagogical preparation for teaching it. It leads them to follow a traditional method, which is not very effective since they only use repetition and translation of words (from Nahuatl to Spanish), and as a result it is really difficult to learn this language just through memorizing and repeating words.

In this perspective the purpose of doing this, was to test if English language teaching methodology applied in different places where this language is taught, works out in Nahuat language teaching. Through this, it is pretended to do an important contribution in order to open new horizons in this field; since it is known that it is not a new problem (Nahuat language) because there exist works done but not exactly in Nahuat language teaching methodology, but about Nahuat language status found in the Foreign Languages Department of the University of El Salvador in a graduation work called: The Present Day Status of The Nahuat Language in El Salvador (1993).

There is plenty of Nahuat language literature, for instance history, development and spreading out; however, it is really difficult to find some literature about Nahuat teaching. There can be found “Cartillas” that are used in Nahuat language teaching through a traditional process containing only words.

Nahuat teachers do not use a large variety of teaching methods; they use the traditional method, which consists of repeating and translating words. Besides that, Nahuat teachers do not have so much experience in Nahuat teaching because as they say: for many years young people have not been interested in learning Nahuat, they want to learn English or to use computers.

The teachers do this job of teaching for free because it is not an obligation, Nahuat students go to a regular school where they learn as all students and after this they attend their Nahuat classes.

Taking the previous into account it is perfectly appropriate to identify language performance. The human race has developed two forms of productive performance, oral and written, and two forms of receptive performance, aural (or auditory) and reading (Taken from the book “**TEACHING BY PRINCIPLES**”). In order to learn a language for communication these four skills must be taught not only for communicating but also for having competences in these four fields, that is why it is important to take them into account in language teaching so that good results can be obtained.

These results will come as a consequence of the integration of the four skills and integrating the different language teaching methodologies.

Some may wish to argue that the integration of the four skills diminishes the importance of the rules of listening, of speaking, of reading, and of writing that are unique to each separate skill. Such an argument rarely holds up under careful scrutiny of integrated skills courses. If anything, the added richness of the latter gives students a greater motivation that converts to better retention of principles of effective speaking, listening, reading and writing.

The integration of the four skills is the only plausible approach to take within a communicative, interactive framework (taken from the book “**TEACHING BY PRINCIPLES**”). The following observations support such techniques:

- ✓ Production and reception are quite simply two sides of the same coin; one cannot split the coin in two, so it means that one thing links and is related to the other one.

- ✓ Interaction means sending and receiving messages.

- ✓ Written and spoken language often (but not always) bear a relationship to each other, to ignore that relationship is to ignore the richness of language

- ✓ For literate learners, the interrelationship of written and spoken language is an intrinsically motivating reflection of language and culture and society.

- ✓ By attending primarily to what learners can do with language, and only secondarily to the forms of language, we invite any or all of the four skills that are relevant into the classroom arena.

- ✓ Often one skill will reinforce another; we learn to speak, for example, in part by modeling what we hear, and we learn to write by examining what we can read.

Since Nahuatl language is in danger some aspects must be created to avoid the disappearing of our own language; first of all, the language must be taught in a very effective way, integrating the four skills in order to make it easier to learn, it was found that these skills were not being developed for Nahuatl language teachers.

Their teaching methodology was a traditional one, based on repetition and memorizing words they just took their “Cartillas” and said which words they were going to study, they asked students to repeat and memorize the Spanish meaning and also Nahuatl pronunciation. After many times of observation it was decided to take into practice the implementation of English language teaching methodology in Nahuatl language teaching and try to find out if it worked or not. After the designing of appropriate material as the one used in English teaching (words, phrases, sentences, dialogues, etc.) and preparation of lessons according to English language teaching; integrating the four skills and also the integration of different methodologies such as:

- Content-based teaching: also known as content centered, the overall structure of a content-based curriculum, in contrast to many traditional language curricula, is dictated more by the nature of the subject matter than by language forms and sequences; it is perhaps already clear that content-based teaching allows learners to acquire knowledge and skills that transcend all the bits and pieces of language that may occupy hours and days of analyzing in a traditional language classroom.

Learners are focused on very useful, practical objectives as the subject matter is perceived to be relevant to long terms goals; content-based instruction usually pertains to academic or occupational instruction over an extended period of time at intermediate to advanced proficiency levels; content-based instruction allows for the complete integration of language skills.

- Theme-based teaching: in order to distinguish theme-based teaching from content-based, it is important to distinguish between the primary purpose of a course that is to instruct students in a subject matter area, a secondary and subordinate which is interest in language. The ultimate payoff is that language skills are indeed enhanced, but through focal attention to topic, and peripheral attention to language, it typically manifests itself what has come to be called **theme-based**, or topic-based teaching. Theme-based instruction provides an alternative to what would otherwise be traditional language classes by structuring a course around themes or topics, theme-based curricula can serve the multiple interests of students.
- Experiential learning: this includes activities that engage both left and right brain processing, that contextualize language, that integrate skills and that point toward authentic, real-world purposes.

Experiential learning is not so much a novel concept as it is in emphasis on the marriage of two substantive principles of effective learning, principles espoused by the famous American educator John Dewey: 1. One learns best by doing, by active experimentation, and 2. Inductive learning by discovery activates strategies that enable students to take charge of their own learning progress.

Communicative approach: through the integration of this methodology it is intended to reinforce and have as the principal aim the target language and focus the teaching of Nahuat, for a better understanding it is necessary to explain what communicative approach is about. Through history, Nahuat language has not been being taught in an appropriated way for communication but just for preservation among indigenous population; that is why it is considered that one of the best ways to achieve Nahuat language communication is the use of **communicative approach** which has its origins in 1960's and 70's when foreign language learning was widely extended with the establishment of comprehensive schools. Led to the teaching of a foreign language to virtually all children. Created pressure for a change in teaching methods and curricula to suit the needs of non-traditional groups of learners. Recognition of inadequacy of traditional grammar / translation methods and also of 'structural' methods with emphasis on meaningless pattern drills and repetition.

New syllabuses took into account **needs of different pupils**. Traditional academic syllabuses had assumed learner's goal was in-depth mastery of target language. But for less academic pupils a more immediate 'pay-off' was necessary, in terms of **usefulness for practical purposes**. Language in the classroom in such a way that students can communicate in a conscious way, taking into account their real experiences.

- Task-based teaching. There are a number of different interpretations in the literature on what, exactly, a task is. What these various understandings all emphasize; however, is the centrality of the task itself in a language course and for task-based

teaching as an overall approach, the importance of organizing a course around communicative tasks that learners need to engage in outside the classroom. David Numan (1991) gives us five characteristics of a task-based approach to language teaching:

1. An emphasis on learning to communicate through interaction in the target language
2. The introduction of authentic texts into the learning situation.
3. The provision of opportunities for learners to focus, not only on language, but also on the learning process itself.
4. An enhancement of the learner's own personal experiences as important contributing elements to classroom learning.
5. An attempt to link classroom language learning with language activation outside the classroom.

Task-based teaching makes an important distinction between target tasks, which students must accomplish beyond the classroom, and pedagogical tasks, which form the nucleus of the classroom activity.

Remarkable differences found between traditional methodology (the one used by Nahuat teachers) and the English language teaching methodology applied in Nahuat teaching.

Traditional methodology	Application of English language teaching methodology in Nahuatl teaching
Use of repetition and memorizing words.	Different activities to achieve the objectives. Such as: Conversations, Pair work, Group work, Fill in the blank, etc.
The same activity all the time.	Use of four skills: listening, speaking, reading and writing.
Lack of dynamics in the classroom makes Students get bored easily.	As a result of dynamics implementation. Students attention is in the class most of the time.
Use only words for repetition and translation. From the target language to Spanish.	Use of words, sentences, conversations, structures, handouts, extra paper materials, etc. for communication.
Use of white board only.	Use of white board, charts, pictures, illustrations magazines, audio etc.
Classroom environment: Desks in lines. No decoration.	Classroom environment: Desks forming a semicircle. Decoration of the classroom according to the topic.
Use of translation from the target language to Spanish.	Use of target language (Nahuatl) all the time with illustrations for a better understanding.

Classes are developed only inside the classroom.	Classes are developed not only inside but also outside the classroom with different activities.
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It is necessary to explain a little bit more about the differences found in this process of implementing a methodology for a better performance of the Nahuatl language. In the traditional methodology, the repetition and the memorization of words were used to teach to the different learners in a context which is not so clear according to general and specific objectives for teaching a class; that is, one word can be said for the teacher and heard for the students but it works as isolated word, even though it has a meaning, because it is not in a context with other words forming sentences with a message included.

The idea to implement the four macro-skills was to create a different way for teaching, in which the students could have the opportunities to make relationships not only with words, but also with sentences for a better understanding of the language.

When the integration of the four skills takes place, the possibility to reach a real communication is opened, so the conversation among learners contributes to the development of the language in more real situations of the life.

The activities are fundamental for a class development, for that reason it is necessary to prepare the class, the lesson plan is a useful tool, in order to achieve the previous objectives established. In the traditional method, students get bored easily because all the activities

were presented in the same way all the time; for example the teacher writes a word on the board and students had to repeat the word one by one and so on. The variety of activities makes the class interesting and motivates the students' participation according to their possibilities.

When teaching a language class, it is important to maintain student's attention towards the topic taught, in spite of the fact that if students do not have motivation and interest in the class they will get bored easily; in this perspective, it was taken into account to implement a variety of activities in order to make the teaching-learning process easier to understand and funnier, all this through different **dynamics** according to the exercises and topics to be developed and taught. Dynamics allow students to be more creative even in real context when facing natural situations not only inside but also outside the classroom.

It is important that the class accepts the use of Nahuatl in the classroom as something normal from the beginning. The idea that a foreign language is not only an area of learning but is also above all means of communication should be made clear from the first lesson. In order to achieve this, it is important not to delay the use of Nahuatl for classroom language and take advantage of the contextualized situations, which exist, in the classroom from the first day.

The traditional method only uses translation and repetition of words for that reason it was decided to include words, sentences, conversations and some other structures which deal with everyday classroom situations; including marking the beginning and the end of

the class, talking about classroom materials, talking about the sequence of activities and eliciting non-verbal responses. Trying to use Nahuat in a natural way and avoid forcing the class to give verbal responses from the beginning. Non-verbal responses are just as good in showing how much the class has understood. Make full use of gesture, mime, actions or any other extra-linguistic aid to make yourself understood and to give meaning to what is being said as far as the activity or language itself will allow.

If you start to use Nahuat in the way outlined above, it may have the following positive effects on the learners' attitude:

- ✓ They will react in a normal way and not be surprised when a member of the class talks to them in Nahuat during the class.
- ✓ They will get used to decoding messages and understanding from context.
- ✓ They will recognize that Nahuat has a true communicative value.

It is important for teachers to adapt the course materials to the needs, interests, ages and learning styles of students, for maximum learning and enjoyment of the language; that is why the use of charts, pictures, posters, illustrations, magazines, audio materials and also other teaching aids which give visual support are necessary for a better comprehension and understanding of a lesson in a language class.

The use of the whiteboard is useful for developing exercises, ideas, and for doing explanation about doubts during the class; however, it is necessary to vary the techniques

by using more resources, which allow to introduce exercises with more creativity, all this in benefit of students.

The use of audio visual aids in class is essential; so one of the important aspects in it, is the use of technological aids because the majority of learners (not at all) are familiar with the use of technology at home and thus to know how to use it without difficulty.

The use of these resources brings the following advantages:

- They give contextual support, which is essential in helping the class understand the language, particularly during the early stages of learning.
- The information transmitted through the images and the order of images themselves, the different intonation patterns, the rhythm and the pauses and the variations in language all provide essential clues to the understanding of linguistic and non-linguistic features.

The methodology is very important in any language teaching, but learning another language sometimes is a kind of difficult and it is a process full of ordered activities. In this work two processes took a relevant place. The first one: the learning process and, the second one, the acquisition process.

Both learning and acquisition take place in the nahuat language classroom. Learning is a conscious process, whereas acquisition helps the development of knowledge about the language in a spontaneous and unconscious way.

The process of acquisition is particularly important in primary education, as young learners do not yet have the levels of cognitive development to analyze the Nahuat language in the way that secondary and adult learners do.

Situations which lead to the immersion of learners in the Nahuat language are of benefit in that they provide learners with an opportunity to understand language at a higher level than they may be able to produce. As the learners progress, they become more and more able to participate actively in the use of Nahuat language.

In Nahuat language is very important to provide the learners with comprehensible input (language they can understand but not necessarily produce themselves). This is particularly important when learners are just beginning a language and have a low linguistic competence.

The use of classroom language gives learners comprehensible input, which is meaningful to them for the following reasons:

- ✓ The language answers the immediate needs of the learners in that it is used for the setting up and carrying out of activities in the classroom and so is of instrumental value.
- ✓ The language used is functional in that it can be used in everyday contexts.
- ✓ The language is very highly contextualized and often easily demonstrated physically making comprehension easier.

The classroom environment is very important during the stages of learning a language, for this reason is fundamental to create a learning context, which is common to all learners. This context creates many opportunities to establish personal relationships and meaningful communication between learners in various situations. Learners can relate the use of the

Nahuat language to sharing ideas and opinions, and expressing feelings in an immediate way.

For Nahuat teaching to children, a cognitive point of view, is necessary to know that knowledge is developed through a process of building on meanings. The cognitive development of children is such that they do not usually develop the ability to think in abstract terms until the age of about twelve. This means that they acquire knowledge through the association of meanings with objects, people and actions. The classroom is the place where activities, relationships and patterns of behavior take place which draw on the learners' experience.

In order to develop the research and obtain good results since it has to do with teaching methodology we had two groups:

- Experimental Group
- Control Group

Both were non-equivalent groups and were chosen, divided and observed in the following way:

Since the purpose was to know how effective the English language teaching methodology implementation would be in Nahuat language teaching, the Nahuat language students attending classes in Santo Domingo de Guzmán were divided into two groups; according to their last name in alphabetical order. There was administered a pre-test in

order to measure and to know the level of the language students had at the beginning, taking into account the three topics (greetings and pronouns, animals, and colors) they had studied with the methodology that the Nahuat language teacher uses. During a period of time, which lasted three weeks (only on Saturday) they were taught the three same topics that the Nahuat language teacher had taught. The difference was that they were taught, using the English language teaching methodology

With group “A” there were followed the guidelines of English language teaching methodology, and with group “B” the traditional one that Nahuat language teachers use.

At the end of the course the dependent variable (Nahuat language knowledge) was measured again with a post test in both groups. Through the statistics data analysis it was concluded that the application of English language teaching methodology for a better performance and development in Nahuat language teaching worked out.

The project was based on the implementation of a teaching methodology for Nahuat language; in order to achieve it, this research used the following techniques:

Observation: some Nahuat classes and the methodology used in class by Nahuat teachers were observed in order to identify the methodology they used in their classes.

Interview: Nahuat language teachers were interviewed to talk about the different methodologies used for teaching a language and through this to identify the one they used

in Nahuat language teaching, the team also interviewed Nahuat language students to know what they think about the class and if they think they are learning and if it is easy or complicated, this was with the purpose of discovering the methodology used in Nahuat language teaching and get some conclusions.

Besides that, there was one group in which the team implemented the English teaching methodology used in the Foreign Languages Department of the University of El Salvador; on the other hand the other group was taught with the methodology Nahuat teachers use.

With the results and experiences obtained after two months, the team found which teaching methodology worked in a better way and which is better to implement in Nahuat language teaching.

Taking into account students' background at the beginning of the course with the Nahuat teacher and applying the methodology used in English teaching, there is an improvement in their knowledge about this language. Based on results and experiences after being teaching six classes the advance of experimental group versus the control one has been really notorious not only through grades but also through understanding and comprehension of Nahuat language that they have acquired on exercises solving and also their performance in different activities has been better than the control group.

In addition, it is possible to improve and promote this native language, but it needs a real commitment of all the people involved in this work.

The human resources as well as the financial ones are very important, but the task can be easier than now if the appropriate methodology is applied.

After teaching six classes with three different topics (personal pronouns and greeting, animals, colors) to the experimental group, and at the same time the same was being taught to a control group but using the traditional methodology; at the end of the course a test was given to both groups obtaining the following results:

Control Group Grades:

6.5, 7.2, 7.4, 5.6, 6.9, 8.3, 6.1, 7.7, 6.8, 5.9, 6.5, 5.7, 6.6, 6.5, 7.2

Experimental Group Grades:

8.3, 8.7, 9.4, 9.7, 6.7, 7.0, 7.9, 8.5, 7.3, 9.1, 9.5, 8.7, 8.5, 8.3, 9.0

Through these results it can be said that the implementation of English language teaching methodology in Nahuat language teaching has worked even better than traditional methodology used by Nahuat teachers, since the results of the experimental group with which English language teaching methodology was used in Nahuat language teaching have been better than the ones obtained for the control group using a traditional methodology based on repetition.

In addition it can be said that:

- ✓ The application of the methodology used in English teaching is applicable in Nahuat teaching because after two months of classes, the results obtained are better than the ones obtained with the traditional methodology.
- ✓ At the end of the research it can be mentioned that the hypothesis can not be rejected because it has become true, since the methodology has worked.
- ✓ The results (grades) obtained in the experimental group were meaningfully better than the results (grades) obtained in the control group, with which the traditional methodology was being used
- ✓ Students of the experimental group acquired more and better knowledge about Nahuat Language.
- ✓ In control group, regardless be taught with the traditional methodology (repetition and translation) there were some meaningful results (grades).
- ✓ The use of audio and visual aids (charts, pictures magazines, etc.) was an important part for a better understanding and comprehension of the lesson.
- ✓ The communicative learning approach used in English teaching has had an important role in learning; not only words in Nahuat, but Nahuat for communication.
- ✓ The creation of text material helps to develop students' four language skills and use them for communication.

With efforts like this one or even better ones, it is possible to rescue and spread Nahuat language to the next generation and avoid its extinction. And besides that, it is essential to recommend the following aspects to be taken into account:

- ✓ The creation of text materials, which will help to improve the quality in Nahuat language teaching, can be promoted.
- ✓ According to possibilities, different efforts working in the rescue of Nahuat language must be supported with academic materials and financial resources.
- ✓ Nahuat teachers must be trained in English language teaching methodology for teaching classes.
- ✓ An intensive Nahuat course can be implemented in the University of El Salvador with the cooperation of native speakers, Nahuat teachers, and the support of the authorities of the University of El Salvador.
- ✓ Nahuat language teaching must be stimulated by providing training and tutorials to Nahuat teachers.
- ✓ Indigenous unions should look for El Salvador's government support to spread and develop Nahuat language.
- ✓ Nahuat schools must be supported to turn it into a cultural development center for the population.
- ✓ These activities are not the only ones thought of to be implemented for Nahuat language development. Other resources can find and suggest other ways, which are not mentioned here; however, it is necessary to begin to work in the searching of

strategies to preserve, promote and improve Nahuat language learning and teaching.

- ✓ The use of technology can become a good tool for a better development in Nahuat language teaching.

As a conclusion, taking into account all the previous antecedents about history, current status of the Nahuat language and its teaching methodology, this topic resulted an important theme to investigate because it is necessary to rescue it, since it is our own language.

Nahuat language is part of our cultural patrimony; therefore, it was fundamental to carry out this research in order to create and apply some mechanisms, strategies and similar methodologies, those that are used in the English learning-teaching process. The idea is to promote this message of teaching the maternal language for all the Salvadoran people.

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FOCUSED INTERVIEW WITH NAHUAT TEACHERS

Objective: To know what teaching methods nahuat teachers use in their teaching process

Course: Basic Intermediate Advanced Group_____

Teacher's name: _____ Date: _____

1. What is the reaction you expect from your students toward this nahuat language teaching process?

2. What is your experience in the field of nahuat language teaching?

3. What kind of teaching methods do you know?

4. What kind of methodology have you used?

5. What methods do you know that nahuat teachers use in their classes?

6. Do you consider that nahuat teachers use a wide variety of methods for teaching nahuat language?

7. What teaching methodology or methodologies are you using during this course with your students? Why?

8. How often are you using this methodology (methodologies) in this course?

9. Do you use visual aids (pictures, charts, cards, magazines) in your nahuat classes? How often?

10. Do you decorate the classroom according to the topic you are teaching? How?

11. Do you make changes inside the classroom, related to desks, groupworks, etc?

12. Have you received any training on nahuat language teaching?

13. What are the advantages and disadvantages of using your teaching method?

14. Do you think nahuat teachers constantly change and update the methods they use?
How important is this?

15. What aspects do nahuat teachers take into account to prepare their classes?

16. What are the aspects we should take into account in order to make the classes useful,
reliable and of high quality?

ENTREVISTA ENFOCADA CON PROFESORES DE NAHUAT

Objetivo: conocer que métodos de enseñanza utilizan los profesores de nahuat en su proceso de enseñanza.

Curso: Básico Intermedio Avanzado Grupo: _____

Profesor: _____ Fecha _____

1. ¿Cuál es la reacción que usted espera de sus estudiantes con respecto a este proceso de enseñanza del idioma nahuat?

2. ¿Cuál es su experiencia en el campo de la enseñanza del idioma nahuat?

3. ¿Qué tipo de métodos de enseñanza conoce usted?

4. ¿Qué tipo de metodología ha utilizado usted?

5. ¿Qué métodos conoce usted que los profesores de nahuat utilizan en sus clases?

6. ¿Considera usted que los profesores de nahuat utilizan una amplia variedad de métodos para la enseñanza del idioma nahuat?

7. ¿Qué metodología de enseñanza o metodologías está utilizando usted durante este curso con sus estudiantes? ¿Por qué?

8. ¿Con qué frecuencia está utilizando ésta metodología (metodologías) en el curso?

9. ¿Utiliza usted ayudas visuales (fotografías, carteles, tarjetas, revistas) en sus clases de nahuat? ¿Con qué frecuencia?

10. ¿Decora usted el salón de clases de acuerdo al tema que está enseñando? ¿Cómo?

11. ¿Hace usted cambios dentro del salón de clases, relacionados con pupitres, grupos de trabajo, etc.?

12. ¿Ha recibido alguna capacitación sobre la enseñanza del idioma nahuat?

13. ¿Cuales son las ventajas y desventajas de utilizar su método de enseñanza?

14. ¿Piensa usted, que los profesores de nahuat cambian y actualizan constantemente los métodos que ellos utilizan?

15. ¿Qué aspectos toman en cuenta los profesores de nahuat para preparar sus clases?

16. ¿Qué aspectos debemos tomar en cuenta para hacer que las clases sean utiles, confiables y de alta calidad?

Topic: Greetings and Personal Pronouns

Time: 1 hour

Objective: at the end of the lesson students will be able to use personal pronouns and greetings.

Warm-up: Introduce yourself, first teachers are going to introduce themselves and then students will do it too.

Activities

- I. **Personal Pronouns:** The teachers will explain and give examples about personal pronouns, using the white board, charts and pictures.
- II. **Listening:** Students will listen to greetings and personal pronouns and after that they'll repeat the personal pronouns and greetings, after that they have to practice with their classmates.
- III. **Conversation:** Students are going to listen to a conversation and then they have to work in pairs practicing it.
- IV. **Song:** the students will sing a song (Nahuat) in order to develop listening and speaking skills.
- V. **Greetings:** the teachers will explain and give examples about farewells and greetings using a chart and then students will repeat and practice them.
- VI. **Examples:** The teachers will give more examples about farewells and greetings and then students have to complete some sentences using key words referring to farewells and greetings.

Wrap-up: Exercises Students will complete some exercises in a chart and also on the white board; besides that they will have to write a short conversation in couples and say it in the front.

Lesson Plan

Subject: Nahuat I

Group: 01

Topic: Animals

Time: 1 hour

Objective: at the end of the lesson students will be able to recognize and call animals' names in Nahuat.

Warm up: "Identify the animal sound" the class will be divided into two teams: "A" and "B" and students will choose a representative person from every group; students will listen to some sounds produced by animals, have students to identify the sound and the animal which, produces it and they have to point at the correct animal stuck on the whiteboard, the one who points more will be the winner.

Activities

- I. **Animals:** The teacher will show pictures of animals and say the name of them, and students have to repeat; after that the teacher will show the pictures and students have to say the name of the animal shown.
- II. **Matching:** The teacher will give students a page containing different animals and names of animals, have students to match the picture and the name then the teacher will point the animal and students have to call out the name they matched it to.
- III. **Mime:** Students take turns imitating the sound or behavior of one of the animals. The rest of the class guesses the animal. It's a dog, etc.
- IV. **Looking for animals:** the teacher is going to give each student one page containing animals but hidden in different places such as: trees, bushes, flowers, etc. Students have to find the animals and say how many they found.
- V. **Story:** "El Cipillo" The teacher is going to read this story (in Nahuat) so that students get more familiar with the language, have students to underline the words they already know

VI. **Wrap Up: Animal Quiz.** Point to each photo, students call out the animal name in Nahuat. Then the teacher will read some animal sentences and students have to show the picture of the animal(s) mentioned in the sentence.

Lesson Plan

Subject: Nahuat I

Group: 01

Topic: Colors

Time: 1 hour

Objective: at the end of the lesson students will be able to recognize colors in Nahuat language context.

Warm up: “The National Anthem” Students will listen El Salvador’s National Anthem the first time, and the second time they’ll listen and repeat every phrase and stanza.

Activities:

- I. Listen and practice: A) students are going to listen to the different colors and they have to read and repeat them silently. B) group work ask about favorite colors.
- II. Listen and write: Listen and write the colors you hear, students are going to hear people talking about their favorite colors. After that students have to find an object in the classroom having each of the mentioned colors.
- III. Memory game: the teacher will call out series of colors, and then will ask students to repeat the series from memory.
- IV. Label the Rainbow: The teacher will stick a rainbow drawing on the whiteboard, a group of students will color it and another group will write the correct name of the color.
- V. Sentences: the teacher will give students a set of sentences for practice and they have to identify the different colors.

Wrap up: What color are your clothing items? Students have to say the color of their clothes one at a time. **Unscramble the words:** put the letters in the correct order and write the words for the colors.