THE STATE OF THE ART OF ENGLISH TEACHING IN A PUBLIC SCHOOL IN LA VIRGINIA

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"Teaching might not make our bank accounts rich, but oh does it enrich our hearts."

Elizabeth Bernal and Sneider Quebrada.

Resumen

El aprendizaje y la enseñanza de inglés como lengua extranjera en Colombia se han convertido en un objetivo clave propuesto por el gobierno de la nación. Es por eso que según los datos arrojados por el proyecto de Ordenanza los cuales reflejan que la mayoría de los jóvenes en Risaralda se gradúan con un nivel A1 (según los estándares propuestos por el Marco Común Europeo de Referencia para las Lenguas, MCERL) nace la necesidad de determinar el estado del arte de la enseñanza de la lengua Inglesa en los colegios públicos del Departamento. Esta investigación fue conducida en un colegio en La Virginia, Risaralda. Contó con la participación de personal administrativo, docentes y estudiantes de la institución desde los grados séptimo a once. Se realizaron varias visitas a la institución para recoger información previa a las observaciones. Luego se prosiguió a observar las clases de inglés para detallar los procesos de enseñanza, los artículos utilizados en las clases y las reacciones de los estudiantes frente a la materia. Los datos se recogieron a través de entrevistas, diarios de campo y observaciones. El análisis de los datos reveló que la legua materna, español, es usada como herramienta en las clases tanto para presentar temas como para estudiarlos. También que la motivación y el interés de los estudiantes en la clase fueron influenciados por los procedimientos pedagógicos, las actividades y el uso de materiales a los cuales fueron expuestos durante las lecciones

Abstract

The increasing demand for bilinguals in Colombia is a matter of concern for the teaching of English in Risaralda. This study shows information from the Ordenanza project that reports the low performance in the ICFES test from high school students in Risaralda. The statistics show that approximately the 45% of these students reaches an A1- level (according to CEFRL; 2001) while the 1.6% of them reaches a B1 level when they graduate from high school.

This investigation took place in public school in La Virginia, Risaralda and had the participation of school staff, teachers and students from the seventh to the eleventh grade. Before starting the observation process, several visits to the school were necessary in order to gather information. After that, researchers proceeded to observe some English classes paying close attention to the teaching procedures, materials used in the classroom and students reactions towards the subject. Data was collected through observations, questionnaires, and interviews. Data analysis revealed that Spanish was used in the classes as a tool for teaching English. Not only to present, but also to study the topics of the lessons. Students' motivation and engagement to the activities were affected by the lesson procedures, activities and use of materials they were exposed to in the classes.

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When life brings you to a point in which you reach a great sense of achievement, it is impossible to forget all those wonderful people who were with you along the way even before this journey started. This is to our parents, from whom we have learned the most valuable lessons of life; even if some of them are no longer with us, we can rest assure they are proud of who we turned out to be. Also, special thanks to the Hernandez Lopez family, helping someone in need is the kindest gesture of love. You are angels; if there is a heaven, you deserve all of it.

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Introduction

In this research project the readers will find aspects related to the teaching of English in terms of teaching procedures, learners' attitudes and the role of the native language in a school in La Virginia, Risaralda and it will describe how these elements were manifested in the English lessons. This research study is divided into several sections that will be described below.

The first chapter addresses the importance of speaking English in Colombia. It mentions the standards that are to be reached and the levels of proficiency that are required for students of state schools. It points out the necessity of studies in order to determine the state of the art of English teaching in Risaralda. And finally, it establishes the research questions of this research project.

Secondly, the reader will find the theoretical framework that includes two parts. The first part deals with definitions of terms that are related to the study. The second part is the literature review in which studies on the same or related to the topic in question have been carried in several contexts around the world.

Thirdly, the methodology depicts the type of investigation, the methods that helped to collect the data, the participants, and context of the study. Furthermore, it shows in detail how the data collected was analyzed in order to arrive to the findings.

Finally, the last section will report the findings that resulted from this research process, followed by theory that supports such findings in a manner of discussion. This part also refers to aspects that should be taken into account for further research and how findings imply in the conception of the language curriculum of Risaralda.

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1. Statement of the Problem

The importance of learning a foreign language is widespread in today's world, placing a person that uses a foreign language at a higher level of social, cultural and cognitive development. This fact is made evident in the Common European Framework of Reference for Languages (CEFRL) which is a guideline used to describe the achievements of learners of foreign languages across Europe and, increasingly, in other countries. The Council of Europe, through this document, intends to promote the interaction and communication between countries to enrich co-operation and decrease the prejudice and discrimination.

Due to the latest challenges of the English teaching field, teaching and learning a foreign language has become an issue of great significance in our country. Hence, different attempts have been made with the purpose of keeping up with these current challenges and giving response to the actual needs of the citizens. Based on the fact that English can create more competent people, who can be part of the growth, development and evolution of the country (CEFR), Colombia has implemented a number of projects in order to achieve higher levels of English competence. Namely, the construction of the Bilingual Plan, the design of the Basic Standards of Competences of Foreign languages, the

publication of La Ordenanza Policy, the implementation of training programs for both teachers and students, among others.

According to the Ministry of Education (MEN), teaching English in Colombia has evolved over the past ten years, and many people from all social status have been in the process of either learning, teaching or assessing the efficiency of the language. The Ministry of Education developed the new standards of competences based on the CEFR, and this entity also formulated the National Bilingual Program which main aim is create citizens who are capable of communicating in English, allowing them to improve their quality of life and making them more competitive in the national and international contexts.

In consideration of the goals and the programs promoted by the National Bilingual Program, the department of Risaralda has created the educational public policy called "Risaralda Bilingüe" (La Ordenanza) which was formulated in 2011, by the Secretary of Education in Risaralda. This policy intends to promote the use of English as a foreign language in the region with the intention of raising a population with the appropriate competences to be part of the globalized world. More specifically, La Ordenanza proposes as its main objective to improve the teaching and learning of English in Risaralda, by presenting a project that includes a strategic plan, goals and indicators that will be the parameters to construct a bilingual region.

The aforementioned Project reports on a set of results that evidence the low performance in English of eleventh graders in the ICFES test in Risaralda. The statistics show that approximately the 45% of these students reaches an A1- level while the 1.6% of them reaches a B1 level according to the standards proposed by the CEFR. These standards present a series of increasing level for describing learners' proficiency that arrange between and A1 to a C2. Similarly, the program "Colombia Bilingüe" conveys some statistics related to the English level of language teachers in the country. Data provided in the webpage exhibit that about the 65% of the teachers are placed as basic users of the language (Pre A1, A1 and A2) according to the CEFR. The previous results are presented in order to establish the importance of conducting a project that first, sheds light on the needs in terms of English instruction and second, unfolds the actions, perceptions, and evidences of the English teaching in state Schools in Risaralda.

In view of the statistics that evidence the actual situation of both teachers and students, the government and the Secretary of Education have been training English language teachers. Some of the entities and institutions in charge of this training are Universidad Libre, Universidad Católica, Centro de Idiomas, Instituto de Lenguas Extranjeras (ILEX). In relation to the

students, there is a program called Scholar Extended Time (JEEX) which provides the opportunity to the students of the non-certificated towns to be part of an English program. In 2010 there were 330 students favored from the program, in 2011 there are 2430 students already involved in the process.

This study intends to give response to the first stage of the Risaralda bilingual project which attempts to represent and describe the realities of the English teaching in public institutions, with the purpose of establishing a reference that will contribute to the development of the next phases of the project Risaralda Bilingüe. Consequently, this study will contribute to reveal, expose and report on behaviors, strategies and procedures implemented in La Virginia, a correspondent town which is listed in the English uncertified regions in Risaralda. The importance of the present study will serve as a diagnosis for further stages in the process, together with the studies performed on the other eleven listed towns. In other words, this study will inform readers about the actions, methods, techniques, perceptions and challenges used in the English language teaching contexts in Risaralda.

2. Research Questions

In order to complete the study, the following questions are presented:

1. Which are the English language teaching strategies implemented in a public school in La Virginia, Risaralda?

2. What are the perceptions of the students towards English language teaching?

3. Theoretical Framework

Nowadays foreign language learning has become a priority due to the influence of a globalized world; that is why, here in Colombia, the Ministry of Education (MEN) elaborated the project "Fortalecimiento de las Competencias en las Lenguas Extranjeras" which intends to raise the level of quality of the English language teaching process in Colombia; thus, attaining the certification of quality for such institutions and programs. Lastly; to locate citizens at a high level of competitiveness that brings about a better quality of life not only in Colombia, but also in other countries.

Attempting to set up common indicators of what students are intended to achieve in the learning of English of Colombian schools, MEN released the *Estándares Básicos de Competencias en LenguasExtranjeras: ingles, Gu*ía N° 22. Which will be described as a main construct in the following paragraph.

Estándares Básicos de Competencias en Lenguas Extranjeras: inglés.

Responding to the Fortalecimiento de las Competencias a la Lengua Extranjera's purpose, MEN designed a guide that lays out standards for the teaching of English in Colombian schools.   This guide has as a main goal the development of the different communicative abilities involving the linguistic competence, pragmatic competence, sociolinguistic competence among others. The standards are described for each grade from 1st to higher education,

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specifying the level that students should reach at the end of each grade or program.

The standards, *el Reto,* seek to balance the English teaching and learning in Colombian schools. In addition, having standards offers Colombia the opportunity to reach international levels of attainment as well as to compare and introduce international parameters into the local educational context.

For the purpose of establishing such standards in the teaching of English in Colombia, there was a document, the Common European Framework of Reference for languages(CEFRL) that laid out levels to be attained in the learning of a second language; Namely, A1, A2 ,B1, B2, C1, C2. This document and its importance to teaching languages will be described as follows.

The Common European Framework of Reference for Languages (CEFRL)

The CEFRL has served as a common basis for developing language plans and curricula, examinations, textbooks, etc. across Europe. This framework puts forward a set of modular and hierarchical descriptions that specify, in a comprehensive manner, the knowledge and skills that are to be developed at

each level in every language skill. Namely, reading, writing, listening and speaking (Jiménez, 2011).

The CEFRL is therefore of particular relevance to teachers, reviewers, language curricula designers, authors of textbooks and teaching materials, teacher trainers and school administrators. It is expected to contribute significantly to the better reflection of the problems, and as a guide of interest to professional language teaching. Additionally, it is paramount for language testers, helping to define language proficiency levels and interpret language qualifications.

Correspondingly, a matter of vital importance in language teaching, due to the outcomes, relevance and appeal, and being a key factor of the carrying out of a class; method is necessarily presented.

Method

The method deployed in the language classes is important since this determines the strategies and techniques that are followed to carry out the teaching action, as well as also to reach the aims proposed in the subject.

As pointed out by Kumaravadivelu (1994) a method is a set of theoretical principals based on different paradigms which provide a display of classroom procedures of which language teachers can benefit from. Drawing from Cook (1989), a method is a prescriptive concept that articulates a positive, progressive, and patriarchal understanding of teaching and plays an

important role in maintaining inequities between, on the one hand, predominantly male academics and, on the other, female teachers and language classrooms on the international power periphery.

Although methods have existed for many years, it is thereof that more have been consolidated or ameliorated through time. That is why Richards (1986) argue that there has been a series of language teaching methods over the years, each being succeeded by a better one until we reach the present and even more relevant in the preface to his history of language teaching. Some methods, or their characteristics still hold sway until present, Kelly (1969 cited by Cook, 1989) suggests that nobody really knows what is new or old in present- day language teaching procedures.

Some prominent methods pinpointed by Celce- Murcia (2001) are: Silent way, Community Language Learning, Total Physical Response, Suggestology, Suggestopedia or Acelerated Learning. Prabhu (1990) considers that there is no such thing as the best method, it depends on who the method is for, in what circumstances, for what purpose; that is to say, the context. Though, identifying a particular method an institution or a teacher is using, helps to know how updated and, what learning techniques are deemed for the class.

There are some elements underlying and constituting a method; to illustrate: the approach, which embodies theory of the nature of language and theory of language learning, on one hand; on the other, the design, which

concerns a syllabus model, and teacher and learner roles. It is to the former that we now turn.

Approach

Throughout decades of teaching and learning foreign languages, diverse theories have came into view as a way of conducting teachers in the field of second or foreign language teaching. Nonetheless, language teaching and learning have been involved into different changes, thus implementing new policies in the way language is taught. Richards & Rodgers (cited by Brown, 2000) remarked that assumptions, beliefs and theories are the core features of an approach; this will provide a framework for language teaching and learning. However; according to Celce-Murcia (2001) facilitators are not aware of the bases and roots of language teaching; as a result they do not take into account methodological sources and current theories in the field that hopefully they could apply in language learning scenarios, and this is the primarily reason why this concept must be included in this project.

Some of these theories make part of a very general term denominated approach which along with Edward (1963; cited by Richards & Rogers, 2001) is a series of theories that serve as a basic of practices and resources for language teaching. Furthermore, there are more linguists who contribute to the definitions of approach; for instance, Harmer states that "an approach describes how people acquire their knowledge of the language and makes

statements about the conditions which will promote successful language learning" (2001, p.78).

An approach then, displays specific assumptions and beliefs on language and language learning (Anthony 1963; cited in Richards and Rodgers, 1986). Wrapping up the conception of approach, Celce-Murcia (2001) puts it simply as a "theory" and names some wide known and used approaches: Grammar-translation, reading, audiolingualism, oral-situational, direct, and communicative.

In addition, an approach is based on premises about theory of language, and the nature of language learning and acquisition. Both concepts are deemed important for further illustration.

Theory of language

This theory is derived from the approach so in this part it will be mentioned some aspects of the theory of language which involves some approaches and methods of language teaching. According to Edward (1963; cited by Richards & Rodgers, 2001) the most important one is the *structural view;* this is a series of elements integrated in a system which allows creating meaning. This system is generally integrated by elements such as phonological units, grammatical units, grammatical operations, and lexical items. The second is the functional view which is more focused in the function of the

message rather that the form. One of the implications of this view is the Wilkins's Notional Syllabuses which consists of including in language lessons not also grammatical and lexical patterns, but also topics that learners will need to communicate in real life situations. Finally, an interactional view promotes the language as a fundamental tool that helps people to be involved in interpersonal relations; that is to say that the only mechanism in charge of the development of interactional patterns in people is the language. This view in terms of teaching may be seen as a vehicle of interaction between learners who are seen as integrators. Richards & Rodgers (cited by Rivers, 1987) states that through interaction, not only listeners but also speakers can increase their language competence thanks to the authentic linguistic material. It is needless to say that interaction plays an essential role in the theories of second language learning; specially, when interactivity is directly connected to the four language skills (reading, writing, listening, and speaking). Nevertheless, language interaction has not been structured like other models of language teaching.

Similarly, the applied linguist Krashen distinguishes a theory which consists of five main hypotheses, namely, the Acquisition-Learning hypothesis, the Monitor hypothesis, the Natural Order hypothesis, the Input hypothesis, and the Affective Filter hypothesis; all of these hypotheses try to explain how the language is acquired or learned; Nevertheless, the most widely accepted hypothesis by linguists an language practitioners is *the Acquisition Learning*

Hypothesis which according to Krashen (1988) there are two independent systems of second language performance: 'the acquired system' and 'the learned system' that is to say, the acquired system is the product of a subconscious process of development of the language similar to the way children acquired their mother tongue, contrary to the learned system which is more focused on a conscious study of the language.

Other hypothesis that is considered relevant is the input hypothesis. This argues that learners progress when they are exposed to comprehensible input which is just a step beyond the level they are.

Theory of language learning

Throughout the history of teaching, different perspectives and methods have emerged as a way of providing new basis for the development of the language. Thus, guiding the language in learning and the way it is taught; furthermore that allows to have several angles to lead the language in process such as the Monitor Model of second language development, the Natural Approach, the Total physical response, and the Silent Way. These last derive from the theory of language learning.

Krashen (1981) claims two relevant concepts in his learning theory of Monitor Model of second language development which are Acquisition and Learning. Firstly, acquisition refers to the spontaneous and unconscious

process to internalize new knowledge, while Learning is a conscious process in which formal teaching is necessary. According to Krashen (1981), the Monitor works as the central and conscious part of grammatical rules about the language that is learned.

On the one hand, Terrell (1977) points out the Natural Approach as a learning theory in which addresses the Counseling-learning and the Silent Way method as a priority condition to acquire language. According to Curran (1972) in his writings on Counseling-learning focus on the idea of having a successful learning, he argues that a good classroom atmosphere may help to students to overcome insecurity and anxiety. In addition; Krashen and Terrell (1983) state that learners should be as relaxed as possible in the learning scenario to produce language. At this point the teacher's role is to provide comprehensible input according to current student's level, besides the facilitator is the source of learner's output and the responsible to create classroom activities. The Natural Approach suggests that L2 (second language) must be acquired as L1 (mother tongue) is.

Further, Asher (1977) talks about the Total Physical Response, he notices that children are actively doing things without needing to speak, and that their listening is performance with physical response. The Total Physical Response classroom is one in which students listen and then act, while the teacher takes the role of *Director*. According to Usher (1977) the facilitator is the boss in the role play while students are the actors. This method is a

perspective which argues that through movements and motor activity that is how children learn a language, could serve as a basis for adult foreign language teaching.

Finally, the Silent Way proposed by Gatteno (1972) states that learner should have control of the language when the learner feels secure and assume a conscious process of it. Much of this method is branded by a Problem-solving approach to learning. Richards and Rodgers (1986) gives an overview of this learning which emphasizes that learning is accomplished if the learner has the opportunity to discover and create rather than remember each piece of language knowledge.

Additionally, Gatteno (1972) claims that learners should gain self-independence and autonomy, and cooperate with others in solving language problems. Relating theory with practice comes "design" which is clarified as follows.

Design

Within the nature of method, design is a key component in the development of educational resources. The nature of design in education is described by Richards & Rodgers (2001) as the level of method analysis where objectives, content choice, and roles of teachers and students are analyzed in order to achieve an instructional system. The standards stated in *Guía No. 22 Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés* (MEN,

2006) is an example of an instructional material from which curriculum and syllabuses would be based on. In this way and following Richards & Rodgers' sequence, the focus of a method is highly influenced by theories of language and language learning, and once the aspiration of the method is clearly defined, the product of design concerns the specification of determined learning objectives. Thus, these elements are used to the development and organization of a curriculum, and consequently, the syllabus.

Syllabus

A Syllabus involves the selection of language items to design a specific course. In spite of this, Richards (2005) refers to syllabus as an inventory of topics to teach and test, based on the specific content of a course. Similarly, Harmer (2007) agrees that syllabus design involves the grading of previously selected linguistic items to be learnt in a proper order. Furthermore, Richards & Rodgers (2001) present a similar concept regarding the specification of linguistic content within a course, but arguing that the concept of syllabus has been meaningfully connected to product-centered methods instead of process centered focuses, and for that reason, this concept is not employed with regularity within process based methods. In this way, Nunan (1988) argues that syllabuses are highly influenced on contextual statements and events that occur in the classroom, regarding the application of a given curriculum in a local situation. In other words, syllabuses are based on educational background regarding the applicability of a curriculum in a determined context. In

addition, Harmer (2007) specifies this concept by stating that syllabus design is different from curriculum design, and the designer is not exclusively linked to lists of what will be taught and its order but beyond, as clarified by the following concept.

Curriculum

The curriculum represents a crucial element in the educational environment as it is used as a basis in the making of decisions. Therefore, Richards (2001) defines this item as the summary of processes involved by determining the concerning needs in a determined population of students and the development of objectives and aims expected to support those requirements. In addition, these components are guiding for the design of syllabuses, course structures, and the consequent evaluation of the product program (Richards, 2001, p.2). In this way, curriculum is perceived as a concept where educational and cultural goals are involved in language objectives (Reid, 1993, p.74). In spite of this, White (1998) argues that a curriculum is the representation of diverse ideologies regarding different value systems and hence, educational aims. As an imperative element in education where the population's profile is represented, a curriculum should be examined according to its applicability and relevance concerning the institutional goals (Reid, 1993,

p.74). Thus, curriculum would be perceived in different viewpoints, but the most evident difference regarding the curriculum conception is its planning.

About the curriculum process we can find different perspectives. As classified by Nunan (1988), curriculum would be perceived in a first instance in terms of decision making, where several aspects from identifying needs to establishing goals and objectives are involved. On the other hand, a second perspective suggests a curriculum in action, where the objective is to observe and analyze how the planned curriculum is working in the classroom. In order to understand the process of a curriculum, Nunan (1988) suggests studying the first step, in spite of the fact that the second perspective is a next step after the planning of a curriculum.

In this way, Nation & Macalister (2010) propose to design a curriculum by considering three processes: environment analysis, to determine contextual factors that would influence in the curriculum design; needs analysis, as the requirements of a population; and the application of principles, which involves taking of decisions, theoretical principles to apply, and its applicability in the design process. Other order of design is proposed by Nunan (1988), where he proposes initial planning procedures as grouping and data collection, methodology, and finally, assessment and evaluation. Consequently, curriculum is a conflictive educational item in terms of design, especially when there is a limited time to design, when it is required to design a course for a partially known but extended population and to design a standardized curriculum which

other teachers will be based on, just to mention some potential issues (Nation & Macalister, 2010, p.140).

Roles of teachers and students

The roles of teachers and students are explained in terms of processes. In the case of learners, Johnson & Paulston (cited by Richards & Rodgers, 2001) propose an autonomous focused theory from which learners stride through different stages, where they design their own learning program and are responsible about the current development and progress of their own process, as they belong and learn from a group where other participants are involved. Moreover, Curran (cited by Richards & Rodgers, 2001) adds a more intrinsic focus by stating a first stage where the student is entirely dependent on the teacher and a final stage where autonomy is accomplished. On the other hand, Richards (2006) underlines the roles of a learner in the classroom within procedural routines as participation in activities, and cooperative interaction within a communicative language teaching approach. The main difference the last concept and the previous fail into recognition of expected actions in the classroom, rather than global roles in both intrinsic and extrinsic aspects as the Richards & Rodgers (2001) references.

The roles of the teacher are usually seen as administrative roles, in spite of the fact that some methods are dependent on the teacher performance. A historical method as the audio lingual is an example of the previous mentioned

fact. In addition, the teacher has the autonomy to determine the content of learning, as well as providing the communication space between facilitator and students (Richards & Rodgers, 2001. p. 28).

Some content would be designed cooperatively among teacher and students. The *negotiated syllabus* or *process syllabuses* cited by Nation & Macalister (2010) requires the teacher and students to work together and take decisions in meaningful part of the curriculum design. The purpose of this method is to provide a high priority to learners needs in a determined course, and is a response to contexts where there is not availability of a textbook, or different students' background is involved. However, a context where students and teachers are involved in order to design a curriculum or syllabus would provide more disadvantages than advantages, in spite that inexperienced population would present confusion about the roles to achieve, and even, students would demonstrate low motivation when they assume that it is a responsibility of the institution. In this way, the role of teachers and students within the design of a curriculum or a syllabus is still difficult to achieve.

The nature of design involves the integration of several factors in order to develop or restructure a curriculum or a syllabus. As stated in the article 77th of the norm 115 of 1994(Congress of Colombia), the educational institutions are autonomous to design their own curriculum within the guidelines established by the MEN, as well as adapting certain areas within the regional requirements. Thus, the research-action in the curriculum comes

from the present difficulties detected in order to improve the educational practice (Quintero et al, 2007, p.125). As Skilbeck (cited by White 1998) points out, the curriculums design concerns to the institution internally, but must not be underrated being aware that an institution involves aspects from outside, in our case, the analysis of the state of bilingualism in Risaralda. White (1998) cites the Skilbeck's situational model whose basis comes from cultural analysis, starting from the school's situation and its equivalent analysis. Consequently, the *Ordenanza* project suggests four stages to follow, from which the first consists on a research called *Estado del Arte del Bilingüismo con énfasis en ingles en el Departamento de Risaralda*, proposed to be implemented in 10 months, and from which the next stage deals with the design and redesign of curriculum.

Total Physical Response

Total physical response (TPR) is a language-teaching method centered on the coordination of language and physical movement. Asher (1997) describe In TPR, instructors give commands to students in the target language, and students respond with whole-body actions Asher points out that listening "serves a dual purpose"; first, messages in the target language are understood, and second, the structure that comes in the language is also learned. In the procedures of this method, grammar is not taught explicitly, but is induced

from the language input.   Asher developed the method after observing young children learning the first language. He noticed that interactions between parents and children often took the form of speech from the parent followed by a physical response from the child. Asher made three hypotheses based on his observations: first, that language is learned primarily by listening; second, that language learning must engage the right hemisphere of the brain; and third, that learning language should not involve any stress.

ESA

For the purpose of structuring a lesson that motivates students, exposes them to the language, and offers chances to use it, Harmer (2001) presents the following three elements: E.S.A which stands for engage, study, activate.

The engage phase is used for getting the students to think and talk in English and is also a good way to ease into a lesson. This is the phase in which the emotions of the students are involved, some of the engage activities are: introductions around the classroom, games such as a-z animals, countries, things, places etc. Trying to draw the language out of the students keeps them well engaged and focused taking them into the study phase.

In the study phase the students are focused on how language is constructed, or a piece of information. Study activities range from the study and practice of a single sound to how a writer achieves a particular effect in a

text. They come usually as worksheet activities ranging from a few specific words to practice of verb tense, sounds, spelling etc.

The activate phase is where the students are encouraged to use any and all of their skills. The focus of the activate phase is more for fluency than accuracy, getting the students to use the language as freely and communicatively as they can. The activate activities are charades, story telling, role plays, questions and answers, communication games etc. Activate activities should them to use the lesson point and all of their other skills to date.

Role of motivation in students

The motivation of a student to learn, or the students perspectives towards the nature of the language in class plays an important role in their learning. In consideration, Harmer (1998) and Gardner & Lambert (cited by Lightbown & Spada, 2008) divides motivation in two concepts: integrative and instrumental. Integrative motivation refers to learning for personal growth, and instrumental refers to learning for practical goals. Lightbown & Spada (2008) denotes that external pressure influences on negative attitudes towards the learning of a second language. At contrary, learning for personal motivation facilitates the learning process of the learner.

The classroom environment and the way the input is presented influences on any of the previous types of motivation. Du (2009) considers that learners with a positive attitude towards L2 learning learn easier and rapid in comparison to those with a negative perception. O'Sullivan (2008) agrees that when unmotivated students are insufficiently involved, they are unable to develop their language skills to the fullest. Thus, a negative perspective represents a disadvantage as there is little cooperation to learn.

Emphasizing on the classroom nature, MacLeod & Larsson (2009) argue that students avoid L2 practice outside the classroom when they are not aware and even find impractical the input received in class into their daily life. Lightbown & Spada (2008) explains that it occurs when lessons are developed through constant repetition of routines, patterns, and formats.

Role of materials in contextualization

The use of materials represents a crucial aspect in the classroom. In terms of design, Richards & Rodgers (2001) agree that instructional materials outline the achievement of learning objectives. In the classroom nature, Crawford (2002) agrees that materials allow both teacher and students to learn further from verbal and non-verbal communication. The textbook as a classroom material is described by Crawford (2002) as a structuring tool as it provides a sequence and predictability regarding the input.

One of the roles of materials deals with contextualizing meanings. Rivet & Krajcik (2008) denote that "contextualizing instruction focuses student's attention on the interrelationships between concepts"(p. 1). In spite of this, Richards & Rodgers (2001) indicates that instructional materials must be understandable, must allow different learning styles, provide opportunity for self-evaluation, and consequently, to allow the learner to progress according to its learning development. In addition, Rivet & Krajcik (2008) indicate that contextualizing requires taking real-world examples already known by the students. Thus, materials are helpful to contextualize if the main objective of the class is to connect the input with any concept or previous knowledge from the learner.

Lit Review

Studies on the teaching of English in state schools in Colombia, and others studies described below, agreed that the main issues are: the lack of development of the communicative competence in the foreign language, overuse of the mother tongue, lack of materials and resources in the institutions, the frequency of English instruction, and the necessity of teacher professional development.

As evidenced in a study by Maturana (2011) the assumption that language teachers should be able to perceive and recognize the different factors

that affect the teaching and learning of a language , attempted to reveal the pedagogical, and didactic realities that a teacher faces; also psycholinguistic factors (phonological awareness, semantic and syntactic processes, receptive vocabulary) involved in the development of the communicative competence. This mixed-interdisciplinary study was conducted in four state schools in Medellin-Colombia with the participation of 12 teachers and 111 students from 3rd, 4th and 5th grades, ranging from 9 to 12 years old. Data gathering techniques used were a semi structured interview administered to the 12 teachers and a battery of six psycholinguistic tests administered to the students.

The outcomes of the study suggest that: the communicative competence is scarcely achieved due to the understanding of the same teachers of it; and focusing mainly on written tasks about filling in spaces with words, and the writing of isolated phrases and disregarding oral discourse. The use of the mother tongue is highly privileged due to some teacher's view of its use as compensation to learn a second language and their acceptance of lack of expertise and English; and claiming that students should learn to use the mother tongue appropriately so they can learn a second language. Student's attitudes helped some of the students deploy their own strategies to advance faster.

Also the findings report on external factors lack of materials and resources in the institutions also led to having limited variety in the lessons. But this, and the hourly intensity allocated to English classes were a hindrance in the development of it. The breach between primary and high school education was another negative aspect. In the former, English was taught by teachers who did not hold a degree in the language, but they should do it as a governmental precept. The most used strategies used in the lessons are: drawings, songs, repetition, image-recognition tasks, individual and group work; the student's motivation was also taken into account in the planning of the lessons; this demonstrated the conviction of the teachers towards their teaching; notwithstanding, Maturana(2009) concluded that there is a necessity of informed and continuous teacher professional development programs as part of linguistic policies in the schools.

By the same token, Zárate and Alvarez (2004) published an article in which they aimed at promoting reflection and awareness on implications that might arise due to the implementation of the Common European Framework (CEF) in Colombia. This paper based its discussion on relevant literature related to bilingualism, the CEF and the Colombian Ministry of Education. The article concluded stating that there is a need of improving professional development programs. Besides, Zárate and Alvarez also maintained that public schools lack necessary instructional resources for school like E- books,

posters, laboratory equipment due to the fact that the budget assigned to public school is not enough.

Some studies report that the use of the mother tongue is positive in the learning of English. This is the case of a study by Sharma (2006) on the use of the mother tongue in English classrooms. The study attempted to shed light on the advantages or disadvantages of using the mother tongue in EFL classrooms. The study had as participants, 20 high school English teachers, and 100 students of an EFL setting in Nepal. The instruments used for the data collection process were observations and questioonares. The study revealed that L1 helped students learn English more effectively, saved time, and students felt easy and comfortable when they were provided with L1 equivalents. Nation (1990) argues that the exclusion of the mother tongue is the criticism of the mother tongue itself and has harmful psychological effects on learners. Notwithstanding, rationale by other authors suggest the use of English as much as possible.   Willis (1981) claims that teachers should teach, and learners should learn English through the medium of English and not other language. This view is supported by Auerbach (1993) who asserted that the more that students are exposed to the langue, the more effective that their learning will be, as they adopt the model they are hearing for the production of language. This assertion is in agreement with Cook's (2001) standpoint on the use of the mother tongue, which maintains that people should learn the second language in the way that monolingual children acquire their first language.

Research has shown that factors such as positive learner and teacher attitudes, which are interrelated to motivation, must be sustained to increase learning in an EFL classroom. A teaching program led by Hussin (2000) proved that having entertaining tasks and techniques, engage students and promotes their motivation. The study was conducted in Malaysia, and conformed by 77 teachers who were exposed to theory about motivation, and in-class/ out-class activities such as jig-saw reading, chain story and the like. It concluded that motivation is a crucial factor which interacts with other factors involved in language learning processes, and that meaningful activities play a paramount role in the growing of motivation. Sustaining the previous study, Krashen's "low affective filter theory" (1987) indicates that learners should study the language in a non-threatening and fun environment. Otherwise, learners will feel uncomfortable and insecure which will further induce a "psychological barrier" to communication and learning (Littlewood, 1995). Summing up, students clearly need to be interested both in the subject they are studying and the activities and topics they are presented with .

The above discussions provided some insight into the main issues surrounding the teaching of English, not only in Colombia but also in other countries. The results reported by the studies served as a framework from which the methodology components were derived, in agreement with the research questions.

4. Methodology

4.1. Type of Study

This is a qualitative case study that as acknowledged by Ray (2011), qualitative studies involve methods used to observe and record the actions and behaviors of each single person or individual through the course of their daily lives. Plus, a case study might consist of "an individual unit (one person) a clique, a school or a community" (Cohen and Manion, 1991, p.124). Hence, through deploying qualitative methods the researchers aimed to collect data related to teachers' beliefs, thoughts about their teaching practice, and also students' attitudes and behaviors about teachers' performance in the classroom. Therefore, the data collection was done in a natural setting, in other words, the classroom, with the purpose of gathering information of the realities that English language teachers and student face in the institutions.

This case study is also descriptive as its end product is a rich description of the phenomenon under study (Merriam, 1998) and besides, it interprets the meaning of the data in terms of cultural norms and community values, attitudes and notions (Guba & Lincoln, 1981). Consequently, this study presents descriptions resulting from the analyses of issues related to teaching and learning practices discussed with relevant theory to deal with them.

4.2. Context

This research project was carried out in Institución Educativa Nuestra Señora de la Presentación, located in La Virginia, a town bordering Pereira which is the capital of Risaralda, a department that makes part of the Colombia's Coffee Region.

This is a state institution whose vision is to provide comprehensive education to individuals, strong in technical, formative, social and environmental issues. NSLP (Nuestra Señora de la Presentación) provides education for all the grades from primary to high school; its teaching staff is made up of 16 teachers who are in charge of teaching Mathematics, Social studies, natural sciences, Spanish, English, sports, technology and computing. The students' economical status is mainly 2 but it gathers students from any economical status. The school has two different facilities: one for primary and another for secondary school. As resources and teaching materials, the institution possesses a TV for each classroom, video beam, a computer room, a library and a chemical laboratory.

4.3. Setting

In NSLP, English classes are provided for both primary and secondary school. Whereas grades 1st to 5th are given classes of English by the same teachers that are in charge of teaching each grade, secondary school takes English instruction only from two teachers; it is noteworthy mentioning that

one of these two teachers holds a Bachelor Degree in Education in Modern languages, and the other holds a degree in literature. The classes are intended to fulfill the standards that are prompted in the document by the Ministry of Education "Estándares: el reto". Each grade takes six weekly hours of English instruction.   The classrooms accommodate about 40 students and each possesses a TV and board.

4.4. Participants

The current study had three participants: the English teacher, the students and the coordinator.

Firstly, the teacher from secondary education within 7th to 11th grade, who provided information of the methodologies applied in class, and also whose classes were observed by the researchers; two classes were observed by a period of one hour forty five minutes each. Secondly, the English language coordinator also contributed data that supported the information collected. This participant supplied information about the methodology implemented in the classrooms, the curriculum and the syllabus teachers follow to design their classes.

Lastly, the students who presented the most important information, given that they shared information about their learning process, their opinions about language learning and teaching and what they evidenced in terms of their teachers' performance in the classroom.   Namely, two groups: seventh and ninth composed by an average of 40 students each; their age range

between 11 to 15 years old, and there was a balance of gender in the classes as about half the women were men and the other half were women.

4.5. Researchers' Role

The researchers acted as non participant observers. To clear up this term, Larsen-Freeman and Long (1991), define a non participant observation as the act that implies observing, taking notes, and recording activities without taking part of them. This was the role the researchers played in order to collect first hand data from the public institution that participated in the study. Therefore, the researchers did not interact with the learners, and did not interfere in the class; the researchers just observed and register issues related to teaching procedures, and students' attitudes towards the class.

4.6. Data collection

Attempting to answer the questions posed by this study, the following instruments were applied: two observations, a semi-structured interview, a questionnaire, and two teacher journals.

Observation

According to Merriam (2009) the observation method involves "the complete analysis of people's behaviors, perceptions and assimilations to

acquire data from the field that is under research" (p. 94). On the other hand, Burns & Hood (1999 cited in Freeman 1998) argue that observation takes "closely watching classroom events, happening or interactions, either as a participant in the classroom, or as an observer of another teacher's classroom" (p. 94). Each observation lasted one hour per class for two classes. In this particular case the observations were carried through a non participant researcher role, which focused mainly on taking field notes using a structured format to collect data about the classroom, and the events that took place in it, teachers' performance, and students' attitude and reactions towards the class.

Questionnaires

Questionnaires were used to collect data from the teacher and the coordinator about personal information, the teacher's academic background, methodology, and lesson plan design, among other relevant information. Questionnaires are printed forms for data collection which include questions for statement to which the subject is expected to respond anonymously (Seliger, 1989). Therefore, the participants involved were questioned in order to obtain more profound information about the personal and professional experiences in the process of teaching English.

Semi-structured interviews

Semi-structured interviews as noted by Hancock, Ockleford , and Windridge, (2007) "involve a number of open ended questions based on the topic areas that the researcher wants to cover"(p.16). Furthermore the, authors clarified that "the open ended nature of the questions posed defines the topic under investigation but provides opportunities for both interviewer and interviewee to discuss some topics in more detail" (p.16).The questions inquired about the students' perceptions, and opinions of the English classes.

A total of 12 participants were interviewed; namely 2 students per grade from 6th to 11th. The questions used elicited information about the routine of the English classes and the valuable characteristics of it, the resources and materials used, aspects the students would like to change, how they practice English. The interviews were audio-recorded and then transcribed (see appendix ---).

Journal

Burns (1995) defines journals as regular dated accounts of teaching/ learning plans, activities and classroom occurrences, including personal philosophies, feelings, reactions, reflections and explanations. One journal per researcher was used throughout the study. The entries of the journal registered information about students' learning behaviors and reactions; thoughts, and

reflections on teaching procedures. These entries were written during the observed lessons, and through the analysis of the observations and interviews.

4.7. Data analysis

This section relates the collection of the data with their subsequent analysis through a look-over on the instruments deployed in the study; namely, semi-structured interviews, observations, and journal logs. Also, this section clarifies how the information was analyzed and coded to become evidence of the findings.

The interview carried out to the 12 students was digitally audio-recorded to be afterwards transcribed in a text. The text was scrutinized to identify common patterns in the answers provided. The most repeated ones were taken as evidence to be used in the findings; specifically, the second category that deals with the students' perceptions towards the English class.

In the journal, information that aimed at corroborating the students' responses in the interview was registered; also, the researchers looked for behaviors that reveal the students' engagement to the class, their reactions caused by the activities or topics being applied, and external factors that might have had an effect on the students' attitudes towards the class. Also, comments that were taken out from the observation were registered. The observer's

comments were relevant to the first and third categories that deal with the use of Spanish, and the methodology and procedures followed in class.

Observations to two classes were made by the researchers, each one observing and writing down their own interpretation of the events. After this text was transcribed in a digital document, it was analyzed to look for information that both; could complement, or exhibit disparities among the observations. This triangulation as stated by Denzin (1970) offers greater credibility to the observations.

Once the transcripts of all the instruments were finished, the researchers started to analyze the information following the Grounded Theory Approach that consists of reading a textual or non-textual database (as a corpus of notes in a journal) and discover and label variables or categories (Glaser and Strauss, 1967). The information was then classified in codes by following the procedures suggested by the above authors in their open coding steps; these are: identifying, naming, categorizing and describing phenomena found in the data. In turn, the codes were highlighted with different colors to be subsequently positioned in the category of the finding they belonged to. These categories were classed as follows: color green was used for the first category that is related to the use of Spanish as a compensation language; red color was used in the codes coping with the student's perception of the English

class; finally, yellow color was utilized in codes pertaining to the third category which was about teaching strategies and procedures.

Data triangulation was then applied to establish the validity of the data collected. Banik (1993) stresses that the advantage of triangulation lays on the nature and amount of data generated for the interpretation. The triangulation consisted of looking for repeated patterns or commonalities in the codes gathered from the three instruments, taking the commonest patterns as proof to display in the findings.

For the purpose of citing information in the findings, the extracts were assigned acronyms or codes. This process was effectuated in all the instruments following this procedure. The codes start by the initial letter of the instrument used, the second letters indicated the acronym for the institution; and the third letter and number indicated the student or line quoted, a hyphen was used to separate the letters. To illustrate, the codes were allocated as follows:

CODE	STANDS FOR
I-NSLP-S5	I= Interview/ NSLP= Nuestra Señora de la presentación/ S5= Student 5
O-NSLP-O3	O=Observation/ NSLP= Nuestra Señora de la presentación/O3= observation 3
J-NSLP-9	J= Journal- NSLP= Nuestra Señora de la presentación / 9= extract or code 9

4.8. Ethical Considerations

When researchers are planning and conducting a study, as well as in reporting research findings, they have to fulfill several obligations in order to meet the ethical standards. Primary, the research project must be planned so that the possibility for misleading results is minimized and meets the ethical acceptability. Therefore steps must be taken to protect and ensure the dignity and welfare of all participants, as well as those who may be affected by the results of the research project.

Some ethical considerations were taken into account in order to collect the information and execute this research project in a school in La Virginia, Risaralda. Before visiting the school and proceed with the observations, the community was informed about the project through a letter provided by the Risaralda governments, and from which they accepted the terms and conditions (see Appendix 1). This document described the purpose of the study and explains its objective is looks for improving the practice of language teaching in Risaralda. Written consent from the school principal and coordination and it was necessary due to the nature of the study, which granted us permission to start collecting data through interviews, observations, and questionnaires. Data collection took place during school hours and with previous permission and knowledge of the teacher; the identity of the participants was totally protected.

5. Findings and discussion

5.1. The use of Spanish as a compensation language

The use of L1 was evidenced in different stages of the class such as the presentation of new topics in which the teacher provided the first stage of the lesson explanation in Spanish, the teacher and the students used Spanish as a strategy to reinforce comprehension and finally it was also evidenced that the use of L1 in the ESA sequence of the English language class. The following subcategories support the above mentioned.

5.1.1. L1 use for the presentation of new topics

Use of Spanish (L1) was evidenced throughout the usage of different methods of data collection, L1 was mainly used to present new topics in the classroom and as part of the ESA model. The presentation of topics, instructions, or explanations was mainly dealt in L1. After hearing the input in Spanish, students followed the instructions or tasks proposed in the class. The following data account for the use of L1 for this particular purpose. Before the teacher had the students perform a task, she used Spanish in the *Study* phase of the lesson in order to guide the students towards the activities they were expected to perform; it was a way of providing further explanations to the

students, the use of certain grammar patterns, or how to use certain English words.

In the following excerpt, the teacher is presenting a new topic "adverbs of frequency", in doing so, she introduces the topic by writing some sentences on the board, and explaining in Spanish what they are, what they are used for, and how they must be used. This is followed by a student going to the front to solve a written exercise on the board to practice the aforesaid topic:

O-NSPL-O7:

"T (teacher) explains in Spanish what adverbs of frequency are used for…a student goes to the front to do the task on the adverbs".

This data sample identifies the use of Spanish that leads us to identify the procedure the teacher follows in a lesson sequence then (in this case), is to write on the board the new topic, then to give in Spanish the definition and use of it, and have students use in English, mainly in writing, what was taught in Spanish. The procedure used depicts that there is a pre-established process to present new topics in the English sessions which employs Spanish as a tool for proving meta-language explanations to the learners.

The interview directed at the students corroborates the previous piece of data when a student reports that when studying a new topic in the lesson, the teacher uses Spanish:

I-NSLP-S10:

"*o si va a comenzar tema (la profesora) nuevo pone tema nuevo, primero nos explica en   español*"

This indicates that the Students work on the comprehension of English language components through the use of Spanish for the presentation and study of the topic proposed for a specified language lesson.

On another data exert, it was observed that the teacher is performing a concept check with the students and before she engages them with the next task, she makes sure to explain the proper use of the grammar points to the learners. This was done before students started working on their own written production.

O-NSLP-O-9

(…) La profesora aclara a los alumnos cuando se utilizan estas frases. (La profesora dice) Cuando alguien se gradua se usa congratulations o congrats.

Data collected reflected a pattern in which the teacher chooses to use the students' L1 instead of the target language, in this case English, with the purpose of going beyond in terms of how students should use English grammar, this way making more effective the study phase of the ESA model. This routine of this particular class, allows students to be aware of grammar rules and pragmatics which was reflected on the way they performed the following task after the explanation. Evidence on this research study suggests that having Spanish as part of the ESA phase did engage the students as it prepared them for the task they were about to start.

Although, some assertions approve the use of L1 in definite occasions, like: L1 use to reduce anxiety in language classes (Allwright & Bailey, 1991), or to provide explanations of grammar (Collingham, 1988); it is suggested that in the teaching of a second language, the target language be used as much as possible. Generalizing a specific remark from Auerbach (1993) "the more students are exposed to the language, the more quickly they will learn; as they hear and use English, they will internalize it and begin to think in English". (P.14) this means that : overusing L1 across all stages of the ESA sequence in the lessons diminishes the opportunities to be exposed to the target language; consequently, the comprehension and production of it.

The routine observed in the classes, revealed that presenting English content was conducted through Spanish. This procedure is contested by Cook (2001) who maintains that the target language should be learned in the way that children acquire their mother tongue; putting forth the principle of language division as a resource to carry out the teaching of English. This technique attempts to separate L1 from L2. For this, language teachers explain the L2 word, defining or mimicking its meaning, showing pictures without translating, once this procedure is introduced in the language sessions, students are expected to build up their L2 as a separate system. In doing so, the students activate their cognitive process and get meaning from the strategies the teacher implements to study the connotation of the words. In the observed class, the students did not have to activate cognitive skills to figure out meanings in L2; they were using L1 to convey meaning from the ambiguous message of the English teacher.

5.1.2. The use of L1 as a strategy to reinforce comprehension

The use of L1 in the classroom was evidenced by the teachers and the students who applied it to communicate ideas, ask questions and provide further explanations during the lesson observed.

Data collected revealed that in the observed class the teacher had been working in class with useful expressions to be used in a particular situation,

these expressions included: "I miss you" and "congrats." First the teacher greets the students and after she had started the class, she starts reviewing the former topic she had presented to the students in a former class. The teacher asked the students to translate those words into Spanish and they did.

O-NSLP-O-9

La profesora también realiza un repaso de las expresiones "I miss you" y "congrats" pidiendo a los alumnos que traduzcan las frases (…) y aclara cuando se usan dichas frases.

The students showed no reluctance to work when they were asked to translate the words into their primary language which revealed they had already practiced such expressions in previous classes. The teacher uses Spanish as a way of providing the learners with a deeper understanding of the pragmatics of the expressions. Furthermore, students apply such strategy using (Spanish) for comprehension when they are exposed to English speaking contexts. The following data presents a learner who takes advantage of international channels broadcasted by English speakers, first he listens to the authentic audio, then he tries to guess the entire meaning of the monologue and finally, in order to check his comprehension, he uses the translation provided by the subtitles in his primary language.

I-NSLP-S36

"lo uso más que todo en los canales internacionales que hablan más que todo en Inglés, viendo y mirando los subtítulos a ver si era lo que yo pensaba."

As observed on the data above, the use of L1 in and out of the classroom allows the learners and the teacher to have a better understanding of spoken English and certain useful expressions.

As evidenced on the data, it can be agreed what Cook (1998) stated the use of the native language in an EFL classroom facilitates the students' interaction with the target language and how beneficial it could be in that particular setting. Data collected evidenced the use of L1 as a strategy to convey meaning and to reassure understanding both in the English classroom and outside of it. Part of teaching a language is acknowledging learners have acquired a primary language before they started with the foreign language learning process; therefore, it is not logical to try to avoid and completely dismiss L1 as part of a communicative learning process.

5.2. Students' reactions towards the English class

After following the process of data analysis the question related to students' reactions towards the English class shed light on certain aspects to emerge with this category. Students manifested different reactions in regards to the English class. Such reactions go from being active participants to experiencing lack of engagement during some activities they were expected to perform. The latter is presented in the following subcategories.

5.2.1 Lack of strategies from the teacher when guiding a written task.

In reference to English students' attitudes, it states the degree of engagement during the activities that required them to produce written language. Instead of developing the task, learners started to perform other type of activities such as talking to their friends or playing among them. This indicates learners' lack of interest in the English class and a low degree of engagement when being exposed to written exercises; it was verbally manifested by the English teacher how important the use of the dictionary was and the fact that students should always have their Spanish-English dictionaries for every language session. Nonetheless, most of the students did not have a dictionary to start working on the tasks; therefore, they could not develop the tasks that the teachers asked to complete, which led them to get distracted for as much time as the activity lasted.

The procedure mentioned above was depicted in the sessions observed; for instance, one of the classes had as an assignment to write a greeting card to a friend, students were expected to write short sentences using help from their Spanish-English dictionaries in order to translate each word in a sentence.

O - NSLP- O 19

> *Cuando el ejercicio de escribir una carta (…) inicia, algunos estudiantes empiezan a trabajar en clase y el resto se distrae haciendo otras cosas, como conversar y jugar con los compañeros.*

Most students, as stated on this sample of an observation, reflected a certain level of rejection for the task presented. This was evidenced as learners began to draw their attention to other matters rather than working on what they were expected; the exercise of writing an apologizing or congratulating letter to a friend begins and most learners are not engaged in the activity. In addition, when learners were asked by the teacher to use their photocopies to perform a written exercise on their notebooks, most of them did not follow directions and got distracted during the task.

OC - NSLP - O 41

> *Cuando la profesora les pide a los alumnos que realicen los ejercicios de las fotocopias en el cuaderno, ellos optan por conversar con sus compañeros del lado, lo cual demuestra que no están interesados en la realización de la actividad.*

Most of the students display a nonchalant behavior when being exposed to written production which is reflected by the fact that a fair amount of them demonstrated low engagement to the tasks and thereby low interest on the teacher's instructions to start performing the written tasks.

Based on the data collected we can observe that learners lost engagement in the class when they were required to produce written language and they preferred to spend time performing other activities. Learners manifested little interest in the class' production exercises which involved writing a card and completing exercises from their handout, this was evidenced by the fact most of them did not follow directions as to bringing the dictionaries to class or providing answers on their notebooks as opposed to how active they were during other exercises.

As evidenced on the data collected on this study, students' clearly lost engagement when being exposed to writing exercises; it seemed they were not interested in the written production they were expected to accomplish. This lack of engagement reflects on the students' motivation in a way that prevents them from being involved in their own learning process. This clearly aligns with Harmer's (2001) notion of introducing writing tasks to learners, in which he states that "students clearly need to be interested both in the subject they are studying and the activities and topics they are presented with. We

(teachers) need to provide them with a variety of subjects and exercises to keep them engaged" (p.53-54) therefore implementing writing exercises that are not as appealing for the learners might prevent them from being active participants during the task as well as it causes them to act nonchalantly when being asked to write. Learners were not presented with clear objectives as to what they were expected to achieve, they were given instructions to complete a written task but they were not told what it was supposed to be done, expectations were not created therefore goals were unstated and as Wong & Wong (1998) agreed "(…) a teacher's job should have short lessons with structured assignments that state precisely what the student is to accomplish" (p. 133) When learners are not exposed to goals, the performance of an exercise could create a change the positive outlook they have for their class and turn it into a less caring attitude. As Harmer (2001) claims, the fact that students are able to identify what they will be able to do by the end of a task could be what brings their inner motivation to the surface and will allow them to display a better performance in the English class.

5.2.2 Learners' need of varied lessons

Learners manifested their point of view on the way they would like the English lessons to be conducted. Their claim is to change the routine of the classes that to them, is prosaic and little engaging, for dynamic classes that

will raise their encouragement to learn English. Dynamic lessons in this context are those that comprise variety of activities, active involvement of the students, games, etc.

In the interview, some students suggested having more dynamic materials; having clearer explanations instead of long verbal interventions, and games to help them learn the contents:

I - NSLP – S11

"Pues que el profesor use mas material didáctico y pues explique mejor lo que nos dice porque él a veces es blablablabla y pues… y también que haga pues juegos en inglés para que aprendamos mejor"

I-NSLP- S12

"*que saliéramos mas del salón y que las clases sean más didácticas"*

The above assertions manifested the student's position on some aspects of the English lessons they would desirably change, such as: having lessons outside the classroom to switch the classroom environment, having more dynamic classes that get them to move and do different activities rather than just listening to the teacher.

The previous affirmations are visibly supported by the gathered data. In the class, there was a Total Physical Response (TPR) task which gained the attention of all the Ss. The teacher commanded the learners to move a hand to

the right or to the left, the one failing to follow the commands, would go to the front.

It was verbally expressed by the teacher that she thought it was necessary to have a mood changer activity, due to the fact that students were showing little interest in the class. She expressed it was due to the time schedule of the class (almost noon).

O-NSLP-O32

The teacher conducts the TPR task, there is a forfeit. Eight Ss go to the front selected by failing to follow the commands of the task.

J-NSLP- J12

"Ss seem to know this type of activity ´TPR, and participate eagerly given that it is entertaining to them".

The above data samples are proof of the willingness the students participated with when engaged properly. The TPR activity had the students concentrated and responding to the commands. Their connection to the activity reveals then, that such TPR activity encouraged learners' participation in the lesson.

The learners' positive reaction to the TPR activity reveals how a different exercise can actually be used as a mood changer activity. While engaged in an appealing task, the students manifested interest for what was happening in the class. This finding agrees with Hewitt & Linares's (1999; cited by Muñoz &

Valencia 2011) statement that claims that activities involving physical movement in English language teaching are fun and stimulating for younger students (p.203). This indicates when learners are engaged in a particular activity, their engagement might lead them to a better learning outcome.

On top of that, Machova (2009) remarks that " TPR is a successful method to achieve very good results in teaching English vocabulary to young pupils; it makes long term recall of vocabulary easier. "(p.37). These assertions were vividly corroborated by the collected data when learners were asked to provide a sentence using the vocabulary and the expressions of the current lesson. Learner's positive attitude was evidenced by the fact they did not refuse to go in front of the class and provide the examples they were suggested. In addition to that, it was observed all students participated in this TPR activity. The TPR activity chosen by the teacher proved to be an effective technique to be applied in class, but also, the lack of procedures that get students out of the routine, give the class a monotonous atmosphere; that is of no good for both the students and the teacher. The students openly claimed that the class needed to change the classroom environment, as well as procedures. Taking the Ss positive reactions and comments about the need for dynamics classes, it is clear that there is no static motivation as it is also refuted by Rodgers (2003) when he observes that individuals' attitudes and motivation are not necessarily static.

In this way, having a sense of pacing, and variety of activities can build a positive environment. This is what students long for, and what Hadfield (2000) proposes when he states that teachers have to work hard in order to create a dynamic classroom by using several strategies during a lesson and supported by the universities Auckland and Christchurch that agree good classroom dynamics are connected to the maximization of learning opportunities. Making lessons enjoyable is something that should be of benefit to the learners.

5.3. Teaching procedures

As evidenced in the data, there were common patterns regarding the teaching procedures, strategies, techniques and patterns implemented by the teacher in every class. Some of those patterns were making a connection between the last and the former class before moving forwards in her lesson plan in order to provide the students with the necessary language activation for the current study lesson. It was also observed the organization in which the teacher had the classroom layout; the U-shape and columns, both seating arrangements provide a different perspective in the class with different results as it was agreed by Brown (2000) "one of the simplest principles of classroom management centers on the physical environment for learning" (p.93) and seating arrangement is one of them for the learners should be able not only to see their teacher but also be able to interact among themselves.

5.3.1. The teacher reviews particular previously taught language forms

At several moments of a lesson, teachers requested the students to be able to recall a particular topic that was taught before with the purpose of having the learners perform a new task or simply to recycle relevant language forms. As part of the sequence of the English class that will be mentioned below, the teacher approached the students with a short review of the former class' relevant concepts that she considered paramount for the study session that was taking place.

Data collected revealed the moment where the teacher starts to activate students' language production by reviewing with them particular language forms they had previously worked. After the lesson started, she proceeded to ask the students to remember the main topic of the former class which was Valentine´s day with the purpose of having the learners use it for the principal part of the lesson which was writing a card to a friend.

O-NSLP-O-6

La profesora revisa el tema de la clase anterior que fue la celebración del día   de San Valentín y les pide a los alumnos que revisen sus copias donde repasan las expresiones que se utilizan para ciertas situaciones (…).

This procedure allowed the students to remember the previous class main topic as well as it provided language activation in the students for they remembered the previous topic by having the teacher asking them questions and by looking at their hand-outs for information. Another setting in which a review was evidenced was at the ninth grade where the teacher implemented as part of the lesson a quick review of the previous topic; she asked the students to go to the board and write a sentence with the adverbs of frequency.

OC-NSLP-O-2

The teacher reviews the adverbs of frequency; the students say them chorally.

One student goes to the board and writes a sentence (…).

Data above evidenced how the students were active participants in the lesson review as they were providing examples on their own. This indicated that asking the students to remember a previous topic that they have already seen does provide an activation of the language production. The previous data exert showed an activation of the spoken language and the second exert demonstrates a written language activation. Likewise, students are aware of the class review that is made in every study lesson as it will be shown below.

I-NSLP-S1

Pues primero el profesor llega saludando, luego repasamos el tema que

vimos

en la clase anterior (…).

Based on the data we can observe the teacher reviews previous topics in each lesson by activating learner's language production before starting with a new topic. This suggests that it is a strategy for connecting previous topics with the new task or topic the students were going to be exposed.

A connection between the previous lesson and the current one provides students with the proper activation of previous knowledge which facilitates a better learning during a current lesson. As well as they provide them with the tools they require in order to perform a task in a study session. As it was stated by Harmer (2001) "remembering activities usually fall towards the middle of the 'communication continuum'; they encourage students to bridge a gap between language study and language activation (p.165). It is paramount to reinforce language forms that have been part of former lessons in order to help the students remember such structures and in order to provide them with different contexts in which those forms could be used. As it was stated by Harmer (1998) it is important to include a former class review in every lesson for language learning will not take care of itself. Along those same lines, it is

paramount to allow students to produce freely during the lesson review in order to disclose any mistakes or doubts that were generated from the previous class and solve any questions if it is required. As it was stated by Halliwell (2002), teachers must not forget to create contexts that give learners the opportunity of taking risks and making mistakes because without them learning could not be achieved. In the context from where data was collected, it was observed that learners benefited from the review provided by the teacher and the teacher managed to take advantage of the students' previous knowledge in order to engage them with a new topic or task to perform.

5.3.2. The teacher arranges the classroom's chairs in a U-shape and in columns.

The classroom setting in a learning environment is one of the elements that teachers must take into account when preparing their lessons and executing a lesson plan. One of the fundamental aspects of the classroom setting agreed by Brown (2000) is having an effective seating arrangement that allows both the teacher and the students to have visual contact. It is also considered as part of classroom management for it is one of the factors that facilitate a physical environment for learning. As it will be presented on the data, the teacher arranges the classroom's chairs in a U-shape and in columns which are well known in the English teaching scenario. Having visual contact with the students helps teachers be aware of any discipline or academic

situations that require to be addressed promptly and both layouts are convenient in different classroom contexts.

As stated on the following sample, and as part of classroom management, the teacher changed the layout for U-shape; the students were taking class in columns before the teacher entered the classroom. Having the students sitting in a U-shape provided the teacher with visual contact of the students nonetheless it could represent an overt inconvenience due to the rather large amount of students in the classroom (nearly 40) as it will be shown on the following exert of data.

O-NSLP-O-13

La profesora no tiene acceso a todos los alumnos debido a que la organización

del salón en U hace que algunos alumnos estén sentados detrás de otros.

It was clear that such classroom arrangement layout was not convenient for this particular setting of almost forty students for it prevented the teacher to have access to all of them. The quantity of students played an important role in facilitating some students to be hidden from the teacher during the duration of the lesson as data collected will show below.

OC-NSLP-O-13

Como la profesora no tiene acceso visual a todos los estudiantes debido a la cantidad de alumnos (casi 40) los que quedan detrás de otros se esconden y es difícil incluirlos en la participación en clase.

It was observed how the amount of students in the classroom prevented the U-shape layout to be effective throughout the lesson, instead of facilitating visual contact; it allowed some students to not participate. However, the U-shape is not the only layout implemented in the English classes. It was also evidenced that learners are aware of the columns layout and they see it as a way of managing the classroom for they describe it as the way the teacher places the chairs in their place; this will be evidenced on the following data.

I-NSLP-S10B

(…) revisa el salón que todas las filas estén en su lugar y los puestos donde son.

Evidence collected revealed the seating arrangement implemented by the teacher was both the U-shape and the columns. It was also observed that classrooms with a larger amount of students were the U-shape was implemented prevented the teacher to have visual contact with all of the students and likewise it allowed students to hide behind other classmates in

order to avoid participation. It was also evidenced that the teacher implements as well the use of the columns seating arrangements, perhaps because it facilitates teaching and because the amount of students in certain classrooms is large.

The only visual contact students should have does not only include their teacher but also their classmates, as it was agreed by Brown (2000) "as students are members of a group they should be able to see one another and the proper seating arrangement in a classroom makes the students' interaction more feasible" (p.194) which is one of the reasons considering an adequate seating arrangement is vital to creating a positive classroom atmosphere that facilitates teaching and learning. At times, a certain classroom layout (in this case U-shape) does not allow interaction between the teacher and the students or interaction among peers which was the case evidenced in the two exerts of data presented at the beginning. This was due to the fact that big classrooms could change the midstream of the lesson and could create certain barriers that cannot be faced immediately because it is not in the teacher's hands to control how many learners she ought to have in her classes, as stated by Brown (2000) ideally a classroom should not have more than a dozen people or so (p.416). But in the context where this investigation took place (La Virginia, Rda) such number of students per classroom is hard to meet.

5.3.3. Teaching materials and their function in the class.

Materials in this context, as defined by Ramirez (2004, cited by Gonzales 2006) are what teachers and learners use in order to learn a language. The data collected in the interviews and observations exposes the teaching materials and resources that are chiefly used in the classroom: bilingual dictionary, photocopies from the book "face2face" by *Chris Redston, Gillie Cunningham and Jan Bell*, the board, notebooks and computers.

When the students were asked about the materials used in the class they answered:

I-NSLP-S17

 "el diccionario, las fotocopias y ya"

I-NSLP-S19

"las guías, las fotocopias que a veces nos trae ella que son sopas de letras y pues el cuaderno."

The photocopies of the "face2face" book are used as input for the lessons. They provide the content that the learners are to study (social expressions). The class works with the photocopies to follow a sequence of the contents but with a focus in writing as the tasks are mainly written on their

notebooks, on the board, or on a piece of cardboard as depicted in the following extract.

I-NSLP-S18

"Fotocopias, diccionario y cartulina cuando nos ponen a hacer trabajos de cartel."

The cardboard was used to make brochures about invitations using the expressions that the students were studying in the class. The students were to design a brochure out of those expressions. The students devoted effort which was evidenced on the final result of the task. Apart from these materials mentioned by the students, the observation shows that web pages were also suggested by the teacher for further practice:

O-NSLP-029

La profesora le dice a los alumnos que deben practicar inglés en la pagina www.mansioningles.co . Y les explica como deben usarla.

To have different types of practice in English the teacher, suggests as an extensive and autonomous task, to go to this site and study the contents that are related to what they are taking in class.

As reported by the previous data, the materials used are copies, dictionary, board, notebooks. These are used in the classroom with an emphasis on writing. And when utilized in a creative manner, it becomes appealing to the students; such as the written production on the brochures that gained students dedication. Drawing on this fact, Peacock (1998) maintains that materials considered enjoyable and useful increase the on-task behavior in the English classes. And this goes a long way to have student's motivated to learn the language.

The practice and study of English on the internet is as valid, depending on the user, as any other material. As complement for the English classes, there was homework and suggested practice on an internet site. The opportunity to study English extensively is of benefit to the learners. Notwithstanding, Brinton's (1991) suggestion is to be considered in some cases. He specifies that technical media category materials like record players, projectors, media labs, are expensive and less user-friendly. Therefore, there cannot be a safe guess about making use of some resources that might not be easy accessible to the learners, or easy to deal with.

Drawing on the data, there is a focus in writing; nonetheless, materials if exploded appropriately, may promote the integration of all the language skills (Hinkel, 2006).

6. Research and instructional implications

The main purpose of this project was to analyze the way English is being taught in Risaralda in order to determine the low proficiency levels of the public school graduates in the state test Saber Pro. As it was evidenced throughout the data analysis; there are some aspects to consider in terms of how this research provided a guide in order to know what changes need to be made in the future.

There needs to be a further research that allows a deeper inclusion of other part of the staff involved in the institutions as well as their perceptions towards the "Ordenanza project" (academic coordinators, school principals) how beneficial it can be for the institution and how they perceive the results so far. This should be done in order to not only grasp the students' perceptions on English in their classes but also to know how English is perceived in the Institution for English must be an integrated element in the academic field.

Classroom, teacher and student observation can create a certain confidence reaction reflected in either a positive or a negative way therefore several aspects of the research should be taken into consideration before visiting the schools in order to reduce such impact on the participants. Explanations regarding the reasons of the research and its aim should be shown to the institution before the observations. Hence, a better understanding

of the objectives allows the researchers to encounter fewer hurdles to be surmounted.

Further observations of each class must be done. Each grade in which English is taught must be observed and at different times throughout the day. It is important to note on the research how learners behave at certain hours of the day, whether their behavior or the midstream of the class changes and when these particular changes take place.

The number of students (40 approximately) made it complex for the teacher to guide them in a balanced way that provided them with enough tools to accomplish tasks during the lesson because it made it difficult for her to monitor that quantity of learners and provide feedback to all of them.

In addition, the classroom was not fit to hold that large amount of students. This makes difficult to organize the classroom in any desirable seating arrangement. And therefore, it could play a negative role in classroom management.

The use of Spanish played the main role in terms of language practice, preventing the exposition and production in the target language, in this case English to be higher.

7. Limitations of the study

It is well known that in any research study, no matter how big or small, there are variables which affect the process and in this particular project there were several difficulties that researches had to overcome in order to successfully carry it out; lack of information and of knowledge, difficulties to find supporting theory, changing deadlines, different ways of conducting the investigation and lack of communication among the team of researchers and among the advisors were encountered in this investigation.

Before beginning the study, it was hard to organize study groups that would provide a healthy environment for working and accepting responsibilities; participants had to work in big groups and each participant had a different schedule that did not allow them to get together and present work progress on agreed dates. Therefore, collecting information in time was difficult and as a result, some participants worked more than others. Also, the researchers were not well prepared for the collection of data, this means they were partly instructed on how to conduct the investigation. In addition, information on how to collect data was presented when the observations had already taken place.

This study is part of a macro project; therefore, it is acknowledged that finding the right tools and selecting the most suitable processes to work with was challenging; lack of experience from the researchers and having little guidance led to further obstacles of the investigation in terms of content and procedure.

In addition, the school's administrative staff expressed lack of knowledge about the procedures of the study; this limited the research process on the grounds that the access to the school was denied at first. They were also reluctant to provide general information because the school was soon going on

vacations and there were very few people willing to cooperate. It is also important to remark that researchers did not have much information at reach when visiting the school; documents such as the PEI, lesson plans, syllabus among others, were not handed in when they were requested. Therefore, the access to that information was delayed.

For a former research it would be ideal to have the opportunity to observe more lessons so that more aspects of teaching can be collected.

8. Conclusions

This case study explored issues related to the teaching of English in a school in La Virginia, Risaralda called Nuestra Señora de la Presentación. It might have thrown further findings if researched for a longer period as the procedures followed in an English class may not be the same at all times. Therefore further research to witness those teaching events might be suggested.

As conclusions, the following issues are highlighted: the presentation and practice of topics are dealt in Spanish; this prevents the students to be exposed to the target language; therefore the process of learning is being isolated for the internationalization of a language requires hearing it and using it.

Learners' reactions, attitudes, and motivation are not necessarily static; they vary according to the activity proposed. To illustrate: the learners showed a low degree of engagement in written tasks; conversely, a positive outcome from using Total Physical Response activities with the students was reflected in the lesson. TPR activities are implemented in the English scenario for they change the classroom's atmosphere from a monotonous to an appealing one.

On the methodology: connecting previous class' topics to the actual lesson not only aids the students' comprehension of the topic, but also involves students into participating actively. Seating arrangement in U-shape allows for better interaction student-student and students-teacher; notwithstanding, double U-shape (one behind the other) is not advantageous as it prevents eye contact between students and teacher, and led to disruptions, lack of participation and of mobility. Teaching materials play an important role. They are a pro when utilized creatively and in favor of the students' likes.

It was evidenced that the use of Spanish in the classroom as a strategy for promoting learning and autonomy for its use is practiced by the students at home when they choose to challenge themselves to listen to authentic material on television and try to guess the meaning in Spanish.

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Appendix 1
Consent letter

CIRCULAR No. 099

Pereira, 29 de Noviembre de 2011

PARA: DIRECTIVOS INSTITUCIONES EDUCATIVAS DE LOS 12 MUNICIPIOS NO CERTIFICADOS

ASUNTO: PROYECTO "EL ESTADO DEL ARTE DE LA ENSEÑANZA DEL INGLÉS EN LAS INSTITUCIONES EDUCATIVAS PÚBLICOS DE RISARALDA"

Dentro de las exigencias de la modernidad esta el manejo de un idioma común que le permita a los ciudadanos acceder a la información de un mundo globalizado. En Colombia según información del ICFES en el año 2004, el 99% de los estudiantes eligieron el inglés en las Pruebas Pre-SABER 11, razón por la cual las instituciones educativas han optado por la enseñanza de este idioma como segunda lengua.

Es por ello que la Secretaria de Educación Departamental y la Universidad Tecnológica de Pereira a través de la Licenciatura en Lengua Inglesa, han emprendido acciones para el fortalecimiento del inglés como segundo lengua.

Por tal razón se requiere de su colaboración y disposición, de acuerdo al compromiso firmado por ustedes en la jornada de Asistencia Técnica Integral, realizada el pasado mes de Septiembre/2011 en las instalaciones de Villa Mónaco, para dar iniciar en la primera parte de recolección de información, la cual estará a cargo de un grupo de estudiantes de la Universidad Tecnológica de Pereira, de la licenciatura referida la referencia, quienes harán presencia en las instituciones durante los días 1 y 2 de diciembre del presente año. En el primer trimestre del año 2012 se continuará con el proceso de recolección de información

Anexo relación de las Instituciones Educativas que participaran en el proyecto y los estudiantes de la UTP que realizaran esta actividad en cada institución.

Cordial Saludo.

PAULA ANDREA DÁVILA CAÑAS
Secretaria de Educación Departamental

ENRIQUE ARIAS CASTAÑO
Director Departamento de Humanidades e Idiomas
Coordinador licenciatura en lengua inglesa
Universidad Tecnológica de Pereira

Proyectó: Hilduara Ospina Franco

Appendix 2
Questionnaire format

Universidad Tecnológica de Pereira –Secretaria de Educación Departamental
Licenciatura en Lengua Inglesa
Grupo de Investigación en Lingüística Aplicada
Cuestionario Profesor de Inglés

Este cuestionario pertenece al proyecto "el estado del arte de la enseñanza del inglés en Risaralda". Les solicitamos leer cuidadosamente cada una de las afirmaciones y contestar las preguntas en una forma objetiva y con la mayor veracidad del caso. La información aquí consignada es de carácter investigativo y es confidencial del grupo de investigación.

OBJETIVO
Caracterizar el estado del arte de la enseñanza del inglés en el Departamento de Risaralda en instituciones públicas.

INFORMACIÓN ACADÉMICA
1. Estudios realizados

NIVEL	LUGAR	FECHA	TITULO
Bachillerato	_____	_____	_____
Pregrado	_____	_____	_____
Postgrado	_____	_____	_____

EXPERIENCIA PROFESIONAL
2. Colegio donde labora_____
    Público _____ Dedicación: Medio Tiempo____ Tiempo Completo ____ Por horas ____
3. Años de experiencia de trabajo:
    Entre 1 y 4 años _____ Entre 5 y 10 años_____ Más de 10 años _____

CAPACITACIÓN Y ACTUALIZACION
4. Cursos de capacitación recibida (Favor indicar los cursos tomados en los últimos cinco años)

NOMBRE CURSO	DURACIÓN	FECHA	ENTIDAD QUE LO REALIZÓ
_____	_____	_____	_____.
_____	_____	_____	_____.
_____	_____	_____	_____.
			_____.

5. ¿Ha mantenido usted contacto con la Universidad después de haber egresado?
    SI _____   NO _____   En qué forma?
    _____.
    _____.
    _____.

6. ¿Ha adquirido usted últimamente bibliografía sobre la metodología de la enseñanza del inglés?   SI____   NO____ ¿Cuál o Cuáles?

AUTOR	TITULO	AÑO
_____	_____	_____
_____	_____	_____
_____	_____	_____

7. ¿Ha adquirido bibliografía en inglés?
   SI_____   NO_____ ¿Cuál o Cuáles?

AUTOR	TITULO	AÑO
_____	_____	_____
_____	_____	_____
_____	_____	_____

8. ¿En los últimos cinco (5) años ha participado en seminarios o congresos del área?
   SI_____   NO_____ ¿Cuáles?

TITULO DEL EVENTO	ENTIDAD ORGANIZADORA	FECHA
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

8. ¿Pertenece Usted y/o es socio activo (socio actual) de alguna Asociación Académica?
   SI _____   NO _____   ¿CUÁL(ES)?
   _____

9. ¿Qué tipo de capacitación considera usted que debe recibir como docente en ejercicio? Especifique
   _____
   _____
   _____
   _____

10. Cuál es su opinión sobre el nivel académico en el Área de Inglés su colegio?
    Pésimo _____   Malo _____   Regular _____   Bueno _____   Excelente _____
    ¿Por qué?
    _____
    _____

11. ¿En qué nivel promedio se ubicaron los estudiantes del grado once en las pruebas de inglés del ICFES del año pasado?
    _____
    _____

12. ¿Cuál es su opinión sobre el examen de inglés del ICFES?
    _____
    _____
    _____

13. Mencione los problemas más frecuentes y críticos que usted actualmente enfrenta en la enseñanza y en el aprendizaje del inglés en Bachillerato. Enumérelos en orden de importancia según el grado de seriedad o gravedad.
    _____
    _____

Universidad
Tecnológica
de Pereira

GOBERNACIÓN DE RISARALDA
¡SENTIMIENTO DE TODOS!
SECRETARIA DE EDUCACION

_____
_____
_____
_____

Planeación de clase

14. ¿Los estudiantes tienen texto guía?   SI___   NO___
    Si la respuesta es SI indique el texto que usan los estudiantes.

TITULO DELTEXTO   EDITORIAL   AÑO
_____   _____   _____

¿Si la respuesta es NO, que tipo de materiales utiliza?
_____.

5. ¿Qué tipo de libros consulta usted para la preparación de sus clases? ¿Señale en orden de importancia para usted?
        AUTOR   AÑO   TITULO
    _____   _____   _____
    _____   _____   _____
    _____   _____   _____

6. Habilidades en que hace mayor énfasis en sus clases, enumere en orden de importancia.
    Listening   _____   Reading _____
    Speaking   _____   Writing _____

7. ¿Qué aspectos tiene en cuenta para diseñar sus clases?
    _____
    _____
    _____
    _____

8. ¿Qué estrategias usa para preparar su clase?
    _____
    _____
    _____

9. Cuál de los siguientes métodos utiliza usted en sus clases?
    Método de Gramática y Traducción.____   Suggestopedia   ____
    Método de Series   ____   Enfoque Comunitario   ____
    Método Directo   ____   Enfoque Natural   ____
    Método de Lectura   ____   Método Ecléctico   ____
    Método Audiovisual   ____   "Silent Way"   ____
    Método Audio lingual   ____   Enfoque Cognitivo   ____
    Método de Aprendizaje de Lenguas en comunidad ____   Enfoque Comunicativo ____
    Método de Respuesta Física Total (TPR)   ____
    ¿Otros? ¿Cuáles? _____
    No sabe ____

Licenciatura en
Lengua
Inglesa

«gila»
grupo de investigación
en lingüística aplicada

10. Para elaborar su programa de inglés, ¿se basa usted en los Estándares de enseñanza del inglés del Ministerio de Educación Nacional? (MEN)?   SI___   NO___
¿Cómo?_____
_____

Si no se basa en los estándares del MEN, ¿elabora usted el programa de inglés?
Si __ No__ ¿cómo lo hace?
¿Con base en un texto? _____ ¿Cuál?_____
¿Según sus propios criterios? _____ ¿Cuáles?_____
_____
_____
¿Otros? _____ Especifique _____

11. De los siguientes objetivos señale en orden de importancia (1-2-3-4-5,etc) los planteados por usted en su programa.
_____   Comprender correctamente la lengua hablada.
_____   Entender un texto escuchado, sobre un tema con el cual este familiarizado.
_____   Hablar el idioma con corrección y seguridad.
_____   Participar en conversaciones sencillas sobre los temas estudiados
_____   Escribir el idioma con corrección y seguridad
_____   Leer y traducir con precisión el material escrito en Inglés, de manera comprensiva analítica y crítica.
_____   Leer comprensivamente con el fin de captar el sentido general de un texto y extraer la información específica.
Otros ¿Cuáles? _____

MEJORAMIENTO ACADEMICO
10. ¿Practica usted la lengua extranjera?   SI _____   NO_____ ¿En qué forma?
_____
_____
_____

11. ¿Ha presentado usted alguna vez algún examen de inglés, para medir su nivel de competencia en lengua extranjera?
SI___   NO___   ¿Cuál o Cuáles?

NOMBRE	AÑO	PUNTAJE
_____	_____	_____
_____	_____	_____
_____	_____	_____

12. Cómo considera su nivel de Inglés en este momento?
Bajo   _____   Bueno   _____
Regular   _____   Excelente   _____

Agradecemos de antemano su colaboración y su autorización para ser participante en el proyecto

Appendix 3
Observation Format

Universidad Tecnológica de Pereira
Proyecto Estado del Arte de la Enseñanza del Inglés en Risaralda
Formato de Observación

Municipio: LA VIRGINIA   Colegio: LA PRESENTACION

Factores Observados	Descripción	Comentarios
Plan de Clase y objetivo		
Estrategias de enseñanza o actividades		
Uso de la lengua extranjera		
Rol de la lengua materna		
Material y Recurso		
Patrones de interacción		
Espacio Físico		
Rol del estudiante y el profesor		

Appendix 4
Interview

Protocolo de entrevista

El propósito de esta entrevista es recoger información acerca de las experiencias de la Enseñanza del inglés dentro de su Institución. Este es un instrumento de recopilación de información para el trabajo de investigación: Estado del arte de la Enseñanza del Inglés en Colegios Públicos de Risaralda Apreciamos su colaboración en este ejercicio. Si en cualquier momento usted siente que tiene alguna duda acerca de las preguntas, por favor no se abstenga de preguntar. Estaremos encantados de aclarar cualquier duda que usted pueda tener.

1. Nos gustaría que nos contara acerca de la clase de inglés correspondiente a su grado.

- ¿Describa una clase de inglés de su grado? O ¿cuál sería el orden
- ¿Cuáles son los recursos usados en clase?

2. Recordando el trabajo realizado por los docentes en las clases de inglés, describamos algunos aspectos de las prácticas (no es evaluarlos, es que me describas sus cualidades y aspectos por mejorar)

- ¿Cuales crees que son las mayores cualidades de la clase?
- ¿qué aspectos mejoraría de la clase?
- ¿Qué sugerencias le haría a la clase?

3. Hablemos de su aprendizaje del inglés

- ¿Cuál es la lengua usada en clase?
- ¿Cómo piensa que es su conocimiento del inglés?
- ¿Cómo referencia su conocimiento, dónde la usa?
- ¿Cómo práctica el inglés? Usa lo visto en clase?