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Hacia la libertad por la cultura

THE IMPORTANCE OF CREATING AN ENGLISH LANGUAGE INSTRUCTION CENTER FOR THE UES PERSONNEL´S CHILDREN

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INTRODUCTION

In the last years, in El Salvador there has been an increasing demand of learning English as a foreign language in public and private schools. One factor that can contribute to this demand is the future job opportunities for people being bilingual, so there are many parents whose objectives are to have their children study English. However, there are not many institutions or centers where children can learn English at lower prices.

Therefore, this research profile focuses on "The importance of creating an English Language Instruction Center for the UES personnel's children". This work mentions the main elements to know regarding teaching and learning English as a foreign language supported by authors who are interested in giving their point of view based on their studies in the educational field. Every topic within this work supports the proposal to create a center where children can learn English as a foreign language. All together will bring economic, educational, and employment advantages as well as increased linguistic and creative abilities, improved attention and enhanced social skills, because being bilingual is crucial in today's multicultural and multilingual world.

In addition, there can be found out in this profile the objectives and the justification why the topic is being researched. It is necessary to be well aware of the advantages children will have in a center that provides teaching for free. Also, there is included in this profile the methodology in which the research is expected to be approached by the researchers at the time they carry it out. The methodology has to do with the strategies to take into account to gather the information aimed in the research. Finally, there is the bibliography that will support the research to do it possible.

GENERAL OBJECTIVE

- To propose the creation of an English Language Center for the UES personnel's children.

SPECIFIC OBJECTIVES

- To provide the necessary information to promote a Center of Teaching English as a Foreign Language for free.
- To benefit university personnel's children through English courses for free.

\-   To help foreign language students to do their social service in the main campus.

JUSTIFIC ATION

Education is one of the main elements in the intellectual development of human beings, and the acquisition of a foreign language increases their level of knowledge. Language plays a very important role, since it breaks barriers among English native-speaking and non-native English speaking countries. No nation can isolate itself from world politics. Its citizens must master at least one of the major languages in that world to be active members of the international community. And in many parts of the world that language will be English. "English in known by some person in virtually every country in the world," writes Conrad and Fishman. It is possible for education, and hence language teaching to make a significant contribution to the development of a country. Michael Long (1977, c.p. Ashworth, Mary, 1990) writes "… a review of research findings concludes that there is considerable evidence that instruction is beneficial I) for children as well as adults, II) for beginning, intermediate, and advanced students, III) Integrative as well as discrete-point test, and IV) in acquisition-rich as well as acquisition-poor environments."

There are some values inherent in foreign language teaching which are important enough to cause governments and institutions all over the world to engage in language planning so that the children and young children can have access to foreign-language-teaching classes. If children are required to learn new concepts in a language which is foreign to them, they will be able neither to grasp the explanation offered nor will they expand and refine those concepts. As language skills developed in one language can be transferred to another language, vernacular foreign language teaching can assist both cognitive and linguistic development. In addition, foreign language instruction since childhood gives evident advantages not only in test of intelligences and academic ability but also in children's enhanced creativity, self steam, cross cultural understanding, and future job opportunities (Kendal King, 2007).

XII.   ENGLISH AS A FOREIGN LANGUAGE

The concept of English as a foreign language it is not new. It came into prominence with many educational publications in 1982. Since then English as a foreign language has become an increasingly important field of study as many people around the word have recognized that language often lies at the heart of some social and political problems.

> Teaching English as a Foreign Language has been a topic to study for different authors in the last decades, many terms has been created in order to refer to teaching and learning a language. English is consider one of the most important language all over the world for that reason terms as ESL (English as a second language), ESOL (English for speakers of other languages), and EFL (English as a foreign language) has been stablished in order to acquire a better understanding of the language. Some of the author who has applied this terminology is Steven Krashen whose theories on second language acquisition have had a huge impact on education. (Wikipedia, ¶ 1)

When an individual talks about English language needs to have a better understanding and make the difference between English as a second language and English as a foreign language because the point of differentiation is the environment within the learner is involved.

The many acronyms used in the field of English teaching and learning may be confusing (…), English language teaching has essentially evolved in two broad directions: instruction for people who intend to live in an English-speaking country and for those who don't. These divisions have grown firmer as the instructors of these two "industries" have used different terminology, followed distinct training qualifications, formed separate professional associations, and so on. (Wikipedia ¶ 4)

XIII. LANGUAGE ACQUISITION. PROCESS-DEFINITION

Natural approach

The natural approach stated that communication is the primary function of language since language is viewed as a vehicle for communicating meanings and messages.

According to Krashen in this acquisition/learning hypothesis, it is claimed that there are two distinctive ways of developing competence in a foreign or second language, being acquisition the first and learning the second one. Besides, Krashen (1982) points out that acquisition can take place only when people understand message in the target language. On the other hand, all human behavior or activities have antecedent or foundation, since knowledge is an like a growing spiral to improve previous findings, science itself is a continuous process of discovering new forms of doing things in a better ways in others words, nothing is done perfectly, everything can be improved; that is the motivation for research studies in different fields.

As a matter of fact, this part of the work deals with the acquisition of a language learned in a non-native speaking environment. Nevertheless, to better understand this work, a language acquired in a native speaking environment will be seen at first stage, and then the one learned as a foreign one. At the end of the second year of life a very

important advance in the linguistic development of every child occurs; this happens with little variation of time.

For instance, children begin to express ideas of two words and make use of the grammar. It is here when they start to make use of a receptive form of grammar; this allows children to communicate by placing words together effectively and learning vocabulary and word order inductively. Of course at this age, whatever children say has to be according to their age.

Now, since children are able to answer to simple or more or less complex commands like "come on", "sit down", "stand up", etc, it is here when they begin to make use of their own language in a creative form. It is around the age of 2 and 2 ½ that they will have obtained a productive and receptive vocabulary. They will use the new vocabulary during all their activities, accompanying with games and substituting little by little for a more genuine language. Between the age of 2 ½ and 5 years old, children will make the greater advances in all the process of language acquisition. By the age of 4, they have acquired sufficient control of grammar that will let them communicate according to their level of development.

In this way, children might have learned in some way the basic linguistic abilities to speak, and that all members of a community of speakers have. So, around the age of 10 years old, they should have completed their linguistic learning for all the practical purpose that their daily lives require. Children will continue learning in the way they read and write, and of course, they will increase their personal language until human development overtakes changes that might affect their linguistic system. "The child's reaction to new linguistic experiences will be oriented according to the knowledge and skills he already has, that he interprets and applies to use new information" (Franco and Fajardo, 1994, p.24).

The learning of a new language depends on the administered opportunities that let the student exploit his environment in the terms of his own necessities and capacities. Regarding the extract, Franco and Fajardo, (1994) says:

Accordingly, the teacher in the classroom must give confidence to the students, motivates them, by doing oral exercises, by asking the class to respond in unison after doing an exercise with the entire class, by doing it again, calling on students individually and by showing sentences on the blackboard. Also in work groups, by singing, using dialogues and many other ways, which to some extent organize and maintain the student's interest in learning a second language should be highly exploited.

At this point, it is very important to know how target language has been acquired, so the teacher can start from what students already know. Having this in mind would help the teacher to understand that students have the command and knowledge of the foreign tongue, according to the level of study they are in, because of the psychological development and knowledge on his students; the teacher has to know how to handle the teaching tools more efficiently.

XIV. FOREIGN LANGUAGE INSTRUCTION/ TEACHING

According to Curtain and Pesola (1994) a Foreign Language Instruction process has faced different changes during the last decades; some of those changes are related with new pedagogical materials and techniques. Due to science development and globalization these components are external in the foreign language teaching process, but have deviated attention from more important components as time, the role of the teacher, the nature of the learning process, the structure of the teaching environment, and the students themselves. It means that only with the change of traditional foreign language teaching context as (1) reduction of the class size, (2) intensive contact, (3) specialization of teaching function, and (4) variation in class size depending on activity. Teacher will make foreign language instruction easier to apply and obtain the appropriate results for a better understanding.

Another important aspect to remark is the teacher competences to teach a foreign language. One of the most important are high level of proficiency in the four macro skills (speaking, listening, reading and writing), the capacity to use the language in any social context, manage the content areas, knowledge of technologies, understanding of social, political, historical and economic reality of regions. A language teacher must have an extensive knowledge about different components of teaching in order to be prepared to

make appropriate judgments and decisions about his/her teaching in the classroom. Since teaching involves teacher's behavior and actions, she or he needs to get familiar of those that influence learning in a negative way as well as those that influence positively the learning process.

XV.   LANGUAGE- TEACHING PROGRAMS

Within the field of language teaching there are many different programs which language planners may adopt to attain their goals. We will consider the EFL programs. English is termed a 'foreign language' in those countries where the language spoken outside the classroom is not English. EFL programs begin in some countries in primary schools and continue through college, language teaching centers or institutions and university. The objectives of the programs may vary according to the age, ability and aims of the students, and the short-and long-term goals of the community or nation, for example, the objectives may be to give students knowledge of spoken English, reading and writing skills, and a little understanding of the culture of the English-speaking world. Ashworth (1990)

## A. THE IMPLEMENTATION OF LANGUAGE TEACHING PROGRAMS

During the past decade there has occurred both at home and abroad a great deal of research, theorizing, and discussion about various facets of language learning and language teaching. The continuous dialogue has involved at various times parents, educators, researchers and even policy markers at the highest levels. This really should not seem surprising considering the fact that there are many more bilinguals in the world than monolinguals and that there are many more students who by choice or by necessity attend programs where the medium of institutions is the foreign language. Jack C. Richards (editor), 1978 states:

> In recent years, the topic of foreign language learning and teaching has attracted the attention of an increasing number of researchers drawn from a wide range of academic disciplines. In addition to educators concerned with discovering and applying new and better pedagogical techniques, an active group of anthropologists, psychologists, and sociologists are engaged in the

systematic study of the complex interplay among effective, cognitive, social and other factors in foreign language acquisition.

B. CONTEXT FOR LANGUAGE LEARNING AND TEACHING

In the following three concentric circles taken from the book Understanding 2nd and Foreign Language Learning issues and approaches (G. Richard Tucker edited by Jack C. Richards, 1978) Explained the context for language learning teacher taking into account individual factors, instructional setting and socio cultural context.
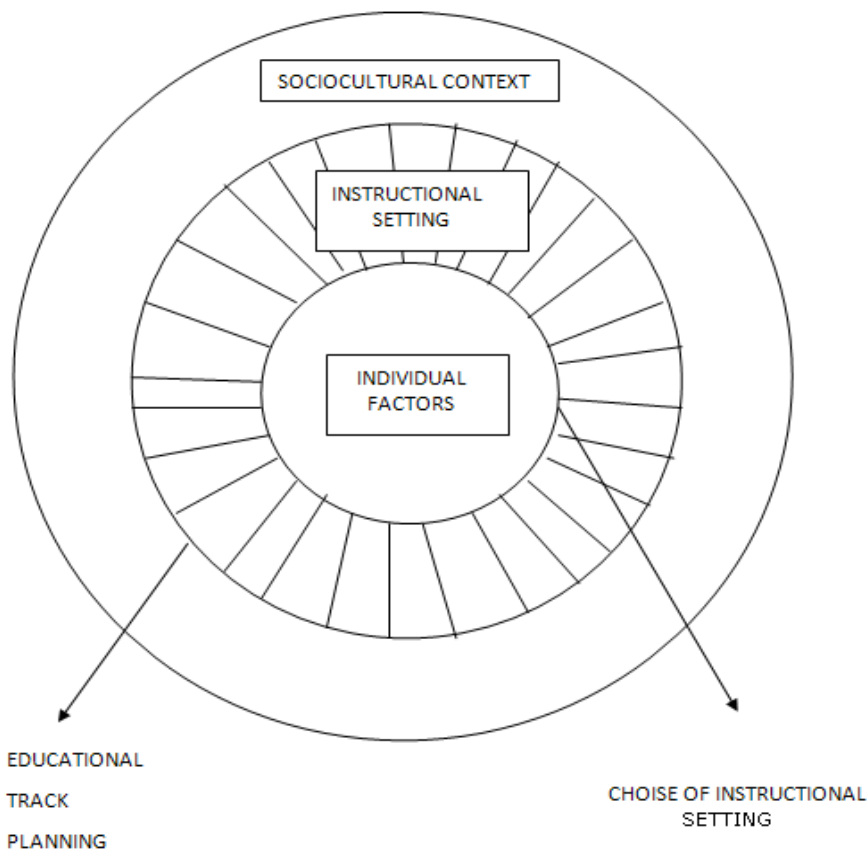
Individual factors	Instructional setting	Sociocultural Context
1. Age	1. Goals	1. Role of the language
2. Aptitude	2. Pedagogical techniques	2. Perceived Status
3. Learning style	3. Syllabus	3. Facilitatory Structure
4. Personality	4. Teacher Characteristics	4. Group size and Cohesive
5. Motivation	5. Evaluation	5. Cultural Correspondence

It is believed that it can usefully represent the domain graphically by using three concentric circles. The outermost represent the socio cultural context the atmosphere in

which the language is spoken natively, in which it is to be learned as a second or foreign language and is to be used for diverse purposes. It compromises elements such as the official position and allocated roles of the target language, the perspective status of the language and its speakers; the existence of structures which encourage or facilitate the use of the target language; the size and cohesiveness of the group in contact; and the correspondence between their values, aptitudes, and traditions (Sschumann,1976 c.p. Jack C. Richards,1978).

The middle circle represents the instructional or pedagogical setting of the context in which the language is to be "formally" transmitted from a teacher or other source person to the learner. Salient components at this level are such factors as the goals - whether explicit or implicit for foreign language teaching- the pedagogical techniques to be applied, the design of the syllabus, the teacher's training and language proficiency and his/her attitude. Now, briefly considered, the contributions or relationships among some of the factors or elements of the tree concentric circles which were used to define the context for foreign language learning and teaching are very important when teaching.

XVI. VALUES OF FOREIGN LANGUAGE STUDY

The study of a foreign language, like that of most other basic disciplines, is both a progressive   experience and a progressive acquisition of a skill. At no point can the experience be considered complete. Or the skill perfect. Many pupils study a foreign language only two years; longer time is of course needed to approach mastery. At any point, however, the progress made in a language, when properly taught, will have the positive value and lay a foundation upon which further progress can be built. It is evident therefore that the expectancy of values to be derived from language study must be relative to the amount of time and effort devoted to it.

The study of a foreign language, skilfully taught under proper conditions, provides a new experience, progressively enlarging the pupil's horizon through the introduction to a new medium of communication and a new culture pattern, and progressively adding to his sense of pleasure achievement. Rivers (1968) said that this experience involves:

1- The acquisition of a set of skills, which can become real mastery for professional use when practiced long enough. The international contacts and responsibilities of the United States make the possession of these skills by more and more Americans a matter of national urgency. These skills include:

   a) The increasing ability possible to understand a foreign language when spoken making possible greater profit and enjoyment in such steadily expanding activities as foreign travel, business abroad.

   b) The increasing ability to speak a foreign language in direct communication with people of another culture, either for business or for pleasure.

   c) The ability to read foreign language with progressively grater ease and enjoyment , making possible the broadening effects of direct acquaintance with the recorder thoughts of other people, or making possible study for vocational or professional (e.g. scientific or journalistic) purposes.

2- A new understanding of language, progressively revealing to the pupil the structure of language and giving him a new perspective on English, as well as an increased vocabulary and greater effectiveness in expression.

3- A gradually expanding and depending knowledge of a foreign country its geography, history, social organization, literature, and culture and, as a consequence, a better perspective on American culture and more enlightened Americanism through adjustment to the concept of differences between cultures.

Progress in any one of these experiences is relative to the emphasis given to the instructional program and to the interest and aptitude of the learner. Language skills, like all practical skills, may never be perfect, and may be later forgotten, yet the enlarging and enriching results of the culture experience endure throughout life.

XVII. THE ROLE OF TEACHER AND STUDENT

The Role of the Teacher

The primary role of the teacher in a multidimensional language class is to establish conditions and develop activities so that students can practice the language in a meaningful context. It is one of the teacher's greatest responsibilities to develop in the students a positive attitude to learn.

It is the teacher who acts as a facilitator, resource person and language model for the language in the classroom. The teacher needs to predict the possible needs of the students and have communicative language activities readily available to meet these needs. The activities should be designed so that the students experience a high degree of success. Teachers will also experience greater success when activities are planned around the students' interests and take into account subjects that they have some knowledge about. Finocchiaro, (1964) Stated that:

> The role of the teacher has had changes particularly in the beginning language class. Teachers need to feel comfortable about a fluent knowledge of the language; teacher's major task is to establish new habits of language and teach them in every possible cultural situation. As a result teachers want to grow in language competency through resources available to him. Teacher growing let him plan lessons with great care, he will be sure of take advantage of the opportunity to teach foreign language with some other curriculum areas which is teaching. Also he should make the correct use of the resources that he has. In addition the teacher of foreign language should posses the principles of language learning.

The teacher is also instrumental in creating a positive and supportive learning environment within the class. Students who feel safe and secure are much more willing to practice a foreign language. A healthy classroom climate promotes risk-taking and allows the students to experiment. Positive experiences in the classroom lead to an excellent attitude toward language and culture.

The constant return and review of linguistic content throughout the different units enable the students to practice and internalize the language. Although this spiral approach is ideal in language learning, the teacher must be aware of the program objectives and ensure that the objectives are being met. Instruction and evaluation must reflect these

objectives. Finocciaro (1964) points out that the teacher has a vital role to play in the teaching learning process for any curricular area.

The teacher will continue to serve as a language model for the students. While remaining the person with whom the students will communicate most often, one of the main functions of the teacher will now be to discover or invent ways to encourage students to communicate meaningfully with each other. Instead of actively directing and controlling all activities the teacher will try to set up conditions for meaningful practice and then take on the role of a resource person.

The Role of the Student

The role of the students is also evolving in the language classroom .Students are becoming more active in their role as learners and are playing a major part in many aspects of the foreign language class. Furthermore, when students know a foreign language, in this case English language, they become active participant in the classroom and they are able to give their point of view and ask about what they want. Also students talk about what they do not agree as Paulo Freire (1989) says:

> There is no such thing as a neutral education process. Education either functions as an instrument which is used to facilitate the integration of generations into the logic of the present system and bring about conformity to it, or it becomes the 'practice of freedom', the means by which men and women deal critically with reality and discover how to participate in the transformation of their world

But it happens when students learn and through the learning they have the opportunity to be critical. One significant development is the amount of student input and decision-making that naturally occurs in the development of the unit. In the initial phase of a unit, students are asked for their input and the knowledge that they possess on a particular subject. It is this input phase that begins to motivate the students. Students are encouraged to make a number of decisions. They need to decide what vocabulary and structures are important for their activities and projects. The decisions that are made regarding the projects reflect the interests and determination of the students. Although there are specific objectives and guidelines that need to be met in the foreign language classroom, students who are allowed some freedom to move within the parameters are more likely to remain motivated and on task.

The experiential goal at the end of the unit gives the students the opportunity to work toward their potential. The students become aware of this project in the early stages of the unit. They are then able to tailor their vocabulary, their activities and their thinking toward the final task. As the students realize that the work they do within the class leads them toward their final goal, they are much more inclined to stay on task. Students are able to personalize their projects and use their personal abilities and talents. Students with a strong background may wish to expand on the oral or written aspect of the projects. Students with artistic or creative talents may wish to add an original dimension to the finished product. Students with a smaller degree of language skill will also be able to work toward their own potential. Students learn in different ways and at a different speed and their final projects will reflect these unique differences.

XVIII.   STUDENT-TEACHER RELATIONSHIP

This is an abstract from a very reliable educational web page where it is found the importance of interpersonal relationship between teachers and students and how it makes this process more effective: www.aare.edu.au/04pap/zha04171.pdf

> Besides the duty of educators and scholars to provide learning settings to enhance cognitive development and intellectual achievement, it became apparent that nonintellectual factors also deserve educators' attention. Nightingale (1994) debates that in schools with increased class sizes with students from different backgrounds in many aspects, creating an emotional and caring climate is conducive to high quality learning and also very challenging for the teacher. Likewise, according to Biggs (1999), each individual teacher, like institutions as a whole, creates a learning climate either through formal or informal interactions with students. This climate is about how a teacher and students 'feel about things and that naturally has positive and negative effects on students' learning.' He further stated that 'the quality of the relationship set up between teachers and students, or within an institution, is referred to as its climate, the way the students feel about it.'

Teachers, either inside the classroom or outside the classroom, apply a great deal of influence on establishing a good quality of teacher-student relationship (Barry, 1999). In such an emotional climate the 'most important ingredients of effective teaching' for teachers to build up, were to maintain and improve a positive relationship with students and provide respective materials to provide for students' needs and interests. Students' deeper understanding can be achieved through dialogue and Collaboration with their peers and their teachers (Biggs, 1999).

It is noticed that student-teachers relationship is pretty important in teaching and learning. Theoretically they provide a balanced for the importance of teacher-student relationship in teaching and learning. Based on experience they form conception of good teaching and good teachers in terms of student-teacher relationship.

XIX. TEACHERS AND TEACHING ENGLISH TECHNOLOGY

Through the last years there have been many changes concern with technology now the world is globalized. These changes have impacted the teaching–learning process. Teachers now used different instrument to teach a foreign language. There are many packages or software especially for English language learners in most of the cases to use with children. The population of English language learners is increasing and El Salvador is not the exception; for that reason, it is imperative that all teachers be familiar with strategies for working with English language learners. The use of computers and software designed to learn English have been analyzed by different authors; for instance: McLoughlin and Oliver (1998) explain that the computer is one way to support Vygotskys theory (1978) which is based on communication and if it is used appropriately teachers can provide an environment in which learning is authentic and activities are interesting to students.

In order for teacher's to adequately meet the needs of foreign language students, all teachers must be familiar with techniques and resources to facilitate language learning by using technology. One main step to achieving such a goal would be for all teacher educator preparation programs to require a course, or courses, in English foreign

methodology. Those students have been keeping in touch with technological resources and most of them are familiar with technology for that reason they can look for instruments and strategies to teach English Language Instruction Center's students.

XX.   TEACHING ENGLISH AS FOREIGN LANGUAGE TO YOUNG LEARNERS

There are two very important points the way children learn a foreign language, and therefore the way to reach it, obviously depends on their developmental stage. It would not be reasonable to ask a child to do a task that demands a sophisticated control of spatial orientation, for instance, tracing a route on a map, if he or she has not developed this skill yet. On the other hand, beginners of 11 or12 years old will not respond well to an activity that they perceived as childish, or well below their intellectual level, even if it is linguistically appropriate, for example, identifying an odd shape out or matching picture halves. According to Sarah Phillips (c.p. Alan Maley1995):

> As a general rule, it can be assumed that the younger the children are, the more holistic learners they will be. Younger learners respond to language according to what it does or what they can do with it, rather than treating it as an intellectual game or abstract system. This both advantages and disadvantages: on the one hand they respond to the meaning underlying the language used and do not worry about individual words or sentences; on the other, they do not make the analytical links that older learners do. Younger learners have the advantages of being great mimics, are often unselfconscious, and are usually prepared to enjoy the activities the teacher has prepared for them. These factors mean that it is easy to maintain a high degree of motivation and to make the English class an enjoyable, stimulating experience for the children.

As children mature they bring more intellectual, motor, and social skills to the classroom, as well as a wider knowledge of the world. All this can be applied to the process of acquiring another language. The resources older children have should be exploited to the full while maintaining the philosophy of making a language relevant, practical, and communicative. This means the development of all the four skills, and the use of a wide range of topics that could well use in other subjects in the curriculum. The focus should continue to be on language as a vehicle of communication and not on the

grammar though the ability of older children to make logical links and deductions can be exploited. Teacher can give them tasks in which they discover for themselves simple grammatical rules, or put their attention on the structure of the language in order to help them formulate an 'internal grammar' of their own. This is part of the 'learning to learn' process.

XXI. WHAT SHOULD BE TAUGHT

If children are growing in the awareness of the foreign language as "new way" to communicate they must be given many opportunities to use the new language to express the same feeling, enthusiasms, preferences, thought, or desires that they are capable of expressing in their native tongue. Mary finocchiaro (1964) states "For young children language assumes meanings when it is associated with things they can hear, touch or see". It becomes more meaningful when it is linked with a situation in which they play an important role. In the first English learning stages their world usually revolves around their immediate environment, both at home and in the school. As they get older, this limited world is expanded by experiences, both real and imaginary, into the wider community. Soon the wider community may embrace other peoples and countries.

The curriculum in all areas of the elementary school take into account the progressive growth of children's ability to perceive and appreciate people and things beyond their immediate environment. Since the foreign language curriculum is part of the total elementary school programs, and enriching it and being enriched in turn, it must also take into consideration the stage in the development of children.

XXII.   STRATEGIES-BASED INSTRUCTION

What language items will young children need in order to talk about their immediate environment, both in and out of school? The words and sentence patterns used in talking in the native tongue about daily activities at home and in the school differ at various stages in children's development. They also differ in accordance with differing home backgrounds and community resources. Some children come to school with short vocabulary and poor backgrounds of experiences; others express their ideas with an extremely limited vocabulary. As they are given verbal and non verbal experiences in school, children gain the ability to talk about the same situation or activity in more

complex sentences; they develop a more exact or colorful vocabulary. It seems logical, therefore, in considering language items for inclusion in a foreign language curriculum, that we be guided by our knowledge of the diverse factor which are normal in the pattern of growth and development of strategies-based instruction. As Chris Pearson stated in his blog (2009,¶79):

The work of O'Malley and Chamot (1990), and others before and after them, emphasises the importance of style awareness and strategy development in ensuring mastery of a foreign language. In this element, many textbooks and entire syllabi offered guidelines on constructing strategy-building activities. What appears below is an adaptation of the "Ten Commandments" for good language learning suggested by Brown (2000).

	Teacher's Version	Learner's Version
1	Lower inhibitions	Fear not!
2	Encourage risk-taking	Dive in
3	Build self-confidence	Believe in yourself
4	Develop intrinsic motivation	Seize the day
5	Engage in cooperative learning	Love thy neighbour
6	Use right-brain processes	Get the BIG picture
7	Promote ambiguity tolerance	Cope with the chaos
8	Practice intuition	Go with your hunches
9	Process error feedback	Make mistakes work FOR you
10	Set personal goals	Set your own goals

These proposals are able to informed learners to the importance of attaining autonomy, which is taking charge of their own learning, and not expecting the teacher to deliver everything to them.

XIII. CREATION OF AN ENGLISH LANGUAGE INSTRUCTION CENTER FOR THE UES PERSONNEL'S CHILDREN

The following written project is given as a proposal to make a real English center. It would be supported by sponsors that provide physical structure where this center will be placed and the didactic materials. The sponsors will be non-profits intuitions, embassies, educational institutions that want to afford this learning English center to improve and give more importance to Salvadorian children education that will help country future development.

In El Salvador there has been an increasing demand of learning English as a foreign Language due to the significant contribution to the development of a country. If some of its citizens master English language, in the country, they will be active members of the international community. "English is known by some persons in virtually every country in the world," wrote Conrad and Fishman (1977). As a consequence many parents want to have their children study English. But not all the time this is possible because there are not many institutions or centers where children can learn English at lower prices or for free. If there are some learning centers not all the children will have the opportunity to study there because most of the time the groups are with limited capacity. For that reason the creation of an English language instruction center for the UES personnel's children is really important because this will provide many benefits to these children in terms of academic ability, but also in creativity, self esteem and future job opportunities.

There are many universities around the world which have programs of English courses for free for those who want to learn English. As an example the university of La Sabana, Colombia: http://www.hltmag.co.uk/sep06/sart02.htm

> While many university instructors are well versed in foreign languages and are able to use them within the context of what Cummins calls the Cognitive Academic Language Proficiency Basic Interpersonal Communicative Skills (Cummins, 1989) there is a tendency for several

misnomers to arise in instruction when EFL is used as the medium. Misnomers such as the need to have native command of the language to teach and the need to be able to teach the subject in the same manner as in the native language often arise. The experience of teaching English Content Based courses or mainstream courses at the university level have clearly shown that socio affective strategies play a major role in teaching mainstream subjects (…).

The benefits of learning English increases a child's linguistic abilities because bilingual children are better able to comprehend the complexities associated with a particular language's meaning and grammar. Since some words across various languages share a similar pronunciation and vocabulary, the connection is made for children earlier and they make learning a new language more achievable. For example, connections are built that help make association between words, objects, sounds and odors. With children, these connections are formed at an amazing speed. In fact, the ability of the brain to form and reform connections is commonly referred to as plasticity.

Children who are fluent in more than one language may encounter far fewer communication barriers since learning a foreign language improves a child's understanding of his/her native language. Moreover, children who have been exposed early to a foreign language possess an overall "cognitive edge." A study from York University in Canada suggests that bilingualism may in fact impact the development of literacy in a number of significant ways. In addition, bilingual children are more sensitive to the fact that language is a system that can be analyzed or played with.

Children who are adequately exposed to two languages have experienced to be more creative than children who can speak one. Due to the expanding vocabulary and thorough understanding of multiple language instruction, children can experience increased attention level with the ability to block out distraction, exhibit superior reaction time and prevent the decline of cognitive reasoning later in life. For instance, "for the water bottle question, most of us would come up with the obvious answer ('filling it with water'), but bilinguals are more likely to come up with other answers like filling it with sand and making a paperweight," as stated by Mrs. Kendall King in her book *The Bilingual Edge (2007)*. Overall, bilinguals outperform monolinguals on most tests like these. In brief, bilingual children have specific advantages over monolingual ones particularly in areas like creativity and attention level.

Children feel comfortable with both languages and do not feel afraid of expressing their feelings. When children learn another language and know their own language very well they have the capacity to talk with children who are not from their country or the ones who speak English as well. Bilingual children have the opportunity to interact with different points of view and culture without any barrier and it brings the desire of new discoveries. Moreover, children have the opportunity to meet others that have the same levels and learn not only about other children but also new things about how language works. For example, knowledge of English grammar is commonly solidified by learning a foreign language.

Bilingual children develop social skills which are a critical part of their lives and affect the quality of life within society, educationally and professionally. This last one is applied when they grow up. When children learn another language and its culture they become more deeply integrated into the community and as they progress through life children are able to communicate at a high level. For example, when children look back and remember the challenges they face while learning English, they are able to relate it to the sensitive issues and struggle that other people who speak less well encounter. This commonality gives the bilingual children a sense of compassion for others and through this dynamic they socialize. In addition, bilingual individuals are in general more balanced than monolinguals and feel comfortable in a multi-cultural environment, so they have the capacity of expressing freely about what they want to work with.

Children feel comfortable in groups and learn how to socialize. When children speak a foreign language they have the opportunity to associate with others who either speak the language natively or have learned a foreign language in addition to their own native language. Moreover, children end up expanding their social circle and contacts. As a result they are open to have interaction with others. That is an essential part of communication. Also speaking tasks or games in the foreign language provides children with opportunities to practice turn-taking and other social skills in a new environment. Children are often less self-conscious about shaking hands and greeting someone formally. For instance, children would be asked to do the same thing in English. It is quite common for people to assume a new identity when speaking a foreign language and the

learning situation enables young people to experiment with personality and behavior patterns in a modest way.

Bilingual children are more likely able to communicate in a higher level than monolinguals because children who are fluent in more than one language may encounter far fewer communication barriers. Moreover, if children know the way another language works they encourage themselves to examine their own language's mechanics in a positive way by being able to compare the two languages. Nancy Rhodes, Director of Foreign Language Education at the Center for Applied Linguistics of Washington, DC, says that "the more children learn about a foreign Language, the more they understand about their own language." Children use what they learn in one language to reinforce concepts and terms. For that reason, if children learn English when they are young they will have an advantage that will stay with them all their life.

By encouraging children to learn English as a second language early on, adults are setting them up for a number of advantages that will carry out through the rest of their lives. According to Joan Kelly Hall and William G. Eggington (2001) as stated in their book *The Sociopolitics of English Language Teaching,* "individuals who speak English gain a concrete economic advantage." Also the 2002 U.S. Census indicates that approximately 14% (more than 7.5 million) of children between the ages of 5 and 17 are fluent in more than one language, and this number is expected to increase in the coming years.

We know there are global economic advantages when speaking the English language. However, to be successful worldwide, we need to be able to communicate in more than one language. Students, who are allowed to become literate in their native language and learn English, have an advantage. As Daniel Ward, Consulting Editor for *Language Magazine,* states in the August, 2002 issue, "the acquisition of English should undoubtedly be the priority for educators, not only because English is one of the predominant languages all over the world, but also due to its importance in international commerce. However, the goal should be to encourage English language acquisition as well as the learning and preservation of world language skills."

Implementing this model of bilingualism would require a high number of bilingual teachers in the English area, as well as administrators and services supplies. The community must be such that there is one dominant foreign language. Students' core curriculum is taught in their native language and English would be taught as a foreign language. Following with the example of La sabana it was said:

> The Foreign Language Department at Universidad de La Sabana, has not only supported the teaching of mainstream courses through its English Proficiency Program (EPP) but also through directly supporting instructors and students with language strategies in the learning and instructional process. Through a permanent seminar which supported instructors who teach in English (…). The seminar permitted instructors to exchange views on the process of teaching in English in a homogenous language environment were all students are in a native Spanish speaking environment.

As students progress, more English would be introduced, or they would be put into accelerated English classes. English classes may contain more than one level, depending on student needs. Just as English speakers learn the mechanics of a foreign language, students would learn the mechanics of English. The goal of this developmental maintenance bilingualism program would be to have students fully bilingual in their native language and English by the time they move in every English level (basic, intermediate and advanced).

> Unfortunately, given the absence of spoken English in the environment by non natives, language standards are highly set. In the EFL context there is far less intrinsic motivation given that the language does not have a high presence outside the classroom. (Anderson, 2004).

The creation of the English Language Instruction Center for the UES Personnel's Children will provide many benefits not only to children but also to parents. According to some information provided by CENIUES (Centro de Idiomas de la Universidad de El Salvador) there are around 110 students who are UES personnel's children. They are scholarship holders, who represent only the 10% of the CENIUES's student population whose parents work at the School of Arts and Sciences. This means that not all the UES personnel's children have the opportunity to study English as a foreign language for free, because CENIUES is not a non-profit institution. As a result, it is difficult for parents to

have their children study English at CENIUES due to the lack of resources and budget for this center to receive more students.

Having the English Language Instruction Center for the UES Personnel's Children will imply advantages for students who are studying the B.A. in English Oriented to Teaching major at the Foreign Language Department. There has been an increasing demand of FLD students who want to do their social service but there are not enough opportunities to do it at the UES because of the lack of projects. With the creation of the English Language Instruction Center for the UES Personnel's Children, students from the FLD will have more opportunities to do their social service there because one of the main objectives of that center is to be a non-profit institution. In fact students will not have to move and look for projects outside the main campus.

The Foreign Language Department students need to do their social service in a real teaching-learning environment. The English Language Instruction Center for the UES Personnel's Children will provide the necessary tools to learn a foreign language. "Students are more satisfied, more academically productive, more likely to participate in school activities, better behaved, and less likely to drop out when they are organized into collaborative groups" (*Hal Portier, 2009)*. Working in groups with children in order to interact will be one of the main objectives of the English Language Instruction Center. So students and teachers will feel secure and accepted and they will gain experience in that teaching-learning environment.

As a conclusion, there are numerous benefits of raising a bilingual child. Some of these include: economic, educational, and employment advantages as well as increased linguistic and creative abilities, improved attention and enhanced social skills, because being bilingual is crucial in today's multicultural and multilingual world. By creating the English Language Instruction Center at the UES, the following benefits can be experienced: a) The number of UES personnel's children who learn English for free will increase; b) parents will be benefited by having their children study in the center; c) foreign Language Department students will do their social service on the main campus and gain experience as teachers in a real teaching learning environment; d) the University will give a contribution to the community, which will increase its prestige; finally, e) this

project could be a platform in order for future university students to put into practice a project like this in their university, community or country.

METHO DOLOG Y

The authors' primary strategy in developing their research has been to concentrate their resources on a limited number of selected areas in which they can be certain of having the research carried out as follows: These data will help theirr research objective to be achieved and developed throughout the whole process. In order to carry out this proposal the authors of this essay followed some specific steps based on *The Literature Review* book. First of all, it is important to choose a topic according to our own interest and examine a researchable one. So the authors decided to propose the creation of an English Language Center for the UES personnel's children.

In order to achieve this project, the authors performed the following procedure: First, they requested CENIUES Office a copy of the population of UES personnel's children who are studying there. Second, the authors searched about teaching a foreign language to children, how the methodology is, the approaches, the children acquisition etc. Third, the authors developed the argument in order to justify and present the case and arrange the claims logically, which meant to organize the relevant data into a body of

evidence. Fourth, it was necessary to survey the literature, which is important to assemble, synthesize, and analyze the data. Fifth, the authors criticized the literature in order to interpret the current understanding of the topic they were searching about. Sixth, for the last step, they wrote the review. In this step they had to transform the project into a document through composing, molding, and refining the written materials research from a certain period of time from September 2009 to February 2009. This essay presents the result of the bibliographic research supported by the authors' findings in their teaching experience and their observations in CENIUES reality.

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