

THE STATE OF THE ART OF ENGLISH LANGUAGE TEACHING IN A PUBLIC
SCHOOL OF PEREIRA

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FACULTAD DE BELLAS ARTES Y HUMANIDADES
LICENCIATURA EN LENGUA INGLESA

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TABLE OF CONTENTS

1. Resumen.....	6
2. Abstract.....	8
3. Statement of the problem	10
4. Research Questions	15
5. Theoretical Framework.....	16
6. Related Studies	46
7. Methodology	49
7.1 Type of study	49
7.2 Context and setting	51
7.3 Participants.....	52
7.4 Researchers' Role.....	53
7.5 Data collection	53
7.6 Data analysis.....	56
8. Ethical considerations.....	58
9. Findings and Discussion	59
9.1. The Grammar Translation as the main method used in the English lessons.	59
9.1.1 <i>The GTM is part of the teachers' theoretical background.</i>	60
9.1.2 <i>Instructions are given in L2 and then repeated in L1.</i>	61
9.1.3 <i>The use of translation to provide explanation.</i>	62
9.2 The analysis of grammar and the practice of pronunciation through the use of songs and the implementation of some elements of the Audio Lingual Method in the classroom.	64
9.3 Questionnaires, fill in the blanks, drills and translation of a literary passage: the most common techniques implemented in the classroom.	67
9.4 Different teachers' perspectives towards the time intensity and improvements in English Language Teaching.	70
9.4.1 <i>Different perceptions about the time required for learning a language.</i>	71
9.4.2 <i>Teachers' awareness on language teaching improvements</i>	72
10. Research and pedagogical implications	75
11. Limitations of the study	76
12. Conclusions.....	78

13. References	80
14. Appendixes	84
14.1. Appendix 1	84
14.2 Appendix 2	85
14.3 Appendix 3	97
14.4 Appendix 4	103
14.5 Appendix 5	104
14.6 Appendix 6	105

1. Resumen

En principio, el estudio actual fue desarrollado como un macro proyecto en 26 colegios públicos de Pereira en el cual hacían parte 12 investigadoras con el propósito de hacer un diagnóstico acerca del estado del arte de la enseñanza del inglés. Para obtener un mejor análisis de los resultados, se tomó la decisión de sub dividir el macro proyecto. Para lograr dicho objetivo éste proyecto fue realizado en un colegio público seleccionado de la ciudad de Pereira, en el cual fueron recolectados algunos datos con respecto a las percepciones que tienen los estudiantes y profesores acerca de la enseñanza del inglés, así como las metodologías y conocimientos previos que tienen los profesores y finalmente, con qué recursos académicos cuentan éstos para así identificar cómo el idioma ingles es enseñado en este colegio.

La evidencia demuestra que los facilitadores no usan el idioma extranjero tanto como éste debería ser utilizado en el salón de clases; adicionalmente, ellos usan el Método de traducción gramatical como la herramienta principal para enseñar inglés. Por otra parte se observó que los profesores tienen como técnica primordial el uso de cuestionarios, llenar espacios, repetición y traducción literal de fragmentos.

Además, el análisis de la gramática y la práctica de la pronunciación a través del uso de las canciones y la implementación de algunos elementos del método Audio lingual en el salón de clases, son resultados encontrados en el estudio. Finalmente, algunas perspectivas de los profesores y estudiantes son también descritas tomando en cuenta el tiempo de aprendizaje y la necesidad de aprender la lengua en estos tiempos.

Para concluir, son descritos algunos aspectos para explicar las diferentes limitaciones que se presentaron para desarrollar el estudio y son incluidas algunas implicaciones pedagógicas sobre los diferentes campos que necesitan investigación más profunda basada en los resultados encontrados.

2. Abstract

The current study was developed as a macro project in 26 public schools from Pereira in which 12 researchers were involved with the attempt of making a diagnosis about the state of the art of teaching English. To obtain a proper analysis of results, it was made the decision of subdividing the macro project. This research study was conducted at one selected public school in Pereira, where data was collected about teachers' and students' perceptions of English teaching as well as teachers' methodologies and backgrounds, and lastly, academic resources in order to identify how the English language is taught by teachers in that school.

The evidence demonstrates that facilitators do not use the foreign language as much as it should be implemented in the lessons. Additionally, they use the Grammar Translation method as the main tool to teach English. On the other hand, it was evidenced that teachers have as principal techniques the use of questionnaires, fill in the blanks, drills and translation of a literary passage since these are implemented to promote the use of English in the classroom.

Moreover, the analysis of grammar and the practice of pronunciation through the use of songs and the implementation of some elements of the Audio lingual method in the classroom. Finally, teachers and students' perspectives are also described taking into account the time in learning a language and the necessity on learning a language nowadays.

To conclude, some aspects are described to explain the different limitations the researches had in order to develop the study, also research and pedagogical implications are included with respect to the different fields that need further research based on the findings found.

3. Statement of the problem

English has become the most spoken language worldwide. This fact is made evident in the Basic standards of competences in foreign languages: English, published by the Ministry of Education, which states that being a bilingual person is essential in the globalized world. Thus, a person who speaks English, is not only able to get better academic and labor opportunities but also contribute to the development of the country by helping the national companies and institutions to be more competitive in the international context.

Consequently, the government and the local institutions have made significant efforts to improve the learning of English as a foreign language in the country.

According to the Ministry of Education, teaching English in Colombia has evolved over the past ten years, and many people from all social status have been involved in the process of learning or teaching English or assessing the language competences of the Colombian population in relation with this language.

In the first place, the Government through the Ministry of Education, formulated the program “Fortalecimiento de las Competencias en Lenguas Extranjeras” which was implemented for significant actions as, the definition, the socialization and the implementation of the standards of competence in English language as well as the teachers training strategies designed for improving teachers’ communicative competence in English; the assessment of the language level of mastery in teachers and students; the integration of new technologies as well as other resources for teaching and learning English; furthermore, the development of methodologies for extending the learning of

English to diverse populations, and the development of educational contents to support the classroom's practices.

At the regional level, the Government of the Department of Risaralda, considering the goals and the programs promoted by the “Fortalecimiento de las Competencias en Lenguas Extranjeras”, has created the educational public policy called “Risaralda Bilingüe”. It includes the “Proyecto de Ordenanza” which specific a strategic plan, goals, and indicators that will be the parameters to construct a bilingual region.

At the local level, the Pereira Town Hall Educational Office has been developing two projects. To improve the methodological and linguistic competences of the teachers, professional development courses have been offered to in-service-teachers. Those courses have been oriented by educational institutions with wide experience in the teaching of English.

The second project has targeted the students; the program called “Jornada Escolar Extendida” (JEEX) provides students of non-certificated towns the opportunity to take part in an English program. In year 2010, 330 students were favored by the program and 2430 students in the year 2011.

However, apparently the efforts made by the government and the local entities previously mentioned did not have the expected impact. A study made by the International Private Education Company, known as Education First (2011), revealed that Latin America obtained lower results in the English language exams than expected; the results showed that Colombians had a low proficiency in English as a foreign language.

Also the Ministry of Education published some statistics related to the English level of the Colombian population in which they affirmed that just 1% of the inhabitants achieved a B1 level and hardly the 0,08% obtained a C1 level of competence.

These results demonstrate that despite the ten years that have passed, and the efforts carried out, teachers and learners still require developing linguistic competences in the English language which are not being achieved in the current educational system.

In addition to this, others statistics provided by the “Instituto Colombiano para el Fomento de la Educación Superior” (ICFES) and supported in yearly tests taken by students of 11th grade, point out that the population tested during the period 2007-2010 reached barely the A1 level of competence.

Moreover, the “Proyecto la Ordenanza” evidenced the low performance in English of students from 11th grade in the ICFES test in Risaralda. The statistics showed that approximately 54% of these students achieved an -A1 level, 32.4% reached the level A1, only 7% obtained an A2, 5% got a B1, and just a 1.6% actually achieved a B2 level according to the standards proposed by the MEN.

More evidence that points towards the lack of improvement in the educational field of English as a foreign language is the fact that the Ministry of Education, in agreement with the British Council, tested, in 2006, seven public schools in Risaralda in relation with the students’ mastery of English. These schools were selected because their “Proyecto Educativo Institucional” (PEI) had an emphasis in communicative competence in English as a Foreign Language. The results showed that 98,5% of

students did not reach further than the A1-A2 level (45,7% belonged to an initial - A1level, 39.4% A1, 13.4% A2) and only the1.6% of the students achieved B1 level.

Risaralda teachers of English were also tested to find out their level of competence in English. According to the results of the test, only 12% of them reached a B2 level. The previous results were taken as a base for the Plan de Desarrollo Risaralda (2008-2011), in which the Secretary of Education in Risaralda has carried out different actions with the aim of training both teachers and learners in English as a foreign language.

The previous statistics showed a general view of the proficiency level in English of teachers and students in the Risaralda region. In the capital of the Department, Pereira, the ICFES test of the period 2007- 2010 exposed that 7.8% of students reached an A2 level; 32.9% of them were placed in an A1 level; 52% of students obtained an A-; and only 5.5% of students achieved a B1 level; it is important to highlight that only 1.5% of students achieved the level B+.

A possible cause for the low results previously mentioned could be the implementation of traditional teaching methods which are not appropriate for the development of students' communicative competences in English since according to Walia (2012) traditional methodology focuses and emphasizes mainly the grammatical competence and the acquisition of vocabulary and, as such, do not pay much attention to the improvement of fluency or communicative skills.

For this reason, this study will endeavor to describe the realities of the English teaching in one public institution in Pereira city with the purpose of establishing a

diagnosis that may guide the formulation of new projects and solutions to the current situations in the field of English language teaching. Furthermore, this study will inform readers about the methods and techniques used in the Teaching of English as a foreign language in Pereira city.

4. Research Questions

The questions that will guide this research project are:

- Which are the approaches, methods, and techniques implemented in state schools in Pereira?
- Which are the teacher' and students' perceptions towards English Language Teaching?

5. Theoretical Framework

In this section, concepts such as, Approach, approaches in English Language Teaching (ELT), Methods, Methods in ELT, Techniques in ELT, studies about approaches and methods used for teaching English in Colombia, syllabus, studies about teachers' perceptions towards teaching English, will be exposed to serve as a support and introduce readers into the current study. The aforementioned concepts are illustrated structurally according to their relevance, for the readers to understand the purpose of the study.

Theory of language

This theory is derived from the approach that is related with the elements by which students learn and what teachers can do to help them to achieve successful language learning. In this part some aspects of the theory of language will be mentioned which involve some approaches and methods of language teaching, which are important to bear in mind because of their implementation in English language scenarios. According to Anthony (1963, cited by Richards & Rogers, 2005), the most important theory is the structural view; this is a series of elements integrated in a language system which allows to create meaning. This view 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 on the function of the message rather than 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. In other words, in the functional view, learners are expected to get the message clear instead of focusing on grammar and also it is based on learning how to interact in daily life events.

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 language. This view in terms of teaching may be seen as a vehicle of interaction between learners who are seen as interactors. Rivers (1987 cited by Richards & Rodgers 2005), states that through interaction, not only listeners but also speakers can increase their language 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 communicative language skills (reading, writing, listening speaking). Nevertheless, language interaction has not been structured like other models of language teaching. As the author says, the interactional view consists on building language through an interactional environment by which people communicate among others.

As a conclusion, it is important to highlight that the structural, functional, and interactional view should be complemented with other theories of language, approaches or teaching methods. In the following section, the term approach will be defined as one

of the main concepts that will help to the development of the findings as well as the most types of approaches used in English language teaching.

Approach

Richards & Rodgers (cited by Brown, 2005) state that “an approach defines assumptions, beliefs, and theories about the nature of language and language learning”. According to this, an approach shows what is believed about the basis of language and language learning.

Anthony (1963; cited by Richards & Rogers, 2005) defines approach as a series of theories that serve as a basis of practices and resources for language teaching. Based on this, an approach encompasses all the principles that are implemented to teach a language. Furthermore, there are more authors 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”. It can be concluded that an approach refers to the means used in language acquisition in order to succeed in language learning. Besides, it refers to theories about the nature of language and language learning which are the sources that are implemented in the classroom and that provide the reasons for their usage.

However, according to Murcia (2001), some teachers 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 they could hopefully apply in language

learning scenarios, so that, this project seeks to investigate how school teachers deal with their classes.

In order to provide a wider view on the importance of approach in language learning, approaches related to English language teaching will be addressed.

Approaches in English Language Teaching

An approach then, displays specific assumptions and beliefs on language and language learning (Anthony 1963; cited in Richards and Rodgers, 2005). Taking into consideration the conception of approach, there are some significant, wide and known approaches in the field of English Language teaching which are used in language teaching: The communicative Approach, Lexical approach, The natural Approach, The oral approach, Content based approach, Task based approach, which are going to be presented throughout this section in order to support the current study.

The Oral Approach, which is also called Situational Language Teaching, had its origins with the work of British Applied Linguists in the 1920s and 1930s. The linguists Harold Palmer and A.S Hornby wanted to develop an oral approach to teaching English similar to the Direct Method but with a more methodical basis. At the end, they established a study with a set of principles and procedures such as vocabulary control, which plays an important role for learning a language, and grammar control, which is focused on the grammatical structures of a language.

Pattison (1964, cited by Richards and Rodgers, 2001) says that the Oral approach should not be compared with the Direct method in which the learner was confused with a series of speeches, facing hurdles and he was not able to contextualize it in different situations in learning a language.

In the Oral Approach the meaning of the words or grammar structures are not given through explanation neither in the native language nor target language, but they are induced from the way the form is used in a situation. Therefore, explanation is dejected, and the learner is expected to apply the language learned in a classroom to situations outside of it.

The oral approach is a very significant approach due to the fact that it promotes the autonomy in the students, since instructions are not given and learners are required to induce grammar structures and vocabulary items.

In the Oral approach the learners are expected to infer the structures of the language in the oral speech; likewise, it is tied with the fact that words should not be taught as isolated items but how the word is used in context as it is stated in the **lexical approach**.

The **Lexical Approach**, in which Michael Lewis (cited in Whong, 2011) states that learners need to increase their stores of knowledge in order to develop specifically, teachers, should teach words, but not vocabulary elements in isolation. Instead, all words should be taught in terms of how they are used and, remarkably, in the context of the other words with which they are likely to appear.

Harwood (2002) also uses the term Lexical Approach to mean that lexis plays the central role in the ELT classroom. The approach stresses the necessity of using materials to reinforce the importance of regularly recycling and reviewing the language taught.

Lewis (1997), remarks that the key principle of a lexical approach is that “language consists of grammaticalized lexis, not lexicalized grammar.” In other words, grammar is not the central role in managing the meaning; lexis is in charge on creating meaning. When this principle is accepted, teachers should focus on facilitating learners to create and produce language such as short sentences or phrases, instead of encourage them to memorize grammatical structures.

As Michael Lewis (1997) presents, vocabulary and lexis can be distinguished by certain characteristics. Vocabulary is related with single elements, and lexis integrates those single words with some words that are stored in peoples’ brains. These two characteristics combined produce coherent and complete spoken sentences. Michael Lewis (1997) presents this taxonomy of Lexical items:

- Words (e.g., book, pen)
- Polywords (e.g., by the way, on the other hand)
- Collocations, or word partnerships (e.g., community service, absolutely convinced)
- Institutionalized utterances (e.g., I’ll get it; We’ll see; That’ll do; If I were you . . . ;
Would you like a cup of coffee?)
- Sentence frames and heads (e.g., that is not as...as you think; the fact/suggestion/problem/danger was...) and even text frames (e.g., In this paper we explore...; Firstly...; Secondly...; Finally...)

The Lexical Approach pays attention not only to single words but more importantly to collocations, known utterances and sentence frames. Michael Lewis (1997) states that “instead of words, we consciously try to think of collocations, and to present these in expressions. Rather than trying to break things into ever smaller pieces, there is a conscious effort to see things in larger, more holistic, ways”. With the support of this approach, teachers take advantage of it by providing students with common expressions which allow them to communicate their usual school needs.

Other relevant approach that is widely used by EFL teachers worldwide is the **Natural approach** which focuses on comprehensible input rather than practice.

The Natural Approach emerged in 1977 created by Tracy Terrel, a teacher of Spanish in California; he suggested a new philosophy of language teaching, which he called the Natural Approach. He tried to include the naturalistic principles researchers had encountered in studies of second language acquisition in a teaching proposal.

Additionally, Richards and Rogers (2001) argue that the Natural Approach is based on providing input as a first step on the process of learning before exposing learners to practice it, increasing emotional willingness in learners, motivating learners to pay attention to what they hear before they take the risk to produce language, and a disposition to use materials as a foundation of comprehensible input.

According to Krashen and Terrel (1983, cited by Richards and Rogers, 2001) the natural approach is similar to other communicative approaches being developed today. They argued that in other words, “the authors see communication as the primary

function of language, and since their approach focuses on teaching communicative abilities, they refer to the natural approach as an example of communicative approach.”

Some of the characteristics of the Natural Approach described by Thornbury (2006) are that translations and grammar explanations are not implemented, learners are exposed to sequences of actions, and they learn first the spoken form and then the written form. He also states that the approach is characterized by a lot of talk from the teacher, who makes him or herself understood by the use of visual aids and actions.

The application of this approach starts by presenting comprehensible input in the target language. Learners are not forced to participate until they feel ready; however, they are expected to respond to commands in other ways. Thus, when the students are ready to talk, the teacher starts the lesson with yes/no questions to questions that students can answer by saying the words they have been taught by the teacher. The students are not expected to use a word until they have heard it many times before.

Furthermore, Krashen and Terrel (1983, cited by Richards and Rodgers, 2001) suggest techniques to implement in the Natural Approach such as: command-based activities from Total Physical Response and Direct Method activities in which mime, gesture, and context are used to elicit questions and answers. Also, group work activities are often identical to those used in Communicative Language teaching.

It is major to highlight the Natural Approach in this study since by the implementation of this approach in language teaching, in which sharing information in order to complete a task is emphasized; with it you can provide the students with comprehensible input before they take the risk and produce language. In this way,

according to Richards and Rogers (2001), it minimizes learners' anxiety and increases learners' self-confidence.

The Natural approach emphasizes on teaching communicative abilities, likewise, the **communicative approach** is based on the development of communicative competences in which the interaction plays an important role.

As the language theories underlying the Audiolingual method and the Situational Language Teaching method were questioned by prominent linguists like Chomsky (1957) during the 1960s, a new trend of language teaching paved its way into classrooms. According to Richards and Rodgers (2001) the **Communicative Language Teaching (CLT)**, which is also referred as "Communicative Approach", is an approach in the foreign and second language teaching that highlights interaction in learning a language. Moreover, Richards and Rodgers (2001) state that Communicative language teaching can be understood as a set of principles: One can be called as the *communication principle*, which involves real life situations activities that promote learning; the second one is the *task principle* in which language is used to produce meaningful tasks that promote learning, and in the *meaningfulness principle* the language that is significant to the learner supports learning process. These principles encompass the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom.

The nature of the communicative approach in language teaching starts from a theory of language as communication. The goal of language teaching is to develop what

Hymes (1972) referred to as "communicative competence." Hymes explores this term in order to contrast a communicative view of language and Chomsky's theory of competence. Chomsky (1965) states that "linguistic theory is concerned primarily with an ideal speaker-listener in a completely homogeneous speech community, who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitation, distractions, shifts of attention and interest, and errors (random or characteristic) in applying his knowledge of the language in actual performance."

In this manner, Piepho (1981), suggested some objectives in a communicative approach. One objective states that the students will learn to use language as a means of expression, another essential objective is that the students will use language as a means of expressing values and judgments and finally the students will learn to express the functions that best meet their own communication needs by implementing the communicative language approach.

The classroom activities are focused on information sharing, negotiation of information as well as interaction. Littlewood (1981) proposes two different kinds of activities, the functional communication activities and the social interaction activities. In the *functional communication activities* learners are involved in the kind of activities by which they compare set of pictures noticing similarities and differences; also, through the use of the communicative classroom activities learners can recognize some missing features in a map or they can solve problems in pair work. In the *social interaction activities*, learners work together in discussions, dialogues, role plays and debates.

Richards (2006) adds that the type of classroom activities proposed in CLT also implies new roles in the classroom for teachers and learners. Learners now have to participate and cooperate with their peers rather than working individually. Students have to get used to listening their peers in group work or pair work tasks, rather than relying on the teacher as a model. Learners are autonomous individuals and are responsible for their own learning process; furthermore, the teachers act as facilitators and models.

In view of the fact that communication is a goal to achieve in language teaching lessons, it is relevant to include this term within the current project since the aim of this investigation is to identify the state of the English teacher and learners' communicative abilities.

Meaningful communication is the nature of the communicative approach; while, in the **Content Based Approach**, its function is the use of the language through content of a specific subject.

As Widdowson (1978) commented, the main purpose of **The Content Based Instruction approach (CBI)** approach is that the target language that would be taught could be used to present some other academic content; as a result, language will be the focused study of this learning process.

Richards and Rogers (2001) define Content-Based Instruction as an approach to language teaching that focuses not only on the language itself but also on the subject matter that is taught through the language; thus, language is the mean to teach the academic subject. As the authors argue, the academic subject is used as a vehicle for

teaching the target language. In addition, Stoller (2004) mentions that, in the CBI approach the student learns the target language by using it to learn some other new content. Besides, Krahnke (1987, cited by in Richards and Rogers 2001) defines Content Based Instruction as "the teaching of content or information in the language being learned with little or no direct or explicit effort to teach the language itself separately from the content being taught". In other words, the target language in this approach is taught through teaching a specific academic content, hence students acquire the new language in a natural way while they are learning a particular subject.

According to Curtain and Pesola (1994, Cited in Pessoa, Hendry, Donato, Tucker, Lee 2007) “. . . in content-related instruction, the foreign language teacher uses concepts from the regular curriculum to enrich the program with academic content (. . .) The curriculum content is chosen to provide a vehicle for language learning and to reinforce the academic skills needed by the students” (p. 35). As the authors argue, in CBI the teachers use the curriculum as a guide to develop their second language lessons, taking some concepts and reinforcing them according to the student’s needs. Stoller (2002) mentions that Content-based instruction is intended to promote the integration of language and content, viewing “language as a medium for learning content and content as a resource for learning and improving language” Then, CBI encourages teachers to use the content as a way for teaching the target language and vice versa. In addition, content-based instruction is beneficial because classroom tasks provide a context for language learning, they are more cognitively demanding and reinforce the existing school curriculum.

Richards and Rogers (2001) state, that in Content Based Instruction the use of language is based on integrated skills. Thus, a content based class is characterized by the

fact that the students are involved in activities that link the reading, writing, listening, and speaking skills, which means that students participate in them and they also should respond orally to things they have read or written. Richards and Rogers (2001) also argue that in CBI grammar is seen as a component of other skills and "teachers have the responsibility to identify relevant grammatical and other linguistic focuses to complement the topic of theme of the activities". As the previously authors mention, teachers should take into account not only the skills that encompass a language, they also should complement the topic with activities that involve the grammatical and linguistic aspects. Additionally, Madrid and García (2001) mention that the CBI involves students in developing their academic tasks using the target language, in this way they acquire the language in a natural way. In other words, teachers who use CBI should involve students in tasks which encourage them to use the second language, so they learn it in an implicit way.

Ayari (2008) argues that using CBI, the teacher can take advantage of tools and materials such as videotapes, texts, audio recorders, websites, computer games, and other visual aids that can complement or sometimes supplement a textbook instruction. Ayari (2008) suggests that "in this way the students are able to learn in an environment that supports a complex and diverse use of the language to prepare them for its continual usage in everyday life". Thus, students who are involved in those learning environments have the opportunity to practice and master the language and use it in their real life.

The relevance of this approach is presented on the grounds that by integrating content based classes students can develop a more proficient level in English while learning the foreign language using the content of any subject matter. According to Raphan and Moser (1994, cited by Quincannon and Naves, 2000) "in a content-based

approach, students simultaneously acquire subject matter expertise and greater proficiency in English, the medium of instruction. Additionally, they learn to master skills necessary for academic success.” As the authors mention, in CBI, students gain knowledge in the academic subject while they learn and master the target language.

The significance of this approach in the current study is related to teachers that use it in their lessons as a way to teach a language through the content in a natural way.

In the Content Based approach the language is learned through a specific subject matter, while **the task based language instruction (TBLT)** approach refers to learning the language through developing a task. Richards and Rogers (2001) refer to TBLT as “an approach based on the use of tasks as the core unit of planning and instruction in language teaching”. It can be concluded that in this approach tasks play an important role for students in the process of learning a foreign language.

In addition, Prabhu (1987, cited by Sanchez in, 2004) defines task as "an activity which require learners to arrive at an outcome from given information through some process of thought, and which allow teachers to control and regulate that process ". In other words, a task shows to teachers closed results about learners understanding of a topic and also teachers can supervise their learning processes. Besides, Long (1985, cited by Sanchez, 2004) defines task as "the hundred and one things people do in everyday life, at work, at play, and in between". As the authors said, tasks are related to any activity that people develop in their daily life and teachers can take advantage of them to make students be involved in the target language with real life activities.

The goals in TBLT are mainly determined by particular needs of the learners. According to Long and Crookes (1993, cited by Richards and Rogers, 2001) selection of

tasks should be based on a careful analysis of the real life needs of learners. As the authors say, to analyze and choose the correct task for a determined group of students should be the labor of the teacher; thereby, learners will adapt their new language with the context they are facing.

Nunan et al (2004) state that, as this approach encourages meaningful communication, and it is student centered, some characteristics of it are that "students are encouraged to use language creatively and spontaneously through task and problem solving. Also, students focus on a relationship that is comparable to real world activities. In addition, assessment is primarily based on task outcome". It can be concluded that, students are expected to use the target language based on tasks that contain real life situations and needs and assessment is only based on what the student learns in those tasks.

In addition Nunan (2001) states that, "the central role of the teacher is in selecting, adapting and/or creating the tasks themselves and then forming these into an instructional sequence in keeping with learners needs, interests, and language skill level". As the author mentions, teachers are in charge on designing and including meaningful and significant tasks according to the students' context to achieve the expected results.

The importance of this approach in this research study, deals with facilitators that take advantage of tasks according to their interests, needs, and context to encourage students to practice and learn the target language as an important learning tool.

Method

It is relevant for us as investigators that school teachers have clarity about the existing methods to implement in English learning classrooms in order to provide quality classes and to help students to be proficient learners. In this part will be presented the definition of the term method, the types of methods used in language teaching and their characteristics. The study of past and present teaching methods continues to shape a significant component of teacher preparation programs.

A method “consists of a single set of theoretical principles derived from feeder disciplines and a single set of classroom procedure directed at classroom teachers” (Kumaravadivelu, 1994). With regards to this statement, method is constituted by a series of classrooms practices that teachers perform and develop in their classes.

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”. Once the teachers have examined, explored and analyzed, they are able to identify which methods implement in their classes. The method is important since by means of this one, the teacher transmits his/her knowledge to the students, as well as also to reach the aims proposed in the subject. Consequently, Antony (1963) states that a method is the level at which theory is put into practice and at which choices are made about the particular skills to be taught, the content to be taught and the order in which the content will be presented. In

reference to the statement of the author, teachers have the decision of what to teach, how to teach the theory to be practiced in the classroom.

Methods in English Language Teaching

LIU Qing-xue and SHI Jin-fang (2007) state that language teaching methods have cast light on the language teaching theory and practice and name some wide known and used methods: Grammar-translation Method, Direct Method, Audio-lingual Method, Total Physical Response in order to have a better understanding and application in the future teaching practice.

As Richards and Rodgers (2006) point out The **Grammar Translation method** was dominant in foreign language teaching from the 1840s to the 1940s, and surprisingly still continues to be used in the world nowadays. As modern languages were taking place into the European schools in the eighteenth century, Latin was taught by following the same procedures to learn the language by translating sentences and studying grammar and rhetoric. Books were implemented to study grammar rules, vocabulary lists, and translation of sentences.

This method by the nineteenth century was considered the primary way of studying foreign languages in schools. Moreover, communication between students was limited and oral interaction was reduced by the minimum to concentrate on written work. As the need to teach other European languages apart from Latin, teachers looked for other teaching practices so the grammar translation method was adapted to teach and learn other languages of Europe including English. Richards and Rodgers (2001).

Harmer (2007), states that the Grammar translation method did exactly what it said. Students were given explanations of specific patterns of grammar, and then, they were given sentences which exemplified these points. These sentences have to be translated from the target language (L2) to the students' first language (L1) and vice versa.

In practice, reading and writing are the major focus; little or no systematic attention is paid to speaking or listening. The student's native language is maintained as the reference system in the acquisition of the second language. Language learners are passive in language learning and teachers are regarded as an authority, i.e. it is a teacher-centered model.

Richards and Rodgers (2001) set some main characteristics of the Grammar Translation method:

- The Grammar Translation Method has as primary goal learning a language in order to be emerged on its literature and to obtain intellectual benefits that are important for learning development.
- The major focus of this method concentrates on reading and writing skills.
- Vocabulary lists, the use of the dictionary, translations of exercises, and memorization are the most common activities that are performed in the lesson.
- The focus of the Grammar Translation lesson is dedicated to the translation of sentences into and out of the target language.

- The use of the native language of the learner is used to clarify instructions, explain items and to make parallels between the foreign language and the students' native language.

The Grammar-Translation Method has faced various attacks from reformers. Some criticize that this method often creates frustration for students by a tedious experience of memorizing lists of unusable grammar rules and vocabulary, and the limitations of practice techniques never give the opportunities to the learner to reduce use of the first language; others say that this method pays little attention to the student's communicative competence.

The Grammar Translation method is one of the long-standing methods and also the most commonly used by teachers in their lessons and nowadays it is still implemented. One of the main complaints about Grammar Translation method is the lack of exposure to the spoken language, which led to the development of the **Direct method**.

The direct method was also referred as natural method on the grounds that reformers of the nineteenth century turned their attention on child language learning and naturalistic principles (Richards and Rogers, 2001). The direct method is a radical change from Grammar-Translation Method. It was introduced firstly in France and Germany and it became known in the United States by Sauveur and Berlitz (1860) for their use in language schools.

Sauveur and other believers of the direct method (cited in Richards and Rogers, 2001) argue that, learners of a foreign language do not have the necessity of using translation or their native language; therefore, their lessons are developed through demonstration and action. It can be concluded that, in this method students are more exposed to interaction and communication, rather than translation or the use of their native language. Franke (cited by Richards and Rogers, 2001) argues that, instead of teaching a foreign language through explanation of grammatical rules, the facilitator can take advantage of actively activities and encourage students to spontaneous and direct language use. Thus, it is supposed that learners should induce the grammar rules. In other words, teachers should design active and communicative lessons to introduce the target language avoiding translation to the native language.

According to Richards and Rogers (2001), the direct method is characterized because the teachers tend to replace the textbook at the beginning of the learning process; also, pronunciation is a key factor while speaking, and vocabulary can increase by using known words. Besides, the use of mime, demonstration, and pictures is relevant to avoid translation. As the authors mention, in this method the use of body language and teachers' activities play significant part of the learning process of a student in view of the fact that they help learners to understand and to learn the language without using their target language.

The significance of this method in the current study is that English teachers tend to use communicative methods in their lessons and sometimes encourage their students to speak in the target language.

The direct method is based on developing oral skills on the grounds that it attempts to learn the foreign language in a natural way as humans do with their native language. In contrast, in **the audio lingual method**, learners are expected to speak after they listen to dialogues, emphasizing error free learning.

In addition, according to Richards and Rodgers (2001), **The Audio Lingual method** had its origin at the end of 1950 in the United States. The US government saw the need to create a method for learning the language in a rapidly form, all this not to be left behind from other countries in technological and scientific advances.

Its psychological basis is behaviorism, which interprets language learning in terms of stimulus and response, operant conditioning, and reinforcement with an emphasis on successful error-free learning. In other words, the audio lingual method consists of mastering the basic elements of a language until learning all the elements that entail the correct usage of it.

Therefore, it was characterized by the separation of the skills: Listening, speaking, reading, and writing, and the primacy of the audio-lingual over the graphic skills. This method uses dialogues as the chief means of presenting the language and stresses certain practice techniques, such as pattern drills, imitation and so on. Listening and speaking were now brought right into the center of the stage in this method; tape recordings, and language laboratory drills were offered in practice.

Brooks (1964), states that a typical audio-lingual lesson would be:

- Learners listen to a dialogue that is repeated individually and chorally and the teacher corrects pronunciation and grammar mistakes immediately.

- The dialogue is performed by the learners and is adapted to real life situations.
- The teacher selects some grammar structures from the dialogue to use them as drills; then, learners repeat them in chorus and individually. Little grammatical explanation is given.
- Learners practice in their workbooks reading, writing or vocabulary activities. The teacher provides the students some questions with a specific topic in order to write short texts that will help them to increase their proficiency level.
- The teacher takes advantage of the audio-interactive room to practice the dialogues and drills implemented in class.

Thus, this method has its relevance with the current study in view of the fact that is based on the oral speech and translation is prohibited, thus, learners are able to communicate in the target language and master the basic elements of the language. Thanks to this, learners are involved with the language and they have more chances to practice and interact with it.

Since the Audio-lingual method emphasizes on teaching through stimulus and response in which learners proof understanding by providing oral speech, the **Total Physical Response** attempts to teach the language through commands that the students respond by making actions.

Total Physical Response (TPR) is a language teaching method in which language teaching is based on physical activity. It was developed in the 1970s by a professor of psychology at San Jose State University, California named James Asher. He took as base

for the design of this method developmental psychology, learning theory, and humanistic pedagogy, as well as on language teaching procedures suggested by Harold and Dorothy Palmer in 1925.

According to Richards and Rogers (2001), Total Physical Response consists of a grammar-based view of language. In fact, Asher says that “most of the grammatical structure of the target language and hundreds of vocabulary items can be learned from the skillful use of the imperative by the instructor”. He sees commands as a manner to internalize language learning, so that the input and the output are physical.

In the TPR method the class is conducted in the target language. It consists of listening and then responding physically and verbal answer is not required. Besides, as the students are supposed to pay attention to meaning instead of structural forms, grammar is taught inductively. In a typical lesson implementing the Total Physical Response method the teacher and the students take the roles of parents and children, since the teacher says a command and the students respond physically to it. Some of the activities used in TPR are command drills and role plays.

The Total Physical Response Method is a fundamental part of the current study, since the focus of this method in the Colombian Institutions is to acquire the language through imperative commands given by the teacher, which the students respond with motor activity. This means that it promotes language acquisition as it is evidenced when children acquire their mother tongue responding physically to what the parents say.

Taking as a reference the afore mentioned methods, it is necessary to present the concept of technique and the different kind of techniques that can be implemented in the

Language Teaching classes in view of the fact they are an important instrument to practice the language in a didactic way.

Techniques in English Language Teaching

Antony (1963) determines that a technique actually takes place in a classroom. It is a particular strategy used to achieve an immediate objective. In addition, a technique is used by teachers as a tool to introduce a specific task or activity in order to achieve the goals of a lesson; also, with the use of motivational techniques, teachers can develop a successful class and make learners get interested in learning.

He also argues that there are three types of techniques, namely controlled technique, semi controlled technique and free techniques. Controlled techniques are mostly teacher centered. Both the teacher and students know what they will do during the activities. In semi-controlled techniques the teacher interferes only when necessary. On the other hand, in free techniques the teacher does not direct, so that, the students are freely to work in their activities.

Examples of controlled techniques are **drills**. Tice (2004) states that drilling means listening to a model, provided by the teacher, or a tape or another student, and repeating what is heard. This is a **repetition drill**, a technique that is still used by many teachers when introducing new language items to their students. The teacher says (models) the word or phrase and the students repeat it.

According to Tran Lam Son (2009), **information gaps** are activities of Semi controlled techniques in which learners lack the information they need to complete a task and need to talk to each other to find it.

Finally, examples of free techniques are **role-plays**. According to Brown (2001), "role-play minimally involves (a) giving a role to one or more members of a group and (b) assigning an objective or purpose that participants must accomplish." Brown suggested that role-plays can be conducted with a single person, in pairs or in groups, with each person being assigned a role to accomplish an objective.

Another categorization of techniques according to Larsen-Freeman and Anderson (2011), can be made through different methods such as Grammar Translation, Direct, Audio-lingual and Total physical Respond method to to guide the teachers' actions in their language teaching lessons.

In the above section are going to be introduced some techniques implemented in the Grammar Translation Method:

Larsen-Freeman and Anderson (2011) highlight the **Translation of a literary passage technique**, the learners are supposed to translate a short paper work into their mother tongue. This passage is studied throughout several classes using its vocabulary and grammatical instructions. In addition, the **Fill-in-the-blanks** technique, challenges learners to fill in blanks using some vocabulary to complete a text. The vocabulary can be adjectives, prepositions, adverbs, nouns and verbs. Furthermore, in the **Memorization** technique, learners are expected to memorize lists of vocabulary words as well as memorize grammatical structures.

The Direct Method techniques are presented in the following fragment also defined by Larsen-Freeman and Anderson (2011).

In **Reading aloud** students read out loud short sections of a text; when they finish the teacher make use of his/her body language and other examples to help learners understand the section. **Questions and answers exercises** learners ask and answer questions in order to practice the topic of the current lesson, these questions are made in the target language introducing new grammar and vocabulary.

Using commands to direct behavior, this technique is the most commonly used by the Total Physical Response (TPR) method, the teacher performs some commands to help learners understand better the idea instead of translating the meaning, then, the learners through an action show understanding.

Being explored the teaching techniques on the ELT ground, opens a space to postulate the syllabus concept which contains the components that makes possible an organized course.

Syllabus

Planning a course involves taking as reference the information of the school program which is called syllabus. The concept of syllabus keeps a significant part into this project because it is essential for the facilitators to recognize that all the contents to be presented to the learners should be organized into sequences explaining the objectives that the learners should achieve at the end of a course. So, Ur (1996) refers to syllabus as a list that specifies all the things which are to be taught in the course for which the

syllabus was designed. Richards (2005) complements by saying that a syllabus is 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 it implies requirements as implementation, planning, evaluation, management, and administration of institutional programs. Furthermore, Nunan (2001) explains that syllabus is a selection, sequencing, and justification of the content of the curriculum.

After presenting a variety of relevant definitions about syllabus, it is important to mention some of the elements by which it is conformed.

As Boye (2010) remarks a *basic course information* paragraph should be included in the course syllabus because it tells students what to expect from the course,

what the course is about and the pedagogical goals of it. This part also includes the schedule of the course, and place where is going to be conducted. Besides, it is recommended to include what the students require to be prepared for being in that course such as student's abilities or competences.

In *The Basic instructor information*, the teacher provides an email or a phone number in case students need to clarify doubts or problems related to the course. In this information the teacher should present the time available for the students to contact him/her.

The teacher must include in *texts, readings and other materials* information the textbooks that the students require from the course it is fundamental that the teacher distinguish them between the ones that are mandatory and the ones that are for students practice. The teacher might advise about the different places where they can find those texts and the other materials that are going to be used through the course such as calculators and other equipment.

In the *course schedule*, it is appropriated to highlight in the course syllabus the due days for the evaluations and tasks deliveries, also the content that is going to be explore in the class, week or period.

Assessment methods paragraph includes how students are going to be evaluated during the course and the types of evaluation that are going to be implemented to assess learners' competences such as exams, essays, reports, presentations etc, taking into account the learning goals established for the course.

The criteria to evaluate students' work or process during the course is reflected in *Criteria for grade determination* paragraph, which encompasses the percentages for each work and evaluation as well as the basis of how each grade is going to be joined to the others to provide the final grade.

According to Boye (2010), the course syllabus is the bridge between the students and facilitators which determine the role of each participant during the course; also it serves as a guideline for learners to understand the outcomes of it. As this term is significant for the current study, conceptions in ELT offers a wide range of consciousness about the concepts that some educational community has in the ELT field.

Perceptions in ELT

Before discussing teachers and students' perceptions, it is necessary to clarify the concept of perception itself. According to Rahul Kumar (2010), a perception is the process by which people interprets mentally their view of the world around them. Besides, Molly Chandy (2012), remarks that "perception is the process by which the sounds of language are heard, assimilated and understood." In other words, a language can be perceived through different kind of stimulating activities.

Wesely, (2012) directed a research which examines learners' attitudes, perceptions, and beliefs in language learning which was carried out in the University of Iowa, she came to the conclusion that exist two types of learners' perceptions. On one hand, according to Liskin-Gasparro, 1998; Williams & Burden, 1999, and Brown (2009), perceptions of themselves can be defined as how the students perceive their own

language learning. On the other hand, perceptions of the learning situation, which are interpreted as how learners appreciate the classroom environment and teachers' behaviors. Mills et al. (2007) remarks that learners' beliefs are frequently related to the way they judge their own knowledge and proficiency to accomplish and master the language tasks.

On the other hand, teachers know about how important is to include communicative approaches in their teaching fields. Liao (2001, cited by Hughes and Chen, 2008). Some teachers in the ELT matter are linked to their own beliefs and attitudes towards their experience as learners. Xiao (1998, cited by Hughes and Chen, 2008) affirms that teachers think that English is taught by the same way they were in the past, for example, if they were taught with the Grammar Translation Method, they will continue with the same chain using the exact same method.

As a way of conclusion, in this research, learners play an important role due to the fact that they are the main key of our study. Hence, it is essential that one knows about perceptions that learners have about the practices they have experienced in their English lessons. These perceptions may affect students' motivation, attitudes and learning development. (Arredondo y Rucinski, 1996, Brown, 2009; Horwitz, 1988; Schulz, 2001; Woods, 2003). Moreover, it can be said that teachers have strong perceptions about what how language can be taught taking as reference their past experiences which also can serve as a guideline to identify in the current study the issues related with perceptions in ELT.

6. Related Studies

Some studies were found that are connected with different aspects of states of the art of teaching English in Colombia that support the current study. These studies described the role of the mother tongue in Pueblo Rico town and National plan of Bilingualism in Medellin, Colombia. These studies described variable issues concerning with the necessity of teacher professional development and the lack of development of the communicative competence in public schools.

Arroyave, J. & Puerta, A. (2013) developed a study that examined the state of the art of language teaching in a secondary public school in the town of Pueblo Rico. The research questions aim to describe the teaching models implemented in the institution and the academic community's perceptions towards English language teaching. The participants involved in this research study were the English teachers from sixth to eleventh grades in charge of planning the lessons, the academic coordinators, who provided information related with the incorporation of English in the PEI, projects promoted, and methodology implemented in English lessons, and the students, who presented information about their learning process and their opinions about the teachers' performance in the English classes. Questionnaires, interviews, and observations were used to gather the required information.

Arroyave, J. & Puerta, A. (2013) evidenced that translation is used as the major exercise for students in English classes. This practice of the mother tongue took place mainly through teachers' giving instructions explanation input, attention callings and

correction of mistakes. Besides, the use of English was evidenced through written forms, repetition of words and translation provided by the teacher. The role of the English language was primarily incorporated by the teacher, the students only communicated in Spanish among themselves. In the same way, the lack of motivation of the students for learning the foreign language is seen in the study. It is shown autonomy by the teachers to design their lessons and several aspects to reinforce in the practice of English. Finally, the findings report on institutional resources which were limited materials in Pueblo Rico Town. However, teachers properly used them to engage the students with the pronunciation skill.

Similarly, “*English in Times of the National Bilingual Program in some State schools: Linguistic and Pedagogical factors*” conducted by Maturana (2011) in Medellin-Antioquia, Colombia, suggested that the communicative competence and the effect of the use of the mother tongue are the main linguistic factors in the teaching and learning of a foreign language. The mixed-interdisciplinary study was conducted in four state schools in Medellin- Colombia. The participants involved in this study were 12 teachers and 111 students from 3th, 4th and 5th grades. For the data gathering, semi-structured interviews to the 12 teachers and a battery of six psycholinguistic tests for the students were administrated for both type of participants.

The factors that emerged in the study were essential for the pedagogical relationships among teachers and students. The outcomes of the study suggest that the communicative competence is scarcely achieved focusing mainly on written tasks about filling in spaces with words, and the writing of isolated phrases and disregarding oral discourse. In addition, some factors emerged as essential for the establishment of

pedagogical relationships among teachers, students and the English language; the way both participants face the pedagogic and didactic realities built on the necessity of informed and continuous teacher professional development programs as part of linguistic policies with the purpose of having a high quality teaching and learning competences.

The teacher participants affirmed that a negative aspect that concerned them is related with the proficiency level that it is supposed to have at high school. They argued that the role of the teacher in high school is totally different from primary school; for beginners the standards of teaching should be higher in order to have a competent degree in the language to teach teenagers. The strategies used by teacher in the classroom were individual and group work, repetition, drawings, songs, image-recognition tasks. For the development of classes, the student's motivation was also taken into account in order to respond to the students' likes and learning interests.

Maturana concluded her study by arguing that teacher professional development programs require important aspects to reflect on: meet the specific needs that an English teacher has, provide powerful criteria that allow teachers to give informed account of the selection and use of different strategies of teaching and learning in this way, they can begin to validate these strategies since its implementation, evaluation and results, and recognize when and how a strategy can be beneficial or harmful. The development of their communication and teaching skills from this perspective will have a positive impact on internal factors such as their linguistic self-image and teachers' perception of the role they play.

7. Methodology

This research project is part of a macro-project, whose main objective is to collect data in order to diagnose how English language is being taught in the public schools of the city, what the methodologies used by teachers in their classes are, and which are the students and teachers' perceptions towards the learning environment. This session will provide relevant information about the research project in terms of (a) type of study, (b) context and setting, (c) participants, (d) researchers' role, and (e) data collection (instruments), and (f) data analysis.

7.1 Type of study

Denzin and Lincoln (1994, p. 3), state that "Qualitative research involves collecting information about personal experiences, introspection, life story, interviews, observations, historical, interactions and visual text which are significant moments and meaningful in peoples' lives". The goal of qualitative research is to provide richness and intensity of detailed information emerging from participant's reactions and responses (Nicholls, 2011, p. 3). The current study will draw on the use of qualitative methods for the data collection stage. With reference to qualitative methods, those key elements will facilitate the data collection process to direct the trustworthiness of the facts of the current study. Furthermore, Qualitative research encompasses a range of philosophies, research designs and specific techniques including in-depth qualitative interviews; participant and non-participant observation; focus groups; document analyses; and a

number of other methods of data collection (Pope, 2006). Qualitative research provides plenty of instruments to enhance the reliability of the aimed data, since the participant's background offers a significant amount of information in terms of teaching and learning a second language.

Consequently, this study follows qualitative research, in order to obtain deeper understandings and perceptions from observable and non-observable issues in a particular setting. Through different data collection instruments, the 3 researchers collect data related to teachers' performance, academic background, professional profile, beliefs, and thoughts about educators teaching practice, and also students' attitudes and perspectives about teacher's performance in the classroom. Those aspects include features such as: How the class is carried out and (resources used by the teacher in class, warming up activities, etc.), most implemented techniques by educators, classroom management, the way students perceive and also receive English sessions (if they consider it meaningful for their future, if they are aware of the importance of acquiring a second language, etc.), among others. In accordance, Ray (2011). Qualitative studies are considered one of the types of studies 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 will be done in natural settings. In this case, the classroom, to gather information about the realities that English language teachers face in the public institutions of Pereira.

7.2 Context and setting

This research project was carried out in the institution from the eight educational areas of Pereira. At first, the nature of the project started as a macro-project, which involves 26 public schools of Pereira. However, this macro-project was divided into research groups, each one with 3 researchers who kept the nature of the initial project. This research project will mainly concentrate on English language teachers from a public high school of Pereira in which the amount of students is 1.400, who belong to medium social status. Therefore, the institution counts with 53 teachers from sixth to eleventh grades.

The study was focused on two of the four English teachers from secondary education within 10th and 11th grade; they reported how many hours the students were exposed to English language, for instance: two hours per week. Both teachers are graduated from Universidad del Quindío with a Bachelor's degree of Modern languages, and currently, one of them has a specialization in different studies related to English. The curriculum of the institution has emphasis on humanities and the teachers follow a textbook called "*Lineamientos curriculares para el área de Idiomas Extranjeros en la Educación Básica y Media*" of the Ministry of Education. Besides, they create a textbook every year where they include the topics and the achievement indicators for the whole course. In this textbook, the syllabus implemented for the classes are established per grade. What is more, both teachers design a lesson plan to be implemented every class and they also apply in their lessons "the song club", which they consider meaningful for the listening and pronunciation of students' development.

7.3 Participants

The current study had two different by equally important type of participants.

1. Teachers from secondary education within 10th and 11th grades.
2. Students from 10th to 11th grade.

The first participants for this study were only two of the four teachers from secondary education within 10th and 11th grades from Pereira who were currently working at a public institution in Pereira. Due to the large amount of schools in this town, the study demanded a sampling. According to Burgess (1982), sampling in field research involves the selection of a research site, time, people, and events. Moreover, Fridha. W (2002), states that “sampling is the act, process or technique of selecting a suitable sample, or a representative part of a population for the purpose of determining characteristics of the whole population”. In other words, the sampling process involves the selection of a particular part of an entire population. Therefore, two strategies were used to choose the sampling; first, it was the selection of a significant number of public schools from Pereira equivalent for the eight educational areas that can provide reliable and sufficient data to obtain the trustworthy outcomes, and secondly, it was the selection of the participants which was done randomly between the four teachers. Two teachers were one male and the other female who’s ages range from 30 to 40 years old.

To respond the research questions, it was necessary to take into account the students participation of the 65 students who shared important information about their learning process, their opinions about language learning and teaching (what their role is in English sessions, how they describe an English class, the aspects they consider

relevant to improve the English classes). Also they provided information about how important it is for them to know a second language, how they consider their English level knowledge and what they think about teachers' performance in the classroom (the resources, tools, and the most employed methodologies by educators). Besides to this, the students were selected randomly, 3 for each grade. Students' age ranges between 15 and 17 years old.

7.4 Researchers' Role

This project had three active researchers that acted as non-participant observers; a non-participant observer is defined by Larsen-Freeman and Long (1991) as the person who observes, takes notes and records activities without taking part of them in order to collect first hand data for study. Therefore, the researcher observed meticulously the class without interacting and interfering with the learners and the classes. Moreover, the 3 researchers are part of the data analysis process that provides some important suggestions as guidelines for the improvement of the current school and serve as model for further research.

7.5 Data collection

In order to answer the research questions, some types of instruments were key factors to collect data related to educational teaching methodologies and the tendencies more implemented by teachers from a public institution in Pereira. Consequently, to

gather the data needed to fulfill qualitative research methods the instruments used: observations, interviews and questionnaires. First of all, the data was collected by visiting the school from March to April of 2013. The observation process was made by visiting the school once a week; each teacher was observed three different times and each observation lasted 1 hour taking into account specific parameters such as class stages, activities implemented by the teacher, patterns of interaction, language role and use of material (see appendix 3). Secondly, teachers were interviewed individually, and the information was transcribed (see appendix 4). To gather students' data, two interviews were made in groups of 3 students per grade and finally, questionnaires were implemented to both teachers.

Questionnaires

Questionnaires were used to collect data from teachers of the institution about their professional profile, academic background, methodologies and lesson plan design. Herbert, W. (1989) indicates that “questionnaires are printed forms for data collection which include questions or statements to which the subject is expected to respond anonymously”. Information was taken according to its relevance and relation to the study. The Questionnaires were filled by teachers at the beginning of the data collection process.

Observation

Merriam (2009) states that the observation method involves the complete analysis of people's behavior, perceptions and assimilations to acquire data from the field that is under research (p. 94). On the other hand, Burns, A. & Hood, S. (1995) cited in Freeman (1998) argue that the observation is a close watching of classroom events, either as a participant in the classroom, or as an observer of another teacher's classroom. (p. 94). Additionally, the observations in this study were done in the public school of Pereira for approximately one month and three (3) observations were made per teacher and lasted 1 hour. The observations were mainly focused on taking field notes using a structured format to collect data about the classroom and the situations that took place in it, teachers' performance, and students' attitude and reactions towards the class. The researcher attended one hour of the classes without taking part of it, this means that the researcher did not interact neither with the students nor the teachers or disrupt the development of the sessions in any way.

Interviews

Merriam (1998, p. 196), states that interviews are common means of collecting qualitative data which allow us to enter into the other person's perspectives. In this study, interviews were used to gather information from the respondent's behaviors, feelings, thoughts and how they perceive the teaching/learning process. The interviews were implemented to the two teachers and 3 students per grade (10th and 11th grade) taking account of some teachers' perceptions, methods, techniques as well as some

students' ideas, materials used in the classes, language use and likes and dislikes of the English class.

With the purpose to know students' and teachers' spontaneous and real perceptions, the students and teachers were interviewed through a semi structured format. (See Appendixes 4 & 5)

7.6 Data analysis

The data collected was analyzed based on grounded theory, which according to Lingard (2008) is appropriate when the study of social interactions or experiences aims to explain a process, not to test or verify an existing theory. In other words, the main objective of the grounded theory is to describe a study, instead of judging the results. Creswell (2009, cited by Ke, J & Wenglensky, S. (2010), states that grounded theory is “a qualitative strategy of inquiry in which the researcher derives a general, abstract theory of process, action, or interaction grounded in the views of participants in a study. This process involves using multiple stages of data collection and the modification of categories of information (Charmaz, 2006; Strauss and Corbin, 1990, 1998). Data analysis in the grounded theory involves searching the concepts or commonalities that relate to a common theme to be grouped, the delivery of codes and finally, commonalities are grouped to have stronger commonalities called categories. These commonalities and categories help to emerge a theory (Allan, 2003).

In the first step, digital transcriptions were made by the researchers from the questionnaires, interviews, and observations formats. Then, codes were assigned to the participants in order to differentiate each of them; each code consisted of five to seven items. The first item refers to the type of instrument (Observation, interview and questionnaires), the second item is related to the participants, in which T refers to the Teacher and S to Students. The next two items refer to the number of question or observation. This coding process aimed to facilitate the recognition of the samples. After that, commonalities were identified among the data gathered in order to look for similarities among the answers provided from the participants and the teachers' observations. Then, these commonalities were organized into groups, which were later placed into different categories that served as a guideline to structure the findings. Lastly, the findings section was written as the result of the analysis of the categories.

8. Ethical considerations

To protect the identities of the participants in this research study, some ethical considerations were taken. Firstly, a letter from the Licenciatura en Lengua Inglesa program of the Universidad Tecnológica de Pereira was sent to the school, with the purpose and objectives of the study, as well as an explanation of how the macro-project was going to be developed to the principal and coordinators, so that they were going to be previously informed of how the process would be. **(See Appendix 1)**.

It is important to highlight that the identities of the participants are protected and it does not exist any type of judgment from the non-participants observers to the English teachers' methods and techniques that they develop or implement in their classes, in other words; the researchers do not have anything to say that places in a bad position the English teacher's strategies, also permission was asked through a formal letter that was sent to the school to collect data through observations, interviews and questionnaires. Equally, the observations were conducted with previous permission of both teachers in school hours, as well as the questionnaires and interviews.

Additionally, the school principal, coordinator and the two English teachers, were invited to know the findings and results of the project. In this way, they will be able to improve the quality of the English classes according to the results and suggestions from the macro-project.

9. Findings and Discussion

In this section, the findings that give account about the approaches, methods, techniques and perceptions related to the English language teaching in a public school of Pereira are presented and explained. The findings that aim to answer the research questions make reference to the role of the Grammar Translation Method in the English classes, the most common techniques implemented in the English classroom, the teachers' perspectives towards English Language Teaching and the development of listening comprehension through the use of songs.

9.1. The Grammar Translation as the main method used in the English lessons.

Based on the observations made to the teachers in the public school, it was demonstrated that the two English teachers who participated in this research use the Grammar Translation method (GTM) in their classes. The major characteristic of this method is the translation of words, sentences, paragraphs, instructions and explanations from the target language (L2) to the students' first language (L1) and vice versa. The data collected permitted to evidence that the GTM is part of the teachers' theoretical background, and it is also used to give instructions and provide explanations.

9.1.1 The GTM is part of the teachers' theoretical background.

During the development of English classes, it was noticed several characteristics from the implementation of the GTM in both teachers; for instance, they were conscious that they read and develop their classes by supporting their lessons on theory that is related to Grammar Translation method.

One of the teachers, who was asked about the methods he used in his classes, stated that he implements the GTM by saying:

IT1- Q2: *De todos, yo cojo de todos. Desde el más antiguo the Grammar Translation Method hasta el comunicativo el que está en la actualidad.*

The other teacher mentions that translation is part of her theoretical background for teaching English:

QT2-Q8: *La mayoría de textos que he adquirido están orientados hacia el tema del análisis del discurso, la lingüística, la traducción, la terminología y curricula.*

According to the previous samples, teachers implements a combination of the GTM for guiding their English classes. In sample # 1, the teacher argues that he implements a combination of all methods, including the GTM, recognizing that it is one of the oldest methods used. In sample 2, it is clear that the teacher relies on a variety of theoretical support that involves translation as one of the fields that she considers as meaningful to study. To continue with, in the statement below, it was also found that the teachers apply the GTM to give instructions and provide grammatical explanations.

9.1.2 Instructions are given in L2 and then repeated in L1.

Samples taken from two teachers' observations that were held in two different English lessons indicate that even though teachers made some efforts to help the students understand instructions in the target language, the students needed translation to their native language in order to comprehend them. In the first sample that will be present, it is noticed that the teacher has the purpose to use L2 in the class for giving instructions, but he considers relevant to repeat them in L1 as well. According to Richards and Rodgers (2006), the parallel use of L1 and L2 in the English class is a characteristic of the implementation of GTM.

OT1-03: *Teacher says the instructions in English, but he translates them into Spanish.*

OT2-03: *Teacher gives instructions in English, but students do not understand them, so she speaks in Spanish.*

OT1-02: *Students speak in Spanish all the time. Teacher gives instructions in Spanish most of the time; also, when he speaks in English, he immediately translates it into Spanish.*

According to the first sample, it can be interpreted that the teacher 1 often provides instructions in English; he immediately translates them into Spanish. It was noticed that the teacher uses the same method in all classes. Furthermore, due to the fact that learners have difficulties to understand instructions in L2, as the second sample shows, the teacher 2 often tends to translate them into L1; she used this strategy for providing the same information in both languages as a way to make learners understand. In the last sample, the observation shows that the teacher 1 helps students'

understanding by constantly translating instructions from L2 to L1. The relevance teachers give to L1 is also noticed whenever they explained topics in the English class.

In the above evidence, it can be said that teachers use the GMT for a specific purpose in order to support students' understanding while giving instructions in L1. There is a lack of strategies to avoid translation for part of the teachers and do not appeal to communicative strategies that can facilitate the comprehension of the teachers' instructions.

9.1.3 The use of translation to provide explanation.

The data presented below belongs to one teacher's observation, which evidences the use of the mother tongue in the classes to explain a specific topic when students do not understand in English.

OT2-O3: *Teacher speaks in English but sometimes she needs to speak in Spanish in order students understand what she was explaining.*

The data permits to notice that the teacher uses English in her explanations; she speaks English and try to explain in English, nevertheless, Spanish is used as a strategy to convey what she wants to transmit to the learners when there is a lack of comprehension of the topic. The use of the L1 for providing explanations of the L2 is one of the principal qualities of the Grammar Translation method.

ISA10-Q2: *Él nos traduce primero lo... o sea lo que dice, o sea que significa cada cosa*

ISA10-Q6: *Inglés y Español. Pues por lo general siempre nos traduce al español lo que dice en las hojas o la canción.*

The two previous samples were taken from a student's interview referring to teacher 1, which demonstrates that translation is the main resource to provide explanations in the classroom. Besides, it can be inferred that learners do not have the opportunity to understand English by themselves because the teacher regularly translates what he says.

The previous data confirms what Richards and Rodgers (2001) state about one of the many GTM characteristics, which says on the use of the native language of the learner is used to clarify instructions, explain items and to make parallels between the foreign language and the students' native language. This assertion has relation to what this finding suggests since the grammar translation method is used by the teachers observed on explaining items in the L1.

A similar study of the State of the Art of English language teaching was developed by Arroyave and Puerta (2013) in Pueblo Rico, a small town in Risaralda, Colombia in 2013, it is noticed that in findings of which, Spanish was used for calling attention when misbehaviors were evidenced, giving of instructions, correcting mistakes, and introducing grammar aspects of the lesson. Following this statement, both studies are related on the grounds that translation is part of the development of the classes to give instructions and provide explanations of grammatical topics. However, the use of L1 for correcting mistakes or controlling discipline was not evidenced in the present study. As a conclusion, although the public schools are from different settings, it is

observed that the Grammar Translation Method in some aspects is still commonly implemented in English Language Teaching scenarios in public schools. There is no evidence of the communicative competence in the teachers' methodologies since the main focus is on translation and the study of grammatical features of the language.

9.2 The analysis of grammar and the practice of pronunciation through the use of songs and the implementation of some elements of the Audio Lingual Method in the classroom.

During the time of data gathering, it was evidenced that one of the relevant aspects that characterized the English lessons of the two facilitators observed was the use of songs. They were used as a way to encourage students to practice the target language in a more dynamic way and to internalize pronunciation and vocabulary that can be learnt easily by the students. The samples to be explored were taken from interviews and observations implemented with the students and the teachers involved in the study.

This first sample is related to a student's interview in which the pupil expressed one of the steps of the English lesson that the facilitator conducted.

ISA10-Q2: *Nos pone a escuchar varias veces las canciones pa' que nosotros podamos escuchar y así mismo poder decírselas a él como dice en las hojas.*

According to the previous sample, the teacher gives students the opportunity to listen to the lyrics as many times as they need in order to be able to pronounce them in an accurate way. The second sample also shows the way the teacher helps learners to

practice the pronunciation of the song several times. This sample responds to the question from the data instrument about the characteristics of the English class that call students' attention or are the most enjoyable for them.

ISA10-Q4: *Que el profesor nos da la oportunidad de escuchar varias veces las canciones y después nos coloca a pronunciar.*

As afore mentioned, it is highlighted that the teacher gives relevance to the students' pronunciation and face them to tasks that are enjoyable for them as the implementation of songs. The sample below shows some methods used by the teacher who claims that the use of songs facilitates grammatical structures and learning tasks to students in an entertaining way. This information was collected from a teacher's interview.

IT2-Q1: *.....en este colegio en particular contamos con un proyecto que se llama "el club de la canción en inglés" entonces pues estudiamos la gramática a través de la música, a través de canciones que ellos mismos seleccionan y hacemos diferentes pasos con ellos desde completar espacios, estudiar las categorías gramaticales hasta la creación de una historieta sobre la base de la semántica de la canción.*

As it can be noticed, the school has a particular project in which learners are involved in a song club, where they can practice English through the development of songs, along with the fact that learners select them in order to participate in their learning process and to make the club more enjoyable for them. Besides, teachers and learners take advantage of songs to analyze grammatical aspects of the language and to

create different tasks based on them. Listening exercises play an important role in the daily English lessons in view of the fact that learners are frequently involved in this type of activities. The following sample displays the use of songs as a tool for the teacher to guide her English lessons.

OT2-O3: *...teacher plays a song and students try to sing it using the lyrics that she provided to them.*

Brooks (1964) states that in the Audio-lingual method the teacher selects some grammar structures from the dialogue to use them as drills; then, learners repeat them in chorus and individually. Little grammatical explanation is given. This statement along with the current study also shows how teachers can use listening elements to facilitate and guide pupils in their learning process. Additionally, Richards and Rogers (2001), states that the audio lingual method consists of mastering the basic elements of a language until learning all the elements that entail the correct usage of it. As it was observed in the sample, the teachers through the use of listening elements expose learners to little patterns of language to make them familiarized with the songs and practice the target language.

The study *“Teaching English in Times of the National Bilingual Program in some State schools: Linguistic and Pedagogical factors”* conducted by Maturana (2011) in Medellin-Antioquia, Colombia, concluded that in the institution where the study took place learners’ motivation is considered by teachers in order to plan their way of teaching and select their strategies, taking into account the use of songs as one of the learners’ interest. Those teachers also stated that students like to pronounce no matter if

they do it wrong because they feel like they are dominating the language. In Maturana's findings and the current study, it was found that the use of songs is important for teachers to plan their classes and practice pronunciation as well. Besides, it was also evidenced that teachers include some elements of the Audio Lingual Method such as repetition of specific patterns of language of the songs to help students to master the language pronunciation. Students from both institutions feel that they have the opportunity to be emerged in something they care about that provides motivation to learn English.

9.3 Questionnaires, fill in the blanks, drills and translation of a literary passage: the most common techniques implemented in the classroom

From the data gathered, it can be inferred that there were various techniques that took place on the English scenarios by both teachers, examples of which are: questionnaires, fill in the blanks, drills and translation of a literary passage.

Taking into consideration the sessions observed and some interviews, it was clear that one of the techniques that teachers use more frequently in their lessons is questionnaires. This technique was developed in both oral and written forms to check students' comprehension. The following data was taken from one teacher's observation.

***OT1-O2:** He chooses students randomly to make oral questions about the listening exercise.*

In the first sample, the teacher makes sure through oral questions that the students have a clear idea of the exercise by asking questions that provide an evidence of

students' comprehension. Making questions orally allows the teacher to monitor the students' grasping of information in order to provide feedback from the listening comprehension activity.

The next sample was taken from one student's interview. As the sample shows, in order to check students' understanding of a song, the teacher assesses learners' comprehension through the use of a written questionnaire after they have listened to the song several times. The answers of these questions may reveal that they comprehend the content of the input provided.

ISB10-Q1: *Ehhm, nos pone a escuchar varias (... ..) canciones y nosotros en unas hojas responder.*

In the sample below, a teacher is asked about how the English class is normally developed. In the response, there is evidence of the implementation of fill-in-the-blanks technique, which according to Larsen-Freeman and Anderson (2001) challenges learners to use some vocabulary such as adjectives, prepositions, adverbs, nouns and verbs to complete a text.

IT2-Q1: *Hacemos diferentes pasos con ellos desde completar espacios, estudiar las categorías gramaticales hasta la creación de una historieta.*

Other usual technique implemented and evidenced in the data collected was the repetition drill technique, which Tice (2004) describes as listening to a model provided by the teacher, a tape or another student, and repeating what is heard. The teacher says (models) the word or phrase and the students repeat it. This statement is congruent to the following sample which was provided by a student's interview:

ISA10-Q4 *Escuchar varias veces las canciones y después nos coloca a pronunciar.*

This sample provides an evidence of the use of the repetition drill technique in order to enhance students' pronunciation as they develop their listening skills.

The samples below include supporting details about the application of the translation of a passage technique with the use of technological devices and dictionaries to translate readings and questions.

OT2-O1 *Students take advantage of the computers and dictionaries to translate questions and readings.*

OT2- O1:*The current activity is about a comic which students started translating into Spanish using the dictionary.*

The techniques used by the English teachers have different purposes that will be discussed on the light of theory in the field of ELT. First, Richards and Rodgers (2006) state that vocabulary lists, the use of the dictionary, translations of exercises, and memorization are the most common activities that are performed in lessons based on the Grammar Translation method. Also, the focus of this method is the translation of sentences into and out of the target language. Translation of passages is one of the techniques implemented by the teachers observed as a resource to help students comprehend the meaning of sentences or utterances that they do not know.

According to Larsen-Freeman and Anderson (2001), learners ask and answer questions in order to practice the topic of the current lesson; these questions are made in the target language introducing new grammar and vocabulary. Taking as reference this

viewpoint, the questionnaires are another technique evidenced in the lessons observed which were used to evaluate the knowledge of the students about the topic studied.

This finding is aligned to the study *“English in Times of the National Bilingual Program in some State schools: Linguistic and Pedagogical factors”* conducted by Maturana (2011) in Medellin-Antioquia, Colombia, in the use of some teaching strategies that teachers considered to perform in classes, which are: instructions, songs, drawings, drills, identification of images, sounds, repetition. Teachers also claimed that they prefer learners to translate songs or poetry in order to enhance students’ reading abilities. This study provides a light to this current study in terms of the use of translation and repetition drills that are implemented in English classes of different settings of the country.

9.4 Different teachers’ perspectives towards the time intensity and improvements in English Language Teaching.

Having as reference a teachers’ interview for the analysis of the results, it was found that the perceptions the two teachers have, regarding the students’ learning process, contrast in spite of the fact that they teach in the same school. However, there exists an agreement between both facilitators about the need of improving the English language teaching competences.

9.4.1 Different perceptions about the time required for learning a language.

From the instruments applied in this study such as interviews, some of the perceptions of the two teachers about the English levels of the learners were revealed according to the time that they have been exposed to L2. On the one hand, teacher 1 claims that there is a need of time intensity for English lessons, which affects the language proficiency of the learners. On the other hand, teacher # 2 argues that the level of English learning is based on a long process developed during the school years, in other words, for teacher 2, learning a language is a process that occurs during several years. The following samples deal with perspectives of both teachers concerning language teaching.

IT1-Q4 *Mi percepción es muy pobre, empezando desde que la intensidad que tenemos para trabajar el área de inglés es muy corta...la percepción es que ellos lo que adquieren es muy muy muy mínimo a las exigencias o políticas nacionales.*

IT2-Q4 *Los aprendizajes que los estudiantes llevan a cabo no son observables durante el transcurso del mismo año, sin embargo nosotros que hemos llevado un consecutivo de siete años en ésta institución podemos empezar a ver los resultados de los aprendizajes de los estudiantes tres años posteriores al inicio del proceso.*

The first sample shows that there are low possibilities of learning English for students since the time assigned for the lessons is not enough, so that the English level of the students is minimum. On the contrary, the second sample evidences that the level of English proficiency cannot be measured in a short period of time; instead, it should be measured after at least three years of a consecutive learning process. These different

perceptions permit to observe that the teachers acknowledge the development of English to a long-term process, which is affected by the short time assigned to English classes in public institutions.

Besides that, teacher 1 expresses that another key factor that interferes in the English achievements on students is that some academic protocols or situations in the institution emerge during the time of the English classes. So that, the schedule of English lessons is affected and learners do not received the input expected.

IT1-Q4 *Muchos inconvenientes o aspectos de nivel administrativo hacen que el tiempo sea más corto porque se presentan muchas situaciones en la institución.*

9.4.2 Teachers' awareness on language teaching improvements

As it was observed in the interviews, both teachers agreed that depending on the teachers' abilities in the target language and in teaching, the students will be more competent. Besides, they also stated that in order to achieve language teaching skills, there should be a continuing training to be updated and to provide learners with the best current educational input. The following samples respond to the question: ¿Cómo cree usted es la situación de la enseñanza del Inglés en los colegios públicos de Pereira?

IT1-Q5 *Intenciones buenas hay muchas, pero la realidad es diferente. Simplemente los docentes de inglés luchamos día a día de mejorar, de incrementar los desempeños lingüísticos y comunicativos de los estudiantes, pero es una lucha diaria. Ehhh es difícil pero no imposible.*

As the sample shows, consciousness is evidenced from the teacher 1, who wants to enhance the linguistic as well as the communicative performance of the students. He claims that it is a difficult but not impossible task to do. Likewise, the following samples illustrate what teacher 2 thinks about the current improvements through the training in the English language proficiency.

IT2-Q5 *Bueno en Pereira en los últimos cinco años que yo recuerde se han llevado a cabo múltiples esfuerzos, en primer lugar para partir pues de la base del problema como tal que es la capacitación de docentes, se han capacitado, incluso yo participe en una capacitación que hizo la tecnológica hace unos tres años y otras universidades junto con la secretaría de educación que han buscado el incremento del nivel del idioma en los docentes.*

In the same way, teacher 2 also expresses what she thinks about the current situation in the English teaching field in public schools of Pereira as well as how the improvement and training of teaching academic skills, have an effect on learners' competences and abilities in the language.

IT2- Q5*Yo creo que va en mejora, hay que darle sostenibilidad a eso proyectos, pero yo considero que cada día mejora, y que eso repercute también en las.....en las competencias de los estudiantes que cada vez mejoran y se interesan mucho más.*

As the samples show, consciousness is evidenced from the teacher 1, who wants to enhance the linguistic as well as the communicative performance of the students. Additionally, they also say that with the improvement of their teaching abilities, the students will be more competent in their academic process.

Maturana's study related to Bilingual Program in some State schools: Linguistic and Pedagogical factors in Medellin-Antioquia, Colombia, concluded that there is a

necessity for teachers to be involved in professional development programs in which they improve on the personal and professional areas to enhance their skills and knowledge related to English Language Teaching as well as the teacher participants of the current study that are aware of the significance of being constantly involved in training programs that prepare English teachers to those new tendencies that are being implemented in the teaching field.

10. Research and pedagogical implications

After carrying out this research study on a public school of Pereira, relevant issues need to be explored in the EFL field. In this way, the results of this study will serve as a guide for further analysis that aims to improve the English language teaching in public schools of Pereira.

Developing a high quality research requires investing a valuable amount of time on the number of observations which helps to get deeper and meaningful findings. Besides, observing 3 times in the same week, provides concrete ideas about how a topic or a learning process is developed. In other words, it is not enough to make only 3 observations per teacher to know teaching and learning developments.

It is evidenced that our school community still builds on some methods which focus on the structure of the language, that is to say, learning a language is aimed at examining how it is constructed, not giving the opportunity to the communicative area in which the language can be learnt in a more useful and practical manner.

There is an individual need of every public school to make a deep and concise research on Bilingual projects that the government proposes integrating new improvements plans within Colombian English classrooms to achieve a bilingual and competitive community in the field of communicative language.

11. Limitations of the study

In the next paragraph, it will be mentioned the obstacles that were encountered through the development of the study. The limitations were categorized in three types: at the beginning of the study, during the process of data collection, and finally, at the time of writing the findings.

At the beginning of the study, even though it started as a macro-project, it was decided to continue with the study separately. To explain further, there were twelve (12) researchers that belonged to the macro-project, but it was very difficult to be in agreement with all the group in decisions making, so that, for the benefit of the project and to maintain good relationships between the participants, it was decided to be divided into groups preserving the nature of the project.

Additionally, the investigation was conducted in just one public school, due to the fact that the other schools did not have knowledge or were not inform appropriately about the purposes of the study and its benefits, so that they were not willing to continue with the project. In some schools the entrances of the researchers were not permitted, in others, the school principals were never at the school, so it was impossible to contact them to explain what the project was about. The above reasons mentioned, led the researchers eliminate the other schools to finally preserve the only school that helped the project with its purpose.

On the other hand, during the process of data collection, some teachers of the schools refused to be observed because they had the wrong thought that their teaching

methods will be judged by the Secretary of Education of Risaralda, so the researchers respected teachers' decisions and continued with the ones that allowed being observed.

Finally, by the time of writing the findings, information about the state of the art studies was limited in the area of teaching English in public schools. There is plenty of information about states of the art in other countries or in private schools that did not help to guard the nature of the project defined as public and located in Colombia. Nevertheless, the study was based and compared with two similar research projects of two towns of Risaralda which served as major reference for this current study.

12. Conclusions

The current research was conducted with the objective of identifying and reporting the present situation of the language teaching of a public school in Pereira. The aim to look for answers to the research questions about approaches, methods and techniques implemented in ELT scenarios and the perceptions teachers and students have regarding the language teaching field.

To begin with, the results of the study showed that the Grammar Translation Method and elements of the Audio-lingual methods are the most common methods used in the English class which are implemented to provide instructions and explanations as well as impeding the students' opportunity to produce the language. Talking about techniques developed during English lessons, teachers made use of the questionnaires, both oral and written forms, with the purpose of checking students' understanding. Besides, other types of techniques were also implemented. For instance, fill in the blanks which was employed by learners to complete information of a specific text. Translation of a passage was put into practice with regard of knowing the meaning of readings or paragraphs. Drills was a technique implemented by teachers to improve student's pronunciation as well as practicing the listening comprehension.

In terms of perceptions among teachers, there were some differences regarding the students' process because one teacher thought that the level of students of public schools is low compared to the demands of the competences established by the Ministry of Education. On the contrary, the other teacher stated that, there is a long process that

students have to face to see improvements. Additionally, both teachers agreed with the awareness of the teachers to be updated in the teaching practices.

Finally, it was evidenced that the use of songs fostered learners' listening comprehension due to the fact that the exposure to listening tasks, positively affects learners' interest in the class. Along with this fact, teachers are also conscious that repetition using some features of the Audio Lingual Method is fundamental for students to succeed in the process of learning in a foreign language.

To conclude, with the implementation of new Bilingual projects conducted consciously by the public institutions, important improvements in the Colombian English classroom are going to be demonstrated in the ICFES results as more competitive citizens in the English field.

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14. Appendixes

14.1. Appendix 1

Consent letter



Universidad
Tecnológica
de Pereira

01-2144- 04

Pereira, 15 de febrero de 2013

Señor Rector

Pereira

(2144-0000-0)


Cordial saludo:

Dentro de las exigencias de la modernidad está el manejo de un idioma común que les 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.

Es por ello la Universidad Tecnológica de Pereira a través de la Licenciatura en Lengua Inglesa, han emprendido acciones para el fortalecimiento del inglés como segunda lengua.

Por tal razón se requiere su colaboración y disposición, de acuerdo al compromiso asumido en la visita a cada uno de los núcleos donde se presentó la naturaleza del proyecto, para dar inicio a las entrevistas y observaciones que se realizarán a los coordinadores académicos, profesores del área de inglés, las cuales estarán a cargo del grupo de estudiantes seleccionadas de la Universidad Tecnológica de Pereira, de la licenciatura referida, quienes harán presencia en las Instituciones durante los primeros meses del año 2013.

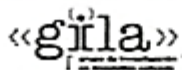
Le agradezco su colaboración con la cual contribuye al logro de nuestros objetivos académicos.


ENRIQUE ARIAS CASTAÑO
Coordinador
Licenciatura en Lengua Inglesa

Anexo: Un folio

14.2 Appendix 2

Questionnaire format- Teacher 1



Universidad Tecnológica de Pereira- Alcaldía de Pereira
Licenciatura en Lengua Inglesa
Grupo de Investigación en Lingüística Aplicada

Questionario Profesor de Inglés

El proyecto investigativo El estado del arte de la enseñanza del Inglés en colegios Públicos de Pereira, conformado por 12 estudiantes de la Licenciatura de la Lengua Inglesa de la Universidad Tecnológica de Pereira en compañía de la Alcaldía Municipal de Pereira, se encuentran realizando un diagnóstico acerca de la enseñanza del inglés en colegios públicos de Pereira, el cual, contará con el acompañamiento de 3 profesionales con una amplia experiencia en la el campo de la enseñanza de la Lengua Inglesa, los cuales aportarán su constante asesoría y recomendaciones para que este proyecto sea llevado a cabo de la mejor manera. Este proyecto busca específicamente conocer y escribir los procesos de enseñanza en los salones de clase, la forma en la que esta segunda lengua (inglés) es percibida tanto por docentes como por estudiantes, así como también las tendencias pedagógicas y metodológicas que en la actualidad se implementan en 26 instituciones oficiales de Pereira pertenecientes a 8 núcleos educativos.

Al ser partícipe de esta investigación, usted estará contribuyendo significativamente en el proyecto anteriormente mencionado, por consiguiente, agradecemos su colaboración durante el desarrollo de este proyecto.

A continuación encontrará una serie de afirmaciones. Por favor lea cuidadosamente cada una de ellas y conteste las preguntas en una forma objetiva y con la mayor veracidad del caso.

OBJETIVO

Caracterizar el estado del arte de la enseñanza del inglés en la ciudad de Pereira en instituciones públicas.

INFORMACIÓN ACADÉMICA

1. Estudios realizados

NIVEL LUGAR FECHA TITULO

Bachillerato Instituto Tebeida - 1996

Pregrado Universidad del Quindío - 2003

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 ____

4. Tiempo de experiencia enseñando inglés

Entre 1 y 4 años ____ Entre 5 y 10 años ____ Más de 10 años ____

CAPACITACIÓN Y ACTUALIZACIÓN

5. Cursos de capacitación recibida (Favor indicar los cursos tomados en los últimos cinco años)

NOMBRE CURSO	DURACIÓN	FECHA	ENTIDAD QUE LO REALIZÓ
Fortalecimiento Inglés	200 h	2010	Universidad Tecnológica de Pereira
Fortalecimiento Inglés	200 h	2011	Universidad Libre sede Pereira
Diplomado en Gestión Curricular-Pedagógica	40	2012	Universidad Católica

6. ¿Ha mantenido usted contacto con la Universidad después de haber egresado?

SI ____ NO ¿En qué forma?

7. ¿Ha adquirido usted últimamente bibliografía sobre la metodología de la enseñanza del inglés? SI ____ NO ¿Cuál o Cuáles?

AUTOR	TITULO	AÑO

8. ¿Ha adquirido bibliografía en inglés?

SI ____ NO ¿Cuál o Cuáles?

AUTOR	TITULO	AÑO



9. ¿En los últimos cinco (5) años ha participado en seminarios o congresos del

Área? SI NO ¿Cuáles?

Asistente Ponente

TITULO DEL EVENTO ENTIDAD ORGANIZADORA FECHA

Seminario de bilingüismo 2010 Armenia
VI Seminario Nacional Petits Princes, comment encourager
la production orale chez les adolescents - Alliance Française 12-14 octobre 2011

10. ¿Pertenece Usted y/o es socio activo (socio actual) de alguna Asociación

Académica?

SI NO ¿CUÁL(ES)?

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

Capacitación en mejoramiento de lengua y
uso de herramientas web 2.0

12.Cuál es su opinión sobre el nivel académico en el Área de Inglés de su colegio?

Pésimo Malo Regular Bueno Excelente

¿Por qué? (prueba)

Mejor Incrementar la intensidad horaria y
proveer con material de fotocopia.

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

A1

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

Es una prueba de Vocabulario y de estructura gramatical.



15. 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.

Planeación de clase

14. ¿Los estudiantes tienen texto guía? SI ___ NO X

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?

Material fotocopiado - creado por el profesor extrayendo información de diferentes libros

15. ¿Qué tipo de libros consulta usted para la preparación de sus clases? ¿Señale en orden de importancia para usted?

AUTOR	AÑO	TITULO
<u>Lit and John Sozis</u>	<u>2004</u>	<u>New Hardway</u>
<u>Susan Stemplekio</u>	<u>2007</u>	<u>Talk Time</u>
<u>Michael McCarthy - Jean McCarten</u>		<u>Touchstone 1</u>

16. Habilidades en que hace mayor énfasis en sus clases, enumere en orden de importancia.

Listening X Reading _____

Speaking X Writing X

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

18. ¿Qué estrategias usa para preparar su clase?



20. 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

30. 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? Tomando como referencia Estándares para cada nivel de grado y las diferentes habilidades del lenguaje (Escuchar, hablar, leer y escribir)

31. 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 _____

32. De los siguientes objetivos señale en orden de importancia (1-2-3-4-5.etc. Siendo el 1 el menor y el 5 el mayor) los planteados por usted en su programa.

_____ Comprender correctamente la lengua hablada.



- 5 Entender un texto escuchado, sobre un tema con el cual este familiarizado.
- 4 Hablar el idioma con corrección y seguridad.
- 3 Participar en conversaciones sencillas sobre los temas estudiados
- 2 Escribir el idioma con corrección y seguridad
- Leer y traducir con precisión el material escrito en Inglés, de manera comprensiva analítica y crítica.
- 1 Leer comprensivamente con el fin de captar el sentido general de un texto y extraer la información específica.

Otros ¿Cuáles?

MEJORAMIENTO ACADEMICO

25
~~24~~ 23. ¿Practica usted la lengua extranjera? SI X NO _____ ¿En qué forma?
Asistiendo a Cursos de Capacitación por parte
de Secretarías de Educación Municipal - en fortalecimiento
del Inglés

26
~~25~~ 24. ¿Ha presentado usted alguna vez algún examen de inglés, para medir su nivel de competencia en lengua extranjera?

SI X NO _____ ¿Cuál o Cuáles?

NOMBRE	AÑO	PUNTAJE
<u>Cambridge online exam</u>	<u>2011</u>	<u>B2</u>
_____	_____	_____
_____	_____	_____

27
~~26~~ 25. Cómo considera su nivel de Inglés en este momento?

Bajo _____ Bueno X

Regular _____ Excelente _____

¿Por qué?

Porque he estado en constante uso de la
lengua por lo tanto me he mantenido en nivel

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

Questionnaire format – Teacher 2



Universidad Tecnológica de Pereira- Alcaldía de Pereira
Licenciatura en Lengua Inglesa
Grupo de Investigación en Lingüística Aplicada

Questionario Profesor de Inglés

El proyecto investigativo El estado del arte de la enseñanza del Inglés en colegios Públicos de Pereira, conformado por 12 estudiantes de la Licenciatura de la Lengua Inglesa de la Universidad Tecnológica de Pereira en compañía de la Alcaldía Municipal de Pereira, se encuentran realizando un diagnóstico acerca de la enseñanza del inglés en colegios públicos de Pereira, el cual, contará con el acompañamiento de 3 profesionales con una amplia experiencia en el campo de la enseñanza de la Lengua Inglesa, los cuales aportarán su constante asesoría y recomendaciones para que este proyecto sea llevado a cabo de la mejor manera. Este proyecto busca específicamente conocer y escribir los procesos de enseñanza en los salones de clase, la forma en la que esta segunda lengua (inglés) es percibida tanto por docentes como por estudiantes, así como también las tendencias pedagógicas y metodológicas que en la actualidad se implementan en 26 instituciones oficiales de Pereira pertenecientes a 8 núcleos educativos.

Al ser partícipe de esta investigación, usted estará contribuyendo significativamente en el proyecto anteriormente mencionado, por consiguiente, agradecemos su colaboración durante el desarrollo de este proyecto.

A continuación encontrará una serie de afirmaciones. Por favor lea cuidadosamente cada una de ellas y conteste las preguntas en una forma objetiva y con la mayor veracidad del caso.

OBJETIVO

Caracterizar el estado del arte de la enseñanza del inglés en la ciudad de Pereira en instituciones públicas.

INFORMACIÓN ACADÉMICA

1. Estudios realizados

NIVEL LUGAR FECHA TITULO

Bachillerato Bethlemitas - Dic 1999 - Bach Acad.

Pregrado V. del Quindío - Dic 2004 - Lic Lenguas Modernas

Postgrado V A Manizales Mar 2013 - Mgr. en Traducción

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

4. Tiempo de experiencia enseñando inglés

Entre 1 y 4 años Entre 5 y 10 años Más de 10 años

CAPACITACIÓN Y ACTUALIZACIÓN

5. Cursos de capacitación recibida (Favor indicar los cursos tomados en los últimos cinco años)

NOMBRE CURSO	DURACIÓN	FECHA	ENTIDAD QUE LO REALIZÓ
Diplomado ...	2 m	Marzo 2013	V Católica SEM
curso de lengua	200 hrs	Oct 2011	V Libre
Lang y Metod.		Oct 2010	VTP

6. ¿Ha mantenido usted contacto con la Universidad después de haber egresado?

SI NO ¿En qué forma?

7. ¿Ha adquirido usted últimamente bibliografía sobre la metodología de la enseñanza del inglés? SI NO ¿Cuál o Cuáles?

AUTOR	TITULO	AÑO

8. ¿Ha adquirido bibliografía en inglés?

SI NO ¿Cuál o Cuáles?

AUTOR TITULO AÑO

La mayoría de textos que he adquirido están orientados hacia el tema del análisis del discurso, la lingüística, la traducción, la terminología y curricula



9. ¿En los últimos cinco (5) años ha participado en seminarios o congresos del Área? SI NO ¿Cuáles?
 Asistente Ponente _____

TITULO DEL EVENTO	ENTIDAD ORGANIZADORA	FECHA
1º y 2º congreso Nacional de bilingüismo	Unión Nacional de Educadores	año 2008 y 2010

10. ¿Pertenece Usted y/o es socio activo (socio actual) de alguna Asociación Académica?

SI NO ¿CUÁL(ES)?

Estamos creando los estatutos de la asociación "ASPIRE", actualmente soy la coordinadora del programa de bilingüismo del pereira.

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

considero que ya hemos recibido lo suficiente en lengua y metodología sería mejor orientar las capacitaciones hacia el diseño curricular y la formación en NTICs AB.

12.Cuál es su opinión sobre el nivel académico en el Área de Inglés de su colegio?

Pésimo _____ Malo _____ Regular _____ Bueno _____ Excelente _____

de quienes?

¿Por qué? (prueba)

De los docentes es excelente, todos tenemos B2-C1 de los estudiantes es regular, solo tenemos 2 niveles a la semana de inglés.

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

A1

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

No opino.



15. 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. Intensidad horaria 2. Motivación en los aulas
Planeación de clase 3. Q' los aulas sean x niveles de seriedad y no de desempeño.

16 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?

Creados por mí misma según los temáticos, preguntas problemáticas y estándares.

17 15. ¿Qué tipo de libros consulta usted para la preparación de sus clases? ¿Señale en orden de importancia para usted?

AUTOR AÑO TITULO

No tengo B en especial, consulto muchos
y utilizo mucho la Web 2.0.

18 16. Habilidades en que hace mayor énfasis en sus clases, enumere en orden de importancia.

Listening _____ Reading

Speaking Writing

19 17. ¿Qué aspectos tiene en cuenta para diseñar sus clases?

Cantidad de estudiantes, heterogeneidad de
niveles, gustos de los estudiantes.

20 18. ¿Qué estrategias usa para preparar su clase?

Se basa en el constructivismo, modelo y los ss constructivos



19. 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 ___

20. 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?

Planeamos a partir de ellos y lo contextualizamos a nuestra institución

21. 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 ___

22. De los siguientes objetivos señale en orden de importancia (1-2-3-4-5, etc. Siendo el 1 el menor y el 5 el mayor) 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

25) 23. ¿Practica usted la lengua extranjera? SI NO ¿En qué forma?

Todo el tiempo leo, hablo con anglóparlantes,
veo películas y escucho música. tengo traduccio
nes también

26) 24. ¿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
<u>COPI</u>	<u>2011</u>	<u>21</u>
_____	_____	_____
_____	_____	_____

27) 12. Cómo considera su nivel de Inglés en este momento?

Bajo _____ Bueno _____
 Regular _____ Excelente

¿Por qué?

Me preparo a diario y los resultados lo
demonstran

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

14.3 Appendix 3

Observation format- Teacher 1



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

Colegio _____		Fecha: <u>7 / Marzo / 2013</u>
Observador <u>Laura Lopez</u>		Grado a observar: <u>11C 7:25-8:20</u> Observación N° <u>1</u>
Factores observados	Descripción	Comentarios
Class Stages / Activities	<ul style="list-style-type: none"> Los estudiantes realizan una actividad (Hot potato) para repasar vocabulario (guessing) La profesora indica una nueva actividad para realizar en parejas a los estudiantes (hacer un comic) Al final de la clase los estudiantes deben finalizar la actividad pero como no le terminan entran a estado de alerta 	<ul style="list-style-type: none"> Los estudiantes se divierten al jugar hot potato y se venían interesados Para realizar la actividad puesta por la profesora, los estudiantes empezaron a traducir el texto al español.
Patterns of Interaction	<ul style="list-style-type: none"> Los estudiantes se ubican en grupos o en parejas para trabajar con worksheets Los estudiantes hacen preguntas a la profesora sobre la lectura y preguntas (work sheet) Al principio de la clase están en filas 	<ul style="list-style-type: none"> Mientras los estudiantes trabajan, la profesora monitorea el trabajo de ellos y responde preguntas.
Giving Instructions	<ul style="list-style-type: none"> La profesora da las instrucciones en español pero las traduce al inglés algunas veces. La profesora da algunos consejos para que los estudiantes puedan entender el texto 	<ul style="list-style-type: none"> Los estudiantes hacen preguntas sobre la actividad en español, la profesora les responde en español también.
Language Role	<ul style="list-style-type: none"> Los estudiantes hablan en español todo el tiempo, solo dicen algunas palabras en inglés cuando profesora se los pide. 	<ul style="list-style-type: none"> el español es la lengua que más se utiliza en la clase (para hacer preguntas a la profesora y hablar entre ellos) estudiante - Profe, Profe! Profesora Teacher.
Use of Materials	<ul style="list-style-type: none"> Estudiantes están utilizando el trabajo para el juego. Los estudiantes utilizan worksheets para trabajar individual o en pareja! 	<ul style="list-style-type: none"> Los estudiantes traducen el texto de la worksheet Los estudiantes utilizan computadores y diccionarios para traducir las preguntas y lectura Los estudiantes utilizan los worksheets en los cuadernos individualmente.



Universidad Tecnológica de Pereira- Alcaldía de Pereira
Proyecto Estado del Arte de la Enseñanza del Ingles en Pereira
Formato de Observación

aprox 29 ss.

Colegio _____		Fecha: <u>21 / March / 13</u>	<u>7:30 - 8:20</u>
Observador _____		Grado a observar: <u>11</u>	Observación N° <u>2</u>
Factores observados	Descripción	Comentarios	
Class Stages / Activities	<ul style="list-style-type: none"> -The teacher played a song (our father) -The teacher reviewed class activity and homework through correcting the HM -Ss correct their homework (comic) among themselves -Teacher was talking with some students about their scores of the subject they were finishing 1 Period. 	<ul style="list-style-type: none"> -Teacher used peer editing (with students) to correct their homework (comic about last reading) 	
Patterns of Interaction	<ul style="list-style-type: none"> -The teacher asked for 3 Ss to go to the front of the class who sing the song -Teacher asked students to correct their HM working in pairs 	<ul style="list-style-type: none"> -The students (who went in front) were motivated to sing due to the teacher gave them happy prizes (good score) 	
Giving Instructions	<ul style="list-style-type: none"> -Sometimes the teacher gave the instructions in English to better understanding. 	-	
Language Role	<ul style="list-style-type: none"> -Teacher asked for the 3 Ss in English, so they understood the instruction -Ss interacted and talked among them in Spanish. 	<ul style="list-style-type: none"> -Ss were singing and pronouncing the song with a good pronunciation. 	
Use of Materials	<ul style="list-style-type: none"> -Teacher used a tape recorder to play the song and wrote the lyric of the song on the board so Ss wrote down it on their note books 	<ul style="list-style-type: none"> -Ss used their note books for correcting the homework. -Some students were using laptop or dictionary for correcting their HM. (material google). 	

Title reading Ngrredlin and the soup



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

Colegio _____		Fecha: <u>18 / April</u> <u>2013</u> hour = <u>7:30-8:20</u>
Observador _____		Grado a observar: <u>M</u> Observación N° <u>3</u>
Factores observados	Descripción	Comentarios
Class Stages / Activities - Teacher read some parts of the song, then students sing.	- Student corrected their homework with the teacher. - Teacher played a song and students tried to sing it, using the lyrics that she provided them. - Also, answering some questions	The homework was about ICES' questions. 1 hora de técnica y clase 1 hora de canción
Patterns of Interaction	- Teacher in front of the classroom and students were organized in rows. - Teacher played a game and students should sing it orally.	teacher gives a 'happy face' to students to motivate them to participate.
Giving Instructions	- Teacher gave instructions in English but students did not understand them, so she spoke in Spanish. - Teacher asked some students to read the questions aloud in English.	
Language Role	- Teacher spoke in English but sometimes, she needed to speak in Spanish to students understand. Teacher writes some examples on the board for student's guidance.	Students understand some words such as = please read question number's 'happy face'
Use of Materials	Teacher gave students a fotocopy with the song in English with questions about the song and about the author of the song. Teacher played again the song everytime she needed it.	Students should identify some words from the song (filling the gaps) - teacher used the board to give feedback to students about the activities.

Observation format-Teacher 2



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7 Marzo

Aprox. 36 estudiantes

Colegio _____	Fecha: 7 / Marzo / 2013	
Observador _____	Grado a observar: 10 c 8:30-9:	Observación N° 1
Factores observados	Descripción	Comentarios
Class Stages / Activities tienen dos horas de clase pero partidas por el día.	<ul style="list-style-type: none"> - Profesor trata de establecer disciplina en la clase - Profesor muestra una imagen para que los estudiantes digan que va a hacer. - Profesor hace una actividad que Audio. - El profesor entrega una fotocopia de una lectura (La transcripción del audio) - 	<ul style="list-style-type: none"> - profesor dice Stop para que los estudiantes se organicen. - Los estudiantes el comparan la transcripción con las previas respuestas del audio.
Patterns of Interaction	<ul style="list-style-type: none"> - Los estudiantes inician la clase organizados en mesa redonda. - El profesor les determina un tiempo para que los estudiantes hagan el trabajo. - El profesor intercambia los worksheets para que se revisen entre ellos. 	<ul style="list-style-type: none"> - Los estudiantes se preguntan entre ellos para saber las respuestas de la actividad. - Profesor camina alrededor de los estudiantes observando como ellos trabajan.
Giving Instructions	<ul style="list-style-type: none"> - El profesor da las instrucciones en español. - El profesor les da 4 minutos para que ellos miran y revisan como van y comparan (con el audio) 	<ul style="list-style-type: none"> - el profesor les coloca el audio 6 veces. - Los estudiantes piden más tiempo para terminar la actividad.
Language Role	<ul style="list-style-type: none"> - El profesor empieza hablando en inglés pero después sigue hablando en español (profesor lee la worksheet a todos los estudiantes) - Los estudiantes hacen preguntas en español. - El profesor traduce al español lo que dice en inglés. 	<ul style="list-style-type: none"> - mientras el profe habla en inglés los estudiantes no le ponían atención pero cuando habló en español iniciaron silencio.
Use of Materials	<ul style="list-style-type: none"> - Profesor usa imágenes para iniciar la clase refiriendo un tema visto. - Después, utiliza una grabadora para realizar una actividad de listening. 	<ul style="list-style-type: none"> - Profe da una hoja para que los estudiantes ordenen unas frases dependiendo de lo escuchado. - El inglés que utiliza el profesor en el audio es británico (lo mayoría de los estudiantes no entienden)



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Formato de Observación

Colegio _____		Fecha: <u>18/ April / 2013</u>	Hour: <u>9:45 - 10:4</u>
Observador _____		Grado a observar: <u>10</u>	Observación N° <u>2</u>
Factores observados	Descripción	Comentarios	
Class Stages / Activities	<ul style="list-style-type: none"> - Teacher waited about 30 minutes while students were organizing the classroom. - Teacher provided photocopies for each SS with contain a listening exercise. - Teacher chose ss. randomly to make questions about the listening exercise. 	<ul style="list-style-type: none"> - Teacher don't manage the time among lessons step - he wasted lots of time for students work on the a: 	
Patterns of Interaction	<ul style="list-style-type: none"> - Students are very talkative and noisy, but Teacher didn't control discipline. - Students were talking while teacher played the audio. 	<ul style="list-style-type: none"> - students were organized in circle. - teacher was in front of the classroom, sometimes he was monitoring students' job. 	
Giving Instructions	<ul style="list-style-type: none"> - Teacher's instructions were not very clear for starting the exercise, he only said "follow the model that is there". 	<ul style="list-style-type: none"> - During the listening exercise, teacher were asking to student some questions in English than S answered in English. 	
Language Role	<ul style="list-style-type: none"> - Students spoke all the time in Spanish. - Teacher gave instructions in Spanish most of the time. But when he spoke in English immediately he translated into Spanish. 		
Use of Materials	<ul style="list-style-type: none"> - photocopies for each person that contains a listening exercise. - Teacher set 3 times to listen to the exercise. 	<ul style="list-style-type: none"> - Students supported on the photocopies to develop the ex (topic present perfect). 	



8 - 9-15

Universidad Tecnológica de Pereira- Alcaldía de Pereira
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 Formato de Observación

April 31 55

Colegio _____		Fecha: <u>25/ April / 2013</u>
Observador _____		Grado a observar: <u>10C</u> Observación N° <u>3</u>
Factores observados	Descripción	Comentarios
Class Stages / Activities - Teacher asked ss to make pairs and write some sentences about each other. then he review ss job by saying ss to share with the group	- Teacher greets ss in English and checks assistance - Teacher assigned to some ss to repair some worksheets that the students did last class to finish them. - Teacher make a review from the last class using the work sheet and ask them to write some sentences	- Some students stood up at the teachers desk.
Patterns of Interaction	- Ss were sit in a circle as always in English class. and the teacher started to walk around the classroom and talk, sometimes he sit in his desk.	- Ss react to some words used by the T ss: yes, use your dictionary, good morning, more or less - Teacher motivated students to participate through giving points who those that did it.
Giving Instructions	- Teachers said the instructions in English but immediately translated them into Spanish (the 1 st activity)	- Teacher wrote some examples on the board for ss guidance.
Language Role	- The teacher spoke in English but due to most of the students did not understand, he started to speak in Spanish.	- Ss ask questions to the teacher in Spanish then he answer in Spanish.
Use of Materials	- Teacher gave to ss a fotocopy which they used last class and started to finish it with ss.	- Some ss used their dictionary to develop their worksheet activity.

(lesson topic present perfect)

14.4 Appendix 4

Teachers' Interview

**Universidad Tecnológica de Pereira
Licenciatura en Lengua Inglesa
Grupo de Investigación en Lingüística Aplicada
Entrevista para los profesores**

1. ¿Cómo desarrolla usted habitualmente una clase de Inglés en este grado? (secuencia de la clase)
2. ¿Qué método considera usted es el más adecuado a utilizar en sus clases?
3. ¿Tiene usted alguna técnica antepuesta para facilitar el aprendizaje de sus estudiantes?
4. ¿Cuál es su percepción con respecto al proceso de aprendizaje de sus estudiantes de acuerdo a los métodos y técnicas que usted implementa en su clase?
5. ¿Cómo cree usted es la situación de la enseñanza del Inglés en los colegios públicos de Pereira

14.5 Appendix 5

Students' Interview

**Universidad Tecnológica de Pereira- Alcaldía de Pereira
Licenciatura en Lengua Inglesa
Grupo de Investigación en Lingüística Aplicada
Entrevista para los estudiantes**

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 es la secuencia? Desde el inicio hasta el final de la clase.
- ¿Cuáles son los materiales didácticos y/o tecnológicos se utilizan 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 describa sus cualidades y aspectos por mejorar).


- ¿Que características de la clase llaman tu atención o te gustan?
- ¿Qué sugerencias tienes con respecto a las actividades de la clase?

3. Hablemos de su aprendizaje del inglés.

- ¿Cuál es el idioma usada en clase?
- ¿Qué puedes hacer en inglés en este momento al hablar, escribir, leer y escuchar?
- En clase y fuera de clase que tanto utiliza el Inglés y para qué?

14.6 Appendix 6

General Description of the Institution


ENCUESTA EN LENGUA INGLESA
QUESTIONARIO DE DESCRIPCIÓN DE LAS INSTITUCIONES PÚBLICAS DE RISARALDA

Nombre de la institución		Dirección	
Nombre del rector			
Número de docentes	55	Perfil académico de Docentes de Inglés	Licenciados
Número de docentes de inglés	4		Especialización
Formada	Magisterio + título		Maestría
Horas de inglés por semana	11 y 3 horas	Otros	
Número de estudiantes	1.400	Número de Equipos	Descripción
Recursos físicos	Equipo	Video	
		DVD	
		Tv	
		Computador	
		grabadora	
		software	
		Internet	
		Otros	
		Salones de clase	
		Laboratorios de Inglés	
Biblioteca y material de Inglés	Libros		
	Diccionarios		
	Videos		
	Internet		
	Otros		
Elementos que se refieren a la enseñanza/aprendizaje de las lenguas o desarrollo lingüístico: relación de los estándares, área de inglés, curso o grado, lesson plan, etc.			
PD	El colegio tiene libros en humanidades, hace algunos años tenía énfasis también en Inglés pero ya no queda con humanidades.		
curriculum	Utilizan un currículo aprobado. Cuando me los curricula de temas pedagógicos del Ministerio de Educación Nacional los docentes aún no crean una guía de aula tienen los temas y los estándares de lenguaje y ellos van la evaluación.		
textos	Así mismo en la cartilla desigla en el glossa por cada grado en el grado 11 los estudiantes deben estar en nivel A2-B1		
Análisis de docencias			
	Biblioteca/paralelo	Los profesores diseñan un lesson plan por semana en el cual escriben los materiales que van a realizar en el salón de clase. También escriben observaciones de la clase.	

en 10 y 11 los profs piden a los estudiantes que preparen diccionarios Oxford, Cambridge.
 10, 11 = 2 horas Inglés a la semana
 8, 9 = 3 " "
 6, 7 = 4 " "