



**VICERRECTORIA ACADEMICA
LICENCIATURA EN IDIOMA INGLES**



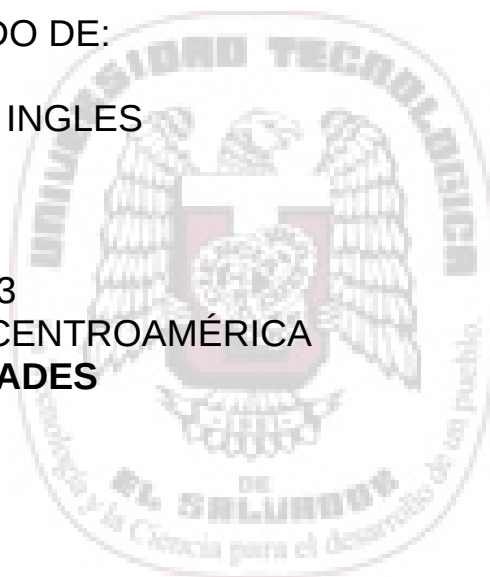
**TEMA:
“DISEÑO DE UN LIBRO DE TEXTO PARA LA MATERIA DE
ORATORIA Y PROTOCOLO”**

TRABAJO DE GRADUACION PRESENTADO POR:

**HECTOR WILLIAM BONILLA MARTINEZ
VILMA DEL CARMEN CANJURA GRANDE**

**PARA OPTAR AL GRADO DE:
LICENCIADO EN IDIOMA INGLES**

**NOVIEMBRE, 2003
SAN SALVADOR, EL SALVADOR, CENTROAMÉRICA
PAGINA DE AUTORIDADES**



LIC. JOSE MAURICIO LOUCEL
RECTOR

ING. LORENA DUQUE DE RODRIGUEZ
VICERRECTORA ACADEMICA

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PRIMER VOCAL

LIC. RAFAEL RICARDO AHUATH
SEGUNDO VOCAL

NOVIEMBRE, 2003

San Salvador, El Salvador, Centroamérica



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Thanks to my beloved family

My dear mother Vilma, who taught me that I should never give up to any of my life objectives. Also, to my father Gerardo and my sister Yhoshy without their support nothing would be possible because they were taking care of my children while I was working so hard for this project.

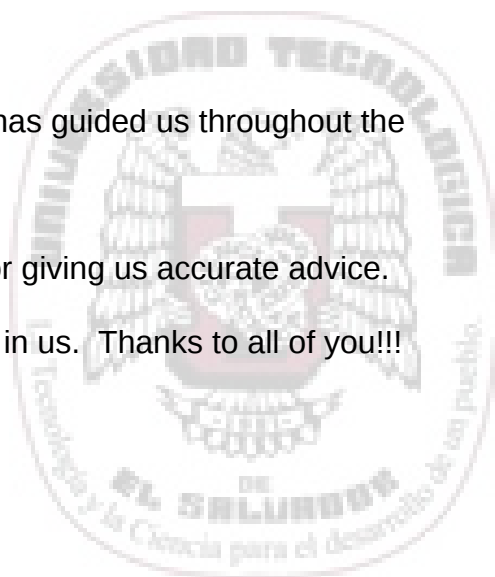
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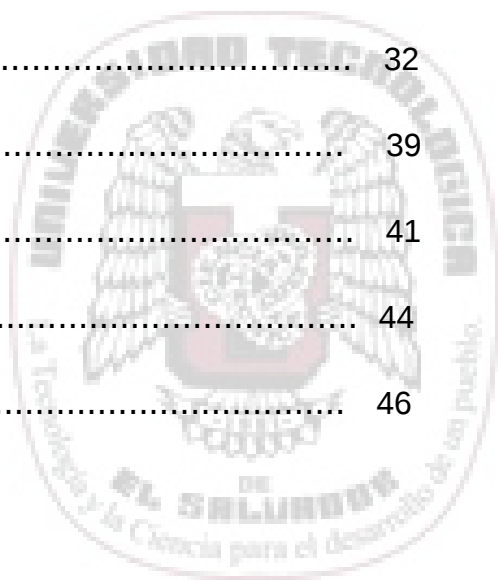


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INTRODUCTION

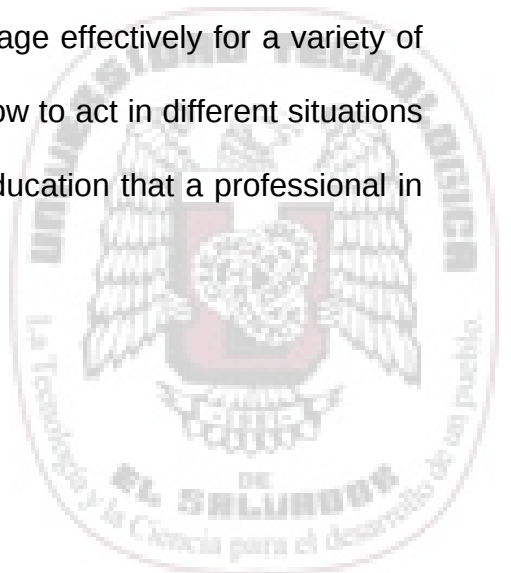
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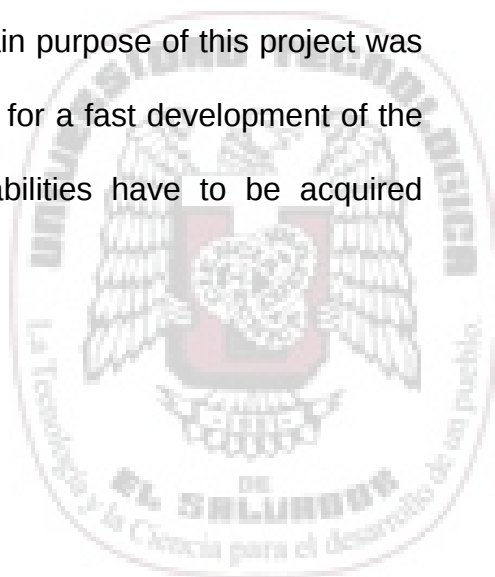
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The researchers remark that a textbook is a teaching aid that facilitate to teach and/or learn through eyes and ears. Textbooks come from the most sophisticates and expensive to the most cheap and common, but to design a book for an specific subject was the researchers challenge. For its designing the authors took into account some elements detailed in Chapter II, Methodology in which there are gathered the suggestions and students' needs and interests toward the subject as well as the expectations that they have. Students were surveyed in order to meets their needs, also to reinforce the position of all students of these new subjects that urge a written guide to complement these subjects. save time because one picture can do with a single minute what it takes ten more to explain in words. Also, the researchers intention by designing this textbook is to help actively to the needs of UTEC in providing to its students with quality learning material according to their needs and expectations. This textbook clarifies students' doubts, gives them a warm welcome to this new subject and presents each topic in a very friendly way.

As the authors have mention before the main purpose of this project was to bring a solution and give to the student's a tool for a fast development of the skills in Oratory and Protocol because these abilities have to be acquired through its use and constant practice.



The present research study has been structured in Three Chapters that, in general terms, comprise the following:

Chapter I refers to the Statement of the Problem, Delimitation of the problem, Justification and Objectives.

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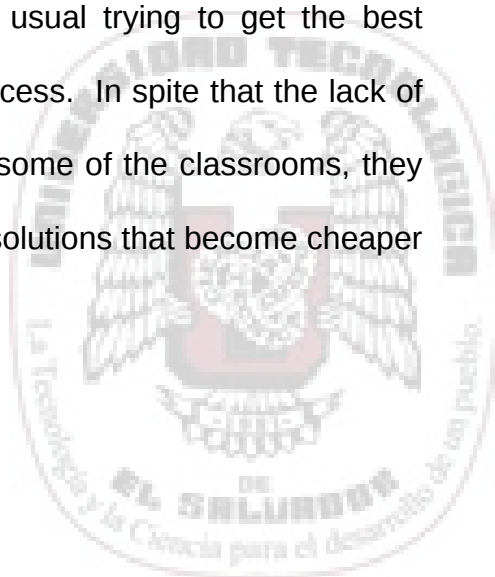
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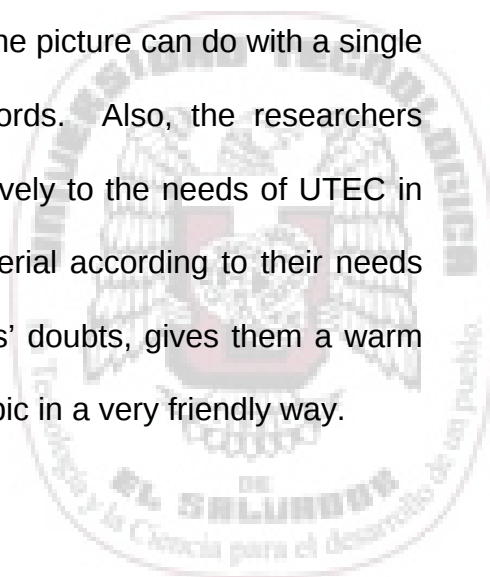
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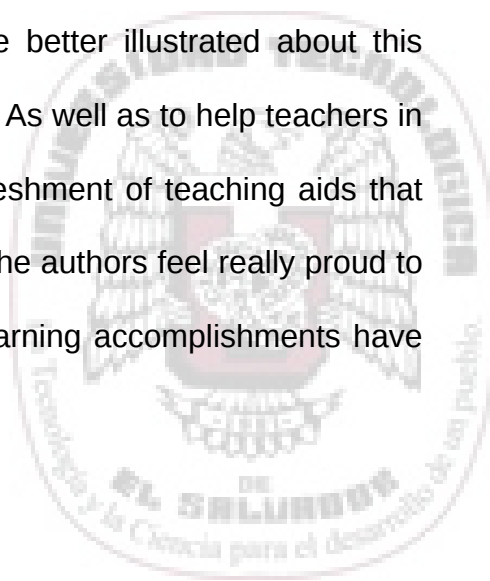
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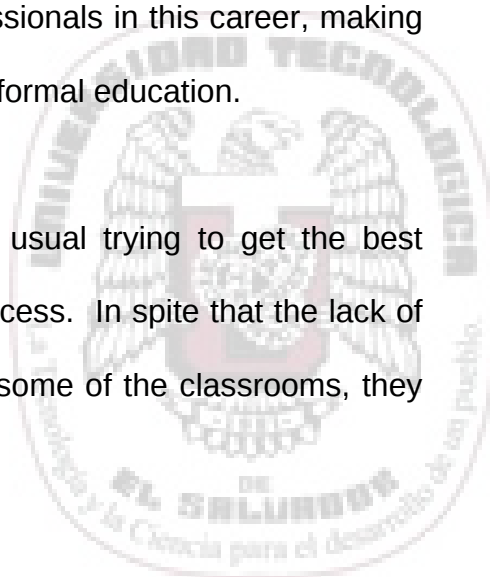
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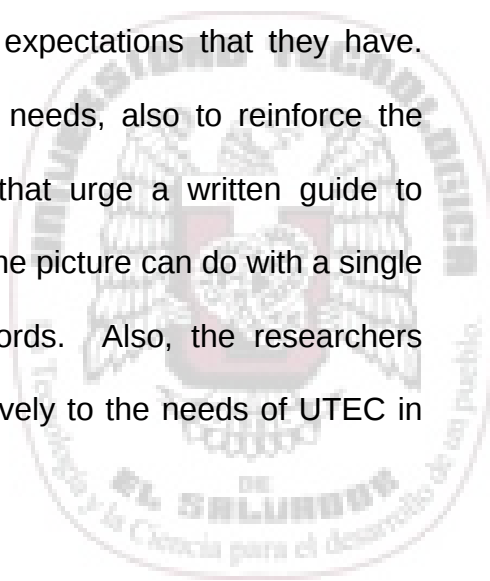
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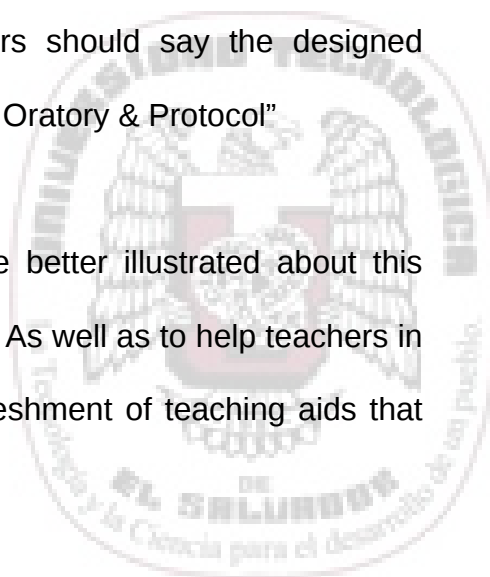
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1. IDENTIFICATION OF THE PROBLEM

1.1. STATEMENT OF THE PROBLEM

Nowadays, English is one of the most important languages around the world; it is used in airports, books, newspapers, international business and academic conferences, science, technology, sports, diplomacy and so forth. The researchers could mention some facts about the importance of the English Language, as the Cambridge University Press published it in 1997. They discover that speakers of English as a second language would soon outnumber those people who speak English as their native language. Also, they mentioned that around 375 million spoke English as a first language and 375 million as a second language, so they calculate that if soon the learners of English as second language will increase this means that around 750 million people are believed to speak English as a foreign language. Moreover, English has official or special status in at least 75 countries with a total population of over 2 billion, and one out of four of the world's populations speak English to some level of competence. "Demand of the other three-quarters is increasing".¹

As the researchers could compare this research done by the Cambridge University, it is believed that at the end of the last century and the beginning of

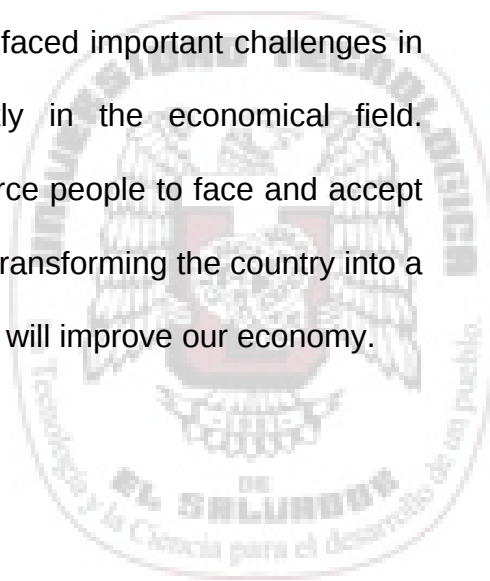
¹ (Sources: The Cambridge Encyclopedia of the English Language, English as a global language Cambridge University Press, 1997.)

this one English got a special status all over the world and is so called the business language.

A great number of people learn English as a second language in order to establish a better communication with others. English is also an important tool to obtain better opportunities because it is one of the main requirements in many labor areas, especially those people who want to work for multinational companies or embassies.

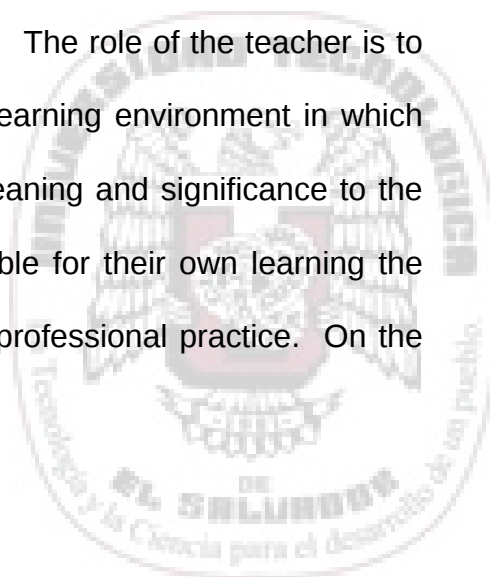
English students not only need to understand the language, but also have to speak, express their ideas, and be able to communicate. The main objective of learning a language is to communicate and in order to reach these goal students need to know the wide variety of rules and difficulties that English has. Bilingual people have better opportunities all over the world and in our country. This assertion is valid.

After the Civil War ended, El Salvador has faced important challenges in the political, social aspects and more recently in the economical field. Consequently, all these changes in our country force people to face and accept the challenge of bettering their personal lives and transforming the country into a place where many opportunities are flowing which will improve our economy.



Besides that, Universidad Tecnológica as a supporting institution for the academic quality of this country, is also being conscious of the globalization process and its effects all over the world as well as the impact of the English language everywhere. Due to this, Universidad Tecnológica is always looking to improve the quality of the teachers' staff and the implementation of English courses in all the majors. All the faculties have the advantage of receiving English classes, which are developed in four levels. The purpose of this is to offer good education in the field of English. In addition, the School of Languages has been analyzing the possibility of adding brand new subjects in order to graduate skillful students that can manage different areas and have a wider labor market available to them.

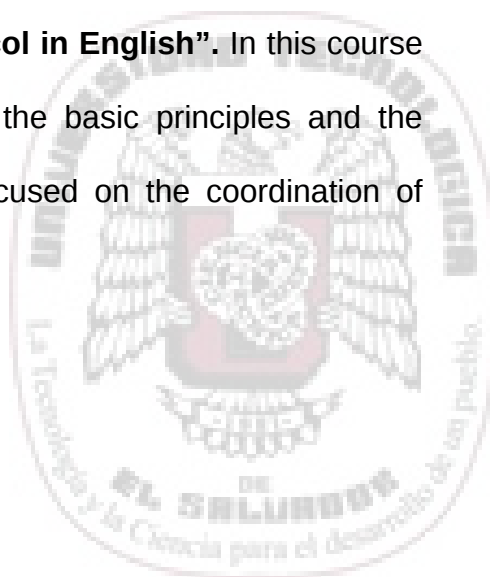
The authors do not want to give less importance to the teaching-learning process in academic preparation, and especially in the English Major in which one of the purposes is to reach the goal of teaching the language. Learning is challenging, rewarding, stimulating and exciting. It is an active process involving students' mental, emotional and social responses. The role of the teacher is to use a variety of strategies in order to provide a learning environment in which the students can use their experiences to add meaning and significance to the course content. Although, students are responsible for their own learning the teachers can function as a bridge from theory to professional practice. On the



other hand, the students have a varied and rich background of experiences that can help to produce very active and dynamic classes.

The School of Languages of Universidad Tecnológica, leading in the implementation of an innovative learning process that provide students with new tools to gather strengths needed for the economic changes in El Salvador, decided to create a survey focused on the implementation of the new curricula. In that survey the students suggested that in the English major some speaking techniques have to be reinforced in order to manage the ability to speak at public events with a specific purpose. The School of Languages decided to create some new subjects as a response to the students' needs.

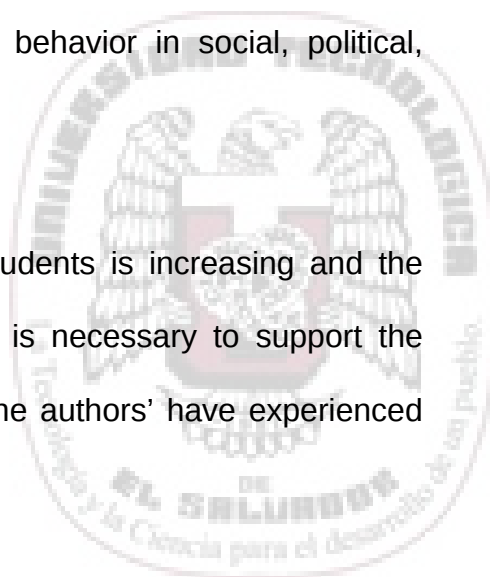
By the year 2000, the new curricula had been approved and the new plan 2000 was applied to the freshmen that began in that year. These new subjects had been created to acquire integrated skills that students need to reinforce for their professional profile. One of these new subjects is the one to which the authors are going to refer is **“Oratory and Protocol in English”**. In this course the students will have the opportunity to study the basic principles and the techniques used for effective communication, focused on the coordination of ideas and the elegance of speech.



This subject is going to be developed very soon, but the problem is the lack of a students' guide and a teacher's manual in order to support the classes. A textbook becomes urgently necessary to support the theories taught by the teacher and to illustrate the content. Moreover, practice with some exercises is necessary in order to acquire the studied principles. The researchers plenty believe that the incursion of this subject will develop the abilities to interpret the English language in different areas and variety of situations, transforming their linguistic competence. Also, they will be able to apply the art of creative speaking for specific purposes as well as a guide of how to act in public events in the appropriate manner. The students will have the benefits of studying this complex ability. The authors learned to communicate using the English language, but the students in the near future will learn to communicate using the English language effectively.

The contents of this subject will gather a variety of situations and techniques in order to accomplish the goal, effective communication, and the study of good manners to acquire a controlled behavior in social, political, religious, military and educational events.

The need of a textbook to guide these students is increasing and the researchers would like to take this challenge. It is necessary to support the efforts of the School of Languages because as the authors' have experienced



while taking some subjects of the English major, the lack of textbooks was a problem. The authors faced this lack of textbooks in specific subjects and it was not easy during a whole semester trying to compile all the information necessary. Textbooks are a great resource in which teachers can trust to deliver content to the learners. Moreover, setting, peripheral learning, and other teaching strategies and materials that they decide to go for, can most effectively be found in textbooks if they are designed to meet the student's needs. This is the challenge the researchers want to take, and the authors really believe that this subject will become important to the students. Designing the textbook is our goal. Indeed, the authors feel really confident that this textbook will be an excellent complement for this course. **What will be the design of the textbook to support the teacher and students of “Oratory and Protocol in English”?**



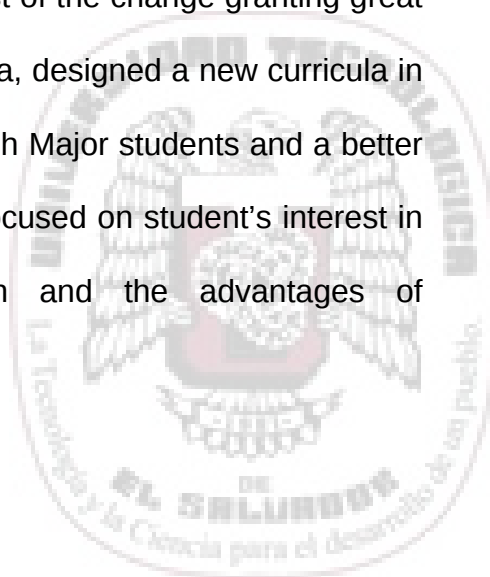
1.2 DELIMITATION OF THE PROBLEM

This research is aimed to the students of the seventh semester of the new study plan 2000 and the teachers of the School of Languages of Universidad Tecnológica of El Salvador, in order to find out their expectations and needs of the subject “Oratory and Protocol in English”.

As soon as the researchers obtained the results of this survey at the end of April 2003, we designed a textbook, which is the response to the students and teachers demands of the subject. This guide will be a great aim to accomplish the goals of the School of Languages by providing the students with the necessary tools to acquire the language.

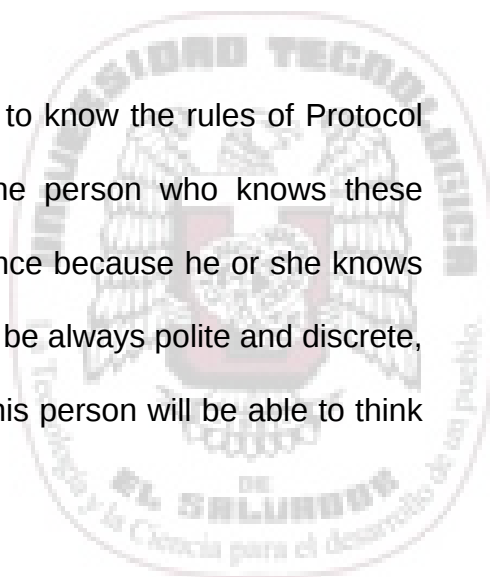
2. JUSTIFICATION

The School of Languages as the protagonist of the change granting great benefits to the students of Universidad Tecnológica, designed a new curricula in 1999 in order to increase the abilities of the English Major students and a better professional profile. In this new plan the UTEC focused on student's interest in some areas like the importance of speech and the advantages of communicating messages successfully.



Successful teaching requires being highly dependent on creative planning, and organization. But students bring to the classrooms their abilities and interests and this becomes the most important reason why teachers have to plan different activities and use different techniques in a classroom. Teachers use different approaches and techniques so that that students of English as a second and foreign language acquire the skills of reading, writing, listening and speaking. These also include related skills as spelling, pronunciation, vocabulary, syntax, meaning and usage, but the path where all the knowledge converge is Communication. Indeed, Communicating effectively is an art that has to be taught to the students in order to reach excellence. A good communicator is the one that gives a message eloquently and people from all stages, social classes and different backgrounds can understand easily. The art of speaking in public is not easy and has to be guided and practiced. How? Creating a special course in which the main purpose is to teach theory on how to handle the different strategies to speak in public and have practice inside the class.

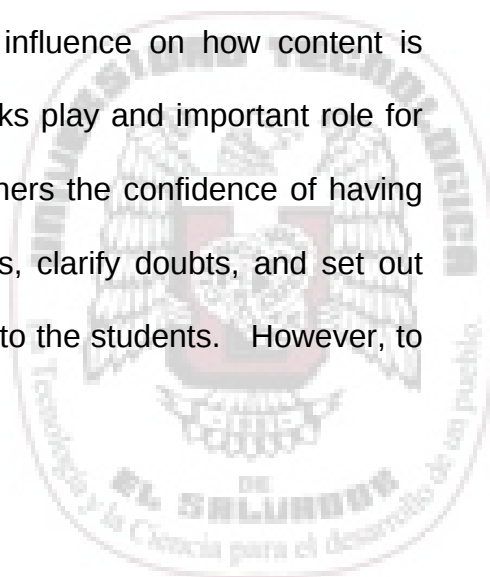
A complement for a good communicator is to know the rules of Protocol and how to behave in different situations. The person who knows these Protocol rules could go to anywhere with confidence because he or she knows how his or her behavior has to be. This person will be always polite and discrete, but will also cause a positive impact on people. This person will be able to think



and organize everything in a way in which he or she will achieve success in everything. The one, who knows how to deal with people and treat clients well will succeed because in today's world if you do not care about your clients somebody else will care. In other words this person has to be proactive and transforms transactions into relationships, simply he or she will be very successful.

This is the purpose of the subject entitled: "Oratory and Protocol in English". This subject will improve the English fluency and provide for the acquisition of rules to communicate effectively for the correct way of speaking in public and achieving good results in any situation. To reach this goal the learners need to be highly motivated, the teachers highly creative and the environment must provide resources and values that give support to the teaching-learning process.

Nowadays, textbooks serve as tool and tutor. Teachers use them to guide their instructions, and they have a great influence on how content is delivered and received by the learners. Textbooks play an important role for planning classroom activities and give to the learners the confidence of having content available. Textbooks organize the ideas, clarify doubts, and set out learning tasks in a form designed to be appealing to the students. However, to



make the most effective use of a textbook, teachers must decide which textbooks are appropriate for their needs.

The School of Languages at UTEC has had in the past years the problem of not having the appropriate material for some specific subjects. This situation has increased the creativity of the teachers, and also the complaints of the students for not having a written guide. Teachers and students must also know how well a textbook's instructional design supports effectively the objectives of a specific subject. The researchers' main purpose is designing a textbook that will be a great support to the teacher and learners of the subject "Oratory and Protocol in English". The authors actively identify the needs of the students and the teachers' claim for an instructional guide focusing on some theories while providing exercises to give students' practice in some real world situations.

In El Salvador, students do not count on a textbook specially designed to help them reach the described goal. That is why the authors will have a questionnaire for students and teachers in order to get a sample of their expectations about this class. This subject had been developed during the semester 01-2003, and it is planned to be 60% theory and 40% practice, but how did the teacher deal with this subject content? English for a specific purpose is different from an English course because the words, sentences and

meaning, all are related to a particular field or discipline, for instance, a diplomat preparing a policy paper, or a speech. This course makes use of vocabulary and tasks related to the field such as negotiation skills and effective techniques for oral presentations. This textbook will use printed and audio-visual materials that will be specially designed to meet the needs of UTEC learners.

A textbook is urgently necessary for students because all the concepts are compiled there and having a textbook will give confidence to the students because every time they do not remember something, they can check over, verify their books and get responses. Our challenge had been to design a textbook in which all the theories will be gathered in a way in which students can understand them easily. Examples, exercises, analysis of situations, are provided in this textbook and all the needs and expectations that the Language Department, students and teachers have about this subject will be accomplish. As a summary, the researchers could say that the purpose of this textbook is to increase learners' skills and confidence in using English language.



3. OBJECTIVES

3.1 GENERAL OBJECTIVE

To design a Textbook for the Subject “Oratory and Protocol in English”, that includes a Teacher’s Guide for the faculty and students of the School of Languages at Universidad Tecnológica de El Salvador.

3.2 SPECIFIC OBJECTIVES

To provide different readings about the subject Oratory and Protocol in English in order to enrich the knowledge about this subject.

DEPENDENT VARIABLE	INDEPENDENT VARIABLE
To provide different readings about the Subject “Oratory an Protocol” Indicators: - Types of reading - Chosen topics according to the subject - Vocabulary - Reading comprehension - Exercises	To enrich the knowledge about this subject. Indicators: - Explanation of theory - Prior knowledge - Peer reading comprehension - Exercises - Oral presentations - Analysis of situations

3.2.1 SPECIFIC OBJECTIVE

To elaborate different exercises in order to acquire the knowledge from the studied theories.

DEPENDENT VARIABLE	INDEPENDENT VARIABLE
To elaborate different exercises Indicators: - Oral presentations - Speeches - Q& A Exercises - Reading comprehension exercises - Group exercises - Repetition drills - Role playing	To acquire the knowledge taught by the theories. Indicators: - Case study - Presentation of real world situations - Research - Creative speaking - Team work



3.2.2 SPECIFIC OBJECTIVE

To supply a teacher’s guide to fulfill the needs of appropriate material and to support the Oratory and Protocol in English classes

DEPENDENT VARIABLE	INDEPENDENT VARIABLE
To supply a teacher’s guide Indicators: - Colorful - Exercises - Teacher’s advices - Readings - All kind of exercises - Pictures - Examples - Role playing	To fulfill the needs of appropriate material. To support the classes of Oratory and Protocol in English. Indicators: - Visual aids - Tapes - Videos - Slides - Exercises

4. THEORETICAL FRAMEWORK

4.1 THE IMPORTANCE OF ENGLISH LANGUAGE

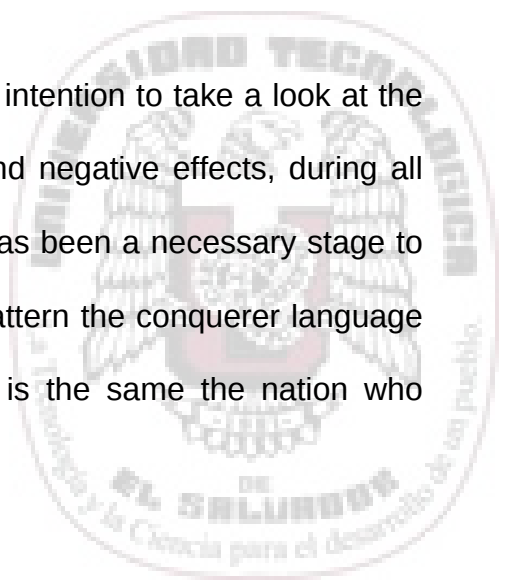
During the history of mankind, there have been several more or less universal languages or *lingua francas*, the first ones were Latin and Greek in the Roman empire, mediaeval Latin in Western Europe, later French and English. The word “universality” means “civilized world” or “known world” so we could say that a universal language is known and identified all over the world. To establish a background the authors have found out that no language has been really universal or global, but the current position of English nowadays is the closest.²

In old times when a nation conquered a large area, they transformed it into its own culture, including language. That was the way they formed empires. Due to this, it may be a conclusion that the position of a universal language has always been gained as a by-product of some kind of imperialism. Specifically in the Middle Ages, the empire had a definite cultural and religious nature which may have been more important than rude military and economic force. The language of the conquerer became the language of the state and the upper class first, next spread over the society, sometimes almost wiping out the original languages or dialects of the conquered areas.

² Human languages of the free information site IT and communication by Jukka "Yucca" Korpela.

If we refer to the English language, it would have remained as a national language of the English, the English first conquered the rest of the British Isles, then many other parts of the world. Later on, some English colonies in a relatively small part of America rebelled, and formed the United States of America, and expanded a lot. These rebels formed a federal state where a variant of the English language was one of the few really uniting factors. And that federal state became wealthy and important. This state also practiced traditional imperialism, but more importantly that the crude reality of imperialism, it also gained a very important role in world economy and politics. Whether you want to name the US influence imperialism or neo-imperialism is a matter of point of views, but it certainly some people think that the use of English is a demonstration of classical imperialism, that is why a minority of the world, not very powerful economically and politically speaking reject this language and its learning. Probably this sounds like political criticism, but it is intended to be only as a description on how languages have been figuring during the ages.

The researchers opinion is that it is not our intention to take a look at the world imperialism, because it has had positive and negative effects, during all times worldwide, but in some cases imperialism has been a necessary stage to prevent the civilization chaos. As the establish pattern the conquerer language is spoken in the conquered areas, nowadays it is the same the nation who

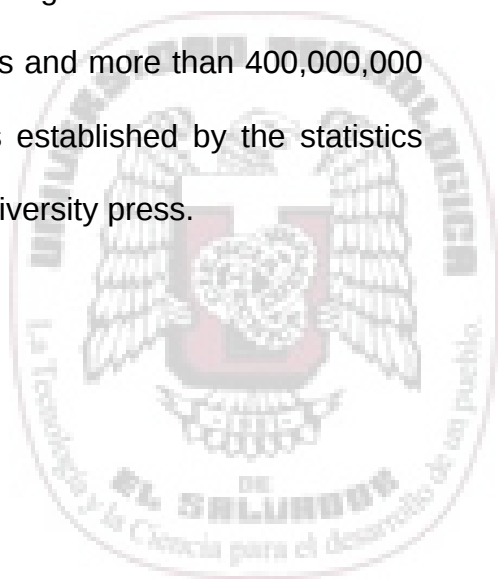


figures in the highest economical and political power is impacting other nations as far as to reach the goal of communication.

The whole world is being influenced by English language and somehow other languages also have been contributing to the increasement of English vocabulary as it is mentioned in the article “History of the English Language” written by David Wilton, he wrote the following: “The rise of the British Empire and the growth of global trade served not only to introduce English to the world, but to introduce words into English. Hindi, and other languages from the Indian subcontinent, provided many words, such as shampoo, pajamas . . .”³

But the importance of English is not based in how many people speak English, but what it is used for and how it has become the chosen language. There are many more Chinese speakers than English ones, but there is not interest to learn Chinese but rather English. According to one estimate there are more than 350,000,000.00 native English speakers and more than 400,000,000 speakers of English as second language as it is established by the statistics given by the British Council and the Cambridge University press.

³ Internet article “History of the English Empire by David Wilton

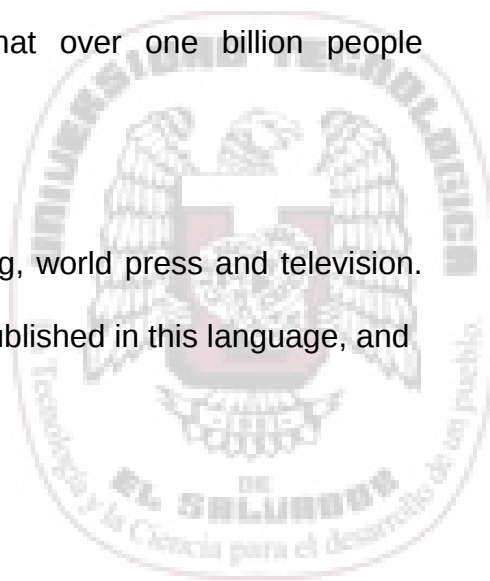


This language is used for advertising all over the world, companies think that if they advertise in English everyone would be able to get the message and prefer their products. Also, it is used for international relationships among nations because they disseminate much of the information related to their countries out of their borders in English. It is the official language for international conferences like the one of the United Nations.

It is spoken in hotels, tourist attractions, malls, stores, and tours. Many people visit foreign countries each year and more often visit English speaking countries. Probably, many of these people do not speak English during their visits, but they will lose a great deal of opportunities if they do not learn it before their trip. Everyone could visit more places, choose restaurants, shops and the more importantly communicate with other people and know about their culture in order to find new market places and businesses. As the British Council mentioned in his article "The English language": "At any one time there are 120,000 students learning English and other skills through the medium of English..... By the year 2000 it is estimated that over one billion people will be learning English" ⁴

English is important in satellite broadcasting, world press and television. Thousands of newspapers around the world are published in this language, and

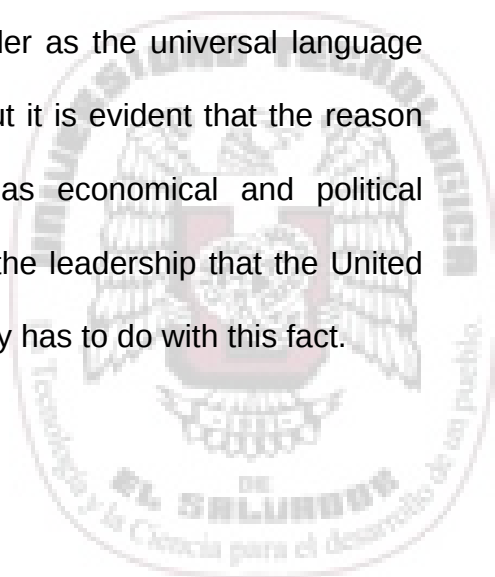
⁴ Article "The English Language" published by the British Council 1999



myriads signs are printed in English for the benefit of the international press. There are some countries such as Germany, which has an English Edition of the newspaper.

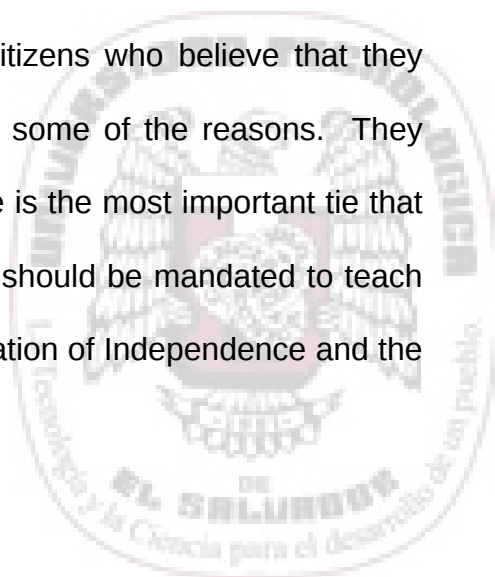
What language is used in international airports? Obliquely, if you go to any international airport you will find all the guidelines and signs written in English. Although it is not just the isolated fact of all the instructions in that language, International air traffic control is in English and every pilot around the world should understand and speak it as well as all the crew of an airplane. (The international laws say that is mandatory the use of English language by the air traffic controllers).

This one is the foremost language of international businesses, diplomacy, science and technology. As a matter of fact, all the computer data that is on the Internet and other computer programs are processed in English and every one of us nowadays need in some or other way use the Internet and computer programs. Moreover, English is consider as the universal language on the Internet, it does not have official status, but it is evident that the reason for this positions is the imperialism, as well as economical and political importance of English-speaking countries. Also, the leadership that the United States of America has as a high technology country has to do with this fact.



Major world-scale political and economical changes can be the only path that could alter the position of English, this one could be the increasing importance of the European Union or a coalition between Japan and China. Such powers might wish and be able to promote a language other than English, possibly a constructed language, for international communication. This promoting of another language has not been very successful because all the United States economical and political power has a great impact and influenced all over the world. For instance in many countries like Hong Kong, Philippines and Malaysia, English is used as a means of communication among people who have different native languages.

The researchers had the opportunity to read an article in which the main point was that the U.S. residents were trying to implement the English-only culture in schools. They have been having a battle for many years trying to eradicate the bilingual education because in some states there are a lot of Latin American immigrants. The Latin American people want their children to have a bilingual education, but there are a lot of U.S. citizens who believe that they have to speak English only and they pointed out some of the reasons. They sustain the following quote: "The English language is the most important tie that binds us together as a nation. Our public schools should be mandated to teach all children in English. The language of the Declaration of Independence and the



United States Constitution is fundamental to our national identity and to our destiny. Without it, we will cease to be one nation out of many”⁵

Somehow, the curious thing about this is that some Internet statistics assure that English is becoming the world’s language of the 21st Century and there should not appear any kind of resistance of immigrants to learn the language of the future.

Europe, which is a multilingual continental, has been having a very fierce struggle over the popularity of languages and this appears to be ending with English language as the standard language for the 21st Century. Even the Germans, who were trying to convince more British people to learn their language, now are promoting English as the language of this century. Also, they are publishing a newspaper with an English edition in which they declare that “English is going to be the lingua franca of the next century”.⁶

There are some other countries as Switzerland who have chosen English to be taught as the second language of choice rather than any other language even though they have had three official languages which are: German, French and Italian, plus a fourth language spoken in one canton, Romansh. They have shown their preference for English language.

⁵ Eagle Forum filed an amicus curiae brief with the U.S. Supreme Court in Alexander v. Sandoval

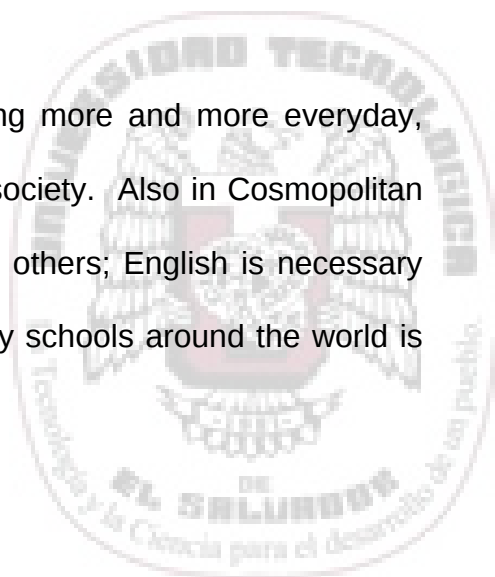
⁶ Article “English - the Universal language on the Internet? Free information site [IT Communication](#) by Jukka Korpela

In many British colonies, English is still used in government and as a means of communication among people who do not have another language in common. In some cases English plays the role of a neutral language to avoid misunderstanding because there are lots of people who still prefer their dialects or other uncommon languages.

Popular culture has also played an important role in spreading English worldwide. For example American and British music, books and movies are heard, seen and read in almost every country and there are available even in countries where few people actually use English. One of the main reasons people express about the preference of learning this language is to understand the songs, movies and books. The democratic culture that English spoken countries have is the new living fashion and that is why a lot of people are trying to imitate their way of living, and the language is one of the most important aspects to get into that culture. As it is mentioned by Vaclav Havel “English is the language of liberty for nations emerging from years of cultural oppression.”⁷

The necessity to learn English is increasing more and more everyday, people who speak it, reaches a certain status in society. Also in Cosmopolitan cities like New York, India, Singapore, Africa and others; English is necessary for daily life. The first choice to be taught in many schools around the world is

⁷ Presenting the U.S. English Foundation Internet Web page



English, the researchers could remark that English has become a worldwide currency and it is really an asset if one is a native speaker because he or she has the luck of being understood almost everywhere.

In Latin America, we are urged to learn English as a foreign language due to the current of Globalization involving all our countries involved. Our official language from Mexico to Chile is Spanish, but there is a great influenced coming from the United States, which is also geographically speaking a part of the American continent. It is really impressing how the United States is seen in every Latin American country. Generally, people think that it is the land where opportunity flows and they can improve their economical status. That is the main reason for even risk their lives trying to cross the borders of that country. The influence of United States over all Latin American countries has changed the lives of a whole continent, their way of thinking and their expectations toward life. For example: In all the schools of Latin American countries English is the only choice when teaching a foreign language. Moreover, 85% of adult people who have not had any English learning instruction are now registering in English courses in language academies. That is why the English teaching has become an industry.

In the specific case of El Salvador, the English language is becoming a requirement in every labor area; a good professional profile must be completed

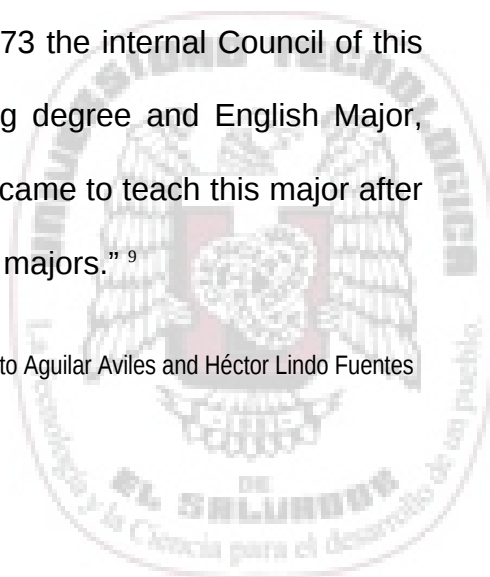
if the people speak English. About the history of the English language in El Salvador, the authors were highly impressed when finding out some data from which we could quote the following: “El énfasis en la enseñanza de inglés y francés se explicaba en 1894 diciendo que era indispensable, por ser estas lenguas modernas las más generalizadas y por nuestras frecuentes relaciones con pueblos donde se hablan”.⁸ The researchers also could mention that during 1864 the private schools were the first ones offering in their curricula English classes.

However, the English language was recognized as a language spoken for business relationships until 1910 and it is included in some of the richest schools.

After this background of English language in El Salvador, the authors found out that during 1948, the Universidad de El Salvador (UES) was the first university that had a Language Academy as a unit in charge of teaching English and French. After some years in 1956, they offered the Technician degree in Translation, which was taught for 12 years. In 1973 the internal Council of this university approved the curricula for the Teaching degree and English Major, that was implemented in 1977. “This university became to teach this major after more than one hundred years of offering five other majors.”⁹

⁸ “Un vistazo al pasado de la Educación en El Salvador” written by Gilberto Aguilar Aviles and Héctor Lindo Fuentes

⁹ Universidad de El Salvador (UES) Internet Web Page



In 1982 the Universidad Tecnológica (UTEC), following its vision of forming well-prepared professionals for the Salvadoran society and after a year of its foundation in 1981, started offering English Major, This major was structure in 10 semesters with a total of 35 subjects. Also, the university offered the associate Teaching degree that was structured for 5 semesters. Since then the university had been graduating successful professionals in the English field.

Other universities as the Universidad Francisco Gavidia and Universidad Evangélica are offering the English major as a Bachelor degree and others as the Universidad José Simeón Cañas and Universidad Pedagógica are offering the degree in Teaching since 1999.

Nowadays, the Universidad Tecnológica is a model of superior education due to the implementation of the English language in all the offered majors. Professionals graduated from the UTEC will be able to speak and write in English skillfully and to contribute to the development of this country in a better manner. This advantage provided by the UTEC to its students has been recognized even for other universities: “Es bueno contrastar que mientras el MINED relega a un segundo plano la Enseñanza de Idiomas Extranjeros, el sector privado (desde parvularia hasta universidades) invierten fuertes cantidades en compra de textos, computadoras, laboratorios y capacitación de personal docente; para dar algunos ejemplos concretos podemos mencionar: el

Colegio García Flamenco, Colegio Lamatepec, Universidad Don Bosco (todo egresado debe hablar y escribir Inglés a un nivel avanzado) y la Universidad Tecnológica que ha universalizado el Inglés en todas sus carreras”.¹⁰

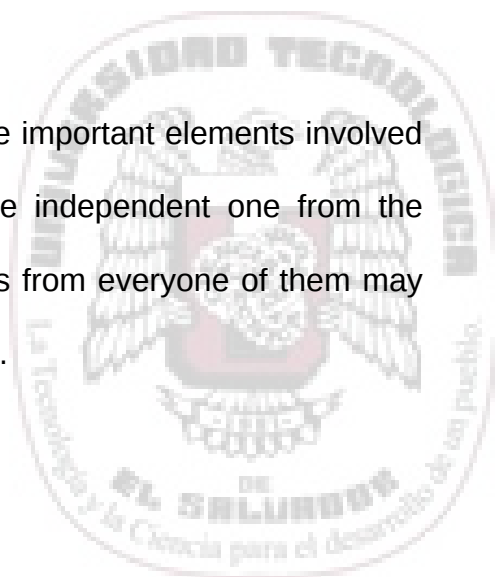
4.2 THE TEACHING LEARNING PROCESS

The purpose of the Universidad Tecnológica of forming excellent professionals has been going on and on for the past 20 years. The School of Languages is making great efforts to teach English as a foreign language and prepare its students to fulfill the need of this country of professionals in this area.

To teach English is a challenging career that has a lot of rewarding when you accomplish the goal. Students communicate through that language; they learn to give the message. But teaching it is not that easy as it sounds there are some aspects involved in the teaching learning process that the authors would like to emphasize.

The researchers believe that there are three important elements involved in the teaching learning process, they cannot be independent one from the other. These elements act like a team and actions from everyone of them may influence the quality and proficiency of the process.

¹⁰ Universidad de El Salvador (UES) Internet Web page

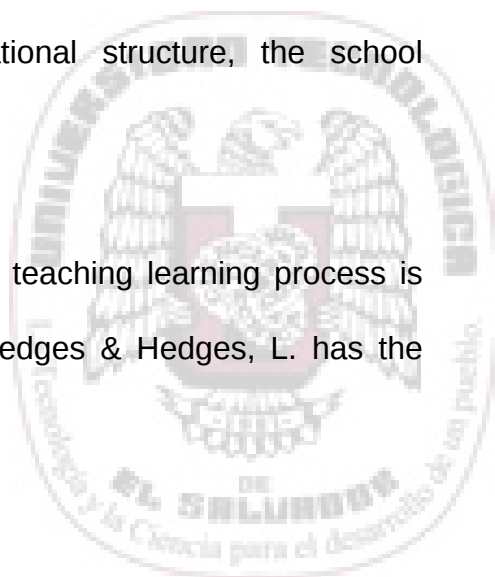


The first element is **the teacher** who is the guide during the learning process and is in charge of making the difference between a good and a bad class. The second element is **the student** who is the center and who has the main role in the class because he or she is the one who has to work with the language. The third element and not less important is **the classroom environment**, which is the element that gives the facility to teach and to learn. Like the authors have mentioned before all these elements work together hand in hand making a circle in which they have to create and develop good attitudes toward English learning.

Besides these elements there are some other important areas in the teaching learning process to considerate:

Context: which includes all those factors outside of the classroom that might influence the process of teaching and learning the language. This category includes all those variables that have an impact on teacher and student. One could be the school size, the organizational structure, the school processes, and many others.

Another aspect to take into account in the teaching learning process is the **Input**, the input as written by Giacona R. Hedges & Hedges, L. has the



following meaning: “refers to those qualities or characteristics of teachers and students that they bring with them to the classroom experience” ¹¹

The input can be divided in two subcategories: ***Teacher characteristics and student characteristics***. If we refer to the teacher characteristics some important subcategories includes the teacher’s values and beliefs, knowledge, communication and performance skills and personality. The researchers believe that the most important of teacher characteristics seems to be teacher’s values and beliefs and more particularly teacher efficacy in the classroom. Besides teacher’s knowledge about the subject to be taught, and confidence are very important, as well as, human growth and development in theories and topics in order to give students quality of education.

Students’ characteristics also take a very important place in the teaching learning process. The students’ behavior and the students’ achievement play the most important role in the development of their own knowledge. Students’ habits, beliefs, preferences, have to be taking into account when planning a lesson, once teachers have done a diagnostic test in which those types of characteristics may be found.

¹¹ Giacona R. & Hedges, L. (1982). “Identifying features of effective open education. Review of educational Research

Students motivation is involved in the performance of all learned responses, that is a learned behavior that will not occur unless it is energized by the teacher, as it is says by Kleinginna, P. Jr, & Kleinginna A.: “internal state or condition that activates behaviour and gives it direction, desire or want that energizes and directs goal-oriented behaviour” ¹² For the authors, this quote means that the teacher has the great responsibility of making his or her students to be highly motivated and this will give as a result to reach the goal of communicating in the target language.

During the classroom processes we have to immerse ourselves in other processes going on at the same time, this includes all the variables that would occur in the classroom, there are two subcategories as follow: Teacher behavior and student behavior. In the teacher behavior, there are three important elements: ***planning, management and instruction.***

Planning: It is very important that teachers recognize planning as the most important tool to gain confidence. To gain this confidence, teachers have to plan their classes, from a to z, and plan not just a class, plan a class for those students he or she has. Also, when teachers plan, they have the opportunity to write their goals and objectives, and after each class they could evaluate themselves about the accomplishing of their objectives. Frudden S. & Stow, S.

¹² Kleinginna, P. Jr. & Kleinginna, A. (1981) “A categorized list of motivation definitions” 263- 291

gave us their definition about planning: “establish goals and objectives, allocate time, identify strategies and models of teaching, determine methods of evaluating of student outcomes select methods and techniques. Design student activities and provide for variety and individual differences”¹³

Management: The improving of the relationship between students and classroom activities. It is the ability of keeping the control of the classroom. The researchers think there are some general principles for good classroom management; one of them is the willingness of the teacher to accept the responsibility for classroom control, the research oriented to look for solutions and the variety of models of instruction, each designed to produce classroom learning.

Instruction: is the development of a variety of models of instruction, each designed to produce classroom learning.

In the student behavior there are four main elements: ***Academic learning time, content overlap, engagement and success.***

The academic learning time it is defined as the amount of time students are successfully covering content that will be tested. Content covered on the

¹³ Frudden S. & Stow, S. (1986) “Eight elements of effective preinstructional planning Education” 218-222

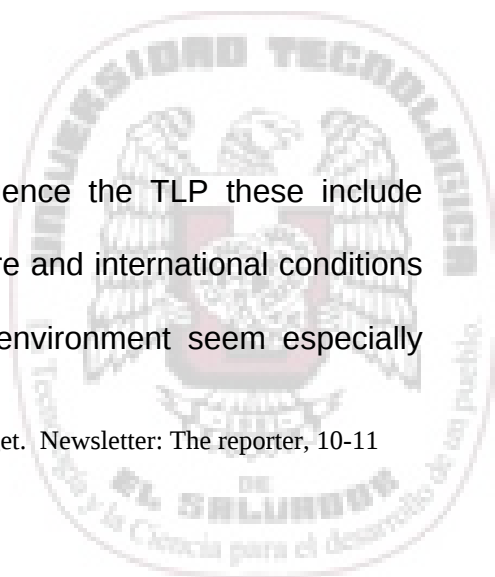
test actually covered by students in the classroom or the amounts of time students are actively involved in the learning process.

The success in the -student behavior is the extent to which students accurately complete the assignments they have been given. There is a variety of other classrooms factors which have been related to student achievement such as the classroom climate and opportunity for students to engage in leadership roles. The classroom process variables are the most important factors in the student achievement, more specifically the teacher's classroom behavior, has a direct influence on student behavior, which in turn, is most directly linked to measures of student achievement.

The last category in the teaching-learning process, but not less important is **"Output"**. "That is the measure of students learning taken apart from the normal instructional process".¹⁴ this category is very important in the TLP because all the variables in the rest of categories are used to predict or relate to the variables measured in this one.

There are some other variables that influence the TLP these include home, community, the religion, society, age, culture and international conditions of the learner. Variables related to the home environment seem especially

¹⁴ Hummel, J. & Huitt, W. (1994) What you measure is what you get. Newsletter: The reporter, 10-11



important and include such variables as the educational level of parents, family socioeconomic status. “In many countries one of the variables that best predicts student achievement seems to be the level of mother’s education.”¹⁵

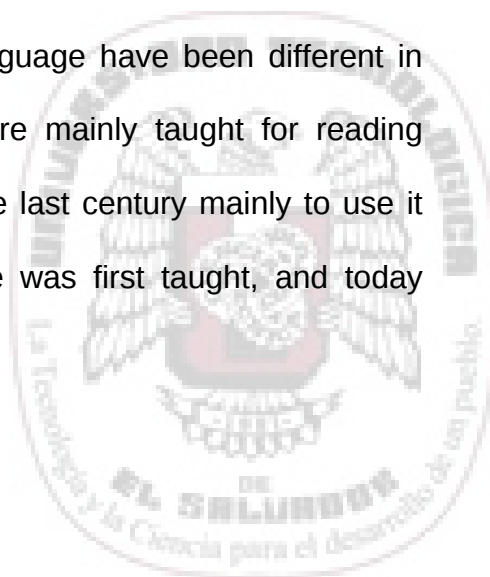
The researchers believe that this quote means that if mothers are the first educators of children, the mothers’ level of language usage counts and could be an important predictor of the child’s language usage and school achievement.

All these element help to develop the teaching learning process in the classroom, but it has been proved that not only in the classroom the students can learn, but there are a variety of opportunities for learning that help students to solve, - their problems, doubts, needs and interests.

4.3 LANGUAGE TEACHING METHODS

During many centuries, there have been a variety of influences affecting language teaching. The reasons to learn a language have been different in different periods. Languages in some eras were mainly taught for reading purposes, others for cultural high class and in the last century mainly to use it orally. These reasons influenced how language was first taught, and today some methods are just part of the history.

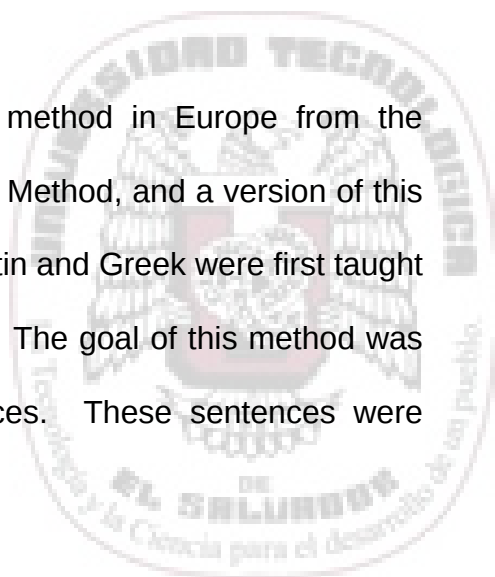
¹⁵ Campbell, V. (1991) The teaching learning process, 201-220



In the ancient times the history considers the Romans been the first that formally studied a foreign language. The Romans studied Greek, and then the Greeks (tutor and slaves) were the first teachers.

Before the 16th Century, Latin was taught in Europe especially to priests. But during the sixteenth and seventeenth centuries, French was a lingua franca for speaking to foreigners. It was the required language for travelers, traders and soldiers. During this period, French was widely taught. Between the 17th and 19th centuries, the analysis of the grammar and rhetoric of Classical Latin became the model language teaching. This method emphasized on learning grammar rules, vocabulary, translations and practice in writing sample sentences. The students of that time used to translate and write sentences that were samples of grammatical points and generally did not have any relationship to real world. This method was known as the **Grammar-translation method**. But beginning the 18th century, when modern languages were taught they were usually taught using this same method as Latin.

The dominant foreign language teaching method in Europe from the 1840's to the 1940's was the Grammar-translation Method, and a version of this method still is used in some parts of the world. Latin and Greek were first taught with this method based on grammar and rhetoric. The goal of this method was to be able to read and translate some sentences. These sentences were



constructed to understand the grammatical pattern of that language. At that time the textbooks were described as it follows: “Textbooks consisted of statements of abstract grammar rules, lists of vocabulary, and sentences for translation ... students labored over translating sentences.”¹⁶ This method was first known in the United States as the Prussian Method, its main characteristics were the following:

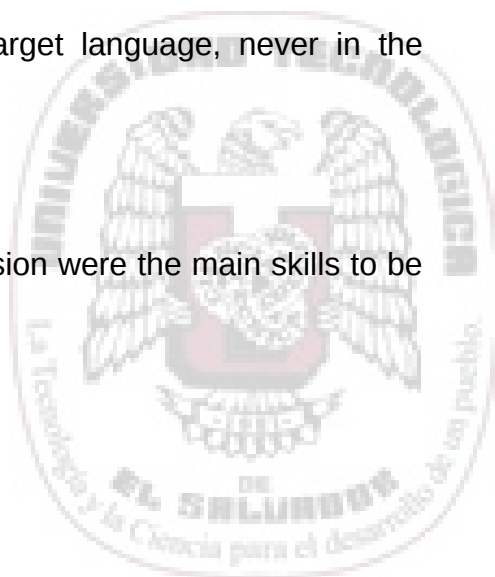
- The goal of learning a foreign language is to read its literature.
- Analysis of grammar rules is the focus of the class.
- In order to use the language the students have to memorize the rules in order to understand it.
- Reading and Writing are the most important skills to be develop. The students have to reach high levels of translation.
- Grammar was taught deductively, this means that a presentation and study of grammar rules was used in each class.

However, in the late 1800s and early 1900s, linguist became interested in the best way to teach languages. Opportunities for those people that have oral proficiency in foreign languages were increasing promptly.

¹⁶ Richards, Jack C. & Rodgers, Theodore S., Approaches and Methods in Language Teaching, Page 2

In the late 1800s and beginning of 1900s, there were some reformers that thought that language teaching should be reflected in oral based methodology. It should begin with speaking and increase to other abilities. They also believed that words and sentences should be presented in context, and grammar should be taught inductively. These ideas consolidated **the Direct Method**, where translation was avoided and it became very popular in language teaching, even though it was not very practical in dealing with larger classes. Gouin was one of the reformers of the nineteenth century who was in favor of creating a methodology based on observation of children language learning. L. Sauveur (1826 – 1907) believed in the Natural method and was one of the first educators who argued that a language could be studied without translation or even the use of the learners' native language. The Natural Method principles provided the basis for what was known as the Direct Method. Some of the main goals of this method were the following:

- Everyday vocabulary was taught in the class.
- Classroom explanations were given in the target language, never in the native language.
- Grammar was taught inductively.
- Speech performance and listening comprehension were the main skills to be developed.
- Teachers emphasized correct pronunciation.



Later on in the middle of 1900s **the Behaviorism** was the method in vogue; Skinner theorized that as animal's behavior was based in a series of rewards and punishments, human behaviors had also the same pattern. Skinner believed was the following: "parents and other caretakers hear a child say something that sound like a word in their language, they reward the child with praise and attention. The child repeats words and combinations of words that are praised and thus learns language" ¹⁷ During these same years **the Audio-lingual Method** appeared, this method was based on using drills for the formation of good language habits. The teacher acted as the model in this method, students had to respond to a previous stimulus and if they answer correctly, they were rewarded, so the habit will be formed. In the middle of 1960s, linguist Noah Chomsky challenged the behaviorist model of language teaching. He proposed a theory called Transformational Generative Grammar. According to his theory learners could acquire a set of rules and a limited set of transformation that they could use over and over again. He used this kind of examples to present his theory: "a sentence is changed from an affirmative to a negative sentence by adding not and the auxiliary verb to, i.e., "I go to New York every week" would be changed to "I do not go to New York every week."¹⁸ According to Chomsky's theory, with a limited number of these transformations, learners could have an unlimited number of sentences.

¹⁷ History of English Teaching Methodology"– by S kathleen Kitao and Kenji Kitao/www.cal.org/ericell/digest/0106pufaht.html

¹⁸ History of English Teaching Methodology"– by S kathleen Kitao and Kenji Kitao/www.cal.org/ericell/digest/0106pufaht.html

As the researchers have presented this feedback about language teaching methods until 1960's, - the authors could summarize that during decades there have been many methods and approaches to teach a language. Methods have techniques and practices in order to complement a teaching system, but approaches represent language-teaching philosophies that can be applied and interpreted in a variety of ways in the classroom. The years 1950's to the 1980's have usually been called as **"The Age of Methods"**, because a lot of different language teaching methods were proposed. Direct method, Audio-lingual method, Silent way, Suggestopedia, Total Physical Response, Community Language Learning, all of these methods were used and they had positive results improving language teaching.

The authors would like to include a synoptic view about the roles of teacher and students in each method.

TEACHING METHODS AND TEACHER & LEARNER ROLES		
Method	Learner Roles	Teacher Roles
Grammar Translation Method	Translator - Memorizer	Director
Audio-lingual Method	Practicer	Modeler - Drill leader
Total Physical Response	Order taker	Commander - Leader
Suggestopedia	Relaxer - Believer	Auto-hypnotist - authority
Community Language Learning	Cooperator	Paraphraser- Counselor Friend
Silent way	Guesser Speaker	Counselor

But in 1980's , these methods in turn came to be shadowed by a more interactive approach to language teaching, which came to be known **as Communicative Language Teaching (CLT)**. The principles of this method are the following:

- Students learn a language through using it to communicate
- The goal of classroom activities should be authentic and meaningful communication.
- The integration of different language skills involves communication.
- “Creative construction” that means learning, that is why involves trial and error.

The role of the learner is to improvise and the role of the teacher is being a task designer, the analyst of learner needs.

The Natural approach is a philosophy which understands that first is listening and then producing a language, because in teaching is required a meaningful context. The ERIC Clearinghouse on Languages and Linguistics says about the Natural approach: “...first language acquisition is the only universally successful model of language learning we have and thus that second language pedagogy must necessarily model itself on first language acquisition”

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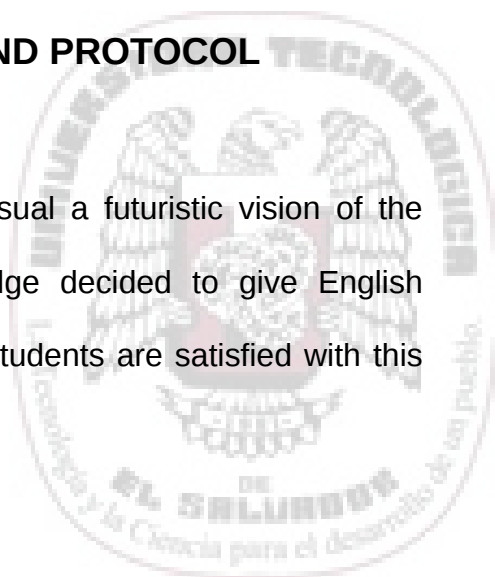
¹⁹ History of English Teaching Methodology”– by S Kathleen Kitao and Kenji Kitao/www.cal.org/ericell/digest/0106pufaht.html

As the authors have suggested in the chart, methodology currents have been developing through the decades and all of them answer - the learner's necessity to communicate in the target language. Nowadays, the researchers could mention some other methodologies been used as the **Constructivism**, that is based on the theory learning by doing. **The Synergistic Method** that is so called "Disciplined Eclecticism" because it is a mixture of various methods into a common programs of instruction and as this a lot of new methods that are improving the quality of teaching.

The researchers believed that the knowledge about all these teaching methods increase the ideas and strategies that a teacher has to use in the classroom. Teachers' job is being able to switch and change from one technique to another one and from one method to the other. This will depend on the type of students teachers have, their ages, sex, social background, students' interest and students' needs.

4.4 IMPORTANCE OF ORATORY AND PROTOCOL

The Universidad Tecnológica having as usual a futuristic vision of the demand for professionals with English knowledge decided to give English classes to all the majors of the University. The students are satisfied with this



decision because they realize the increasing demand of bilingual professionals that are taking advantage in the market of opportunities.

Also, the Language Department being restructured nowadays becoming the School of Languages, wanted to be part of this futuristic vision and decided to implement the Plan 2000 for the English major, as a response to the country's need of successful professionals in the English Industry. The new plan 2000 has 46 subjects that come to enrich the academic knowledge in different areas, such as Hotels and Tourism services, Oratory and Protocol, Creation and usage of visual aids, Translation Techniques and so forth. These new subjects will increase the skillfulness of the students and also the academic and cultural level of them.

Of all these new subjects mentioned above, the one to which the authors will refer in these paragraphs is **“Oratory and Protocol in English”**, because for us the most important topic to research about was this one. The authors feel a especial identification with this topic because in our labor field, this subject is becoming our main tool in order to reach the goals of our companies that somehow are our own goals.

The authors believed that Oratory is the art of speaking persuasively, giving a message effectively. This class objective is to teach the students the

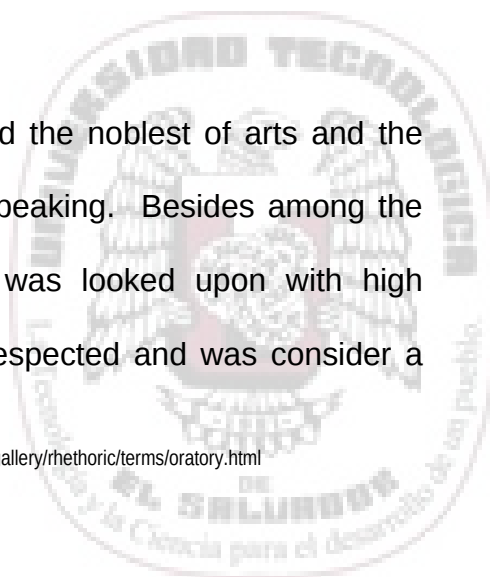
practical ability of speaking in public, but there are some aspects that students and teachers have to take into account in order to reach this ambitious objective. First of all, the authors would like to enrich the meaning of Oratory in order to make a general frame of this subject. Mr. Kelly Ingleman from the Georgia Institute of Technology gives his own definition of Oratory: "Oratory is more than ordinary speech. It is a special kind of public speaking. The orator speaks for a special purpose, in a special way, at a special time".²⁰ This definition is giving clearly a description of what Oratory is.

4.5 HISTORY OF ORATORY

Oratory was known in the ancient times as ***Rhetoric***, it was practiced by people long before the ancient rhetoricians. In fact the ancient rhetoricians developed rhetoric by observing that some orators were effective and others were not. These rhetoricians had developed a set of rules or principles for successful communication.

Among the Greeks Oratory was considered the noblest of arts and the oration was the aristocrat of all forms of public speaking. Besides among the ancient cultures Greek and Roman an Orator was looked upon with high esteem, the orator was greatly admired, highly respected and was consider a

²⁰ "Oratory" by Kelly Ingleman of the Georgia Institute of Technology, www.lcc.gatech.edu/gallery/rhethoric/terms/oratory.html



citizen of a great influence and holding an unusual ability. Also, at that time the orator was very famous and his power move the multitude in public affairs, they formed a distinct class in society and public life. The art of Oratory was perhaps the most highly esteemed and of a great practical value during the later period of the Roman Empire than at any other time in the world's history. The most known rhetoricians or orators of that time were Aristotle, Cicero, and Quintilian. Aristotle defined oratory as "the faculty of finding all the means of persuasion on a subject".²¹

Aristotle was born in 384 B.C. in Northern Greece. He was a Greek philosopher, scientist and educator. When he was seventeen, he attended to Plato's school at Athens, Plato was very famous at that time because of his refinement on rhetoric. Aristotle stayed at the Academy for twenty years as a student, a lecturer, a research assistant, and a research scientist. Three years after the death of his master Aristotle -married with princess Pithias with whom he had two children. Aristotle's writings can be classified into three groups: popular writings, memoranda and the treatises. His popular writings were written for a general audience and modeled, the memoranda is a collection of research materials and historical files. Most of the writings belonging to these two groups were lost. The third type the treaties were writings for his classes, plans to teach his students. These treatises were only for students and are the

²¹ Brumbaugh, Robert S. "The Philosophers of Greece. Albany: State University of New York Press, 1981

only writings that still survive today. In his work *Rhetoric*, he wrote about the art of the public speaking, it was written sometime between 360 and 334 B.C. Other definition of Aristotle is: "The function of rhetoric is not to persuade, but to see the available means of persuasion in each case."²² Besides, he identified the relationship between rhetoric and the various disciplines of the arts and sciences. After his death, Aristotle's words were perpetuated at the Peripatetic School by his loyal followers.

Cicero that was other famous Orator defined Oratory as the art of persuasion, Marcus Tullius Cicero (106-43 B.C.) was both a Roman orator and statesman. Cicero believed that the productive application of knowledge for the guidance of human affairs it was one of the greatest human accomplishments. He said the following: "Philosophy generated knowledge but rhetorical persuasion made it effective. Each was dependent upon the other. They could not stand-alone. A great man would be the master of both". Cicero's views were typical of the classical age. His main writing was "*De Oratore*",²³ one of his main quotes from *De Oratore* is the following: "The real power of eloquence is such that it embraces all things in the world, all virtues, duties, and all nature, so far as it affects the manners, minds, and lives of mankind." (*De Oratore* 3.20).²⁴

²² Brumbaugh, Robert S. "The Philosophers of Greece. Albany: State University of New York Press, 1981. P. 172

²³ Brumbaugh, Rober S. "The Philosophers of Greece". Albany: State University of New York Press, 1981

²⁴ Brumbaugh, Rober S. "The Philosophers of Greece". Albany: State University of New York Press, 1981

Marcus Fabius Quintilian was born in Calagurris, Spain in 35 A.D. with a Roman rhetorician as a father. When he was young he was sent to Rome to be educated in rhetoric. After his education was complete, he returned to Spain and became a rhetorician very famous there. He became the first rhetorician to set up a truly public school of rhetoric. Quintilian, taught 20 years before he retired at the age 50, after he got retired one of his friends convinced him to write a book on rhetorical pedagogy. This book was know as **Institutio Oritoria**, and it is the only one of his works that survived. Quintilian lived in the time period following Cicero and that is why sometimes seems that he influenced him. His book is a collection of 12 books in which Quintilian describes how a rhetorician should be educated from childhood. In these books he wrote about different parts of a speech, styles, and emotions involved with rhetoric. A very simple definition of Oratory for him is “the art of speaking well”.

4.5.1 PARTS OF ORATORY

The authors could mention as parts of Oratory the following:

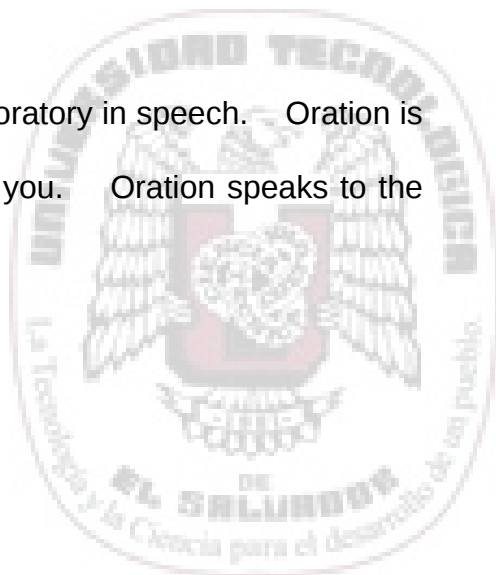
- Delivery
- Pathos
- Oration



If an Orator wants to correctly communicate with his audience he must be able to practice the art of delivery. Delivery is a very important factor of Oratory, a common example of delivery, is a boring lecture in which the speaker seemed monotonous. In this case no matter what the orator is trying to say he will be responsible o having impact on his audience. Delivery is the effectiveness of a speech. A combination of oral communication, body movements, voice tone, comprises the delivery of speech. Somehow, it is known that delivery is the oral equivalent of Style.

The persuasion of audiences by using emotions is better known as Pathos (pathetic or emotional proofs). The Orator has to gain the sympathies and emotions of the audience causing them to accept the propositions, ideas, or to get to put them into action. Pathos plays an important role nowadays in a variety of styles of Oratory. Stimulating audience's feelings and look for a change in their attitudes or make them act toward a determinate goal, that is Pathos.

Oration is no more than the action of using oratory in speech. Oration is the best speaking combined with the best part of you. Oration speaks to the soul and conscience of the audience.



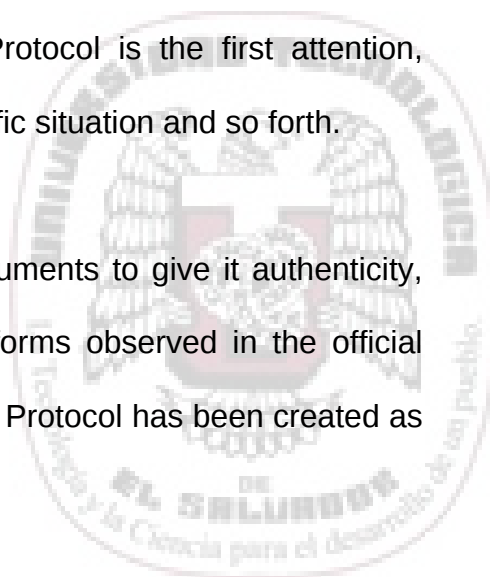
Among some of the greatest orators of the twentieth century, the researchers could mention Martin Luther King, Jr., John F. Kennedy, Winston Churchill, Pope John Paul II, Malcolm X.

The authors plenty believed that as well as the knowledge of Oratory, the knowledge of Protocol will complement this subject that has been implemented to create successful professionals. The author would like now to explain the importance of Protocol.

4.6 HISTORY OF PROTOCOL

Protocol is the set of rules that establishes the manners and ceremonies for official interactions between states and their representatives. In other words it is the internationally recognized system of courtesy. The term Protocol is derived from the Greek **Protokollen**. Proto that means “The first” and Kolla meaning, “glue”. The meaning then is that Protocol is the first attention, manners, and rules that precede an event, a specific situation and so forth.

Greeks have used Protocol in notarial documents to give it authenticity, also the term Protocol was used to signify the forms observed in the official correspondence of government departments. The Protocol has been created as



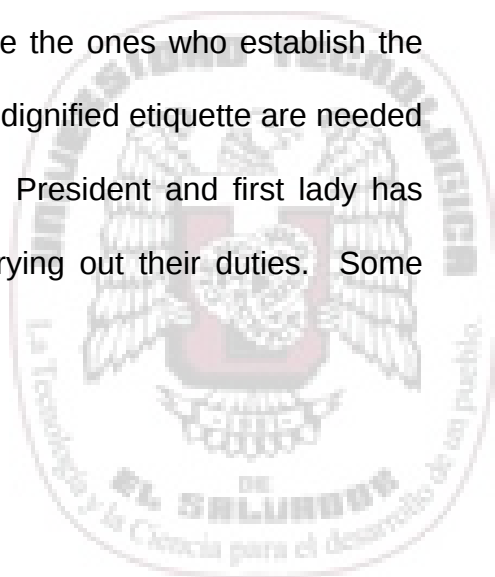
a system based on the sovereign equality of states; every country must see that they are being treated equally.

Through the years the evolution of the Protocol has been changed in many government's areas. It is established in permanent diplomatic missions and meetings between leaders.

Historically, personal meetings between rulers of states were infrequent before the nineteenth century as it says Professor Erik Goldstein: "Personal meetings were not common, the logistics of travel making such meetings difficult because the distance between countries",²⁵ but the developments in technology and transport have made meetings easier and safer: this facilitates political leaders desire to meet. The result has been for the most part a further relaxation in Protocol.

Presidents and first ladies have traditionally been the people who create the rules for manners. Most of the times they are the ones who establish the ceremonies, they believe that official formality and dignified etiquette are needed to gain respect and enhance its authority. Each President and first lady has their own distinctive way of entertaining and carrying out their duties. Some

²⁵ Goldstein, Erick. Developments in Protocol. University of Birmingham



Presidents give an important treat to foreign Ambassadors, - in order to influence them and persuading from some international affairs.

Most of the function of Protocol have to deal with the administrative of proper ceremonial aspects in religion, military, social, politics and educational fields in where can apply.

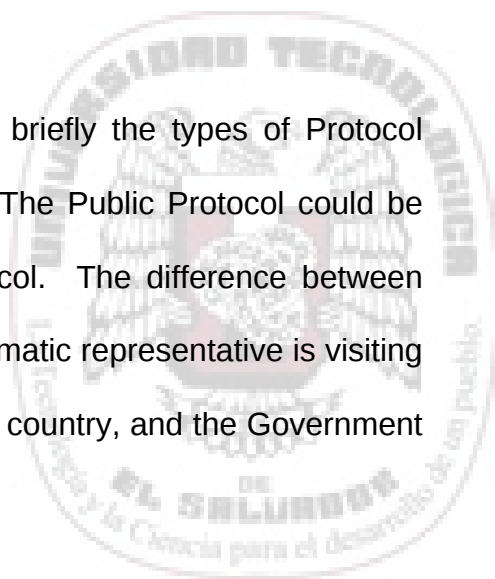
Any organization or society must operate under certain rules. It is necessary that contacts among nations be made according to universally accepted rules, customs, and some form of planned organizations in order to prevent a chaotic situation, in certain acts, meetings, conventions, and seminars. Knowing customs, cultures and Protocol of a country can help us not to have embarrassed situations in our encounters and also it can be used in some other events not as formal as international relationship among countries. Among other definitions of Protocol, the authors could mention the following: "Regla ceremonial diplomática o palatina establecida por decreto o por costumbre. Por extension, el Protocolo es el conjunto de reglas que usamos para atender correcta y honorablemente a las personas"²⁶ If we are able to use the Protocol in all the situation that can be used, we will discover one fundamental clue to understanding the rules of public human behavior and somehow the societal structure.

²⁶ Mc Closkey, Margot, *Etiqueta para Profesionales*, Page 84

In order to gather some comments from a professional in this area, the researchers interviewed Mr. Ernesto Pineda, who has worked for many years in the Protocol Department of Presidential House in El Salvador. The interview was full of elements that assure the importance of Protocol, that each professional has to know about and acquire as part of their set of integral skills. The definition of Protocol according to Mr. Pineda is the following: “Es darle el lugar que le corresponde a la persona o funcionario de acuerdo a su rango y al evento que se este realizando con el propósito de evitar indisciplina en un acto público.” He also mentioned that there are a limited quantity of books about these important topic and that he is glad that UTEC has been the first to take into consideration the preparation of students in these two disciplines that will be a great help for the future of El Salvador. Mr. Pineda believes that to know how to speak in public is a great tool for every professional and it is complemented with the knowledge about Protocol that transforms a person into a world’s citizen because Protocol assures the best way to treat people in any event.

4.6.1 TYPES OF PROTOCOL

It is the researchers’ intention to mention briefly the types of Protocol which are Private Protocol and Public Protocol. The Public Protocol could be divided in State Protocol and Government Protocol. The difference between them is that the State Protocol is when some diplomatic representative is visiting a country in a formal mission in name of his or her country, and the Government

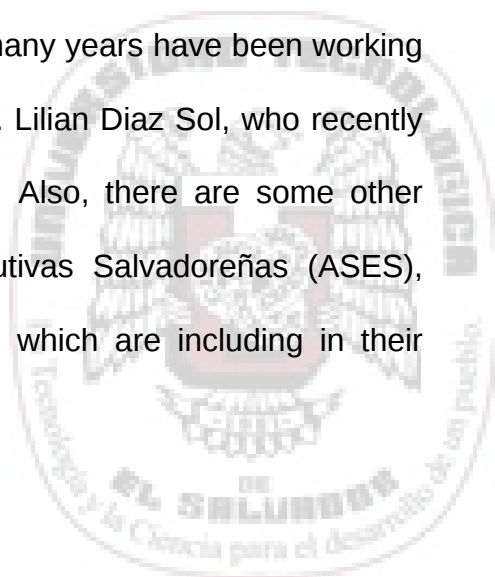


Protocol the diplomatic representative goes to visit a country, but not in an official mission of his or her country.

Nowadays, - Private Protocol has been emerging during the transformation of the society due to globalization. It is in this way that enterprises show their corporate image. As an example of this the authors could mention: the cornerstone dedication, the unveiling of a plaque, unveiling a portrait, dedication of buildings and many other such protocol activities.

Many enterprises are introducing in their offices the **Enterprising Protocol** and they have designed a set of rules even to receive their visits and treat their clients. This current is very useful for the new professionals that are enrolling in many job fields because they are dealing with people from other nationalities. Knowledge about Protocol is required for all this areas in order to give a success image.

In El Salvador exists an institution that for many years have been working in this area which is “Pygmalion”, directed by Mrs. Lilian Diaz Sol, who recently published a book about Protocol and Etiquette. Also, there are some other institutions like Asociación de Secretarias Ejecutivas Salvadoreñas (ASES), directed by Mrs. Martha Judith Bonilla de Lima, which are including in their



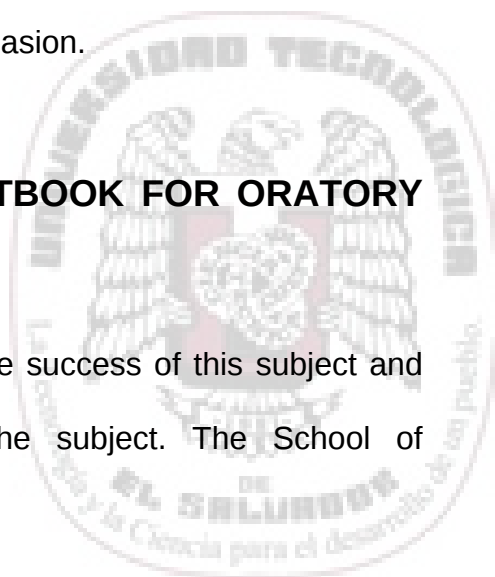
cycles of Seminars and Certificates, courses of Protocol and Etiquette designed for Administrative Assistants.

Another element found in the interview with Mr. Ernesto Pineda, instructor in the area of Oratory and Protocol in our country is that, he mentioned that most of the function of Protocol has been born through the necessity of human communication and now has applications from within itself that deal with the administration of proper ceremonial aspects in religion, military, social, politics, and educational fields.

Due to all the reasons detailed above, the researchers believed that Protocol is necessary to be taught for the students of the English Major. This will increase the quality of education of the learners and will offer a wider labor field in the near future. Oratory and Protocol are two disciplines that have co-exist. They could be independent one from the other, but the best is to combine gathering them to create an integral education, resulting in successful professionals able to speak and act well in any occasion.

4.7 THE IMPORTANCE OF A TEXTBOOK FOR ORATORY AND PROTOCOL

The authors are plenty convinced about the success of this subject and the positive willingness of students toward the subject. The School of



Languages at UTEC is anticipating the students' needs. The teaching philosophy from this university has been to work for the benefit of its students. They have arranged everything from beginning to teach this subject in the semester 01-2003. The implementation of this subject will be a great appeal for the students and also will present a great challenge for the teacher who will be in charge of these groups. The authors believed that -teaching aids are those materials that make it easier to teach and/or learn through in every sense. These teaching materials go from the most common and cheap to the most expensive and technological. The use of teaching aids can make the learning process more permanent, and offer activities that stimulate students learning. Teaching aids are required in order to clarify complex topics, to maintain learners' interest, refocus learners on the topic. Textbooks are good teaching aids because within students can find all their questions and doubts. In many English language classrooms, a textbook provides the framework and - the topics to develop within a course.

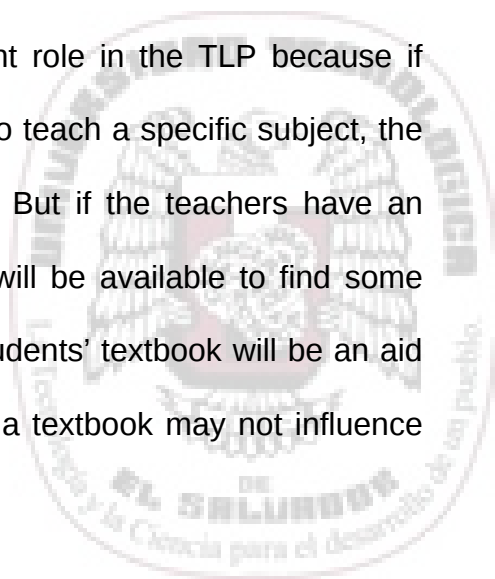
As the researchers know about the importance of a textbook especially in this type of courses in which it seems that no book will be necessary because most of the class time will be practical. Although, the authors identify the importance of the textbook because in their student experience at the UTEC, they have faced the lack of adequate textbooks for specific subjects which would have helped to increase the general concepts of those subjects. That is why the

researchers sustain the necessity to design a textbook for “Oratory and Protocol”.

4.8 CHARACTERISTICS OF A STUDENT’S TEXTBOOK

The students need the support of a textbook in which they could find the responses to all their doubts, a textbook in which they could have exercises and study cases that develop the analytic ability of these new professionals. The researchers think that the importance of the information presented in a visual form and in a written language format brings a lot of benefits to the classroom. A textbook benefit both students and teachers, students can find there all the information explained in class, as well as some exercises to present the usage of the contents and the exercises to reinforce the class content. Besides students can find other information about the topics sequence that will be study in the next class.

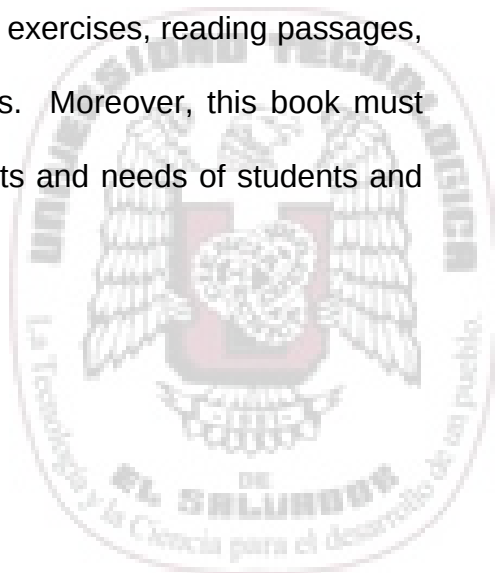
The format of textbooks plays an important role in the TLP because if teachers cannot chose the appropriate materials to teach a specific subject, the objectives of the class may not be accomplish. But if the teachers have an appropriate guide, they will have a support and will be available to find some extra activities for the students. Moreover, the students’ textbook will be an aid to complement the teaching process. The use of a textbook may not influence



the teachers' style of delivery because teachers have to be sure of their own methodology.

The problem that the School of Languages has, is the lack of a textbook for the subject "**Oratory and Protocol**". Due to that, the researchers' purpose was to design this textbook in order to help students of this subject and also offering a teacher's manual. To design this textbook the authors designed a dynamic diagram format because it has been proved that when a textbook has a poor diagram design, it may cause the boredom of the reader. Also, the authors collected data, facts, and ideas, concepts, tips, experiences and use knowledge generated from oral, written and electronically produced text. As authors of this textbook is our intention to use oral and written language to acquire, interpret, apply and transmit knowledge of techniques related to Oratory and Protocol.

In the design of this textbook, certain characteristics have been taken into account among them there can be mentioned the following: to be understandable, easy to use, attractive, clear, with exercises, reading passages, fun activities, vocabulary and real world situations. Moreover, this book must have all the requirements according to the interests and needs of students and objectives of the School of Languages.



This textbook will be used and reproduce by teachers and students to support the development of the “Oratory and Protocol” subject. This textbook of Oratory and Protocol specifically comprises the following characteristics:

Colorful and Pictures: Students can learn in a best way when the content is presented agreeable with vivid colors, and an easy reading font letter. Also, pictures are part of the design format. The teachers that used in their classes visual aids such as film, video, charts and maps obtain better results than those whom do not use all of these teaching materials. One of the advantages of using colorful representative's pictures could help students to visualize a picture in their mind and remember spontaneously the theory or the content related to it.

Exercises: When a textbook have active exercises in which students can participate and these exercises required tasks taken from real-life, students get more involved thus acquiring knowledge. Due to the kind of subject matter, this textbook will have mainly oral exercises, but the authors could also include some written exercises in which the main purpose will be to develop the ability of creative writing for different kind of speeches.

Body language have to be taken into account as a part of the activities in this textbook as a main tool to get the students physically engaged and active in

the learning environment. Due to the fact that one of the abilities of the Orator is to use their physical movements, and gestures to reflect and bring emotion and feelings to the audience.

Group discussions have to be including in the textbook because through auditory and oral language format the students will acquire the information while they are interacting in a listening/speaking exchange.

Remarks: This textbook should have a section of remarks in which the students will have a brief summary with key information obtained from the main reading. These visual reminders will be placed in a highly visible note. The students will have this key information when they need to memorize concepts, sequence of steps, or vocabulary words.

Clip sounds: The authors believed that in the classroom the benefits of listening activities are that students get encourage by the model presented and they have a better idea about the topic. Besides students can learn from those experiences presented in the clip sounds. Especially in this type of class in which the main ability to develop is speaking in public.

Content: As the researchers have mentioned above the content of this textbook will be collected from many orals and written sources. The

authors will take into account that this content has to be presented in a very friendly form, not very overloaded with information at one time in one page and missing information in other pages. Moreover, this textbook content should make tangible the information that the students and the subject require and that will have usage in real-world situations.

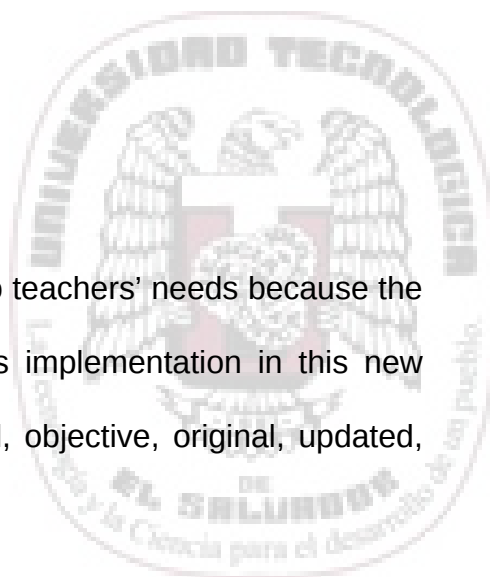
FORM OF THE TEXTBOOK

This textbook will be a practical design with the following pattern:

- 1) The contents of the textbook will be divided into units and these into lessons.
- 2) Every unit and lesson will be titled with the topic's name
- 3) Each lesson will have an introduction of the topic, a reading related to it, a dialogue, and a section of vocabulary, stick-it notes, samples and exercises.
- 4) Each lesson will have a balanced use of pictures, realia, maps and drawings in full color.

4.9 TEACHERS' GUIDE

Also, the teacher's guide will be designed to teachers' needs because the objective of it is to fulfill the requirements for its implementation in this new subject. So it must be: Active, concise, practical, objective, original, updated,



and friendly in order to be a successful tool for the TLP. The teacher's guide has to be didactically applicable to the TLP and respond to the necessities of teachers and learners in the new subject "Oratory and Protocol in English".

To conclude this theoretical framework, the authors would like to assure that this project will be of a great help for the students of the subject Oratory and Protocol, and will become a success for the School of Languages of UTEC in dealing with fresh-new material. This new material will be designed by these students that once, faced the lack of an appropriate textbook for English as a specific purpose. To reinforce the helpfulness that this textbook could be the authors will quote the words of Professor Feiman: "The creative use of a textbook in English courses demands that teachers recognize them as useful resources".²⁷

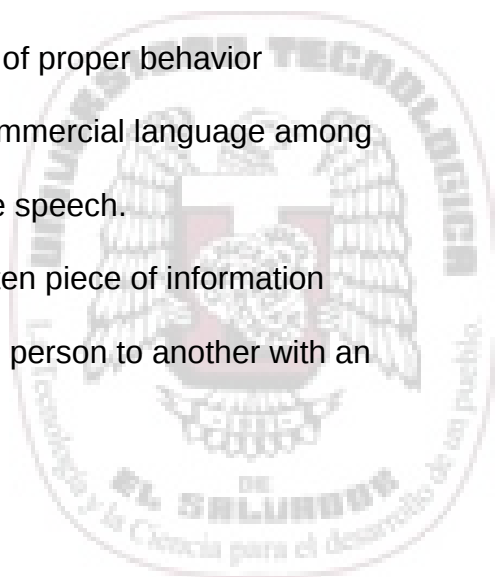
It is the researchers' intention that this textbook will become a great support to the valuable work that the School of Languages of UTEC has been developing through the years, giving to its students the best education, and improving the teaching methodologies for students' benefits. The researchers enjoyed greatly doing this research, believing that it is our own auto didactical project that will enrich our professional profile. For sure, - the goal is the most important reason that move us toward this awesome path concluding with the

²⁷ Ball, D.L. and Feiman Nemser, S. (1986). Using textbooks and teacher's guides: What beginning elementary Teachers learn.

design of the textbook. The authors assure that this textbook will be the complement for this innovative class because students will find in this textbook what every student dreams of having in a textbook, ***a friendly hand . . .***

4.10 CONCEPTUAL FRAMEWORK

Affairs:	Issues, actions, events.
Broadcasting:	The acts of speak or perform on radio or television.
Cosmopolitan:	Consisting of people from many different parts of the world.
Delivery:	The manner in which a message is given to the audience
EFL:	English as a foreign language
Eloquent:	A person who is able to express ideas and opinions well
Etiquette:	The formal rules of proper behavior
Lingua franca:	A common or commercial language among people of diverse speech.
Message:	A spoken or written piece of information passed from one person to another with an specific purpose.



Oration:	Public speech
Praise:	To speak favorably and with admiration
Protocol:	The system of rules and accepted behavior used especially by representatives of government
Rhetoric:	The art of speaking or writing with the purpose of persuading people effectively
TLP:	Teaching learning process



5. METHODOLOGY

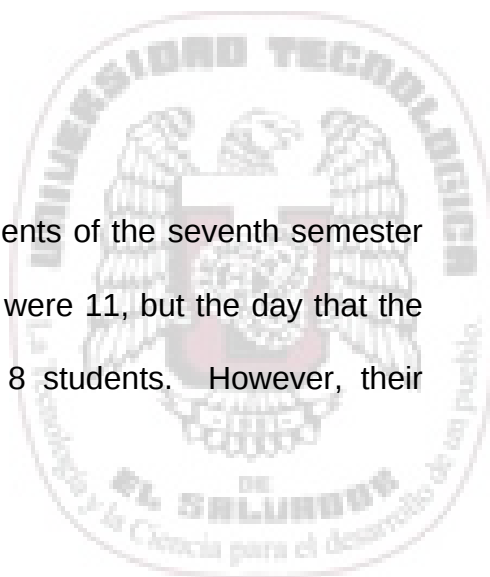
This investigation main objective was to gather information from students and teachers to make easier the design of a textbook for the subject “Oratory and Protocol in English”, as well as a teacher’s guide for this subject. This research was developed with the students of the English Department, seventh semester of the English major at UTEC. There were male and females with an advance English level.

5.1 UNIVERSE

The universe of this research were the students from the English Major at Universidad Tecnológica. To achieve the purpose of this research, and taking into consideration that this project deals with contents that were not familiar to most faculty members, the researchers also made a questionnaire guided for the Coordinator of the English Department. The answers of this questionnaire guided us to enrich technical aspects such as: presentation, pedagogical form, general contents, etc.

5.2 POPULATION = SAMPLE

The population of this research were the students of the seventh semester in the period of 01-2003, the amount of students were 11, but the day that the questionnaires were presented there were only 8 students. However, their



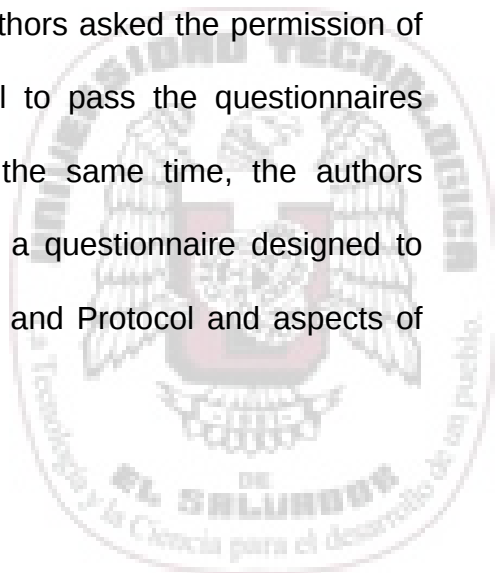
opinions were really valuable for this research. The sample was equal to the population because of the reduced number of students. Also, the opinion and expectations of the teacher of this subject was collected through a questionnaire. Besides, the Coordinator of the English Department was surveyed in order to gather some of her experiences while designing this kind of courses.

5.3 INSTRUMENTS

The instruments were a teachers questionnaire, a students' questionnaire and one questionnaire for the Coordinator of the English Department. Each questionnaire had nine multiple-choice questions and one open question. Also, every question offered a space so that any of the addressed persons could add any other comment to each question. (See annexes).

5.4 DATA COLLECTION

With the purpose of collecting the data, the authors asked the permission of the teacher of the subject Oratory and Protocol to pass the questionnaires among the pupils attending to this class. At the same time, the authors requested the help of the teacher by filling out a questionnaire designed to gather his opinions regarding the subject Oratory and Protocol and aspects of the textbook to be created.



Also, the authors requested the opinion of the Coordinator of the English Department by filling out a questionnaire to display quality advices based on teaching experiences.

5.5 DATA ANALYSIS

The gathering was carried out in order to display the results related to the expectations and needs of the students and teacher of Protocol and Oratory. The results obtained from the questionnaires have been tabulated and presented on tables and pie charts. They reflected every answer provided by the students and teacher of the Oratory and Protocol class. Below the tables and charts each result is briefly interpreted.



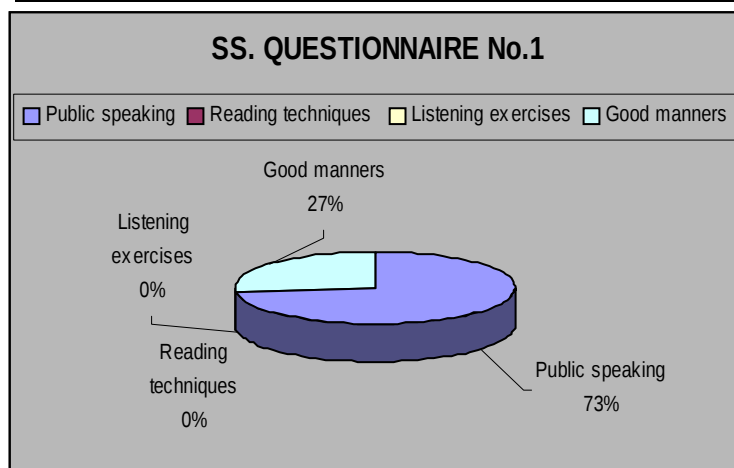
ANALYSIS OF STUDENTS' QUESTIONNAIRE

Question No. 1

What do you expect to learn in the subject Oratory and Protocol?

Objective: To know what the students' expectations toward this subject are in order to consider them in the textbook content.

Answers	No.	%
Public speaking	8	73%
Reading techniques	0	0%
Listening exercises	0	0%
Good manners	3	27%
Total	11	100%



Interpretation: The entire population surveyed expects to learn public speaking techniques adding some other elements like body language, good manners and Protocol techniques.

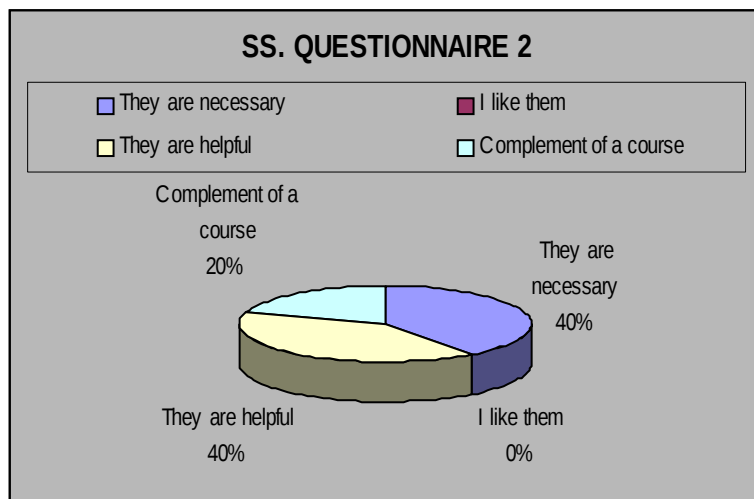


Question No. 2

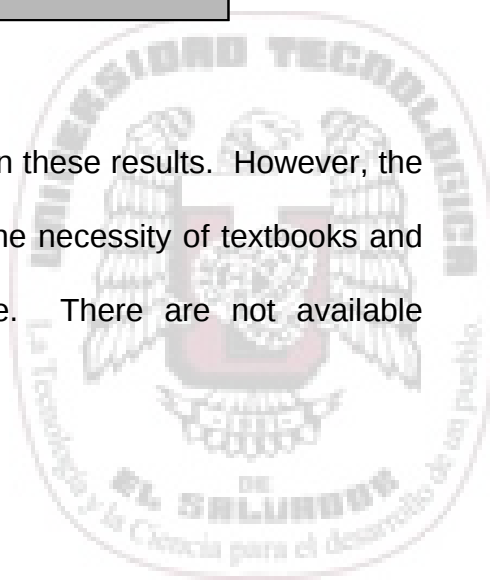
What do you think about textbooks?

Objective: To obtain students' opinion about textbooks in order to reinforce the necessity of having one for the subject Oratory and Protocol.

Answers	No.	%
They are necessary	4	40%
I like them	0	0%
They are helpful	4	40%
Complement of a course	2	20%
Total	10	100%



Interpretation: The variety of opinions is shown in these results. However, the answers showed that students are conscious of the necessity of textbooks and that they represent a complement of a course. There are not available



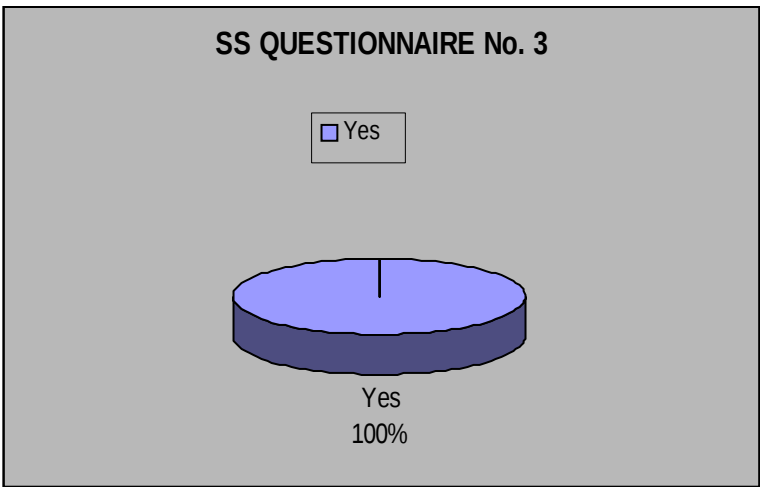
textbooks for that specific subject that is a consideration mentioned in the theoretical framework

Question No. 3

Do you consider necessary to create a textbook for the subject Oratory and Protocol?

Objective: To reinforce the necessity of having a special textbook designed for this subject.

Answers	No.	%
Yes	8	100%
No	0	0%
Total	8	100%



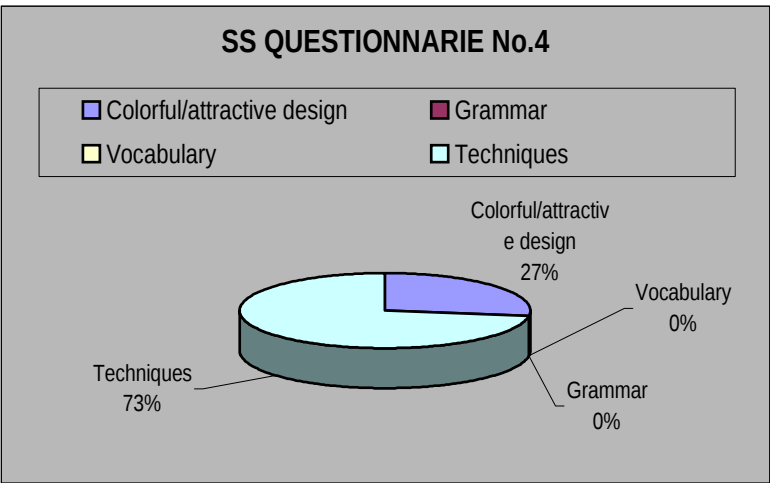
Interpretation: Students have expressed their need regarding the appropriate material for this subject. They emphasized the urgent need of textbooks that reinforce the knowledge taught in the classroom.

Question No. 4

What do you expect to learn in the subject Oratory and Protocol?

Objective: To know what the students' expectations toward this subject are.

Answers	No.	%
Colorful/attractive design	3	27%
Grammar	0	0%
Vocabulary	0	0%
Techniques	8	73%
Total	11	100%



Interpretation: Definitely, the students responses were directed to the development of techniques in Oratory and Protocol. Besides, they pointed out

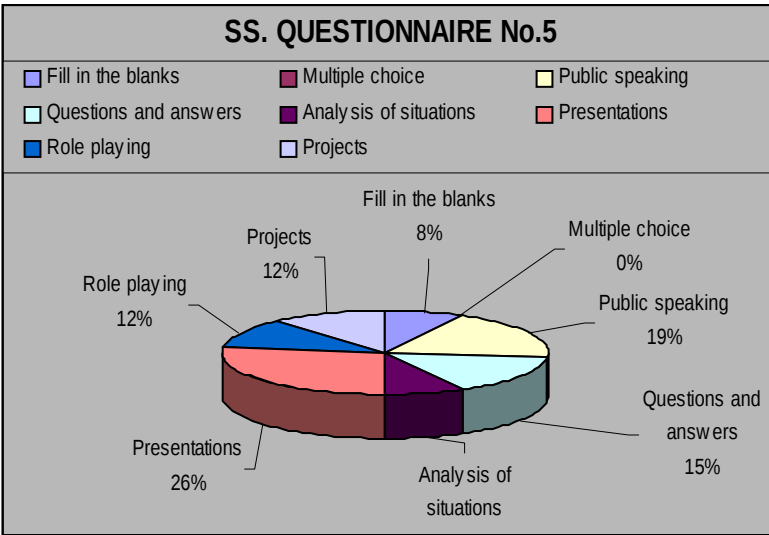
that it is important to have a colorful design in order to make it interesting and attractive.

Question No. 5

What kind of exercises would you like to do in this subject?

Objective: To gather students' likes and dislikes about specific activities to use in the teaching learning process.

Answers	No.	%
Fill in the blanks	2	8%
Multiple choice	0	0%
Public speaking	5	19%
Questions and answers	4	15%
Analysis of situations	2	8%
Presentations	7	26%
Role playing	3	12%
Projects	3	12%
Total	26	100%



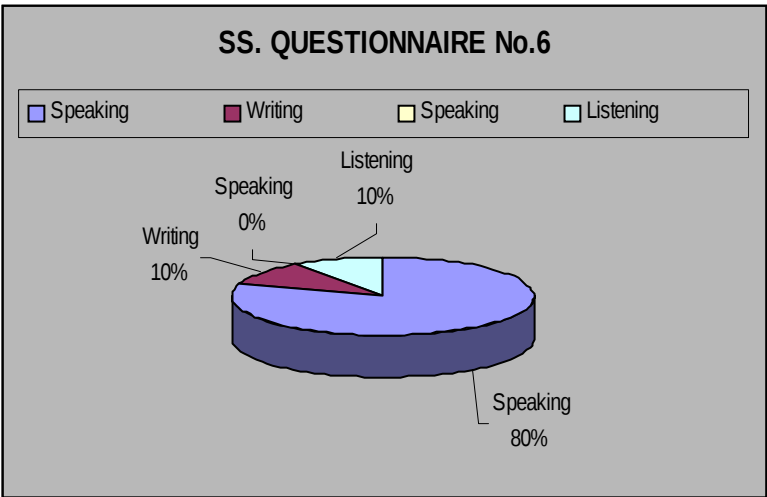
Interpretation: The results showed a variety of preferences from students while working with a textbook. All the students’ preferences showed above will be taken into account to design an interactive textbook for this subject.

Question No. 6

What abilities do you expect to develop in this class?

Objective: To know students’ interests toward the abilities that they want to develop in this subject.

Answers	No.	%
Speaking	8	80%
Writing	1	10%
Speaking	0	0%
Listening	1	10%
Total	10	100%



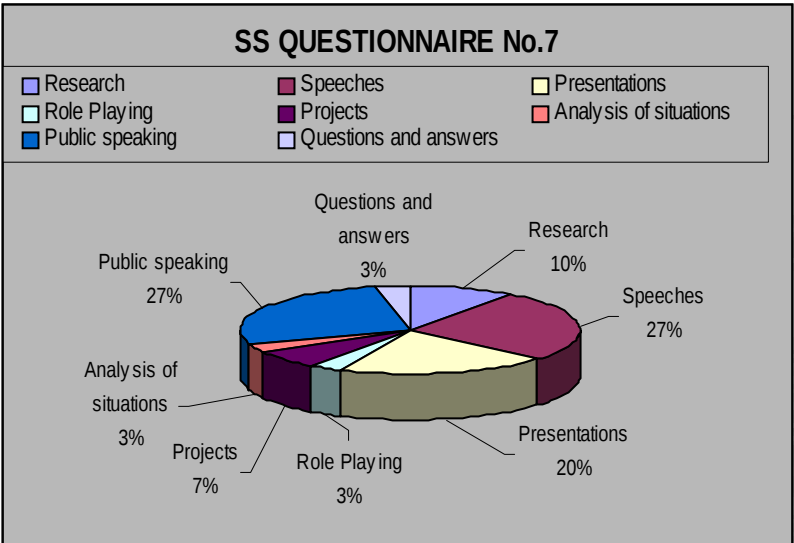
Interpretation: The specific objective of this subject is to speak in public in a persuasive manner, that is why students showed the necessity to specialize the vocabulary that they already have. Also, it is important to mention that they are expecting to have knowledge about how to dress well for special events, this means interest in personal appearance.

Question No. 7

What activities will be developed in this class?

Objective: To consider students' opinions about the activities that they like the most and are more appropriate for the subject Oratory and Protocol.

Answers	No.	%
Research	3	10%
Speeches	8	27%
Presentations	6	20%
Role Playing	1	3%
Projects	2	7%
Analysis of situations	1	3%
Public speaking	8	27%
Questions and answers	1	3%
Total	30	100%



Interpretation: There are a variety of activities as shown in this chart to consider in order to practice the theory learned in class. The textbook for this subject must be really interactive to accomplish the goals that students mentioned, based on that this textbook should have all the activities pointed out.

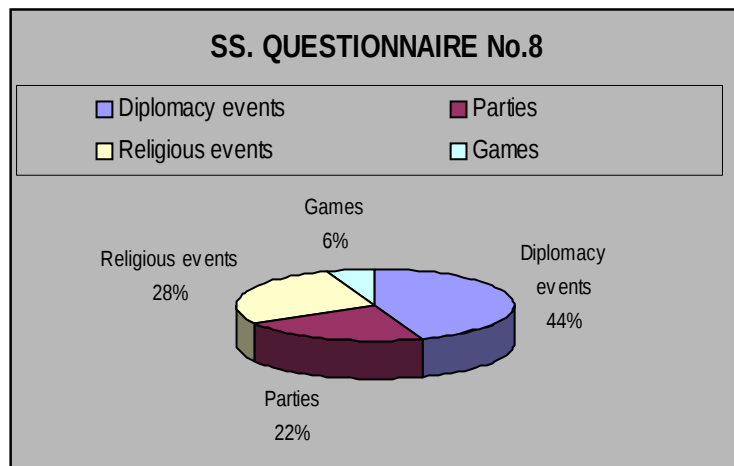
Question No. 8

What kind of situations is the use of Protocol rules demanded?

Objective: To collect students' background about the use of Protocol rules in order to design a textbook that goes from the simple to the complex situations and contents.

Answers	No.	%
Diplomacy events	8	44%
Parties	4	22%
Religious events	5	28%
Games	1	6%
Total	18	100%





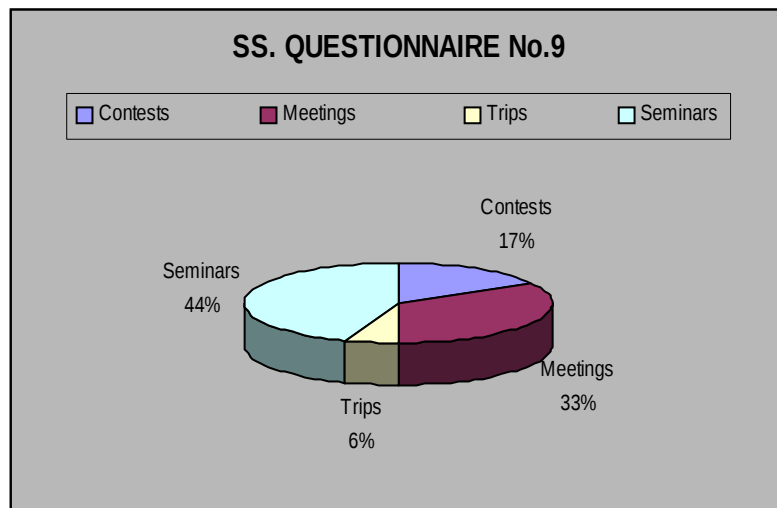
Interpretation: All the elements combined above are the ones which students considered important.

Question No. 9

What kind of situations require the use of public speaking or Oratory techniques?

Objective: To gather students' opinion about the use of Oratory in different activities that they may have to face.

Answers	No.	%
Contests	3	17%
Meetings	6	33%
Trips	1	6%
Seminars	8	44%
Total	18	100%



Interpretation: The answers above show that students consider that the use of Oratory and Protocol will become a main tool to succeed in many situations that they will experience.

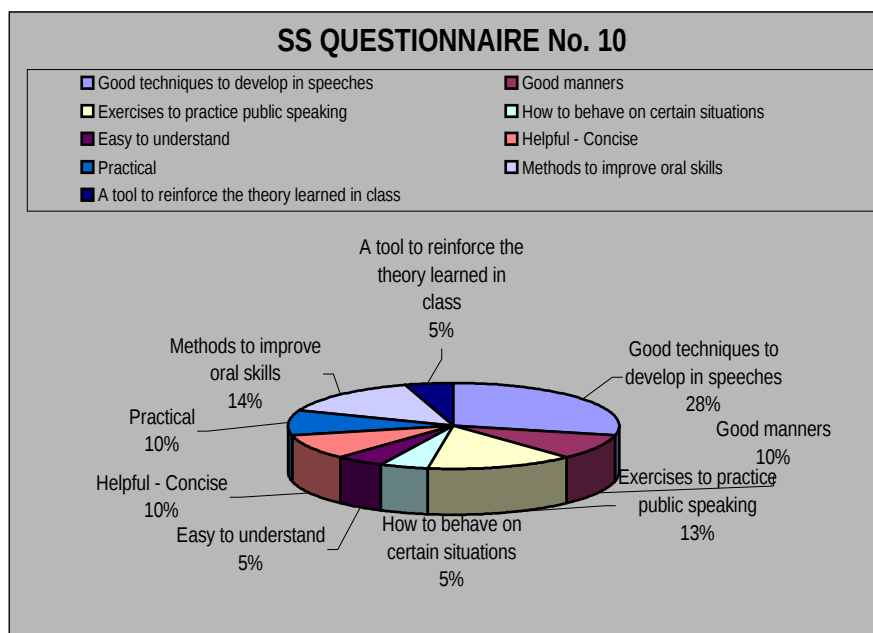
Question No. 10

Mention some especial characteristics that you expect from a textbook in this subject

Objective: To increase the suggestions that each student might have about the characteristics that they expect from a textbook of this kind.

Answers	No.	%
Good techniques to develop in speeches	6	28%
Good manners	2	10%
Exercises to practice public speaking	3	13%
How to behave on certain situations	1	5%
Easy to understand	1	5%
Helpful - Concise	2	10%
Practical	2	10%
Methods to improve oral skills	3	14%
A tool to reinforce the theory learned in	1	5%

class		
Total	21	100%



Interpretation: Since this was an open question, the students mentioned all the aspects presented above. This textbook' special characteristic is that it is designed to meet students suggestions on how they expect the textbook, anyhow they will use the textbook, and they have to decide whether they like the most. They have to say how it will be easier for them to learn and there are all the options presented in this chart.



ANALYSIS OF TEACHER'S QUESTIONNAIRE

Question No. 1

What do you think the main purpose of the English Department and/or UTEC is for including the subject Oratory and Protocol?

Objective: To know what the teacher's opinion is about the objectives of UTEC and the School of Languages for including this subject in the curriculum.

Answers	No.	%
Prepare skillful ss.	1	100%
Leader this field	0	0%
Obtain more ss.	0	0%
Update its curricula	0	0%
Total	1	100%

Interpretation: The authors decided that graphs were not necessary for this analysis because the questionnaire was directed to one teacher and as the response is specific it is not necessary to show it on charts, except when more than one answer was provided.

In this response the teacher shares the mission and vision of UTEC of preparing skillful students by implementing some new subjects in the majors. UTEC is a leading university in El Salvador because of its visionary and effective way of guiding its students, providing them with modern tools to get their goals.

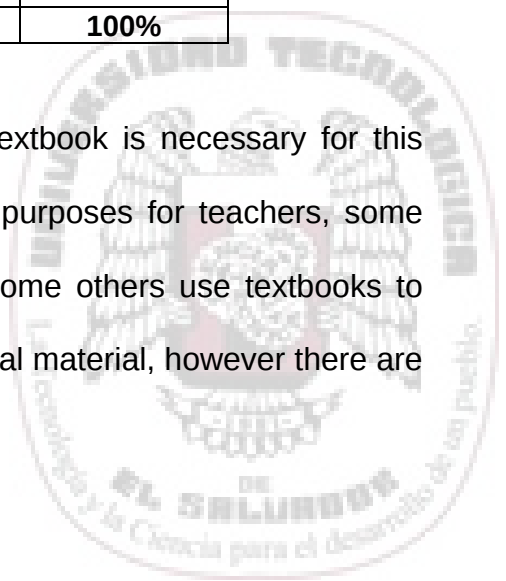
Question No. 2

Do you consider necessary to create a textbook for this subject?

Objective: To know what the teacher's opinion is about textbooks in order to reinforce the presented necessity.

Answers	No.	%
Yes	0	0%
No	1	100%
Total	1	100%

Interpretation: Teacher's response is that no textbook is necessary for this subject. However a textbook can serve different purposes for teachers, some use them as a guide for classroom activities. Some others use textbooks to reinforce the class, and as a source of supplemental material, however there are



some teachers that like to be more creative, and freely decide what activities and exercises they could have in their class.

Question No. 3

In your opinion, what would be the objective to create a textbook for this subject?

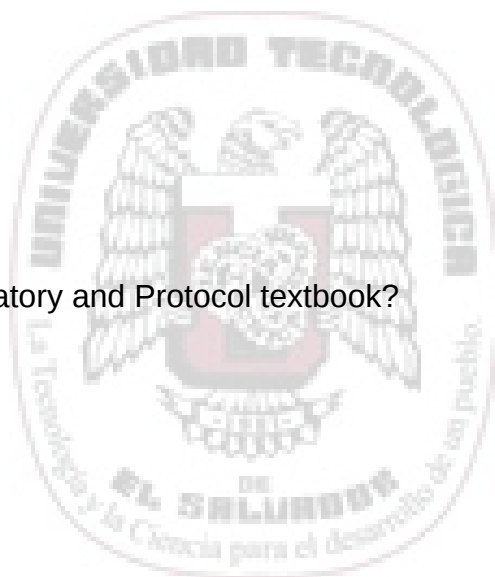
Objective: To obtain teacher's opinion about the objectives to create a textbook for this new subject.

Answers	No.	%
To reinforce the class	1	100%
To develop activities	0	0%
To provide techniques	0	0%
To provide practices	0	0%
Total	1	100%

Interpretation: Regarding to teacher's response to this questions, even though the teacher said that a textbook for this subject might not be necessary, he marked that the objective to create it might be to reinforce the class, which is one of the purposes that this textbook has.

Question No. 4

What type of readings should be included in an Oratory and Protocol textbook?



Objective: To increase the information about what type of readings according to teacher's experiences should be included in a textbook for this subject.

Answers	No.	%
Study cases	0	0%
True stories	0	0%
Media	1	100%
Business stories	0	0%
Total	1	100%

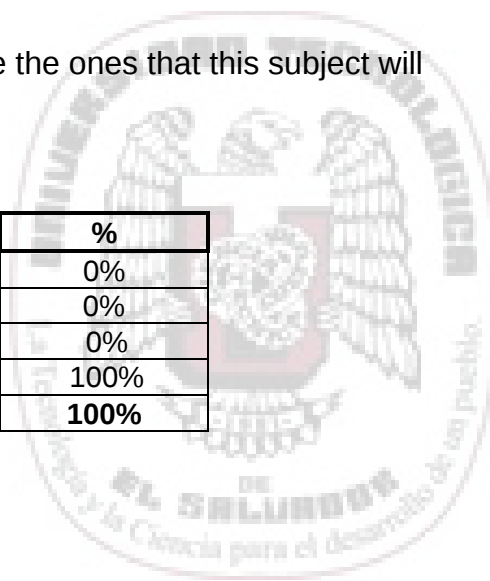
Interpretation: The teacher considers that famous speeches should be presented and analyzed by the class. Certainly, the use of famous speeches like a model for students to learn about how great speakers have persuaded to their audiences in their time life.

Question No. 5

What topics will be developed in this subject ?

Objective: To meet and analyze what contents are the ones that this subject will focus on.

Answers	No.	%
Family	0	0%
Society	0	0%
Enterprises	0	0%
Public speaking	1	100%
Total	1	100%



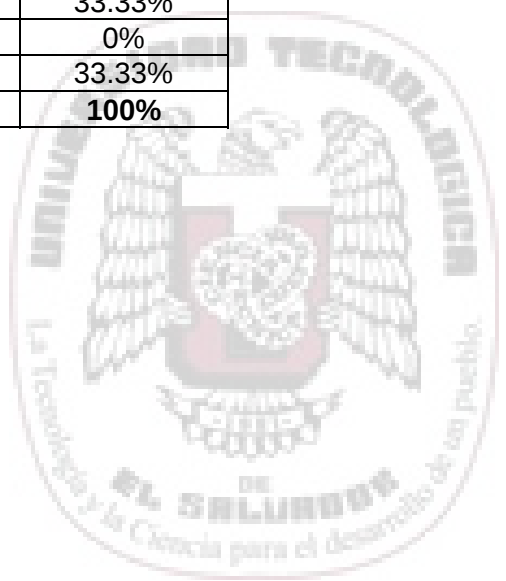
Interpretation: Teacher’s response is that public speaking is the main content to be developed in this class. Students have to focus on the main skill that they will practice in this subject. Moreover, the textbook will serve to reinforce and develop the speaking abilities providing the correct activities and exercises.

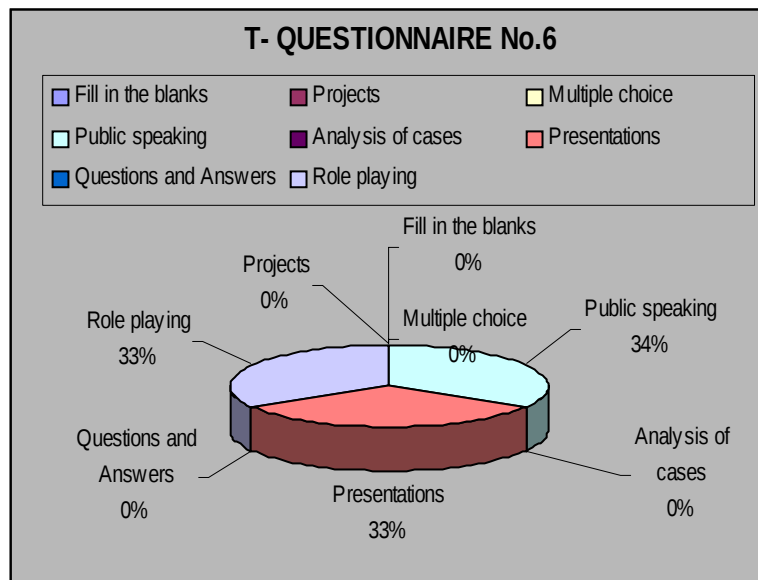
Question No. 6

What kind of exercises should this book have?

Objective: To know what the teacher could advise regarding the kind of exercises that a textbook for this subject should have.

Answers	No.	%
Fill in the blanks	0	0%
Projects	0	0%
Multiple choice	0	0%
Public speaking	1	33.34%
Analysis of cases	0	0%
Presentations	1	33.33%
Questions and Answers	0	0%
Role playing	1	33.33%
Total	10	100%





Interpretation: Teacher's experiences in the classroom stage gave him the opportunity to be more conscious of how students could answer to some kind of exercises and he can give advice to other professionals on what type are the most appropriate to reach their objectives. The teacher chose all the activities that are related to the use of the language which is the main purpose of this class. A textbook to teach reading skills focuses on involving students in critical analysis of different types of texts, rather than in any other skills.

Question No. 7



What type of visual aids should accompany this textbook?

Objective: To ensure that the use of visual aids is necessary to be use with the textbook in order to support the acquired knowledge.

Answers	No.	%
Media	0	0%
Photos	1	100%
Slides	0	0%
Flashcards	0	0%
Total	30	100%

Interpretation: The teacher answers that a textbook for this subject should have photos.

Question No. 8

What kind of group exercises should this textbook have?

Objective: To get teacher's opinion regarding the kind of group exercises that a textbook like this must have.

Answers	No.	%
Speeches	1	100%
Field trips	0	0%
Research projects	0	0%
Interviews	0	0%
Total	1	100%

Interpretation: According to the teacher's experiences, he marked that speeches could be good group exercises that this textbook should have.

Question No. 9

Do you think that multimedia instruments should be used in this subject?

Objective: To know the teachers' opinion regarding the use of technology in order to reach the curriculum objectives.

Answers	No.	%
Yes	1	100%
Maybe	0	0%
I do not know	0	0%
No	0	0%
Total	1	100%

Interpretation: The teacher response is that the use of technological instruments are necessary in order that students develop exercises and activities that could build on and reinforce what they have already learned, and progress from simple to complex. Also, he added that multimedia instruments help a lot to avoid boredom and disinterest.

Question No. 10



What would you suggest in order to make this book attractive to the students and teachers?

Objective: To consider the teacher's suggestions in the design and elaboration of this textbook for Oratory and Protocol.

Interpretation: The answer to this open question is that perhaps this textbook should include real situations where people can follow certain examples.

ANALYSIS OF COORDINATOR OF THE ENGLISH DEPARTMENT'S QUESTIONNAIRE

Question No. 1

What do you think is the main purpose of the Language Department and/or UTEC by including the subject Oratory and Protocol?



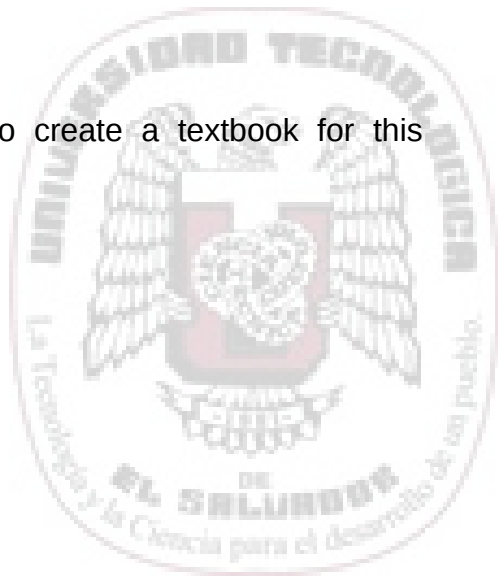
Objective: To know the opinion of the Coordinator of the English Department and/or UTEC and the School of languages by including this subject in the curricula.

Answers	No.	%
Prepare skillful ss.	1	100%
Leader this field	0	0%
Obtain more ss.	0	0%
Update its curricula	0	0%
Total	1	100%

Interpretation: The Coordinator of the English Department answered that UTEC objective is to prepare skillful students. That is why UTEC considered to implement some new subjects in the majors.

Question No. 2

In your opinion, what would be the objective to create a textbook for this subject?



Objective: To gather the experiences of the Coordinator of the English Department during her years of duties organizing the curriculum of this department.

Answers	No.	%
To reinforce the class	1	100%
To develop activities	0	0%
To provide techniques	0	0%
To provide practices	0	0%
Total	1	100%

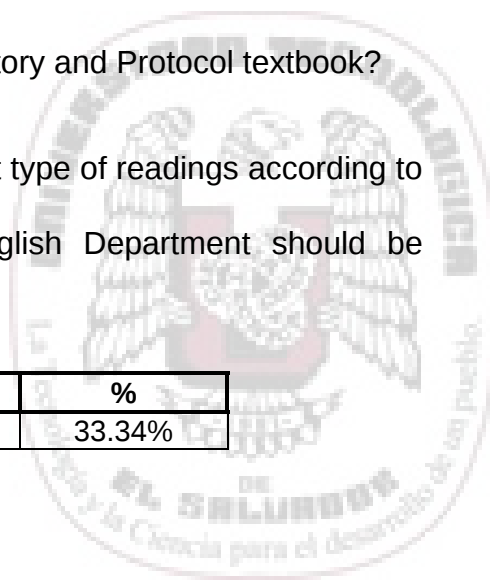
Interpretation: The coordinator of the English Department marked that one of the objectives for the design of a textbook for this subject is to reinforce the class, but also to provide with relevant and interesting non-commercial material. Also, she added that it must contain useful information for student's performance in the field.

Question No. 3

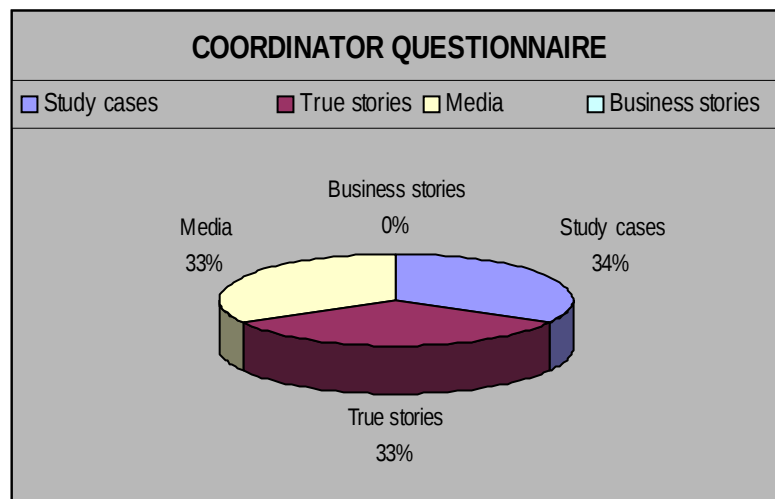
What type of readings could be included in an Oratory and Protocol textbook?

Objective: To increase the information about what type of readings according to the experiences of the Coordinator of the English Department should be included in a textbook for this subject.

Answers	No.	%
Study cases	1	33.34%



True stories	1	33.33%
Media	1	33.33%
Business stories	0	0%
Total	3	100%



Interpretation: Media is used to make easier the way to transmit messages and tips for public speaking in a subject that is brand new. Also, the teacher considers that famous speeches could be presented and analyzed by the class.

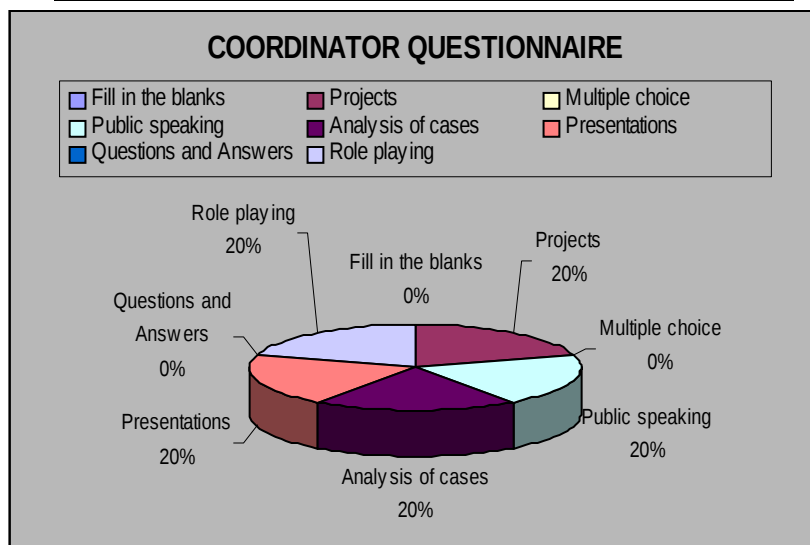
Question No. 5

What kind of exercises should this book have?



Objective: To know what the Coordinator of the English Department could advice regarding the kind of exercises that a textbook for this subject should have according to her experience while selecting exercises for specific subjects.

Answers	No.	%
Fill in the blanks	0	0%
Projects	1	20%
Multiple choice	0	0%
Public speaking	1	20%
Analysis of cases	1	20%
Presentations	1	20%
Questions and Answers	0	0%
Role playing	1	20%
Total	5	100%



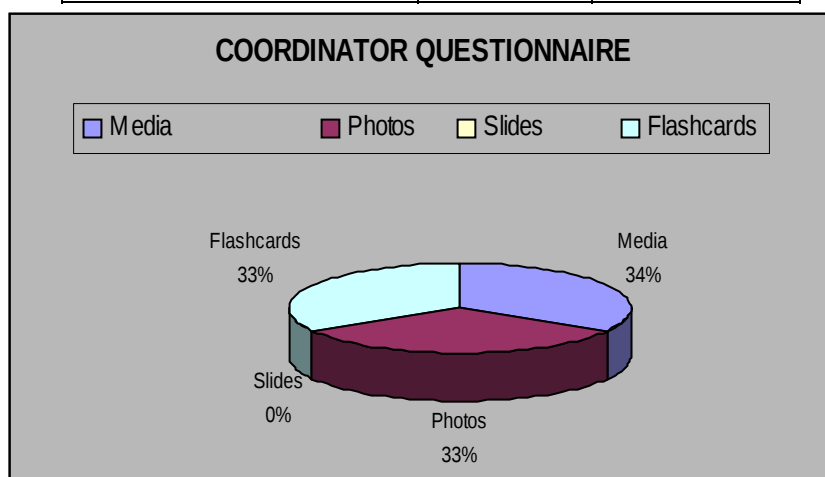
Interpretation: According to the experience of the Coordinator of the English Department, she suggested that the variety of exercises presented in the pie chart will help to meet students needs.

Question No. 6

What type of visual aids should this textbook have?

Objective: To ensure that the use of visual aids is necessary while designing a textbook in order to give it an attractive appearance.

Answers	No.	%
Media	1	33.33%
Photos	1	33.33%
Slides	0	0%
Flashcards	1	33.34%
Total	3	100%



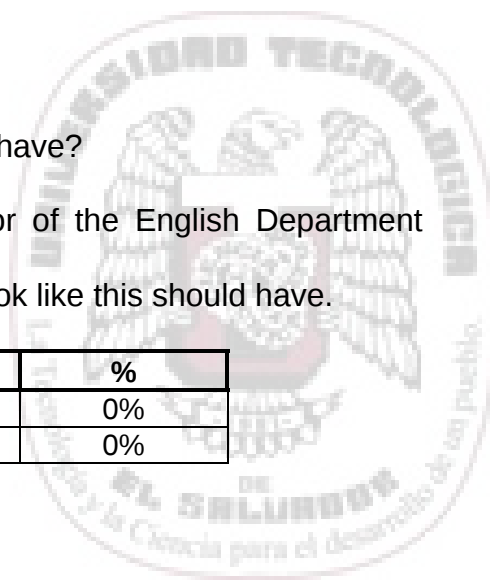
Interpretation: The coordinator of the English Department answered that a textbook or this subject should contain media, photos and flashcards.

Question No. 7

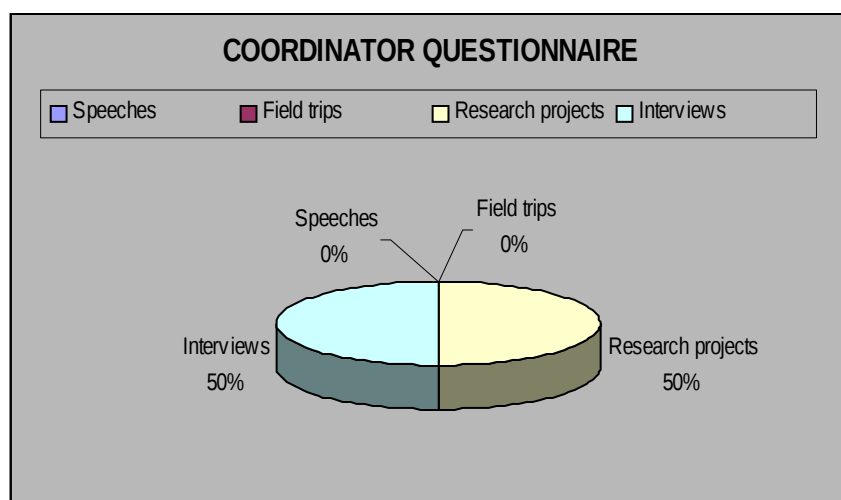
What kind of group exercises should this textbook have?

Objective: To get the opinion of the Coordinator of the English Department regarding the kind of group exercises that a textbook like this should have.

Answers	No.	%
Speeches	0	0%
Field trips	0	0%



Research projects	1	50%
Interviews	1	50%
Total	2	100%



Interpretation: According to the experience of the Coordinator of the English Department, she marked that research projects and interviews could be good group exercises that this textbook should include.

Question No. 8

Do you think that multimedia instruments should be used in this subject?

Objective: To know the opinion of the Coordinator of the English Department regarding the use of technology in order to reach the curricula objectives.

Answers	No.	%
---------	-----	---

Yes	1	100%
Maybe	0	0%
I do not know	0	0%
No	0	0%
Total	1	100%

Interpretation: The Coordinator of the English Department mentioned that it will be a real disadvantage not using technological resources for designing this textbook because multimedia instruments could be a creative way to address students.

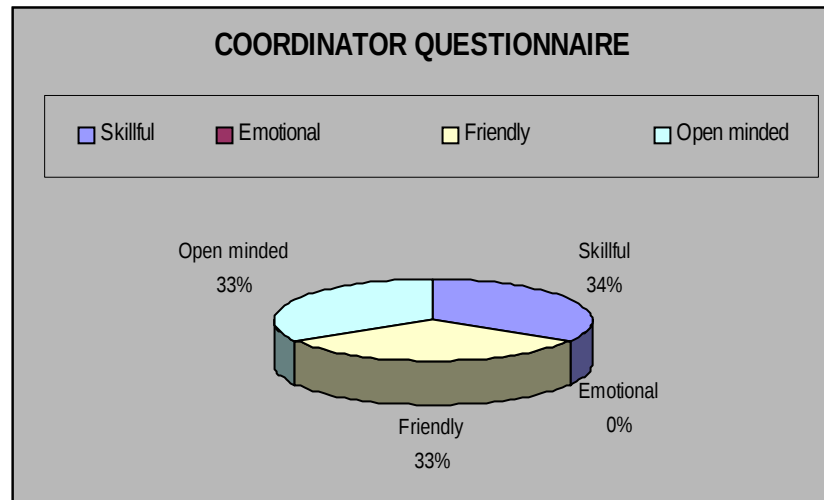
Question No. 9

What should be the characteristics of the Oratory and Protocol teacher?

Objective: To know the opinion of the Coordinator of the English Department in order to have a general profile of the teacher for this subject.

Answers	No.	%
Skillful	1	33.33%
Emotional	0	0%
Friendly	1	33.33%
Open minded	1	33.34%
Total	3	100%





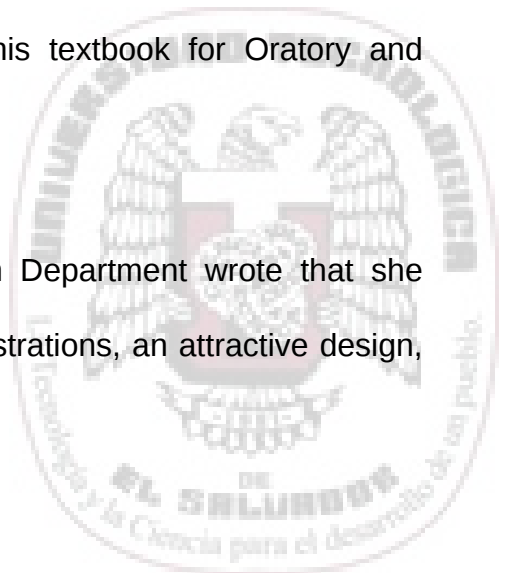
Interpretation: The Coordinator of the English Department pointed out that a teacher for this subject should be open minded, friendly and skillful

Question No. 10

What would you suggest in order to make this book attractive to the students and teachers?

Objective: To consider the suggestions of the Coordinator of the English Department in the design and elaboration of this textbook for Oratory and Protocol.

Interpretation: The Coordinator of the English Department wrote that she would suggest that this textbook have colorful illustrations, an attractive design,



and an appropriate layout. As of these trying to avoid excessive amount of text on each page and cause disinterest and boredom.

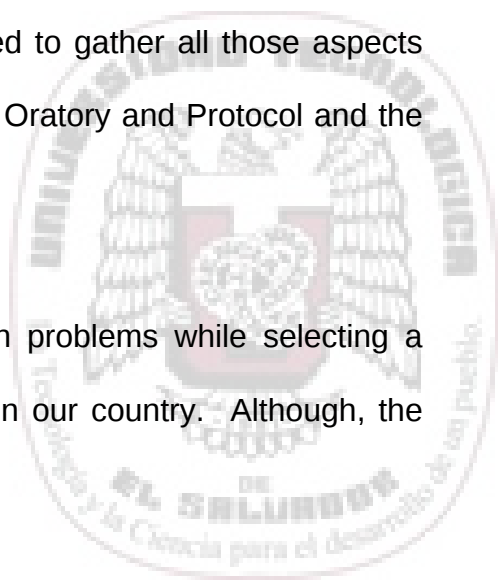
She also mentioned that a balance of illustrations and text is required for this type of textbook .

CONCLUDING PARAGRAPHS

The authors think that in all these responses the opinions and expectations were expressed. The authors' intention is to create a textbook in which all these opinions and expectations should be accomplished. The challenge is to design this textbook with all the characteristics mentioned that meets students and teacher's needs.

These instruments were especially designed to gather all those aspects that could reinforce the design of the textbook for Oratory and Protocol and the responses are valuable meeting their objectives.

The author's believe that one of the main problems while selecting a textbook is that cost it is often a deciding factor in our country. Although, the



authors have the responsibility to design a textbook, that supports the goals and the curriculum of the program. This textbook will meet learner's needs while it will have a fair cost.

As requested by students, this textbook has real life situations and balance in their format, containing all kind of activities. Sometimes, students will need more guidance with some activities, but in some others they will have the chance to extend their experience with the language with some free-creative exercises. After all this class is about expressing themselves.

The authors would like to give thanks to the students that help us with their answers, to the teacher of this subject, and to the Coordinator of the English Department for contributing with their opinions to the design of this textbook.



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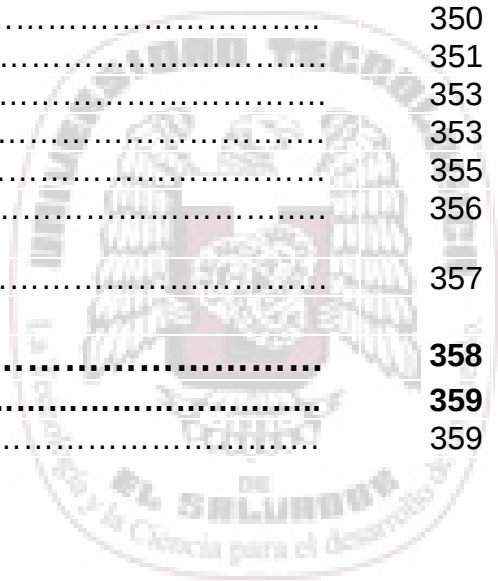
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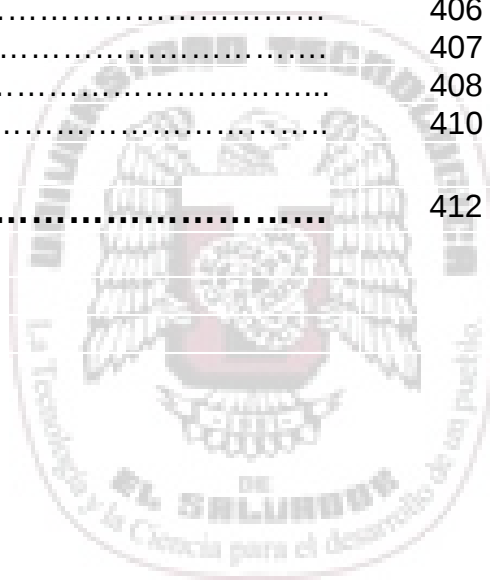


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INTRODUCTION



What is Oratory? That is the main question. This semester you will be entering in the awesome world of public speaking in which men and women seem equally scared to enter. It's not an age factor, size, shape, style – all of us look really scared when dealing with standing up in front of people. Even just to say few words. I remember myself really scared when I was eight years old and I got a part in a dance presentation and I had to say at the end “Thank you so much for all your support and love”. I was really frightened, but I did it and I felt really good after. So you do not have to worry, you will see that in few weeks you will be enjoying and learning the fundamentals of public speaking and of course sharing your own skills with your class as well as contributing to the whole class development. By the end of the semester you will have a wonderful transformation and definitely you will be really happy and comfortable about speaking in public.

First of all, you will discover that oratory is not a difficult skill, if you have the proper specialized training. Second, you will acquire the confidence that you need to use speech fluency and get you message across. You will have pride and self-esteem that come with learning to stand up and express yourself with eloquence.

This textbook is divided into seven units that take you through the process of writing and delivering a speech. You will learn that giving a speech involves some other elements that just standing up and talking, that indeed that is the simplest part.

You will discover that this book guides you into the process of planning, analyzing, researching, writing, revising and rehearsing, and after the speaking even comes the feedback that is the most important part of your speech

because this permits the interaction between your audience and you. Also, it is valuable to evaluate yourself and keep gaining experience. Experience builds confidence, which is the key to effective speaking so do not hide when someone asks you or selects you to speak in public. That is your opportunity to gain experience. All the units have at the beginning of the lesson Unit Objectives that summarize the goal everyone in the class has to reach. Here is what the seven units of this textbook will teach you.

Unit I: Discovering Oratory first explores the History of Oratory and how people feel about public speaking. This part also discusses the importance of overcoming stage fright, and the basic elements that we have to face before entering this world: Needs of the Orator and Needs of the Audience.

Unit II: Visual Aids for Public Speaking helps you giving fundamentals of visual aids, tips on how to use them, and prepare visual aids to add attractive dimension to your speech.

Unit III: Planning your Speech gives you the clue of speech preparation and audience analysis. After you get the principles of Oratory and visual aids to help you emphasize your message, here comes the planning part that involves a great deal of creativity, research and organization.

Unit IV: Types of speeches gives you a quick tour on the general theory of types of speeches: speaking to inform, to persuade and to entertain. It also, provides you a clear definition of examples of kind of speeches.

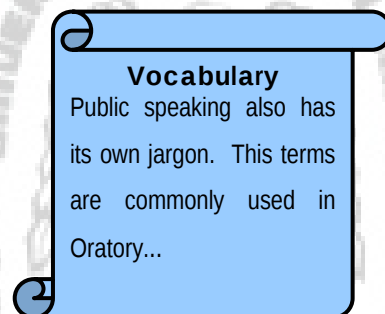
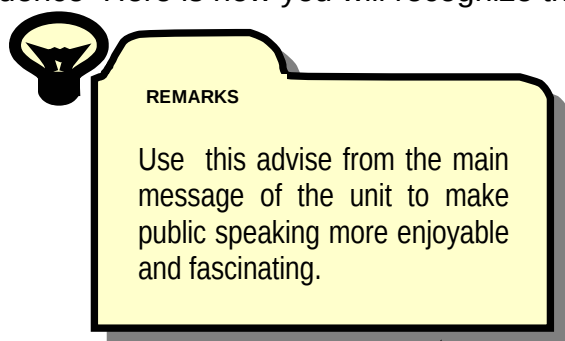
Unit V: Writing your Speech gets into the speech style as well as techniques to communicate your meaning clearly, in fact using your own style and suiting it to your audience, purpose and occasion. You will discover the

process of writing a speech from the beginning (the opening), through the middle (the body), and to the close (the conclusion). Besides you'll learn the importance of outlining and learn that it is not that terrible, instead it is a great help while organizing information.

.Unit VI: Create your Style describes how to test and use your body language, dressing code, voice and personal appearance to maximize your success

Unit VII: Communication & Protocol helps you to tailor the benefits of using protocol and etiquette to get people's satisfaction and appreciation in any occasion. Furthermore, it describes Protocol as the complement of a good public speaker.

Moreover, all the teaching and explanations, this textbook contains stick-it notes to make it even easier for you to learn how to speak in public with confidence Here is how you will recognize these features:



Each unit has at the end of the lessons a Class Performance part and at the end of the unit a Self-Assessment Test. Those activities that you have to develop are intended to put into practice all the acquired theory. Remember that the only way to gain experience is by practicing: that is why the most of this activities are directed to the practice of Oratory itself. The Self-Assessment Test purpose is to evaluate your own learning and to take responsibility of your improving and mastering of this skill.

Special thanks to all the people who have contributed with their advice and feedback in order to make this textbook an interactive textbook, but more than all to you -students who are the success of this textbook that was designed especially to meet your needs.

This textbook is your friendly hand that will guide you for the awesome world of Oratory and Protocol. Let's speak out!





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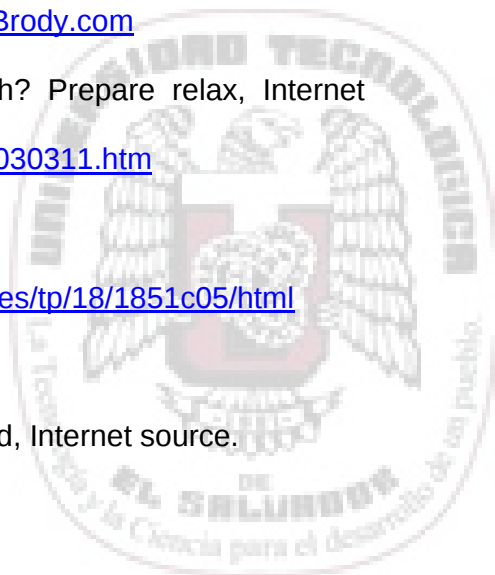
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RESUMEN GENERICO

La Escuela de Idiomas como protagonista del cambio para el beneficio de sus estudiantes implemento en 1999 un nuevo Pensum para incrementar e integrar las habilidades del estudiante de la Carrera Licenciatura Idioma Ingles. Este es el propósito de esta investigación colaborar con la Escuela de Idiomas proporcionándole material didáctico de apoyo a la materia Oratoria y Protocolo.

Este proyecto se basa en la necesidad que el estudiante tiene del nuevo material didáctico, que sirva de refuerzo a las clases que reciba. El objetivo general de este proyecto a sido el diseño de este libro de texto cumpliendo con las exigencias y expectativas de los estudiantes de la carrera y del Departamento de Idioma Ingles. Durante la investigación se realizo un sondeo en donde se determinaron las necesidades del estudiante así como el apoyo que necesita el maestro de una guía didáctica. Los autores han incluido en este libro recopilaciones de expertos en la materia y en un diseño atractivo han cumplido con las sugerencias y consejos proporcionados por los expertos.

