

temas explosivos o que causarían análisis se intenta evitar al máximo posible, p.ej.: militarismo, guerras (Viet-Nam), esclavitud, etc.

Comparación de Niveles.

La comparación de niveles muestra una clara tendencia de que los temas antes mencionados son, por lo general, tratados en niveles avanzados.

Obviamente los autores creen que son demasiado complicados y complejos para un nivel básico -aun en la manera simplificada como los presentan-, igualando así el nivel básico con el concepto: niño, inmaduro, incapaz, etc. Un concepto que ya de por sí es altamente dudoso si se trata de enseñanza de niños y aún más, como en muchos de nuestros casos de enseñanza de inglés, cuando se dirige a adolescentes y adultos.

En base a estos resultados, suponemos que una de las causas para la gran deserción de estudiantes de lenguas extranjeras después del primero o segundo curso básico se debe a esta tendencia de poner a los estudiantes adultos bajo tutela de pseudo "autoridades" -que son los maestros de lenguas extranjeras-. Esta tendencia de los cursos de lenguas extranjeras es ampliamente conocida en cuanto a la actitud de los maestros y en cuanto a los métodos aplicados (p.ej.: parroting) y ahora se muestra también en los contenidos de los libros aplicados a la enseñanza.

7.2 La Imagen de la Sociedad. - Citas.

Nuevamente para apoyar y ampliar los datos estadísticos queremos añadir algunas citas de los libros de texto.

Hay que señalar que la división de las citas no corresponde a la agrupación estadística. Sin embargo, creemos, que la agrupación diseñada para las citas -un tanto polémica-, esclarece más el mensaje ideológico de los textos.

7.2.1 Valores.

a) El mundo es bueno y bonito por naturaleza.

Nature is wise.

I think all the countries in the world are beautiful.

I won't live in a country without freedom.

We are human beings who live in a very complicated world full of good and evil.

b) La gente: Amor y Amistad.

Friendship is the most important thing in the world.

You are more than students for me, you are my friends.

I never say "Good-bye" to my friends, because I know, they will always be near me.

The word "love" is everywhere.

There must be something good in everyone.

Everybody loves somebody.

c) Un mundo mejor.

You're young and you people are going to make a better world.

There is peace if everybody cooperates.

d) Ricos vs. Pobres.

They were very poor because they didn't have any money.

Does everybody in the city have a lot of money? Some people are very rich but other are very poor.

e) Recetas morales.

I will obey the rules.

I shall obey the ten commandments.

We shall love our parents.

Parents should punish their children.

We must respect our country.

Parents always ask their children to be good.

Creemos que estas citas hablan por sí mismas, fuerzan deseos subyacentes, adormecen cualquier análisis crítico y. de esta manera, aseguran un comportamiento adecuado que garantiza el mantenimiento del estatus quo. No hay nada equivalente que supere la superficialidad y la idiotez de estas frases. Así que, los maestros de lenguas extranjeras tienen que alcanzar la consciencia para poder analizar de manera crítica estas frases, estos textos y transmitirlos a sus alumnos de la misma manera.

7.2.2 Historia.

Dedicamos toda una parte especial a las citas sobre historia porque junto con la imagen de los hombres -sus relaciones personales, eventos de vida y presentación de la sociedad (economía, política y valores)- la descripción y la subsecuente percepción de la historia nos parece un punto clave dentro del mensaje ideológico que analizamos. La percepción y el concepto aceptado de la historia determina la visión de la problemática actual.

Historia. (History of the United States)

a) Hechos históricos = un conjunto de sentimientos: "Feelings, Believings, Likes and Dislikes".

They lost their feeling of belonging to England.

The colonists disliked more and more the attempts England made to interfere with trade and local government.

They believed that people in England could not understand their problems.

They felt it was wrong to pay taxes when they had no voice in their own government.

....people in the north felt more and more that slavery was wrong in a country that said it believed in freedom and people in the south felt that...

b) El pueblo = niños con sus líderes sabios.

When they complained...

The US was fortunate to have wise leaders at this critical time in history.

Abraham Lincoln committed the nation to the abolition of slavery.

Lincoln's plan for the reconstruction of the Southern states was a wise one.

President Theodore "Teddy Roosevelt" was known as a "trust buster" who tried to give the little fellow a sure deal.

President Wilson helped to start the League of Nations.

Franklin D. Roosevelt... He gave the country new hope by immediately taking steps to rescue the falling economy.

Little Big Horn was the place where Sitting Bull defeated General Custer.

John F. Kennedy. He was a popular president, who helped poor people.

c) El POR QUE oprimido en la historia: The tragedy of misunderstandings.

At last the Southern states, saying that they could not exist in peace with their northern neighbors, left the Union and the Tragic Civil War began.

The Post-Civil War period was also the era of big business and the business tycoon: Carnegie in Steel, Rockefeller in oil, and Morgan in banking. However, their activities brought them into conflict with the federal government.

(World War I) America emerged from the war as one of the world's great powers.

America's entry into World War II came suddenly on December 7, 1941, when the Japanese attacked Pearl Harbor...

This responsibility (of the US in the UN) was greater after 1947, when it became apparent that Soviet communism and Western democracy were not compatible. An incident of protest at Kent State University in Ohio in May 1970, tragically resulted in the death of several students.

d) El colonialismo como juego de mesa.

In 1898, the US annexed Hawai and gained possession in Puerto Rico, the Philippines and Guam from Spain.

Texas and the land in the south west that belonged to Spain and Mexico became part of the Union.

e) Tío Sam, el patriarca benéfico o "Freedom and Democracy". (B. Brecht)

It (US) became an active member of the United Nations and assumed a world wide responsability.

This responsability was greater after 1947, when it became apparent that Soviet communism and Western democracy were not compatible.

(North Korea - South Korea) American forces played an important part in this battle.

Of greatest significance were the hostilities in Vietnam, where forces under the command of Ho Chi Minh in North Vietnam were determined to reunite North Vietnam and South Vietnam under a communist system of government.

America's involvement in this hostilities...

The US sent small groups of advisors to train the South Vietnamese military forces...

However, following an incident in the Gulf of Tonkin in 1965, president Johnson asked Congress to allocate larger sums of money so that American forces could be sent to help to defend the South Vietnamese government.<sup>10/</sup>

<sup>10/</sup> Citas de: About the United States - its people, its history and its customs.

English Language Services, Portland, Oreg. 1969/1976.

Basic Junior ACE, Bock 3, Macmillan/Porrúa, 1977/1978.