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THE STATE OF THE ART OF LANGUAGE TEACHING IN BALBOA
RISARALDA

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LICENCIATURA EN LENGUA INGLESA

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Resumen

El presente estudio fue desarrollado en once regiones de Risaralda con el fin de seguir el primer paso del proyecto La Ordenanza, el cual está encargado de diagnosticar el arte de la enseñanza del inglés. En este caso la investigación tuvo lugar en Balboa, donde fueron recolectados diferentes datos referentes a metodología de las clases, percepción de los estudiantes hacia las clases, la práctica y los recursos de la institución con el fin de identificar el manejo del inglés y la forma como este se enseña.

Los resultados indican que los estudiantes presentan una gran desmotivación en el aprendizaje debido a los temas que se les suele enseñar y también al usar la traducción y los diálogos como una práctica constante en las clases. Finalmente, el estudio indica varios aspectos a fortalecer respecto a la práctica del inglés y el desarrollo de una segunda lengua en los estudiantes. Esto corresponde al diagnóstico elaborado en este pueblo.

Palabras clave: enseñanza, aprendizaje, Inglés, proyecto, percepciones.

Abstract

The present study was developed in one region from Risaralda in order to follow the first step of la ordenanza policy, as it corresponds to diagnose the state of language teaching. In this case the research took place in Balboa town, where different data related with methodology of the classes, learner's perceptions about the class, practice and the resources from the institution in order to identify the use of English and the way it is taught.

The results indicate that learners present an increase demotivation in their learning due to the topics they are taught and also the use of grammar translation and dialogues as usual practices in class. Finally, the study indicates several aspects to reinforce regarding the practice of English and the development of a second language for learners. Thus, this study corresponds to the diagnosis of this town.

Keywords: English, teaching, learning, project, perceptions.

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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 (CEFR)* 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 (JEEEX) 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

Balboa, a correspondent town which is listed in the 11 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 features of English teaching in Balboa?
2. What are academic community's perceptions towards English Language teaching?

3. Theoretical Framework

Learning a foreign language has become a priority in the 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 in English teaching ; 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 Lenguas Extranjeras: Inglés*, a guide which emphasizes on the procedures and objectives to achieve regarding the present language learning requirements.

Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés.

Responding to the *Fortalecimiento de las Competencias a la Lengua Extranjera* purpose, MEN designed a textbook that lays out standards for the teaching of English in state schools. This textbook, 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, specifying the level that students should reach at the end of each grade or program.

Method

A method “consists of a single set of theoretical principles derived from feeder disciplines and a single set of classroom procedures directed at classroom teachers” (Kumaravadivelu, 1994). Drawing from Cook (1989), a method is a prescriptive concept that articulates a positivist, progressivist, 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 Brown, Clarke, Larsen- Freeman, McArthur and Richards, J (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 (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 are: Silent way, Community Language Learning, Total Physical Response, Suggestology, Suggestopedia or Accelerated Learning. Prabhu, N() 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.

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 come 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) “an approach defines assumptions, beliefs, and theories about the nature of language and language learning”. However; according to 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 Anthony (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 (2001) 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”.

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, Murcia(2001) puts it simply as a “theory” and names some wide known and used approaches: Grammar-translation, reading, audio-lingualism, oral-situational, among others. In addition, an approach is based on premises about theory of language, and the nature of language learning. For instance, grammar-translation is an approach described by Murcia (2001) in terms of its limitations as it involves reading and writing, but there is no practice of speaking.

Similarly, 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 and 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 hypotheses that consist on supporting students with much comprehensible input which means providing students meaningful input through scaffolding.

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. It is important to add that the Monitor only occur in learning not in acquisition, in addition learner perceives when and how consciously make corrections to the learning process.

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 accomplish if the learner have the opportunity to discover and create rather than remember each piece of language knowledge.

About the nature of feedback, Long (1996) proposes the concept of corrective feedback, which provides direct and indirect information about the utterances as well as additional positive evidence which may otherwise be absent in the input. Other authors as Ferreira et al (2007) make reference to corrective feedback concept, where the authors describe a recast feedback, in which the teacher makes a reformulation of the students' mistakes in a correct sentence while avoiding direct confrontation with the affective filter. In this way, Bucholz & Sheffler (2009) agrees that the type of classroom environment provided by the teacher can either increase or decrease the student's skill in terms of learning and feel comfortable as a member of the class. Hence, the classroom environment would be surrounded by the given feedback nature of the classroom, while also having an influence in the students attitude to learn.

Regarding the use of the mother tongue and target language in the classroom, Halliwell (2011) mentions the advantages of providing input in the target language as it is crucial as an indirect way of learning, where the exclusive use of second language would represent a type of context the students will

participate, rather than just filling grammar exercises. In Kavaliauskiene (cited by Usadiati, 2009) words, the use of the mother tongue must depend on the proficiency of students in the foreign language in order to make a proper balance and avoid hindering the learning of the target language. However, Halliwell (2011) explains that a constant use of L1 by the teachers is because of a tendency to believe that using constant L2 involves the increasing of student's bad behavior as they do not understand what is being taught.

Roles of teachers and students

As explained by Pan & Pan (2010), the use of L1 constitutes an oral communication strategy where both teacher and students achieve a better comprehension of L2 instructions, especially in grammar topics. However, Swift (2006) disagrees by stating that the use of the L1 in language teaching is that students will become dependent on it, and not even try to understand meaning from context and explanation, or express what they want to say within their limited command of the target language. Consequently, Swift (2006) indicates that when students are exposed to an L2 environment, they will have more opportunities to interact and express themselves in the real target language without using the mother tongue, allowing the learners to use the vocabulary presented in class in a more natural way.

Design

Within the nature of method, design is a key component in the development of educational resources. As stated by Friedman (2003), design is the entire process where many variables are involved and required to any specific outcome. In addition, 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 *Formar en Lenguas Extranjeras ¡el reto!* is an example of an instructional material from which curriculum and syllabuses would be based on. In this way and following the 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.

Impact of materials and topics in the classroom

The use of material implies advantages as well as disadvantages. To begin with, textbooks are usually associated as a lovable resource for achieving classroom purposes. However, Fredericks (2005) denotes that one of the main limitations of textbooks are evidenced in the fact that students are used to learn in only one aspect, but the practice of other learning requirements are not covered, as in the practice of other language skills. In addition, Gibb (1995) suggests that it is

not enough to have such materials as written material, but also complementary activities to center the students' interests in activities designed in this information.

On the other hand, the material is complementary to the approach being applied. In Thompson's (cited in Martine, 2006) words, the use of dictionaries is controversial as it encourages the students to translate isolated words, and not thinking in the target language. In addition, Martine (2006) indicates that the dictionary is limited as it does not provide an appropriate description of the word in real life situations. Consequently, Lightbown and Spada (2008) indicate that over-used topics or activities do not improve the students' motivation to learn as does not an over use of materials as well.

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) proposes 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) underline 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). In Gibb's (1995) words, a learner-centered approach involves the students' role in an active way rather than a passive role.

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, the educational institutions are autonomous to design its 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.

4. Methodology

4.1. Type of study

The current study was based on the use of qualitative procedures. Firstly, through qualitative method the researchers intend to collect data related to teachers' beliefs, thoughts about their teaching practice, and also students' attitudes and behaviors about teachers' performance in the classroom. According to Merriam (2009), qualitative studies involve constructing theory and are highly reflective. In accordance with Ray (2011), he describes qualitative studies as one of the methods used to observe and record the actions and behaviors of each single person or individual through the course of their daily lives. Therefore, the data collection was done in natural setting. In other words, it was developed in the classroom to gather information of the realities of English language teachers' face in the public institutions of Risaralda.

4.2. Context and setting

The mentioned project was carried out in eleven towns in Risaralda such as, Apia, Balboa, Belen de Umbria, Guatica, La Celia, La Virginia, Marsella, Mistrato, Pueblo Rico, Quinchia, Santa Rosa de Cabal and Santuario. In this way, the current research project corresponded to the study of an institution of Balboa Risaralda.

Therefore, this research project was mainly concentrated on the English language teachers and students from Balboa, where the study was focused in teachers from secondary education within 6th through 11th grades, school academic coordinators, and high school students. In addition, it was necessary to consider their academic development and experience in teaching.

4.3. Participants

The first participants for this study were the English teachers from 6th to 11th grades from Balboa as they are in charge of aspects as the planning of lessons. The secondary participants of this study were the academic coordinators that belong to Balboa and who provided relevant information related with: How English is incorporated in the PEI, the current or future projects the institution is promoting in terms of English language learning, and also the methodology the school is encouraging to English language teachers to implement in their class.

The last of the participants were the students, who presented the most important 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. In consideration, the participants' selection corresponded to a purposive sample procedure (Merriam, 2009), in which the nature of a qualitative study implies to understand a phenomenon since the participants interpretations.

4.4. Role of the researchers

The role of the researchers were performed as a non-participant observation, which is defined by Freeman and Long (1991) as the act that implies observing, taking notes and recording activities without taking part of them. In other words, in Balboa there were two researchers that acted as non-participant observers. Therefore, the researcher did not interact with the learners or interfered in the class, but observed meticulously.

4.5. Data collection

Qualitative data collection forms were implemented to gather the required information. As the purpose of this study was to collect data related to educator teaching methodologies, perceptions and actions of the academic community in Balboa, the following data collection instruments were employed as follows

Questionnaires

As defined by Herbert (1989), questionnaires are physical data evidence related with questions in which the person is expected to respond anonymously. Consequently, questionnaires were used to collect data from English teachers and coordinators from Balboa. This information deals with academic's community background in aspects as professional development, methodology and lesson plan design, bibliographic knowledge, and personal perspectives regarding the English students performance. Therefore, the participants involved were surveyed in order to obtain deeper information about the personal and professional experiences in the

process of teaching English. This survey was structured and implemented at the beginning of the study (see appendixes).

Observation

According to Merriam (2009), observation involves the complete analysis of people's behavior, perceptions and assimilations to acquire data from the field that is under research. Furthermore, the observation in this study was performed in two sessions from two different grades. Each observation lasted one hour per class and was arranged by non-participants, who focused on taking field notes using a structured format. The collected data was taken from different aspects as the classroom environment, use of languages, instructional procedures, interaction patterns, among others (see appendixes).

Interviews

In Bhamani's (2007) words, "interviews are a systematic way of talking and listening to people and are another way to collect data from individuals through conversations". Thus, the interviews were arranged with two students from each grade, from 6th to 11th graders. The interview protocol was composed of nine questions all related with students' personal experiences regarding the English practices in Balboa. In addition, all of the interviews were recorded in order to transcribe them afterwards. Consequently, the main purpose was to collect data taking into account the students perceptions about their learning process of English (see appendixes).

4.6. Data analysis

After the complete collection of data, the information from questionnaires and interviews was totally transcribed. This transcription came from the written 28 answered questionnaires from the English teacher and coordinator, the recorded interviews from the students, and written classroom observations. As defined by Merriam (2009), "This aligns with a first step within the grounded theory procedures, where after making a transcription of collected data, then it is proceeded to compare one unit of data with another one, and as defined by the author, a grounded theory consists of categories, properties, and hypotheses which relates both categories and properties".

Finally, some codes were created in order to display the needed samples to support the findings. These codes are presented in order to illustrate the previous information.

ISO# (Instituto Balboa, Observation #) ISIS# (Instituto Balboa, Interview, Student #) ISQ#T# (Instituto Balboa, Question #, Teacher #)

4.7. Ethical considerations

During the collection of the information, some ethical considerations were taken into account in order to protect the participant's identities. For this reason, a consent letter from the government was sent to Balboa town, as well as to the other uncertified schools. This letter described the purpose of the study as its objective looks for improving the practice of English in Risaralda, which first step is to make a diagnosis about the different practices implemented in the town, a subject previously explained about the Ordenanza project nature. Hence, permission was asked in order to collect data through interviews, observations, and questionnaires. This consent was obtained from the school principal and academic coordination. The researchers were previously identified with the principal of the school and the teachers, who were informed about the type of data we would take from the institution, clarifying that the participant's identities were going to be protected. Besides, they also were announced about the collection of data date in order to do not disturb classes' development or the learners' practices.

5. Findings and discussion

During the collection of data in Balboa, different factors of methodological and institutional factors were identified, from which it is evident the influence of the teacher and coordinator's management regarding the students habits towards the learning, practice, and fluency of English. Thus, the current section is related with the findings and discussion related with the collected data, where it is introduced the evidence sample, its correspondent analysis, and its comparison with the theoretical foundation.

5.1. Feedback procedures and students' perspectives towards the management of English practices regulated by the teacher and coordinator

In terms of the implemented classroom procedures, it was perceived a tendency to achieve translation procedures, something that students' claim to be reinforced with more practices in the target language than the mother tongue. Hence, the current finding deals with the impact that the English management in the institution had in the students' attitudes and performance during the development of some classroom activities. Conversely, it is also analyzed how the students perceive the way English is managed in the institution, and what aspects they consider would support their target language learning as redacted in its second sub-category.

5.1.1. Impact of the teacher's feedback in the learners' development of classroom activities

The analysis of the data suggests that the teacher's corrections have a

pertinent impact in the classroom. As researchers, we noticed that teacher's corrections triggered most of the students to use and repeat her pronunciation in such activities as dialogues more than once. From this, students evidenced a better performance in their pronunciation and presentation of the activity in the by using the corrections made by the teacher to other students. The samples were taken from observations, descriptions and interviews which reveal the following information.

***D1L14-** Las correcciones del profesor a los estudiantes era de forma inmediata es decir, que si el estudiante pronuncia mal una palabra ella la repite con buena pronunciación y deja que el dialogo continúe...Los estudiantes adoptaban la correcta pronunciación de las palabras conforme las correcciones se iban dando.*

The previous excerpt revealed that most of the participants followed the teacher's correction in order to have a better pronunciation, spelling, and intonation before the dialogue presentation, taking into account the teacher's instructions. On the other hand, we noticed that teacher's correction supported students' performance in terms of the requirements from the activity (dialogue) they were developing. As stated by Long (1996), corrective feedback provides direct and indirect information about the utterances as well as additional positive evidence which may otherwise be absent in the input. Moreover, the correction of the teacher was done in a way the students did not evidence negative aspects as frustration or fear to speak in front of others, allowing them to improve their pronunciation and intonation as emphasized in the following excerpt.

***D2L16-** Cuando hay un error en la pronunciación de una palabra, la profesora la repite con su correcta pronunciación haciéndolo en forma de*

corrección, para que los estudiantes prosigan con su dialogo de forma natural... A medida que la actividad avanzaba, los estudiantes presentaban sus diálogos en forma más calmada y con menos timidez.

In accordance with the previous excerpt, the teacher proceeded to give feedback to the students in a way that was not disruptive. In other words, the feedback procedure consisted in revealing the correct pronunciation of certain words, allowing the students to continue the activity, while also providing a less threatening environment in the class. According to Bucholz&Sheffler (2009), the type of classroom environment provided by the teacher can either increase or decrease the student's skill in terms of learning and feel comfortable as a member of the class. Hence, when the teacher intended to make corrections in the less disruptive or threatening way towards the students' learning, it allowed the students to perform their dialogs in a more confident way, and even an improvement of pronunciation was completed.

As mentioned above, the students achieved a comfortable attitude towards the structure of the class, as the correction of words was not disruptive, allowing continuing naturally. It aligns with Ferreira et al (2007) corrective feedback concept, where the author describes a recast feedback, in which the teacher makes a reformulation of the students' mistakes in a correct sentence while avoiding direct confrontation with the affective filter. In consideration, the correction of mistakes represented a positive experience in students, not only as the students' performance improved in terms of the successful accomplishment of the tasks, but also as the teacher presented the corrections in a way the students did not feel confronted because of external pressure as grading, or disruptive ways of correction which would have contributed to other classmates mockery. As

in this subcategory was analyzed the impact of a proper correction procedure, the following sub-category is related with the perceptions the students had on other classroom aspects involved in the practices of English.

5.1.2. Students' perspectives toward teaching and methodological procedures

The collected data evidenced that students were not motivated with the topics and lessons implemented in class every year. In addition, students' opinions reveal that the topics and different activities developed during the classes every year do not allow them to learn more and go further in their English learning process. Besides, some participants argue that materials are over employed, and little variation of topics is given, for this reason lesson planning seems to be connected to students' demotivation.

***ISG8**-nos quedamos en el mismo tema todos los años todo lo mismo*

***ISG7**: Todo es muy repetitivo, por eso no me motivo a para aprender.*

In the previous excerpt, the participants argue that the topics are constantly overused. Although, there is a lack of specification in terms of what the procedures are, the students consider the class to be repetitive. As a result, participant ISG7 considers that it has as a consequence his/her lack of motivation to learn English. In consideration, Lightbown and Spada (2008) indicate that over-used topics or activities do not improve the students' motivation to learn. Consequently, the planning of the teacher has a significant impact in the enthusiasm that the students have in the development of the activities during class.

Another perspective deals with a possible recycling of topics or activation of previous knowledge intention in the classes. In the case of ISG7, it is indicated that there is a constant repetition pattern which hinders the student motivation. Hence, it is possible to have a repetition purpose in the classes, but it has not been correctly balanced. In Cummins (2009) word's, activating previous knowledge is important as it provides the student of foreign languages a context where they would understand more complex language structures. However, the author agrees that it must be implemented with different aids in order to avoid boredom in students. In consideration, a constant repetition of topics as referenced in ISG8, and a lack of motivation as referred in ISG7 would be related with English classes in which there is daily little variation, and where constant routine patterns as repetition has become monotone for students. Accordingly, some participants make reference to their perception towards the material used in class, and make suggestions to change the topics of the class as demonstrated in the next excerpt:

***ISG9**-que cada clase de un nuevo tema para ir avanzando.*

***ISG9**- Que no nos diera tantas fotocopias, que mejor explicara las cosas, lo que nos va a colocar en clase.*

***ISG7**-por ahora estamos viendo el verbo to be que es repaso del año pasado.*

According to the previous excerpt, students claim the implementation of different topics. In addition, the participants also suggest having different ways to provide instructions besides of the constant use of photocopied material. In Gibb's (1995) words, a learner-centered approach involves the students' role in an active

way rather than a passive role. In consideration, Gibb (1995) also suggests that it is not enough to have such materials as photocopies, but also complementary activities to center the students' interests in activities designed in this information, and where the production is more centered on the student than the teacher.

However, we found evidence to support that during the observations one of the most common activities during the progress of the class was the use of the dictionary to decode words as denoted in the following sample.

***D1L25**-la profesora escribe en el tablero uno de los objetivos "conozco el vocabulario del salón de clases y lo que nos rodea".....escribe varias palabras en inglés en el tablero y les dice en español que estas palabras se refieren a elementos del salón de clase y que ahora deberán buscar su significado en el diccionario y traducirlas.*

***ISG6**-que la clase fuera diferente, que no nos pusiera a copiar tanto porque uno también se cansa.*

The data collected from the students revealed that most of the classes are based on writing dialogues and copying what the teachers write on the board. In addition, the students argue that there is a constant use of dictionaries in order to translate words. In Thompson's (cited in Martine, 2006) words, the use of dictionaries is controversial as it encourages the students to translate isolated words, and not thinking in the target language. In addition, Martine (2006) indicates that the dictionary is limited as it does not provide an appropriate description of the word in real life situations. In spite of this, the participant in ISG6 declares a negative perspective towards the constant writing; something unhelpful in aspects as students' motivation or improvement of language skills.

5.2. Teacher and coordinator perspectives in terms of the practices of English in Balboa

During the collection of data, different aspects about the practice of English in the institution were identified. In fact, both teacher and coordinator perspectives reflected a tendency to prioritize grammar translation in the classroom, as well as a tendency to use textbooks because of absence of other resources as indicated by the teacher. On the other hand, the improvement of the students' English performance is associated with the results of ICFES results, a test in which speaking and listening are not tested as well.

T1Q7. *¿Ha adquirido bibliografía en inglés?*

Si. Face 2 Face, 2011

C1Q7. *¿La institución ha adquirido bibliografía en inglés?*

Si.

Autor + Título

Isabel Hernandez Ayala – Award

Brian Abbs& Ingrid Freebairn – Discoveries

English – Zamora

According to previous excerpt, the teacher and coordinator are equipped with different textbooks. In the case of the teacher, she uses a different textbook material from the listed by the coordinator. However, the teacher listed “didactic material” as the first issue to face in terms of the language and learning of English as underlined in the following sample:

T1Q13. *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:

1 – Material didáctico (audiovisuales, laboratorio)

2 – Jóvenes con muy pocos conocimientos.

3 - Muy poco les gusta hablar.

As mentioned above, even when the institution has different textbooks, the teacher associated “didactic material” as a main teaching inconvenient as in the institution there is no available a languages laboratory nor an audiovisual room. However, the other two mentioned issues by the teacher are strongly associated between them, especially when English classes seem to be widely centered in the use of written material. Accordingly, the exclusive use of textbook rather than other complementary materials present different limitations. In Fredericks (2005) words, one of the main limitations of textbooks are evidenced in the fact that students are used to learn in only one aspect, but the practice of other skills are not covered, as in the practice of other language skills. Consequently, as evidenced in two of the points where the students have little knowledge and present a general dislike to practice speaking, it is because a textbook requires other complementary activities or resources in order to reinforce the practice of the four skills.

As the practice of certain skills as speaking are not totally covered by the textbook, it is reflected in a low proficiency as stated in the second point, and the students dislike to speak in English is related with a lack of proficiency to perform this skill due to the limitations of the textbook to practice speaking. Besides, the speaking skill is not focused in the classroom given that the lessons tend to be mainly centered on translation procedures. However, other aspect that explains why

the students do not have enough proficiency of speaking is related with the translation aims of the teacher, as stated in their following answers:

T1Q9. *Cuál de los siguientes métodos utiliza usted en sus clases?*
Respuestas: Método de Gramática y Traducción

T1Q11. *De los siguientes objetivos, señale en orden de importancia (1-2-3-4-5,etc) los planteados por usted en su programa*

1 – Leer y traducir con precisión el material escrito en inglés, de manera comprensiva, analítica y crítica

C1Q16. *(Same question):*

1 – Leer y traducir con precisión el material escrito en inglés, de manera comprensiva, analítica y crítica

As reflected in the previous sample, the main method employed by the teacher is widely related with grammar-translation approach aspects; something underlined as a primary aim by the teacher, and agreed by the coordinator as well. As underlined by Murcia (2001), grammar-translation involves reading and writing, but there is no practice of speaking. In this way, grammar-translation is limited as this approach do not allow to perform verbal dialogs, and a proper understanding of meanings is associated with literal translation of words and not contextual meanings.

In consideration, as the grammar-translation was placed in a first position in the order of importance, it involves the students to perform these practices without emphasizing in speaking exercises, and a lack of fluency in speaking is attained. Consequently, other aspect that explains the students lack of proficiency in speaking besides of the previously cited limitations of the textbook, deals with the limitations of grammar-translation in the practice of the four skills. However, in terms

of the students' ICFES results, the coordinator considers that students have a proper English academic level as shown in the following sample:

C1Q9. *Cuál es su opinión sobre el nivel académico en el Área de inglés de su colegio?*

Bueno. Los estudiantes lo reflejan en su cotidianidad y mejoramos el nivel en las pruebas ICFES

T1Q10. *(Same question)*

Regular. Porque hace poco se inició un proceso con ellos desde cero y mejoramos el nivel en las pruebas ICFES y fue bien

C1Q10: *¿En qué nivel promedio se ubicaron los estudiantes del grado once en las pruebas de inglés del ICFES del año pasado? A1*

According to the previous data, the academic performance of English in the institution is perceived in a positive way by the coordinator, who considers that it is reflected in their daily life, together with better results in the ICFES test as also agreed by the teacher, but perceived in a medium level by her. On the other hand, the coordinator stated that 11 graders are placed in A1 level. In consideration, although both teacher and coordinator agreed that students' English performance in the ICFES results were better, this test presents aspects to strengthen because of several limitations. According to Davila (2012), the ICFES state test is not accurate as this not provides a precise result about the English communicative competence of the students; in fact, listening and speaking skills are isolated and not evaluated. Thus, as the mentioned skills are not evaluated, then little emphasis is given to them in the institutions as the students are also previously trained to present this test. Thus, Davila (2012) underlines the need to implement a more appropriate test to evaluate the linguistic competence of the students, as the provided in other

international tests of reference. So, if ICFES does not include this skill, teachers tend to focus on other skills that are evaluated in the exam that might be one of the reasons they do not promote speaking in the classroom.

5.3. Impact of the practice of first language on the English practices and Learner's awareness towards their needs to practice the target language in the classroom.

The current finding is related with the impact of instructions in first language in the students learning of English, where in the first sub-category it is analyzed how often the mother tongue is used in the classroom, and how an appropriate balance among the use of both languages is required to fulfill a proper learning of English as a foreign language. On the other hand, the second category is related with the perceived participants' awareness about the importance of reinforcing the use of the target language as a line to achieve more fluency, a better understanding, and even a more meaningful English learning.

5.3.1. The influence of the mother tongue as a way to practice a foreign language

Regarding the role that both English and Spanish take in the classroom, the collected information of Balboa evidences a constant use of the first language in contrast with the use of English as well. To specify, the information from the

observations, questionnaires and field notes indicate that students and teacher participated and interacted more often in class by using their mother tongue. In this way, the next piece from observations illustrates the issue previously stated:

***D1L2-** le pide a los alumnos en español que se sienten para llamar a lista, luego la profesora le dice a sus estudiantes en español que recuerden que tienen un dialogo para presentarle a ella en parejas.*

***ISG11-** mientras desarrollan actividades como diálogos es en inglés, de otra manera usan el español, pero la mayor parte de la clase es en español.*

***D2L31-** algunos estudiantes practicaron el dialogo, otros en cambio se dedicaron a hablar de otras cosas usando la lengua materna*

In the example above, we observed that the use of Spanish is common for giving instructions, to clarify doubts, giving information to the students, and by the students to interact among themselves. In addition, the use of the target language was not completely supervised by the teacher in the dialog activity as not all the students were performing the activity, but some of them were speaking about different topics using the mother tongue. This indicates that the target language is evident in written forms, but not merely on such skills as listening or speaking.

Considering the previous fact, Halliwell (2011) denotes that the advantages of providing input in the target language is crucial as it implicates an indirect way of learning, where the exclusive use of second language would represent a type of context the students will participate, rather than just filling grammar exercises. However, in terms of the Balboa context, a constant use of Spanish is present, but it has not been correctly balanced as it is shown in the following excerpt:

S3Q7: *Ambas las utilizamos pero la más utilizada es el español, digamos que el usa español para dar instrucciones e indicar cosas, mas no para talleres ni nada de eso porque están en inglés. Digamos ya cuando estamos preguntando talleres hay q traducir mentalmente, el no pregunta en español.*

According to the previous sample, the participant denotes that Spanish is used for instructions in the classroom, but the content of the workshops are written in English. Besides, although some current target language input is present as in the workshop language, it matches against an oral input given in Spanish. In Kavaliauskiene (cited by Usadiati, 2009) words, the use of the mother tongue must depend on the proficiency of students in the foreign language in order to make a proper balance and avoid hindering the learning of the target language. Accordingly, the data implicates that the learners would be developing a subconscious way of mentally translating one language to another because of few opportunities to communicate in English in a more natural way. In other words, an unbalanced use of Spanish in contrast with English has been implemented, and the participant developed a tendency to produce the second language based on the use of the first language.

5.3.2. Student's awareness about the necessity of the target language in the classroom

In the current sub-category, some students stated what they consider would improve the practice of English in the institution. Although some participants are unmotivated to practice English, some other participants find imperative to increase

the level of English in the content of the classroom, in contrast with the use of Spanish as a way to produce understanding.

ISG8: *me gustaría que en las clases de inglés nos enseñaran más inglés y no tanto español, de pronto y así no nos dé tan duro al hablarlo después.*

S2Q5: *Que hablara más inglés porque casi todo lo que hace y explica es en español y casi nunca habla en inglés.*

According to the previous samples, the participants considered a preference to increase the use of English, in contrast with Spanish which is constantly used. As stated by Halliwell (2011), a constant use of L1 by the teachers is because of a tendency to believe that using constant L2 involves the increasing of student's bad behavior as they do not understand what is being taught. Although Halliwell's statement aligns with the fact that using the mother tongue supports a better class management, its main disadvantage is related with an inappropriate input of the target language, and consequently, do not supply the requirements to learn a foreign language because of a little exposure to the target language.

Hence, the participants demand more practices using English and less Spanish, especially when participants as in ISG8 underline that more exposure to the target language would support its speaking skill, and also when the learners notice the contrast between the uses of both languages. Likewise, something that caught our attention was the answer from a participant, who suggests the need to increase the level of Spanish as evidenced in the next sample:

ISG7: *Las dos, en qué sentido?, porque la profesora da los temas pero como no entendemos lo repite en español.*

ISG6: *Que hablara más español porque no entiendo lo que dice.*

As evidenced in the previous sample, other use of Spanish deals with repetition of all the information in Spanish when the learners are not understanding in English. On the other hand, the participant ISG6 suggests more use of Spanish because she does not understand in English. As explained by Pan & Pan (2010), the use of L1 constitutes an oral communication strategy where both teacher and students achieve a better comprehension of L2 instructions, especially in grammar topics. However, Swift (2006) disagrees by stating that the use of the L1 in language teaching is that students will become dependent on it, and not even try to understand meaning from context and explanation, or express what they want to say within their limited command of the target language.

Therefore, the participant in ISG6 is a case where the participants rely on the specific use of the mother tongue to understand the target language, and as this is a constant learning behavior, it becomes difficult to these types of learners to produce in the target language with its structures. Conversely, other participants consider that more involvement with English input would strengthen their level of English, especially in terms of speaking skills as evidenced in the following excerpt:

S10Q4: *sería bueno como ser más estricto en el Inglés para así subir de nivel, de nivel cero a ya un nivel 3, así en la clase ya uno hablar en Inglés para que los compañeros...para nosotros entenderlo...y más Inglés que Español*

In consideration with the previous situation, Swift (2006) indicates that when students are exposed to an L2 environment, they will have more opportunities to interact and express themselves in the real target language without using the mother tongue, allowing the learners to use the vocabulary presented in class in a more natural way. Thus, the previous condition implicates the restructuration of determined practices within the classroom. Thus, while there is a constant use of practices in Spanish, together with a tendency to reduce the use of English to specific grammar exercises, then it produces the contrary result, and a consequent hindering of English fluency.

6. Research and pedagogical implications

During the implementation of this research, different aspects must be considered in terms of the regulation of the English area that takes place in Balboa. In first place, there are some research implications to fulfill, as the diagnosis nature that involves the current study did not seek to experience the implementation of any approach, but to observe which are implemented by the teacher in the classroom. Secondly, some pedagogical steps performed during the observed session's underlines the fact that the practice of English in Balboa requires to be reinforced, while also the employment of both English and Spanish must be balanced in terms of giving of instructions and interaction.

To start with, the use of a target language is required and pretended in public schools based on standards and the PEI. Further research in the PEI restructuring mentioned by the institution and called "Plan Piloto", and from which no explanation was given, would provide information about how the institutions are facing the English requirements implied through the implementation of the bilingual plan as all the institutions do not have the same realities as well. Although in the institution where we observed was not possible to observe the curriculum, further research about the number of English hours would provide a more precise information about the impact it has in the students English learning development, and how it affects their fluency as well. Besides, more observations could be done in further research studies.

Another important factor to consider is the difficulties which learners are exposed every day, due to the lack of use of English and the short time learners have to practice it. As we noticed, there is one English teacher from sixth to eleventh grades and it makes almost impossible the appropriate number of hours learners need to achieve knowledge

In terms of classroom strategies, we noticed that most of learners' activities are guided by the teacher using the grammar-translation approach, which consists learners, prepare dialogues, using their mother tongue as reference and the use of these languages for writing. Learners also denoted negative perspectives towards this type of activities as they do not accomplish a proper learning of English. For this reason learners suggest new topics and the implementation of different activities. Hence, we consider important the teacher to reflect upon the implementation of more learner-centered activities, where learners can interact in English and avoid the use of their mother tongue, this in order they are exposed in a foreign language.

Other pedagogical implication deals with the awareness from the teacher and coordinator about the level of the students, besides of the professional development since the teachers are not using current teaching tendencies. In consideration, it is not precise to consider the ICFES test as a genuine representation of the students' performance. In fact, even when the students improved their results in this mentioned state test, it does not guarantee that students are accomplishing a proper English fluency, but that speaking and

listening are not evaluated and even is not properly practiced in the institution as well.

In terms of materials, it is necessary to consider the implementation of complementary activities along the written resources of the institutions. As the institution counts on different written material, students are used to practice writing and reading. In this way, listening and speaking are not practiced, and a proper fluency is not accomplished as well. In consideration, listening and speaking require the use of audiovisual materials, not only to support the practice of these skills within contextualized information, but also to gain the students motivation to learn English.

7. Limitations of the study

During the development of this study, different aspects of institutional and theoretical foundation nature represented an obstacle during the research collection of data. However, the provided information was helpful to make the diagnosis about the practices of English in Balboa as intended in the first stage of La Ordenanza policy.

To begin with, some of the answers given to the questionnaire were not supportive for this research, as they presented subjective perspectives rather than objective information. On the other hand, the questionnaire of the teacher and coordinator were not completely answered, something that did not allow a further analysis about the nature of the practices of English in Balboa, besides of the impossibility to access to the PEI and curriculum.

On the other hand, little cooperation of the students and the institution hindered the collection of data as they were supposed to allow the researchers to gather information that was required for a successful research. In this way, the students' lack of interest on issues related with English classes did not help the gathering of information, as the instruments to collect data were questionnaires, interviews, and class observations.

8. Conclusions

The different practices of English in Balboa provided evidence about different aspects to conclude. In terms of the teaching models implemented, translation is the main prioritized approach according to the teacher and coordinator answers. In fact, some of the translation practices are given in the writing of dialogs and repetition of instructions in Spanish when they are not properly understood. On the other hand, one of the most used resources in the classroom is the dictionary in order to search literal meanings of words. Consequently, speaking in English is not frequently practiced, while also representing a difficult skill to perform in the students.

The use of Spanish is superior to the employment of English as well. Different classroom procedures as attention callings, feedbacks, and instructions to perform an activity are given through the use of the mother tongue. At contrary, English is used in greetings, but further implementation of this language is performed through translation. As this is the main approach centered in the classroom, listening in English is not frequently practiced, and consequently, some participants prefer instructions in the mother tongue because of their lack of understanding of oral input. On the other hand, students feel uncomfortable to speaking as they have not developed a proper fluency in this skill as previously mentioned.

Besides of the dictionary, the most employed material in the classroom is different textbooks. However, the coordinator perceives it as one of the issues to confront in the classroom because of a lack of other resources as well.

Consequently, the classroom relies on written material, implying a practice on writing and reading, but also a null practice of speaking and listening, something revealed even evidenced in the interaction among students, which is also given in Spanish.

Other aspect to consider is the correction procedures of the classroom, from which the students present a positive accomplishment of the activities after they are performed. Hence, corrections are given through the correct repetition of pronunciation or grammar structures, while avoiding making reference of a student as the main protagonist of any committed mistake. Consequently, the development of activities are properly completed because of aspects as the correction procedures implemented, which are presented in a way that is not disruptive for students. For that reason, students do not feel afraid to participate in front of others.

About the participants' perspectives towards the practice of English in Balboa, they consider that topics are frequently overused. Negative comments about the mentioned fact are related by the participants as one of the reasons about their low motivation to learn English. Accordingly, students claim the implementation of different topics, while also different ways to provide instructions besides of the constant use of photocopied material.

To follow with, students' perspectives revealed awareness about the need to increase the input given in English. Hence, the participants demand more practices using English and less Spanish as they notice the contrast between the use of Spanish towards English, something perceived to be reinforced as they consider it would provide them a solid basis to practice listening and speaking in

English, and consequently, a better learning of English.

About the students' performance of English, what both teacher and coordinator consider is that students' performance in the English area has improved according to the results of the ICFES test. Although the results of the mentioned state test represent an advance in the purpose of improving the students' performance in English, this test does not evaluate speaking or listening, providing an inaccurate status about the knowledge from students. For that reason, it is necessary the implementation of a different test in accordance with the improvement of the four skills, something still to be emphasized in the practices of the classroom.

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Appendix 1

Questionarie format



Universidad
Tecnológica
de Pereira



GOBERNACIÓN DE RISARALDA
¡SENTIMIENTO DE TODOS!
SECRETARÍA DE EDUCACION

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 ACTUALIZACIÓN

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
_____	_____	_____
_____	_____	_____
_____	_____	_____



Licenciatura en
**Lengua
Inglesa**
Universidad Tecnológica de Pereira



gila
grupo de investigación
en lingüística aplicada



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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.



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Planeación de clase

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

TITULO DEL TEXTO	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 _____	



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 2

Observation format



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

Municipio:

Colegio:

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		
Setting & classroom layout		
Teacher & Students role		

Appendix 4

Interviews

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?
 - ¿cuál sería el orden
- ¿Cuáles son los recursos usados en clase?

3. 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?

4. 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 practica el inglés? Usa lo visto en clase?