

THE STATE OF THE ART OF ENGLISH LANGUAGE TEACHING

QUINCHIA, RISARALDA

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## TABLE OF CONTENTS

1. Abstract (Spanish).....	
2. Abstract English).....	
3. Acknowledgement.....	
4. Introduction .....	
5. Statement of the problem.....	
6. Research questions.....	
7. Theoretical framework.....	
8. Related researches .....	
9. Methodology.....	
10. Ethical considerations .....	
11. Findings and Discussion .....	
11.1 The role of L1 and L2 in the EFL classroom	
11.1.1 Spanish as a strategy to monitor students' understanding based on language	
11.1.2 English: the language for providing instruction	
11.2 Academic community's perceptions towards efl learning and teaching	
11.2.1. Students' perceptions on the process of English language learning	
11.2.2 Teachers' and Stakeholders' perceptions towards the EFL setting	
11.3 Common features of the English lessons	

11.3.1 Techniques and strategies used in the learning scenario

11.3.2 The stages evidenced in the English lesson

12. Research and pedagogical implications.....

13. Limitations of the Study .....

14. Conclusions.....

15. References .....

16. Appendices.....

16.1 Consent letter

16.2 Questionnaire Format

16.3 Observation Format

16.4 Interview

## Abstract (Español)

El presente estudio fue desarrollado con el fin de cumplir con el primer paso de la política Ordenanza. Como corresponde a un diagnóstico de la situación de la enseñanza de idiomas en once regiones de Risaralda. De esta manera, la presente investigación se llevó a cabo en una escuela secundaria de Quinchia , donde se recogieron diferentes datos relacionados con las metodologías de enseñanza , los estudiantes, los profesores y las percepciones de las partes interesadas hacia la práctica de Inglés con el fin de identificar los escenarios de la instrucción de la lengua dentro del aula . Para hacer esto posible, se adoptó recopilar la información a través de cuestionarios, entrevistas y observaciones teniendo en cuenta la teoría fundamentada con el fin de completar el proceso de codificación, categorización y agrupación.

Como la institución cuenta con una licenciatura en idioma Inglés los resultados indican que los estudiantes están acostumbrados a practicar la comunicación de la lengua extranjera como un importante ejercicio en el aula, así como el papel de la lengua materna y el proceso de enseñanza. En términos generales, la L1 se utiliza como estrategia para vigilar la comprensión, las instrucciones y órdenes. L2 más enfocado a pruebas y aplicado para guiar las lecciones, trabajando en la habilidad de la escritura y la interacción con los estudiantes. Se observaron diferentes actividades de enseñanza en las aulas que fueron alineados con algunas de las metodologías para la enseñanza del idioma Inglés. Las percepciones de los participantes informaron las opiniones de los estudiantes sobre su proceso de aprendizaje, la práctica y los desafíos que enfrentan en el uso de la lengua y, finalmente, las necesidades de educación, proceso de lenguaje, la preparación y las expectativas de los profesores y los grupos de interés. Así, esta investigación fue una gran contribución a la macro - proyecto del Estado del Arte de la

Enseñanza del Idioma Inglés en Risaralda, que servirá como un diagnóstico para estudios posteriores relativos al Proyecto Bilingüe Risaralda.

### **Abstract**

The present study was developed in order to accomplish the first step of the Ordenanza policy. As it corresponds to diagnose the state of the language teaching in eleven regions of Risaralda. In this way, the current research took place in a high school of Quinchia where different data related with teaching methodologies, students, teachers and stakeholder's perceptions towards the practice of English was collected in order to identify the scenarios of the instruction of the language within the classroom. To succeed the research, the information was collected through questionnaires observations and interviews taking into account the grounded theory in order to complete the process of coding, categorizing and grouping.

As the institution has an emphasis in English language the results indicate that students are used to practicing communication of the target language as a major exercise in the classroom, as well as the role of mother tongue, and the teaching process in the EFL classroom. In general terms, the L1 was used as strategy to monitor understanding, instructions and commands. L2 was evidenced and was commonly used for guiding the lessons, working on the writing skill and interacting with the students. Different teaching activities were observed in the classrooms which were aligned to some of the methodologies for English language teaching. The participant's perceptions informed the student's opinions about their learning process, practicing and challenges faced in the use of the language and finally the educational needs, language process, preparation and expectations of teachers and stakeholders. Thus, this research was a great

contribution to the macro-project the State of the Art of the English Language Teaching in Risaralda that will serve as a diagnosis for further studies concerning the Risaralda Bilingual Project.

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## INTRODUCTION

This study concerned the analysis of the State of art of the English Language teaching in Nuestra Señora de los Dolores-Quinchia, which the main purpose was to declare the relevant aspects of the English language subject in terms of language use, perceptions and procedures. The goal of the research was, then, to describe the role of the mother tongue and the foreign language, the participant's perceptions towards the L2, and teaching practices and procedures in the classes.

Consequently, It is relevant to mention that this research is part of a project that belongs to an educational public policy called "La Ordenanza" implemented by the Ministry of Education in Risaralda in 2011, whose principal concern is improve, increase and promote a foreign language in the Department with the intention of being competent citizens in the English language. To carry out this research it was necessary to use some tools such as: interviews, questionnaires, and observations, and through a triangulation was possible to analyze the data collected. At first, interviews were executed with learners from 6th to 11th grade respectively where students mentioned their perceptions about the language teaching, the didactics, methods and procedures that teachers use to facilitate learning, and how they feel about their own learning process.

In conjunction to this, the collection of the results met a series of steps such as naming, grouping, conceptualizing, categorizing, and finally theorizing. Firstly, it was evidence the role of the Spanish language and the English language within the classrooms and how both complement each other to carry out instruction. Secondly, teachers and stakeholder's perceptions towards the EFL learning. Finally, the common features of the English lessons such as



techniques, strategies and lesson planning. In other words, how activities are connected to language process and the way they are applied according to the sequence and steps of the lesson plan.

## STATEMENT OF THE PROBLEM

The importance of learning a foreign language is widespread in today's world, placing a person that uses a foreign language at a higher level of social, cultural and cognitive development. “ The positive impact of cultural information is significantly enhance when that information is experienced through foreing language and accompanied by experiences in culturally authentic situations” (Curtain & Dahlberg 2004).. This fact is made evident in the Common European Framework of Reference for Languages (CEFRL)which is a guideline used to describe the achievements of learners of foreign languages across Europe and, increasingly, in other countries. “The main aim of this guideline is to provide a method of learning, teaching and assessing which applies to all languages in Europe”. The Council of Europe, through this document, intends to promote the interaction and communication between countries to enrich co-operation and decrease the prejudice and discrimination.

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

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

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

The aforementioned Project reports on a set of results that evidence the low performance in English of eleventh graders in the ICFES test in Risaralda. The statistics show that approximately the 45% of these students reaches an A1- level while the 1.6% of them reaches a B1 level according to the standards proposed by the CEFR. These standards present a series of increasing level for describing learners’ proficiency that place from A1 to C2 level. Similarly, the program “Colombia Bilingüe” conveys some statistics related to the English level of language teachers in the country. Data provided in the webpage exhibit that about the 65% of the teachers are placed as basic users of the language (Pre A1, A1 and A2) according to the CEFR. The

previous results are presented in order to establish the importance of conducting a project that first, sheds light on the needs in terms of English instruction and second, unfolds the actions, perceptions, and evidences of the English teaching in state Schools in Risaralda.

In view of the statistics that evidence the actual situation of both teachers and students, the government and the Secretary of Education have been training English language teachers. Some of the entities and institutions in charge of this training are Universidad Libre, Universidad Católica, Centro de Idiomas, Instituto de Lenguas Extranjeras (ILEX). In relation to the students, there is a program called Scholar Extended Time (JEEEX) which provides the opportunity to the students of the non-certificated towns to be part of an English program. In 2010 there were 330 students favored to the program; in 2011 there were 2430 students already involved in the process.

#### *Purpose of the study*

This study intended to give response to the first stage of the Risaralda bilingual project which attempts to represent and describe the realities of the English teaching in Quinchia, with the purpose of establishing a reference that will contribute to the development of the next phases of the project Risaralda Bilingüe. Consequently, this study contributed to reveal, expose and report on behaviors, strategies and procedures implemented in English teaching scenarios that take place in one Public High School in the region. The importance of the present study lies in the fact that it serves as a diagnosis for further stages in the process. In other words, this study may inform readers about the actions, perceptions, roles of L1, students and teachers' roles,

teaching tendencies, and techniques used in the English language teaching contexts in one region of Risaralda.

## 1. RESEARCH QUESTIONS

1. What is seen in an EFL setting regarding language use, teaching tendencies and agents' roles and attitudes towards English language teaching experience?
2. What are teachers', students' and stakeholders' perceptions towards English Language teaching?

## 2. THEORETICAL FRAMEWORK

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

Attempting to set up common indicators of what students are intended to achieve in the learning of English of Colombian schools, MEN releases the Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés.

*Estándares Básicos de Competencias en Lenguas Extranjeras: inglés.*

Responding to the Fortalecimiento de las Competencias a la Lengua Extranjera’s purpose, MEN designed a textbook that lays out standards for the teaching of English in state schools. This textbook, has as a main goal, the development of the different communicative abilities involving the linguistic competence, pragmatic competence, sociolinguistic competence among others. The standards are described for each grade from 1<sup>st</sup> to higher education, specifying the level that students should reach at the end of each grade of the program.

The standards Guia N° 22 seek to balance the English teaching and learning in Colombian schools. In addition, having standards offers Colombia the opportunity to reach international levels of attainment as well as to compare and introduce international parameters

into the local educational context. For the establishing of Colombian standards, The Common European Framework of Reference for Languages served as a benchmark.

*The Common European Framework of Reference for Languages (CEFRL)*

The CEFRL is a common basis for developing plans and curricula, examinations, textbooks, etc. across Europe. This framework puts forward a set of modular and hierarchical descriptions that specify, in a comprehensive manner, the knowledge and skills that are to be developed at each level in every skill. Namely, reading, writing, listening and speaking (Jiménez, 2011). The CEFRL is therefore of particular relevance to teachers, reviewers, authors of textbooks and teaching materials, teacher trainers and school administrators. It is expected to contribute significantly to the better reflection of the problems of interest to professional language teaching.

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

*Method*

A method “consists of a single set of theoretical principles derived from feeder disciplines and a single set of classroom procedures directed at classroom teachers” Kumaravadivelu (1994).

Drawn from Cook (1989), a method is a prescriptive concept that articulates a positivist, progressivist, and patriarchal understanding of teaching and plays an important role in

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

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

Some prominent methods pinpointed by Celce- Murcia are: Silent way, Community Language Learning, Total Physical Response, Learning. Prabhu, N( 1990 ) considers that there is no such thing as the best method, it depends on who the method is for, in what circumstances, for what purpose; that is to say, the context.

There are some elements underlying and constituting a method; to illustrate: the approach, which embodies theory of the nature of language and theory of language learning; on the other side design, which concerns a syllabus model, and teacher and learner roles. It is to the former that we now turn.

### *Approach*

Throughout decades of teaching and learning foreign languages, diverse theories have come into view as a way of conducting teachers in the field of second or foreign language teaching. Nonetheless, language teaching and learning have been involved into different changes, thus



implementing new policies in the way language is taught. Richards & Rodgers (cited by Brown, 2000) “an approach defines assumptions, beliefs, and theories about the nature of language and language learning”. However, according to Murcia (2001) facilitators are not aware of the bases and roots of language teaching; as a result, they do not take into account methodological sources and current theories in the field that hopefully they could apply in language learning scenarios.

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

An approach then, displays specific assumptions and beliefs on language and language learning (Anthony 1963; cited in Richards and Rodgers, 1986). Wrapping up the conception of approach, Celce-Murcia (2001) puts it simply as a “theory” and names some wide known and used approaches: Communicative language teaching, reading, oral-situational, direct, and communicative. Some approaches are implemented in almost all situations. It is the case of Communicative Language teaching which main purpose is to develop the communicative competence emphasizing on oral and interactive activities David Nunan's (1991).

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

## *Communicative Language Teaching*

The communicative approach to language learning pays special attention to functional as well as structural aspects of language. As it is expressed by the CEFRL (2005) learners have to develop different skills in order to learn to use the language to communicate real messages in genuine, specific situations. It has been our perception, and that of several researchers (Lorduy, Lambraño, Garcés&Bejarano 2009; Velásquez& Holguín 2012) that in many Colombian schools, English teachers focus on abstract grammatical skills and neglect the application of these to real situations. In other words, they tend to focus on the structural aspects of the language to the exclusion of the functional aspects.

Before explaining what the Communicative Approach to Language Teaching (CLT) is, the terms “approach” and “method” will be clarified. According to Brown (2001), “an approach is related to theoretically well-informed positions and beliefs about the nature of language and language learning” whereas Anthony 1963; cited in Brown (2001) defines a method as “an overall plan for systematic presentation on language based upon a selected approach”, that is to say, a set of choices made around the particular skills to be taught the content, and the order in which this content will be presented (Anthony 1963; cited in Richards and Rodgers 2001).

CLT is an approach that emphasizes the development of the communicative competence, especially, the productive skills: speaking and writing. (Bachman1990; cited in Hernandez & Rodriguez, 2002). Similarly, Brown (2001) points out that one characteristic of Communicative Language Teaching is that classroom goals are focused on all the components of communicative competence and not restricted to grammatical or linguistic competence. According to *¡El Reto!*, the communicative competence includes the development of the following competences:

- Linguistic (knowledge of grammar, orthography and semantics and their appropriate application in different contexts)
- Pragmatic (functional use of language and discourse)
- Sociolinguistic competence (knowledge of sociocultural factors which are implicit in languages).

Thus, the development of the communicative competence helps learners to increase their knowledge about the world, develop their social skills, and become more familiar with cultural aspects of the target language.

It is therefore important for language teachers to realize that in order for students to communicate in a foreign language effectively, it is not enough to focus exclusively on grammatical competence. Widdowson (1974) claims that teachers cannot think of language only in terms of sentences, we must also consider the nature of discourse and how best to teach it. That is why teachers need to bear in mind the necessity of preparing varied activities that help learners to acquire the skills necessary to communicate in real life situations.

### *Theory of language*

In this part will be mentioned some aspects of the theory of language which involves some approaches and methods of language teaching. The most fashionable one is the structural view; this is a series of elements integrated in a system which allows creating meaning. This system is generally integrated by elements such as phonological units, grammatical units, grammatical operations, and lexical items. The second is the functional view which is more focused in the function of the message rather than the form. One of the implications of this view

is the Wilkins's Notional Syllabuses which consists of including in language lessons not only grammatical and lexical patterns, but also topics that learners will need to communicate in real life situations. Finally, an interactional view promotes the language as a fundamental tool that helps people to be involved in interpersonal relations; that is to say that the only mechanism in charge of the development of interactional patterns in people is the language. This view in terms of teaching may be seen as a vehicle of interaction between learners who are seen as interactors. Richards & Rodgers cited by (Rivers, 1987) 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 four language skills (reading, writing, listening, and speaking). Nevertheless, language interaction has not been structured like other models of language teaching. Finally, language teaching models also need to be complemented by theories of learning. Similarly, Krashen distinguishes a theory which consists of five main hypotheses, namely, the Acquisition-Learning hypothesis, the Monitor hypothesis, the Natural Order hypothesis, the Input hypothesis, and the Affective Filter hypothesis; all of these hypotheses try to explain how the language is acquired or learned; Nevertheless, the most widely accepted hypothesis by linguists and language practitioners is the Acquisition Learning Hypothesis which according to Krashen (1988) "there are two independent systems of second language performance: 'the acquired system' and 'the learned system'" that is to say, the acquired system is the product of a subconscious process of development of the language similar to the way children acquired their mother tongue contrary to the learned system which is more focused on a conscious study of the language. Other hypothesis that is considered relevant is the input

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

### *Theory of language learning*

Throughout the history of teaching, different methods have emerged as a way of providing new basis for the development of the language; such as the Monitor Model of second language development, the Natural Approach, the Total physical response, and the PPP Method. These last derive from the theory of language learning.

Krashen (1981) claims two relevant concepts in his learning theory of Monitor Model of second language development which are Acquisition and Learning. Firstly, acquisition refers to the spontaneous and unconscious process to internalize new knowledge, while Learning is a conscious process in which formal teaching is necessary. According to Krashen (1981) the Monitor works as the central and conscious part of grammatical rules about the language that is learned. It is important to add that the Monitor only occurs in learning not in acquisition; in addition, a learner perceives when and how consciously makes corrections to the learning process.

On the one hand, Terrell (1977) points out the Natural Approach as a learning theory in which addresses the Counseling-learning and the Silent Way method as a priority condition for acquired learning. According to Curran (1972) in his writings on Counseling-learning focus on the idea of having a successful learning, he argues that a good classroom atmosphere may help students to overcome insecurity and anxiety. In addition; Krashen and Terrell (1983) state that

learners should be as relaxed as possible in the learning scenario to produce language. At this point, the teacher's role is to provide comprehensible input according to the current student's level; besides the facilitator is the source of the learner's output and the responsible to create classroom activities. The Natural Approach suggests that L2 (second language) must be acquired as L1 (mother tongue) is.

On the other hand, Asher (1977) talks about the Total Physical Response; he notices that children are actively doing things without needing to speak, and that their listening is performance with physical response. The Total Physical Response classroom is one in which students listen and then act, while the teacher takes the role of Director. According to Asher (1977) the facilitator is the boss in the role play while students are the actors. This method is a perspective which argues that through movements and motor activity child's language learning should be as a base for adult foreign language teaching.

### *Presentation Practice and Production*

The PPP (Presentation Practice and Production) proposed by Hammer (2009) states that it is a method that is widely used in teaching simple language at lower levels. It is divided in three stages. First, the teacher presents the target language; then, students practice the new language items; and finally they use their own ideas to talk about themselves.

### *Roles of teachers and students*

The roles of teachers and students are explained in terms of processes. In the case of learners, Johnson & Paulston (cited by Richards & Rodgers, 2001) propose an autonomous focused theory from which learners stride through different stages, where they design their own

learning program and are responsible about the current development and progress of their own process, as they belong and learn from a group where other participants are involved. Moreover, Curran (cited by Richards & Rodgers, 2001) adds a more intrinsic focus by stating a first stage where the student is entirely dependent on the teacher, and a final stage where autonomy is accomplished. On the other hand, Richards (2006) underlines the roles of a learner in the classroom within procedural routines as participation in activities, and cooperative interaction within a communicative language teaching approach. The main difference between the last concept and the previous fail into recognition of expected actions in the classroom, it is what Richards & Rodgers (2001) refer to intrinsic and extrinsic aspects.

The roles of the teacher are usually seen as administrative roles, in spite of the fact that some methods are dependent on the teacher performance. A historical method as the audio lingual is an example of the previous mentioned fact. In addition, the teacher has the autonomy to determine the content of learning, as well as providing the communication space between facilitator and students (Richards & Rodgers, 2001. P. 28).

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

the institution. In this way, the role of teachers and students within the design of a curriculum or a syllabus is still difficult to achieve.

The nature of design involves the integration of several factors in order to develop or restructure a curriculum or a syllabus. As stated in the article 77th of the norm 115 of 1994, the educational institutions are autonomous to design its own curriculum within the guidelines established by the MEN, as well as adapting certain areas within the regional requirements. Thus, the research-action in the curriculum comes from the present difficulties detected in order to improve the educational practice (Quintero et al, 2007, p.125). As Skilbeck (cited by White 1998) points out, the curriculums design concerns to the institution internally, but must not be underrated being aware that an institution involves aspects from outside, in our case, the analysis of the state of bilingualism in Risaralda. White (1998) cites the Skilbeck's situational model whose basis comes from cultural analysis, starting from the school's situation and its equivalent analysis. Consequently, the Ordenanza project suggests four stages to follow, from which the first consists on a research called Estado del Arte del Bilingüismo con énfasis en inglés en el Departamento de Risaralda, proposed to be implemented in 10 months, and from which the next stage deals with the design and redesign of curriculum.

### 3. RELATED RESEARCHES

Research studies have been considered to perceive what literature says about teaching, and learning English. Namely, the role of L1 (mother tongue) towards the learning of a foreign language, the use of both languages as a tool for teaching and learning, and classrooms' issues taking into consideration students' and tutors' use of the language, also teachers' perceptions, and



the different procedures teachers implement in their courses. In the next paragraphs will be mentioned some authors that contributed to this study.

One of the strategies implemented by teachers to get a more understandable idea about learning a language is using the L1 (mother Tongue) and the L2 (Target Language) mixed together for specific purposes such as guiding lessons, explanation, correcting mistakes, monitor understanding and providing instructions since they consider that the message will be interpreted faster, rather than using one language to complete the process of understanding and learning, as Duff & Polio (1990) point out. However, there are researchers that argue that the use of both languages serve as a mean of getting a full understanding, and consciousness towards the process. On the one hand, L1 could be used to clarify doubts, and response to issues that emerge in the classroom. On the other hand, the L2 could be used to provide and guide lessons, elicit students for participation, and promote interaction orally. Furthermore, the more students face the language the more they will enhance the language as Richards & Rodgers (2001) claim. What is more, supporting the language with technological resources is one of the main aims of Harder (2012) who says that the learning process should cause an impact through technological resources focused on students' needs.

Likewise, teachers' responsibility plays a prior role in the classroom to identify pupils' concerns as Harmer (2009) claims. On the other side, (Ashton, 1990; Brookhart and Freeman, 1992; Clark, 1988; Putman and Duffy, 1984) states that knowing teachers' perceptions about the class would help comprehend facilitators' behaviors.

What is more, students' extrinsic motivation has an important role in the learning of a language at the moment learners were influenced from some external factors Ur (2003).

Finally, Harmer (2009) declares that a full concentration on grammar will frustrate students' learning, as a consequence students will not encounter opportunities to use the language. All of these theoretical components are the basis which supports this Research.

#### 4. METHODOLOGY

##### *Type of study*

This study draws on the use of the qualitative method to provide data related to teachers' beliefs, thoughts about their teaching practice, and also students' attitudes and behaviors; about teachers' performance in the classroom. In accordance with Ray (2011), he describes qualitative studies as one of the methods used to observe and record the actions and behaviors of each single person or individual through the course of their daily lives. Therefore, the data collection was done in a natural setting, since this study was intended to understand particular situations from the standpoints of the people involved in the study and interpret their perceptions and conceptions of certain issues related to the study. (Merriam, 2006)

##### *Context*

This current study was carried out in a public School from the town of Quinchia located in the department of Risaralda-Colombia. The school is placed in the centre of the town, near the central park and it is formed academically as a language institute which the primary aim is the English language. In other words, the institute is focus on English. Besides, this school equipped

with technological resources such as TV, Computers, Library, and interactive rooms for the development of the language learning for students from 6<sup>th</sup> and 11<sup>th</sup> graders and teachers, extracurricular programs such as expositions, literature, acts, and activities related to English culture.

In a report provided by the Ministerio de Educacion Nacional (MEN), Risaralda has approximately 8.205 teachers. 1.795 of these teachers belong to the non-official sector, and 6.410 to the official sector. The School has 5 official English teachers divided in the working day (morning and afternoon) and most of them are at a B1 level according to the common European Framework.

Based on aforementioned statistics this research project was mainly concentrated on the English language teachers from a public high school in Quinchia-Risaralda. Therefore, the focus study was teachers from secondary education within 6th through 11th grades, school principals, English language coordinators and high school students.

For this study, four English language teachers were participating to reveal the aspects related to the EFL scenario. They reported the amount of hours students were exposed to the English language. For instance, two hours per week from 6th to 9th grade. Additionally, teachers shared their journal format considering aspects such as date, topic, and hours they consider to develop their lessons. This journal is provided by the institution. (See appendix 1)

It is important to point out that all teachers are graduated from Universidad de Caldas in the program of Licenciatura in modern languages, and currently all of them have specialized in different studies.

## *Participants*

Four types of participants were part of this study; namely, teachers, students, stakeholders and researchers. The first participants for this study were the teachers from secondary education within 6th through 11th grades from Quinchia who were working at a public institution in Quinchia. 3 women teacher and 2 man teachers. All of them have a degree in English language teaching, one of them has an specialization in modern languages from United States. The second participants of this study were the school principals that belonged to this public institution and that were also important sources able to provide relevant information for this study such as; curriculum, syllabus, bilingual plan and inclusion of standards in the English syllabus.

On the other hand, the English language coordination from the institution contributed to provide data to support the information collected. The director and some teachers supplied information about the methodology implemented in the classrooms, the curriculum and the syllabus teachers followed to design their English classes. Two researchers were also part of this process, whose perceptions contributed to have an outsider perspective of the data.

And last but not least, the students who provided important information about their learning process, their opinions about language learning and teaching and what they evidence in terms of their teachers' performance in the classroom.

Regarding sampling methods, students were chosen randomly for this study, and they were gathered in focus groups considering that this is an useful method for collecting large amounts of data. In contrast to this sampling, all the English teachers were selected for this research given that the number was limited and their role was of a great significance in this study, as well as the stakeholders.

### *Researcher's role*

A non-participant observation is defined by Larsen-Freeman and Long (1991), as the act that implies observing, taking notes and recording activities without taking part of them. This project had 2 active researchers that acted as non-participant observers in order to collect first hand data from the public institution that participated on the study. Therefore, the researchers did not interact with learners in the class but they observed meticulously.

### *Data collection*

As mentioned previously, the purpose of this study was to give response to the first stage of the Risaralda Bilingual Project whose main aim is to represent and describe the realities of the English teaching in public institutions in Risaralda. Considering this, different methods were administered in the process of data collection; observations (See appendix 2), questionnaires (See appendix 3) and interviews (See appendix 4). Each method is described as follows:

### *Observation*

According to Merriam (2009) she 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 closely watching classroom event, happening or interactions, either as a participant in the classroom, or as an observer of another teacher's

classroom. (p. 94). Particularly, the observation in this study was done to a high school in Quinchia for approximately three months. Each observation lasted one hour per class. In this particular case the observations were done by non- participants, who were focused mainly on taking field notes using a structured format to collect data about the classroom and the events that took place in it, teachers' performance, and students' attitude and reactions toward the class. Four- hour's observation and one-hour per each teacher was conducted in the school to explore the English language teaching scenario.

### *Questionnaires*

They were used to collect data from four teachers and one principal from the institutions about personal information, teachers' academic background, methodology, and lesson plan design, among other relevant information. Herbert, W. (1989) indicates that "questionnaires are printed forms for data collection which include questions for statement to which the subject is expected to reply anonymously". Therefore, the participants involved were being surveyed in order to obtain more profound information about the personal and profession experiences in the process of teaching English. This survey was structured and implemented at the beginning of the study.

### *Interviews*

In order to obtain information from pupils' point of view related not only to their progress but also about the EFL class itself, a format with some questions was used. According to DeMarrais (2004) interviews are a method that is executed through a conversation between

researcher and participant so as to gain data that will be implemented in a research analysis. Therefore, thanks to the information provided by the students, it was possible to establish the position of each of them towards the English class.

### *Data analysis*

Once data was collected, the process of analyzing began. This procedure was conducted taking into consideration the grounded theory as stated by Charmaz (2007). Firstly, information was classified to identify the suitable information. Then, it was grouped by similarities. After, it was conceptualized by codes. Later, it was categorized, and later it was theorized.

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

ONSD# (Nuestra Señora de los Dolores, Observation #) ; NSDSS# (Nuestra Señora de los Dolores, Interview, Student,#) ; QNSDP# (Nuestra Señora de los Dolores Questionnaire, Coordinator 1, Question, #).

## ETHICAL CONSIDERATIONS

The current research was aligned in order to complete the research in a precise way. The prior aspects were considered to shield the confidence of the people involved in the research, and to reduce constraints that could disturb the nature of the project. Some considerations were pointed out from the very beginning of this study to clarify the credibility, the fruitfulness, and the dignity. Primarily, the early stage was to provide an information letter with the purpose of announcing the main objectives of the study. (See appendix 5) Additionally, with all the information concerning this macro-project, each individual could declare volunteer participation in it. Afterward, it was necessary to obtain consent from the coordinators, principals, and English teachers of the school. Not only four facilitators but also a coordinator was asked to fill a form. These actions were implemented due to the sensitive nature of this research to fulfill the pre-established instruments of data collection. This last took place during school schedule. Lastly, the non-participant observers started collecting the data showing respect to the members, so they could have a fair relationship among them. At the time of data collection, colleagues were informed and invited to know the results of the study at the moment the research project ends. As researchers we show gratitude to all of the participants that were involved in this study.



## **FINDINGS AND DISCUSSIONS**

### **THE ROLE OF L1 AND L2 IN THE EFL CLASSROOM**

The following finding deals with the role of both languages in the observed EFL settings. Both languages had different roles in the classroom; the mother tongue was used as a strategy to monitor students' comprehension and the foreign language was used as a tool to present the topics, interact with others, and provide feedback. This is how L1 and L2 complemented each other to carry out instruction in the classrooms.

- **1. Spanish as a strategy to monitor students' understanding based on language**

The mother tongue played two main roles in the learning setting where this study was carried out. It was frequently used when the teacher needed to monitor and check understanding of the taught concepts, assigned activities or tasks, and provided instructions in the classroom. Data suggest that Spanish was employed in English lessons with the purpose of compensating students' learning difficulties in terms of their second language abilities due to the fact that in some cases not all the learners were able to understand what it was explained in the target language. The following excerpts taken from data show the role of L1.

- O NSD1: utilizaba la lengua materna para explicar algunos ejemplos que la profesora daba con vocabulario que los estudiantes posiblemente no sabían, y para aclarar algunas instrucciones

- O NSD2: Usó la lengua materna para hacer sus instrucciones más claras (*Muchachos lo que tienen que hacer es lo siguiente*)

Data presented above suggest that the teacher used the mother tongue to make the instructions more simple, monitor comprehension after presenting information in L2 and facilitate student's understanding. Although, some students were able to understand information of the data above in L2 without major difficulties, there were others that get confused in the process; therefore, the teacher might draw on Spanish to assure students' comprehension.

From the observation it was evidenced that the teacher made use of the mother tongue in order to get student's attention on the activities and task they were doing.

As students' language knowledge is in process, the teacher switches to L1 as an option for the understanding of difficult aspects such as: vocabulary, grammar, giving feedback, comments, and explanations. The fact of switching both languages for clarifying instructions and understanding may help learners to acquire a basic knowledge on grammatical and lexical concepts of L1 and L2. As stated by Juarez and Oxbrow (2007) "the judicious use of the mother tongue and translation as a teaching tool could be advisable as a means to increase knowledge of language systems in order to help learners make useful comparisons between languages". Notice in the following data that students highlight the use of Spanish within English activities in order to avoid confusion and misunderstanding.

- NSDSS: - ¿En los trabajos escritos los ponen a traducir. Por ejemplo de español a Inglés ?/ Ans/ pues a mí me parece que en español también, pero hay muchos estudiantes que no entienden, entonces ellos les toca usar el español.

One of the interviewed participants asserted that Spanish should be used in some situations because some students do not understand explanations in L2. His comment showed that he agrees on the fact that L1 is used in certain situations of the learning process. The following data shows different roles of the mother tongue in the EFL classroom, they reveal that L1 plays an important role during a class session.

- O NSD1 ella repetía el significado de la oración en español “cuantos estudiantes tiene usted?” – (countables and uncountables).
- NSDSS la profesora hace uso lengua materna en actividades?

R/ pues a veces, siempre y cuando tenga que ver con el tema.

The need for using the L1 in classroom seemed to be very important in the EFL class. According to the data showed above, it is clear that the teacher tended to repeat in L1 what was being said in L2 and depending on the topic or activity they were developing.

- ONSD1. Algunos estudiantes participan, entienden y dan respuesta a lo que la profesora les indica en la lengua de estudio

We could see during class observations that students make comparisons between the two languages since they find it useful for understanding. Juarez and Oxbrow (2007) suggest that “it is a well known fact that students make useful comparisons between languages all the time mentally so it seems logical to make it explicit as a means to promote the noticing of features of language input for improving acquisition potential”. We can infer that students try to make connections between the two languages, and it seems that it became a strategy for the process of acquisition a second language.

Since not all the students were able to comprehend the message the teacher translated the sentence into L1 in order to facilitate and improve the learner's awareness towards the target language. Therefore, from the observations it was evidenced that instructions in L1 become part of the learning process and contributes to student's comprehension. This shows that use of L1 is a useful teaching method in which student's performance in tasks depends more on what they understand, and the successful or failure on such activities varies on how they get the information and how they interpret it.

- **2. English: the language for providing instruction**

After data collection, it could be noticed that the use of L2 was commonly used for guiding the lessons, working on the writing skill and interacting with the students. In some cases, learners participated and shared their ideas using the target language during the sessions. It is important to mention that their oral and written participation was limited to answering questions asked by the teacher and their answers followed prefabricated structures. In brief, students' oral production was limited to drilling exercises and replying by using short statements.

The following excerpts taken from different sources show the role of L2 in the EFL classrooms.

- ONSD2 Algunos estudiantes participan, entienden y dan respuesta a lo que la profesora les indica en la lengua de estudio
- ONSD1 La profesora utilizo la segunda lengua la mayoría del tiempo durante la clase.

The previous data suggest that the L2 had a significant role during the class session. It is evidenced that speaking is being implemented by learners on the activity they were developing since they are responding to teacher's indications. Notice that according to the data, English is produced at least in short statements.

- ONSD1 solo utilizaban el Inglés para decir algunas palabras como *love, Money, teacher*

Another important aspect is that the target language had a high rate of use, as the teacher motivated some students to participate; it allowed them to communicate in the target language establishing at the same time a small conversation through simple instructions and individual comments. This is an extract from data collected.

- ONSD2 Cita a varios estudiantes a que realicen varios ejemplos de acuerdo al tema

In addition, the lesson and activities had a significant role in terms on contribution to learning. As the activities developed in class were based on communication and interaction it led students to use the L2 continuously. In many cases writing and speaking skills were the abilities that were frequently evidenced in class due to some students gave short opinions, quick written answers and request for vocabulary. From interview students were asked if they used the L2 in every activity. The following data shows that they have an average of use in almost everything proposed

- NSDSS en muchas actividades todo lo hacemos en ingles.

- ONSD1 La profesora en sus explicaciones hace uso del entorno y cita a varios estudiantes a que realicen varios ejemplos de acuerdo al tema.

Although English in some cases was limited, the activities tend to be explained in L2 as much clear possible. It seems that the language used by educators from this institution in Quinchia becomes a major source of input for foreign language learners.

Morahan (2002) claims, the use of both languages in the process of learning second languages are important. However, the L1 should not be greater than the use of L2 “The use of L1 is for clarifying purposes and should not be the primary mode of communication either by the students or teacher(s) in the L2 classroom. Once an appropriate balance is achieved, the use of L1 will enhance an L2 classroom.” It is important to highlight that the use of L2 in the classroom has been implemented accordingly to student’s knowledge and capacity to produce and use it. L1 is a strategy used to monitor comprehension, but it is not the predominant language in the learning process. Teacher led organized and monitor activities providing ample occasions for students to listen to or engage in dialogues in L2 with them during the activity.

Therefore, the use of L1 and L2 result positive to student’s learning. As both languages have similarities and differences, the use of L1 encourages students to have positive attitudes towards the process of learning of the L2 , whether they are use for explaining, giving instructions, correcting, guiding, or in some cases for dialoguing. Teacher should know where is the moment indicated to address in the correct language depending the purpose of the case taking into account that the goal is to having students engaged with the language of study.

## ACADEMIC COMMUNITY'S PERCEPTIONS TOWARDS EFL LEARNING AND TEACHING

The current finding describes two categories that focus on language learning and teaching. The first category deals with student`s perceptions which are related to their personal opinions about their learning process, practices within the class and challenges encountered towards the language. The second category is related to teachers and stakeholder`s perceptions in terms of language preparation, methodology, and the integration of language skills.

### - 1. Students' perceptions on the process of English language learning

During the data collection process, students indicated some aspects of their English classes, the first one deals with language learning process, the second with the English class and the last one deals with the difficulties students face in their learning. Data suggest that students perceive English language learning as a process that needs to be guided in a creative way.

- NSDSS12 supe que hay una fundación llamada "encantum" Y ellos cada mes o dos meses vienen y nos da actividades para eso. En esa fundación ellos dicen que el nivel de inglés del colegio es bueno porque nosotros le entendemos y ellos también a nosotros.
- NSDSS10:*a veces practicamos con canciones en inglés ellos nos dan las letras en inglés y lo que no vamos entendiendo él lo explica. Ya en todo caso es muy bueno*

In the data presented above one student says that there is an institution that provides them a series of tasks to develop in extra classes and also different activities included in its program as

stated in the last comment. The students seem to be aware of the relevance of learning a foreign language and this is evidenced in their participation in extra class activities, which leads us to infer that they might see the importance of being exposed to language activities that might contribute to reinforce learning processes.

Regarding the English class, all the interviewees agreed on the fact that English lessons are well prepared in terms of organization, preparation and performance. Lessons follow a sequence according to the topic they are studying as the following data shows. When the students were asked to describe an English lesson they said.

- NSDQG11 Los profesores primero explican lo que van a desarrollar y luego ejercicios y luego ya vamos practicando hasta que los estudiantes la cojamos y ahí si nos evalúan que fue lo que aprendimos .Ans/ la profesora hace actividades con nosotros jugando y al mismo tiempo vamos aprendiendo. Didácticas y divertidas (el estudiante agregó)
- NSDQG12 Los profesores tienen diferentes técnicas para enseñar como teoremas, cuentos, prácticas...Nos da como las ideas de cómo nosotros aprendemos el Inglés.

The students' answers stated above clarify that teachers develop their classes according to their needs. In the first data, notice that the student describes the structure of the lesson (explanation of the topic, exercises, practicing and evaluation) which suggest that teachers follow a sequence in the topic. Following the student's comment we can infer that teachers use a PPP methodology



which stands for (presentation, practice and production). According to Harmer (2009). “In this procedure the teacher introduces a situation which contextualizes the language to be taught”. It means that at the beginning of the lesson the introduction of the language is focused on any topic. When this process is achieved, students practice the language through different activities until they used for communicative purpose, that is call production.

Another perception from students is that they seem to enjoy their English classes, since they propose a wide range of activities that allow them to practice the language skills through a variety of tasks. It might be inferred that students are aware of the stages of the lesson conducted by the teacher and regard these stages as appropriate for the class. Regarding the data, teachers employ different activities concerning their interests such as: *role plays, crosswords, dices, hot potatoes* and more .In the comments stated in the data above suggest that these activities tend to promote interaction and make the students feel more engaged in the learning process. In fact, in the second and third answers students added that different activities are applied such as: stories, theorems and improvisations. Probably teachers apply these types of activities in order to vary the tasks, to keep students focused, to provide new learning, and interaction. Wood (2008) states that “The teacher’s main role is the facilitation of learning by providing various experiences for the students”. This might be the reason why learners seem to have a positive perception towards the learning process, given the fact that the teacher provides different opportunities for learning. In addition, they also argued that their sessions are positive in terms of quality as it is show in the following data.

- NSDSS5 Recordando el trabajo realizado por los docentes en las clases de inglés, cuales creen que son las cualidades de la clase? Que es lo que más se destaca en la clase?

Ans/

Muy fluida.

Muy divertida y práctica

Muy divertida, buena.

Students from 6 to 11 grades that participated in the interview assure that their English classes are dynamic and interactional. It means that they found it interesting and agreeable. They see the connection between the teacher and the topic. Their comments assured that not only they find their classes enjoyable and fun, but also it is remarkable that teacher's performance seem to meet the students' needs and the integration of some activities corresponds to the topic and grade level. More evidence about this interpretation is found in the following data.

- NSDSS2Q4 En muchas veces nos dejan que juguemos y aprendamos eeehh, interactuemos con el idioma. Por ejemplo, hoy hicimos muchas actividades.

Ans/ Los profesores muchas veces pegan vocabulario en el tablero en carteleras

The evidence shows that most of the students find their English classes enjoyable in terms of participation. In other words, the participation part students are motivated, active and engage. In their comments it is remarkable that each activity developed in class have something interesting depending on the topic they are studying. Data suggest that students seem to enjoy the type of

activities proposed in the classroom as well as the stages of the lesson presented. In addition, they agree that teachers make use of materials and assured that they illustrate images and flashcards in order to make the class interactive for the development of their language learning in accordance with the different learning styles. It can be inferred that the students' good response towards the activities proposed along the English lesson is due to the fact that the lesson goes through a set of stages that follow a logical sequence, with regards to that Moran (2007) argues that the PPP method increases the student's opportunities to talk, interact, explore and become a "user" of the language as the lesson moves from one stage to the next. Regarding the author's comment we can infer that the stages of the lesson is evident and the fact of using PPP methodology allows students to feel engage to the language, active to participate and to produce the language.

Finally, regarding to student's challenges face in their learning corresponds to the difficulties on producing the language. In the following data, we can infer that teachers encourage students to think and to express their ideas in English which becomes challenging for them.

- NSDSS12 pues, es que la nivelación de todos los estudiantes como que no es lo mismo, por lo que unos van a entender mas que otros. Entonces como que unos estamos en un nivel un poquito mas avanzado que otros.
- NSDSS10 es que hay unos que como que se bloquean, hay unos que no son buenos y como que les queda duro aprender inglés.

The data above shows that difficulties concerning to the language learning is to understand and to use the language. Students agree with the fact that learning the language is difficult due to the

problems that arise from individual aspects of the students such as being embarrassed with their classmates or the teacher. It might be inferred that in most of the cases the problem of producing the language comes from the apprehension to participate or even the lack of interest and knowledge in some students.

On the other hand, students find challenging the fact of thinking and understanding the language. The following data suggest that teachers encourage students to internalize and comprehend the language which makes difficult for them when they want to use it.

- NSDSS8 Pues la mayoría de veces la profesora nos dice que tratemos de pensar las ideas en inglés y entenderlas.

The data shows that students make an effort on getting the language. It means the understanding of the ideas. In his comment we can infer that they find difficult to think in the target language due to some challenges such as translation, lack of vocabulary and knowledge of the language. Notice that teachers promote motivation by encouraging students to try to think in English as the first step of the session. Consequently, students get confused or probably they face some external or internal factors that affect their leaning such as anxiety. According to brown and Sahin (2001) Anxiety can have an inhibiting effect and impede the process of successful language learning, student's success or failure depends on the factors that originate in our environment or teachers themselves. It might be inferred that findings are aligned to what authors have reported in relation to affective factors that impact the learning process. Depending on the classroom environment and teacher's aptitude, inhibition and anxiety are those common problems face in EFL classroom which involves a challenge in student's learning. As students get block to any

task proposed in class, the simple act of participating conveys fear to think and generate self-doubt.

- NSDSS2 En muchas veces nos dejan que juguemos y aprendamos eeehh, interactuemos con el idioma. Por ejemplo hoy, hicimos muchas actividades

As a result, students perceive their English classes as worthy in terms on content, dynamism, and creativity. The types of activities and the variation of the same are greatly important for their acquisition and leaning style. The difficulty and the student´s effort in their English classes becomes a reward in terms of knowing the language. Finally, having fun and establishing rapport make the class interesting and agreeable for students due to the fact that learning a language requires a lot of dedication and innovation for avoiding boredom. Gayoum (2011) states that “ The EFL teacher must thus provide the class with a wide range of learning group and individual activities which can hold the student's attention, stimulation, interaction and communication in order to prevent boredom”. As a matter of fact, it can be inferred that students find an EFL class effective when they face not only the notion of leaning something, but also how do they learn and increase their opportunities to practice the language in a positive climate.

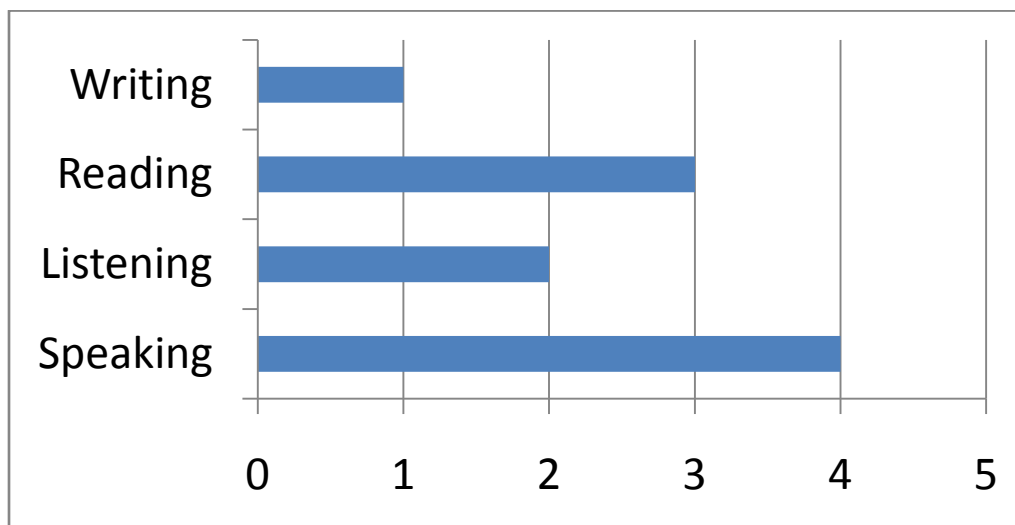
## **2. Teachers’ and Stakeholders’ perceptions towards the EFL setting**

Throughout the data analysis, we found some comments from teachers about the English teaching within the institution. This finding deals with teacher´s preparation, teachers’ perceptions on language teaching, teachers’ needs and challenges faced in the teaching and learning process.

Teachers highlighted the most relevant issues concerning the language teaching preparation.

Although teachers consider that the intensity of the language learning is not enough, in the following data teachers make evidence of the most important skills applied in classes from the most important to the less important.

- QNSDP1 Enumere las habilidades en que hace mayor énfasis en sus clases
  - Speaking: 4
  - Reading:3
  - Listening :2
  - Writing:1



The data presented above shows that teachers integrate the four skills making much more emphasis in speaking. They highlighted the fact that speaking is the most important in their English classes followed by reading and listening as the second important and finally writing as the less important.

NSDSS10 En muchas actividades todo lo hacemos en inglés.

One of the students that participated in the process affirms that instruction is guided by using the L2 which means that the use of English was always predominant in the learning scenario. Besides, it was evident that teachers integrate all the skills in their syllabus taking into account the procedures for the development of each one, facilitating the understanding of key points, participating, correcting, repeating and producing. During the questionnaire, teachers were asked which is the most important feature in their English lesson. They stated the following except.

- QNSDP1 Incluir las cuatro habilidades. Clases dinámicas en las que los estudiantes se involucren con el uso del Inglés.

Notice that teacher includes the four skills in her lessons where the language is used. But, according to data shown before, in most of the cases speaking is the predominant skill in every session. Data suggest that a dynamic class will contribute to include more than one language skill. Brown (2000: 218) argues that “integrating -skills promote greater students’ motivation in order to convert to better retention of principles for effective speaking, listening, reading, and writing”. It was noticed that students consider their classes dynamic, given that different skills are promoted into the learning scenario. This means that integrating skills get students active in

order to retain basic knowledge for the development of each skill. This integration of skills seems to make the class more learner-centered, as well. Probably, the types of exercises proposed in the classroom are usually inclined towards helping the students use the language for interactional purposes. However, in the observed classes, it was evident that teachers are more inclined towards the speaking skill rather than on the writing production.

On the other hand, teachers consider very important the use of materials for the lesson plan preparation. Teachers were asked what they considered first at the moment of planning their sessions, they highlight the following data.

- QNSD : Fotocopias y material auténtico
- QNSD Diseño las actividades de acuerdo a la secuencia que lleve el grupo

Data suggest that teachers are concerned and interested with the design and preparation of their sessions. The use instruments for teaching, in this case photocopies and authentic material such as magazines, newspaper, and programs were one of the most important tools evidenced in class. Materials such as pictures, toys, and objects were focus on the topic which led students to understand easily the instructions during the activity. Even students assure that teachers include games or didactic activities in order to create an agreeable atmosphere. It means that through the use of these material teachers allow students to be connected with the topic in process and the language indirectly.

Another interesting topic that emerged in the process of data analysis is that teachers are aware of their needs in their professional development. It means that they are interested in their autonomous learning since they find it relevant to be update with the latest trends in teaching



such as English practices and training. During the questionnaires, teachers were asked what type of training did they considered should be applied in their role of English Teacher.

- QNSD: Seminarios o congresos que hablen sobre nuevas metodologías de enseñanza.
- Leo algunos textos y de vez en cuando me comunico con personas de otros países.
- In the data above, when they mention the resources they need, it was found that more preparation is requested from teachers' side in order to improve or strengthen their knowledge in the English field. Probably, they consider that the knowledge they have is not enough for carrying out their teaching practices; therefore, they are in need of taking some seminar courses in order to acquire detailed knowledge for the application of new teaching methodologies. Campbell (2004) states that “It is important that teachers learn to use a variety of teaching methodologies in order to cater for the range of learning needs and requirements that are present within most class environments” P 41. The use of different methodologies extends the progress in the different learning areas such as writing, speaking, reading and listening. In the following extract, teachers had to selected different objectives listed for designing a program in which they highlighted the most important according to their perception.
- QNSP1 Señale los objetivos de mayor importancia por usted en su programa
  1. Comprender correctamente la lengua hablada
  2. Escribir el idioma con corrección y seguridad
  3. Participar en conversaciones sencillas sobre temas estudiados

Data lead us to believe that English teaching is inclined towards the development of speaking skill rather than writing or any other skill. Besides, results showed that teachers participate in practical conversations of language topics which suggest that they are concerned about their performance and the use of the language in the teaching atmosphere. Finally, Teachers and stakeholders also mention some difficulties about their teaching practices that probably affect the process of language learning. The following extract according to teachers shows the most important in class.

Teachers encounter some obstacles and difficulties in the following:

- QNSDP1: Problemas frecuentes que enfrenta al enseñar:

Falta de interés

Insuficiencia de material

Poca intensidad horaria.

Data showed that the most difficult problems faced in the institution are the lack of interest from students. During observation it was evident that there are some students who did not pay attention to the class probably because they did not find the class interesting or probably because they do not like learning English. We can infer that probably in most of the cases lack of interest emerge because there is too much theory on their lesson; it means that there are not included activities that awake student's interest such as role plays or topics of interest. For instance, activities that involves interaction, thinking and moving. As evidenced in the second

observation. During the class there was a series of task, in this case a dice game which led students to feel attracted and interested on the topic.

The second piece of data deals with the lack of material. Teachers assure that there is insufficient material for their classes. But, from the observation it was noticed that they have all the resources for the language teaching such as TV, interactive rooms and computers so that we can infer there is no an appropriate use of this elements. The reasons might be that teachers do not have the sufficient knowledge for using those technological issues or they find it inappropriate or in most of the cases because of time consuming or probably because they have to create it and bring it to class.

The last piece of data deals with the intensity of the language teaching. Teachers consider, time constraints really affect their instruction in English. They argued that the hours allotted to the English class are not sufficient for developing the competences. Although the institute has a special focus on English teachers find insufficient the time applied in English classes. Probably, there is much more emphasis on other subjects such as mathematics, socials, and technology as seen in its curriculum program.

To conclude, what it was studied teachers and stakeholders' perceptions towards the EFL setting were provided in order to illustrate the most common features facilitators and coordinators have such as teacher's preparation in their professional field, teacher's needs, challenges and obstacles that second language teaching encounter within the institution.

## COMMON FEATURES OF THE ENGLISH LESSONS

The present finding describes two categories focused on language teaching. The first category deals with techniques and strategies used in the EFL class which are related to how activities are connected to language process and the way they are applied. The second category is related to the stages evidenced in class. In other words the sequence and steps they apply in order to establish an order of the lesson plan.

### 1. Techniques and strategies used in the learning scenario

The data collected from the questionnaires we can analyze the teaching and techniques applied in the institution. The first point of view deals with the activities developed in class and the connection to the language process, the second point deals with the methodology implemented in each class sessions and finally according to the stages evidenced in class. As the institution has a special focus on English language learning, the following data taken from questionnaires show that teachers use design and prepare their activities according to the *Estandares de Enseñanza “El reto”*

- QNSDPI Diseño las actividades de acuerdo a la secuencia que lleve el grupo

In the first statement the teachers elaborates their activities according to a group sequence which means that depending on the difficulty of certain topics, the activity is adjusted to student's knowledge. We can infer that teacher finds useful to create the appropriate activities for their

students. For example, topics related with student's needs and likes, visuals and games of interest according for each age. As evidenced from interviews activities such as translation plays a singular role in the language process.

- NSDSS10 Algunas actividades son de traducir
- NSDSS12 Todos tienen cosas diferentes como que tienen muchos métodos para enseñar.

Even though the classes were communicative, one of the procedures used for promoting comprehension was translation, which means that the method of translation stills being a strategy in English activities. Students affirms that teachers have different methods, but in this case, from theory this is similar to grammar translation method where students learn grammatical rules and then apply these by translating sentences between the two languages L1 and L2. We can infer that this strategy has advantages and disadvantages. Brown (2006) states that applying the grammar translation method “no class time is allocated to allow students to produce their own sentences, and even less time is spent on oral practice (whether productive or reproductive)”. The advantages are that vocabulary in the target language is learned through direct translation from L1 and the disadvantage is less communication is employ. It means that there is no language use in class.

Regarding to this, there is evidence that in a certain way the application of grammar translation method brings a positive result in student's learning. From the observations it was notice that most of the students shown a correct use of the language, in this case the use of vocabulary.

- ONSDP20 La mayoría de las oraciones que los estudiantes escribieron eran correctas

- ONSDP6 La profesora en sus explicaciones hace uso del entorno y cita a varios estudiantes a que realicen varios ejemplos de acuerdo al tema.

We can infer that the production of the language is connected to what student's see, learn and use within the class. According to the method mention before students make comparisons between the two languages so that they internalize the explanations into L1 in order to be applied later in sentences or vocabulary in the target language. Notice that the second data above teacher make use of the environment and elicits students to develop a certain activity. In other words there is evidence that language activities are connected to the language process and the application of this strategy brings in one way or another, learning in students.

On the other hand, the elaboration of lesson plan and methodology was evidence in the use of the Estandares de enseñanza del ingles mentioned by one of the teacher of the institution.

- QNSDP1 Elaboro el programa de ingles tomando referencias de los estándares de enseñanza del Inglés.

The use of the *estandares de enseñanza del ingles*) "el reto" is consider important for the elaboration of the English program throughout the period taking into account the development of each skills according to specific goals. The data suggest that teachers are conscious of the importance of this guideline and the implementation of the data. As it facilitates to create their lesson plans and the types of activities, teachers are in the need to use the appropriate material for each grade course. The following data states the evidence of the preparation of the lesson plans.

- QNSDP1 libros utilizados para la preparación en clase: New Generation /Duque Romero  
Maria Isabel / 2009

One of the teachers in the questionnaires suggested that they make use of some books for the preparation of their classes. As the data presented above New Generation is one of the books they take as a source for the elaboration of the lesson plans. In addition, from the interviews students are conscious of the teacher's performance in the class, they were asked to describe a class depending on the perspectives of interest.

- NSDSS11 Describa una clase de Ingles de su grado  
Pues todos los profesores tienen diferentes técnicas de enseñar como Teoremas, cuentos, prácticas
- NSDSS11 Para las prácticas muchas veces nos hacen evaluaciones orales, en grupo.

Referring to the data above students agree with the process of the class activity. They are conscious of the use of didactic material and the assessment that corresponds to the lesson plan. In other words, it is evidence that teachers employ a sequence and a method for each class activity. Concerning to the different methods, from the questionnaires teachers listed a series of methodologies they applied within the institution.

- QNSDP1
  - Método de lectura
  - Método audiovisual

- Método de respuesta física total (TPR)
- Enfoque comunicativo
- QNSDP1 Incluir las cuatro habilidades. Clases dinámicas en las que los estudiantes se involucren con el uso del Inglés.

With regard to this information, teachers applied different teaching methods according to the activities they develop in classes. It was also evidenced that they have the knowledge and the consciousness of the methods state above, its implication within the classroom and students learning styles. In the second information a teacher argued that they include the 4 skills (speaking, listening, reading and writing) in dynamic classes in order to get involve with the target language. We can infer that it might be possible to involve all skills together in order to develop different practices according to the skills within the class. As Oxford, (1990: 5-6) states that “these four skills also include associated skills, such as knowledge of vocabulary, spelling, pronunciation, syntax, meaning, and usage. Thus, the skill can lead to effective EFL communication when all the skills are interwoven during instruction”. Probably teachers find useful to integrate the four skills together in order to move to one activity to another and facilitate student’s production in any way (orally or written)

One of the important aspects of the learning scenario was the stages implemented in class sessions as state in the following.



## 2. The stages evidenced in the English lesson

The development of an English class depends on the process and sequence that the lesson plan schedule. Stages are important for the development of the class and the topic. This finding basically shows the process that English sessions follow according to teacher's lesson plan and the effects that each step contributes to the learning. From the interview, it was evidenced that teachers tend to use a strategy in order to have a sequence in their lesson activity. Students were asked how the sequence of the class is. In other words, how teachers develops their class since the beginning to the end. The following extract infers students know and recognize these steps as the class is in process.

- NSDSS11 Los profesores primero explican lo que van a desarrollar y luego ejercicios y luego ya vamos practicando hasta que los estudiantes la cojamos y ahí si nos evalúan que fue lo que aprendimos.

The information above suggests that students perceive the stages and the procedure established by teachers. It is evidenced that there is a topic introduction, then a series of task that put in practice what they have learned so far and finally an evaluation as the production part of the lesson. They agree with the development of the class according to that sequence making at the same time the use of didactic material such as copies, videos, images, etc. The fact that teachers employ this procedure as method, we can infer that there is an organization and pacing in each step of the lesson. Notice also that the data presented above according to the students comments shows a type of procedure in which we can infer is the well known PPP methodology (Presentation, Practice and Production). From theory presentation involves presenting the target

language, Practice is where the students practice the target language in one of the four forms (speaking listening, reading and writing) and Production is the stage of the lesson where the students take the target language and use it. Long and Crookes (1991) suggest that “ a PPP approach looks on the learning process as learning a series of discrete items and then bringing these items together in communication to provide further practice and consolidation”. PPP is design to organize the class procedure step by step in order to provide learning in a sequenced way.

The stages are evidence in observations as the following data shows

- O2NSDP3 La profesora hace un repaso de lo que se vio en la última clase.

The first step of the session consists to check everything done in class. Probably teachers employ this strategy in order to keep students engage with the topic in course or to refresh their minds on specific points of the previous activity. We can infer that this is the most common and appropriate step to start a class due to the fact that students will show interest in participate, will brainstorm the ideas learned and to be engage on the session.

During the observation each stage was evidenced as well as the process of the activities and task. At the end of the session, we can infer that teacher’s preparation concerning with planning classes are implemented, so that there is an organization and plan for each English class. In the following data we can notice that extra activities were assigned to students as part of the final process of the session.

- O2NSDP9 La profesora propone una tarea para que los estudiantes lo hagan en casa y al finalizar recoge el taller hecho en clase.

Every class it is important to assign a task as part of the step of the lesson. The data suggest that teachers are aware of the student's language production, and this consist of assigning task.

Nunan (1989) uses the word 'task' instead of 'activity'. He defines a task as "a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form". We can infer that depending on the type of task and the purpose of it, the development of any specific skill contributes to student's language learning. For example, notice the following data.

- NSDSS11 Para las prácticas muchas veces nos hacen evaluaciones orales, en grupo.

We can see that language is evaluated orally which means that it also focus on meaning, linguistic structure and the production of the language. In this case, talking and sharing their ideas. In conclusion, the tasks developed in classes are activities where students use the language for communicative purposes.

Finally there is an evaluation part as the final process of the lesson. Notice the data shown previously where students were assigned to do homework as part of the product of the class.

- O2NSDP9 La profesora propone una tarea para que los estudiantes lo hagan en casa

Theory says that evaluation is important in learning and also should be implemented in language projects and lessons. "The product of evaluating includes discussion, cooperation, attendance and result" Bass (1993). Students agree that they are evaluated according to the topic developed in

class and the product will be checked in their homework. Notice from interview, they state that most of the evaluation activities consist on communicative practices.

- NSDSS10 En muchas actividades todo lo hacemos en ingles.
- NSDSS11 La profesora todo nos lo da en ingles y ella casi no nos traduce todo el tiempo.

It is evidenced that English is used in almost all the time class, which suggest that speaking is predominant from the beginning of the lesson until the end. Through the process of the research it is remarkable that teachers in the institution focus more on speaking skills rather than any other. The fact of talking in the L2 in almost all the percent of the class allow us to conclude that teachers are aware that the more English is spoken, the more is the student's production and acquisition of the language. Participation and sharing ideas seems to be the total product of the class session. About evaluation, we can infer that teachers apply this concept through the use of material or any type of learning media such as photocopies, images, etc in order to assure that the learning of language is a success at the end of lesson.

To conclude, the PPP process seems to be the main strategy in the class and also a way to help students learn the language in an enjoyable and effective way. Taking into account the PPP method starting from presentation and continuously develops it to practice, familiarize students with the teacher as well as with the activity and topic. The simple fact of presenting helps to focus the language into the context and allows learners to be engage and active to participate in order to let them produce the target language with mayor opportunities. Besides, we can infer that the method encourages students to increase their motivation due to the fact that during the

presentation and practice stage there is a connection between teacher-students within the topic, new language items learned and finally the use of student's ideas to share with the group.

## **RESEARCH AND PEDAGOGICAL IMPLICATIONS**

There are relevant issues that need to be explored in the EFL area concerning the study about the state of the art in a public school of Quinchia such as the use of the interactive rooms and the implementation of an appropriate plan to advance the English language through this media. On the other hand this study has two types of implications such as research and pedagogical implications. Research implications which refer to some other issues that can be explored from this study, and pedagogical implications which refer to the academic or pedagogical issues found in the study that can contribute to language teachers.

As researchers, we can address the necessity of strategies focused on the progress of communicative competence in a public school in Quinchia, for the reason that methods, procedures, and techniques used in the English language teaching setting in this town focuses on the languages L1 and L2 and their implication with the productive skills and learning . Accordingly, this research is target to scrutiny about the way teaching and learning English in a school in Quinchia is taught.

Tutors claim that learning English offers opportunities to a globalized world, so learners can use the language for real commitments with the purpose of achieving communicative abilities.

Additionally, it is fundamental the inclusion of virtual resources (TICS) that motivate students towards the language learning; since they get engaged in activities that are focused on their interest and needs. Contrarily, it is rather important to mention that four observations are not enough to point out the difficulties that attach the process of teaching, and learning English in a public school of Quinchia. It is meaningful to say that teachers need to be trained in courses related to English methodologies.

Consequently, some topics related to teaching and learning a language could be proposed for future research. For instance, students' desires and needs to learn a foreign language, the impact of the L1 in the L2 classroom, how to promote learners' communicative competence to learn a language, and among others. Teachers should know how to use Spanish as the main instrument to the English class, and provide students opportunities to face the language in all aspects. Thus, students will be familiarized with the input. What is more, teachers require the implementation of strategies in which pupils have the chance to use the language, not only as a way of getting good scores but also using the language for different purposes.

### **LIMITATION OF THE STUDY**

It is also important to mention the limitations that we had during this research, To begin with, little cooperation of some institutions hindered the data collection time as they were supposed to allow the researchers to gather information. On the other hand, the questionnaire of the teacher and coordinator were not completely answered, access to curriculum was not possible, and inevitable institutional time factors as academic meetings did not permit to collect further information. It is also necessary to mention that at the moment of classifying the

information that was collected from interviews, observations and questionnaires; the researches had to do a rigorous scrutiny in order to decide which data seemed to be more relevant to be implemented in the findings.

After the coding of the information, our potential categories were too similar at the beginning, and sometimes the gathered interviews revealed more general perspectives than specific situations. Moreover, some questionnaires presented partial information, and it was difficult to infer what the participant was trying to denote. Thus, the main limitation was the partial information provided by some participants, and at the same time, avoiding ambiguities or subjective interpretations

## **CONCLUSIONS**

This study has the purpose to report, significant aspects in the instruction of English as a foreign language and to show people the realities of teaching and learning English in a public school in Quinchia, Risaralda. As well, the instruments used to gather data are essential to answer the pre-established questions exposed at the very beginning of this research.

To start with the role of the two languages, it shows how English and Spanish complemented each other in the classroom, Spanish was used to monitor students' understanding and English to present the topics, interact with others, and provide feedback. The mother tongue was used to get students' attention. However, the L2 was the most used language in the classroom by the teacher.

On the other hand, in the students' perceptions it could be evidence that the students perceive English as a relevant language to learn since they get involved in extra class activities, which leads us to infer that they might see the importance of being exposed to language activities that might contribute to reinforce learning processes. They also seemed motivated because the teacher used a variety of activities that allowed to interact and make the students feel engaged in the learning process. The students also express some challenges that they face in their learning process and those difficulties are more related to the oral production since they sometimes feel embarrassed of participating in terms of what other students can think or laugh at them if they make mistakes because they are aware that some students present major difficulties at the time of using the language orally.

In the teachers' perceptions, it was also remarkable that L2 is used mainly for giving instructions in the classroom. In the teachers' interviews they expressed that the integration of the skills is important in every class, but the most important they consider is to develop the speaking skill through their language use. The teachers highlight that they plan their lessons using photocopies and authentic material such as magazines and newspapers in order to allow students to be connected with the topic in process and the language indirectly. The material plays an important role during the activities which we can state that they involve students with input for an English environment

To conclude, it could be inferred that the production of the language is connected to what students learn during the classes, that L2 in this high school located in Quinchia seems to be the major way to teach English and this allows students to feel involved in an English environment that makes them feel motivated of exploring the language looking for other ways to practice out of the classrooms.



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# APPENDIXES

# Appendix 1

## Consent Letter



CIRCULAR No. 099

Pereira, 29 de Noviembre de 2011

**PARA:** DIRECTIVOS INSTITUCIONES EDUCATIVAS DE LOS 12 MUNICIPIOS NO CERTIFICADOS

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

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

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

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


Anexo relación de las Instituciones Educativas que participaran en el proyecto y los estudiantes de la UTP que realizó el estudio en cada institución.

E:\Dibujo.jpg

Cordial Saludo,

  
**PAULA ANDREA DÁVILA CAÑAS**  
Secretaria de Educación Departamental

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

 Proyecto: Hilda Ospina Franco

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Gobernación de Risaralda - Parque Olavo Herrera Calle 19 No. 13-17  
PBX: 3398300 Ext. 360 Fax: 3398301 www.risaralda.gov.co  
Pereira - Risaralda

## Appendix 2

### Questionnaire Format

#### Questionnaire format



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

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

#### OBJETIVO

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

#### INFORMACIÓN ACADÉMICA

##### 1. Estudios realizados

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

#### EXPERIENCIA PROFESIONAL

2. Colegio donde labora \_\_\_\_\_  
Público \_\_\_\_\_ Dedicación: Medio Tiempo \_\_\_\_\_ Tiempo Completo \_\_\_\_\_ Por horas \_\_\_\_\_
3. Años de experiencia de trabajo:  
Entre 1 y 4 años \_\_\_\_\_ Entre 5 y 10 años \_\_\_\_\_ Más de 10 años \_\_\_\_\_

#### CAPACITACIÓN Y ACTUALIZACIÓN

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

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

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

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

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



7. ¿Ha adquirido bibliografía en inglés?

SI \_\_\_\_\_ NO \_\_\_\_\_ ¿Cuál o Cuáles?

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

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

SI \_\_\_\_\_ NO \_\_\_\_\_ ¿Cuáles?

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

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

SI \_\_\_\_\_ NO \_\_\_\_\_ ¿CUÁL(ES)?

\_\_\_\_\_

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

Especifique

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

Pésimo \_\_\_\_\_ Malo \_\_\_\_\_ Regular \_\_\_\_\_ Bueno \_\_\_\_\_ Excelente \_\_\_\_\_

¿Por qué?

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_



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**Planeación de clase**

14. ¿Los estudiantes tienen texto guía? SI \_\_\_ NO \_\_\_  
Si la respuesta es SI indique el texto que usan los estudiantes.

TÍTULO DEL TEXTO	EDITORIAL	AÑO
_____	_____	_____

¿Si la respuesta es NO, que tipo de materiales utiliza?  
\_\_\_\_\_

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

AUTOR	AÑO	TÍTULO
_____	_____	_____
_____	_____	_____
_____	_____	_____

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

Listening	_____	Reading	_____
Speaking	_____	Writing	_____

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

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8. ¿Qué estrategias usa para preparar su clase?

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- 9.Cuál de los siguientes métodos utiliza usted en sus clases?

Método de Gramática y Traducción	_____	Suggestopedia	_____
Método de Series	_____	Enfoque Comunitario	_____
Método Directo	_____	Enfoque Natural	_____
Método de Lectura	_____	Método Ecléctico	_____
Método Audiovisual	_____	"Silent Way"	_____
Método Audio lingual	_____	Enfoque Cognitivo	_____
Método de Aprendizaje de Lenguas en comunidad	_____	Enfoque Comunicativo	_____
Método de Respuesta Física Total (TPR)	_____		
¿Otros? ¿Cuáles?	_____		
No sabe	_____		



10. Para elaborar su programa de inglés, ¿se basa usted en los Estándares de enseñanza del inglés del Ministerio de Educación Nacional? (MEN)? SI \_\_\_ NO \_\_\_  
¿Cómo? \_\_\_\_\_

Si no se basa en los estándares del MEN, ¿elabora usted el programa de inglés?

Si \_\_\_ No \_\_\_ ¿cómo lo hace?

¿Con base en un texto? \_\_\_ ¿Cuál? \_\_\_\_\_

¿Según sus propios criterios? \_\_\_ ¿Cuáles? \_\_\_\_\_

¿Otros? \_\_\_ Especifique \_\_\_\_\_

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

\_\_\_\_\_ Comprender correctamente la lengua hablada.

\_\_\_\_\_ Entender un texto escuchado, sobre un tema con el cual este familiarizado.

\_\_\_\_\_ Hablar el idioma con corrección y seguridad.

\_\_\_\_\_ Participar en conversaciones sencillas sobre los temas estudiados

\_\_\_\_\_ Escribir el idioma con corrección y seguridad

\_\_\_\_\_ Leer y traducir con precisión el material escrito en inglés, de manera comprensiva analítica y crítica.

\_\_\_\_\_ Leer comprensivamente con el fin de captar el sentido general de un texto y extraer la información específica.

Otros ¿Cuáles? \_\_\_\_\_

#### MEJORAMIENTO ACADÉMICO

10. ¿Practica usted la lengua extranjera? SI \_\_\_ NO \_\_\_ ¿En qué forma?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

SI \_\_\_ NO \_\_\_ ¿Cuál o Cuáles?

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

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

Bajo \_\_\_\_\_ Bueno \_\_\_\_\_

Regular \_\_\_\_\_ Excelente \_\_\_\_\_

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



## Appendix 3

### Observation Format



Universidad Tecnológica de Pereira  
 Proyecto Estado del Arte de la Enseñanza del Inglés en Ricardo  
 Formateo de Observación

Municipio:

Colégio:

Factores Observados	Descripción	Comentarios
Plan de Clase y objetivo		
Estrategias de enseñanza o actividades		
Uso de la lengua extranjera		
Rol de la lengua materna		
Material y Recurso		
Patrones de interacción		
Setting & classroom layout		
Teacher & Students role		

## Appendix 4 Interview

El propósito de esta entrevista es recoger información acerca de las experiencias de la Enseñanza del inglés dentro de su Institución. Este es un instrumento de recopilación de información para el trabajo de investigación: Estado del arte de la Enseñanza del Inglés en Colegios Públicos de Risaralda

Apreciamos su colaboración en este ejercicio. Si en cualquier momento usted siente que tiene alguna duda acerca de las preguntas, por favor no se abstenga de preguntar. Estaremos encantados de aclarar cualquier duda que usted pueda tener.

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

- ¿Describa una clase de inglés de su grado?

o ¿cuál sería el orden

- ¿Cuáles son los recursos usados en clase?

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

- ¿Cuales crees que son las mayores cualidades de la clase?

- ¿qué aspectos mejoraría de la clase?

- ¿Qué sugerencias le haría a la clase?

4. Hablemos de su aprendizaje del inglés

- ¿Cuál es la lengua usada en clase?

- ¿Cómo piensa que es su conocimiento del inglés?

- ¿Cómo referencia su conocimiento, dónde la usa?

- ¿Cómo practica el inglés? Usa lo visto en clase?