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**THE STATE OF THE ART OF ENGLISH LANGUAGE TEACHING
IN LA CELIA, RISARALDA**

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2014

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Trabajo de grado presentado como requisito parcial para obtener el título de
Licenciado en Lengua Inglesa

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2014

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Resumen

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

Los resultados indican que los estudiantes tienen problemas de motivación en relación al aprendizaje debido al manejo que se le da a los temas enseñados, una de las variables más significativas que se encontró con este estudio es que la carencia de material didáctico genera apatía hacia la clase de inglés así mismo el estudio indica varios aspectos a fortalecer respecto a la práctica del inglés y el desarrollo de una segunda lengua en los estudiantes. Por otra parte este estudio nos muestra el papel de la lengua materna, las tendencias de enseñanza en el aula de inglés como lengua extranjera y las percepciones de los participantes involucrados en la investigación. En términos generales, se evidenció que L1 (lengua materna) se utiliza como una estrategia para monitorear la comprensión y dar órdenes, y L2 (idioma extranjero) no fue evidenciado para la instrucción.

El presente estudio reveló la necesidad de la implementación de estrategias relacionadas al proceso de aprendizaje y enseñanza del inglés. Esta investigación será una gran contribución al macro-proyecto del Estado del Arte de la Enseñanza del Idioma Inglés en Risaralda, que servirá como un diagnóstico para próximos estudios sobre el Proyecto de Risaralda Bilingüe.

Palabras clave:

- Enseñanza
- Aprendizaje
- Inglés
- Proyecto
- Percepciones

Abstract

The present study is part of a macro project done in eleven Risaralda's regions in order to follow the first step of the project La Ordenanza, which is entrusted to diagnose the state of the art of English language teaching. In this case the research took place in La Celia, where information was gathered about methodology of the classes, students' perceptions towards the class, the practice and the resources of the institution, in order to identify the use of English and the way it is taught.

The results show that students have motivational problems in relation to learning due to the way the topics are taught, one of the most significant variables that was found with this study is the lack of didactic material confirms that the only competence that was promoted was the linguistic one, specially grammar and vocabulary, besides the material was not very varied and did not consider the different learning style which creates students apathy towards the English class, likewise the study indicates several aspects to strengthen with regard to the practice of the English and the development of the second language in the students. On the other hand, this study shows us the role that the mother tongue plays, the trends of teaching in the English classroom as a foreign language and the participants perceptions involved in the research. In general terms, there was demonstrated that L1 (mother language) is used as a strategy for monitoring the comprehension and for giving instructions, and L2 (foreign language) was not used for the instruction.

The present study revealed the need of the implementation of strategies related to the learning process and education of English. This research will be a great contribution to the macroproject the State of the Art of English Language Teaching in Risaralda, which will serve as a diagnosis for future studies on Risaralda Bilingual Project.

Keywords:

- English
- Teaching
- Learning
- Project
- Perceptions

Acknowledgements

We would like to thank first God for helping us to conclude this important process, second our families, who have believed and supported us in our entire life and have taught us the value of patience, love, and constancy. Thanks to our advisor Claudia Andrea Cardenas for her guidance during the development of this project, thanks to the institutions that gave us the opportunity to realize this research.

Introduction

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

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

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

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

Finally, the last section will report the findings that resulted from this

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

Statement of the problem

The importance of learning a foreign language is widespread in today's world, placing a person that uses a foreign language at a higher level of social, cultural and cognitive development. This fact is made evident in *the Common European Framework of Reference for Languages (CEFR)* which is a guideline used to describe the achievements of learners of foreign languages across Europe and, increasingly, in other countries. "The 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, teaching and learning a foreign language has become an issue of great significance in our country. Hence, different attempts have been made with the purpose of keeping up with these current challenges and giving response to the actual needs of the citizens. Based on the fact that English can create more competent people, who can be part of the growth, development and evolution of the country (CEFR), Colombia has implemented a number of projects in order to achieve higher levels of English competence. Namely, the construction of the Bilingual Plan, the design of the Basic Standards of Competences of Foreign languages, the publication of La Ordenanza Policy, the implementation of training programs for both teachers and students, among others.

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

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

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.

This study intends to give response to the first stage of the Risaralda

bilingual project which attempts to represent and describe the realities of the English teaching in public institutions, with the purpose of establishing a reference that will contribute to the development of the next phases of the project Risaralda Bilingüe. Consequently, this study will contribute to reveal, expose and report on behaviors, strategies and procedures implemented in English teaching scenarios that take place in a Public Schools in La Celia Risaralda. The importance of the present study lies in the fact that it will serve as a diagnosis for further stages in the process. In other words, this study will inform readers about the actions, methods, techniques used in the English language teaching contexts in Risaralda.

Research Questions.

In order to complete the study the following questions are presented.

1. What are the features of the EFL classroom in terms of methodology, and language teaching in La Celia?
2. What are the perceptions of some members of the academic community towards English teaching processes in La Celia?

Theoretical Framework.

Nowadays foreign language learning has become a priority due to the influence of a globalized world; that is why, here in Colombia, the Ministry of Education (MEN) elaborated the project “Fortalecimiento de las Competencias en las 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 released 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 1st to higher education, specifying the level that students should reach at the end of each grade or program.

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

For the establishing of Colombian standards, The Common European Framework of Reference for Languages served as 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; method is necessarily presented.

Method

The method is important since by means of this one, the teacher transmits his/her knowledge to the students, as well as also to reach the aims proposed in the subject.

A method “consists of a single set of theoretical principles derived from feeder disciplines and a single set of classroom procedures directed at classroom teachers” Kumaravadivelu (1994). Drawing from Cook (1989), a method is a prescriptive concept that articulates a positivist, progressivist, and patriarchal understanding of teaching and plays an important role in maintaining inequities between, on the one hand, predominantly male academics and, on the other, female teachers and language classrooms on the international power periphery.

Although methods have existed for many years, it is thereof that more have been consolidated or ameliorated through time. That is why Brown, Clarke, Larsen- Freeman, McArthur and Richards, J (1986) argue that there has been a series of language teaching methods over the years, each being succeeded by a better one until we reach the present. And even more relevant in the preface to his history of language teaching. Some methods, or their characteristics still hold sway until present, Kelly, 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, Suggestology,

Suggestopedia or Accelerated Learning. Prabhu, N() considers that there is no such thing as the best method, it depends on who the method is for, in what circumstances, for what purpose; that is to say, the context.

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

Approach

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

Some of these theories make part of a very general term denominated approach which along with Edward Anthony (1963; cited by Richards & Rogers,

2001) is a series of theories that serve as a basic of practices and resources for language teaching. Furthermore, there are more linguists who contribute to the definitions of approach; for instance, Harmer (2001) states that “an approach describes how people acquire their knowledge of the language and makes statements about the conditions which will promote successful language learning”.

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

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

Theory of language

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

functional view which is more focused in the function of the message rather than the form. One of the implications of this view is the Wilkins's Notional Syllabus 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 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 perspectives and methods have emerged as a way of providing new basis for the development of the language. Thus, guiding the language in learning and the way it is taught; furthermore that allows to have several angles to lead the language in process such as the Monitor Model of second language development, the Natural Approach, the Total physical response, and the Silent Way. These last derive from the theory of language learning.

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

addition learner perceives when and how consciously make corrections to the learning process.

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 acquire 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 to students to overcome insecurity and anxiety. In addition; Krashen and Terrell (1983) state that learners should be as relaxed as possible in the learning scenario to produce language. At this point the teacher's role is to provide comprehensible input according to current student's level, besides the facilitator is the source of learner's output and the responsible to create classroom activities. The Natural Approach suggests that L2 (second language) must be acquired as L1 (mother tongue) is.

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 Usher (1977) the facilitator is the boss in the role play while students are the actors. This method is a perspective which argues that through movements and motor activity for child language learning should be as a base for adult foreign language teaching.

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

Additionally, Gatteno (1972) claims that learners should gain self-independence and autonomy, and cooperate with others in solving language problems. To end with, what tie approach with procedure or theory with practice is called design.

Design

Within the nature of method, design is a key component in the development of educational resources. As stated by Friedman (2003), design is the entire process where many variables are involved and required to any specific outcome. In addition, the nature of design in education is described by Richards & Rodgers (2001) as the level of method analysis where objectives, content choice, and roles of teachers and students are analyzed in order to achieve an instructional system. The standards stated in *Formar en Lenguas Extranjeras del reto* is an example of an instructional material from which curriculum and syllabuses would be based on. In this way and following the Richards & Rodgers' sequence, the focus of a method is highly influenced by theories of language and language learning, and once the aspiration of the method is clearly defined, the product of design concerns the

specification of determined learning objectives. Thus, these elements are used to the development and organization of a curriculum, and consequently, the syllabus.

Syllabus

Decisions concerning what language items will be selected to design a determined course are a requirement in the development of a syllabus. In spite of this, Richards (2005) refers to syllabus as an inventory of topics to teach and test, based on the specific content of a course. Similarly, Harmer (2007) agrees that syllabus design involves the grading of previously selected linguistic items to be learnt in a proper order. Furthermore, Richards & Rodgers (2001) present a similar concept regarding the specification of linguistic content within a course, but arguing that the concept of syllabus has been meaningfully connected to product-centered methods instead of process centered focuses, and for that reason, this concept is not employed with regularity within process based methods. In this way, Nunan (1988) argues that syllabuses are highly influenced on contextual statements and events that occur in the classroom, regarding the application of a given curriculum in a local situation. In other words, syllabuses are based on educational background regarding the applicability of a curriculum in a determined context. In addition, Harmer (2007) specifies this concept by stating that syllabus design is different from curriculum design, and the designer is not exclusively linked to lists of what will be taught and its order but beyond, as it implies requirements as implementation, planning, evaluation, management, and administration of institutional programs.

Curriculum

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

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

step, in spite of the fact that the second perspective is a next step after the planning of a curriculum.

In this way, Nation & Macalister (2010) propose to design a curriculum by considering three processes: environment analysis, to determine contextual factors that would influence in the curriculum design; needs analysis, as the requirements of a population; and the application of principles, where involves taking of decisions, theoretical principles to apply, and its applicability in the design process. Other order of design is proposed by Nunan (1988), where he proposes initial planning procedures as grouping and data collection, methodology, and finally, assessment and evaluation. Consequently, curriculum is a conflictive educational item in terms of design, especially when there is a limited time to design, when it is required to design a course for a partially known but extended population, and to design a standardized curriculum which other teachers will be based on, just to mention some potential issues (Nation & Macalister, 2010, p.140).

Roles of teachers and students

The roles of teachers and students are explained in terms of processes. In the case of learners, Johnson & Paulston (cited by Richards & Rodgers, 2001) proposes an autonomous focused theory from which learners stride through different stages, where they design their own learning program and are responsible about the current development and progress of their own process, as they belong and learn from a group where other participants are involved. Moreover, Curran (cited by Richards & Rodgers, 2001) adds a more intrinsic focus by stating a first

stage where the student is entirely dependent on the teacher, and a final stage where autonomy is accomplished. On the other hand, Richards (2006) underline the roles of a learner in the classroom within procedural routines as participation in activities, and cooperative interaction within a communicative language teaching approach. The main difference the last concept and the previous fall into recognition of expected actions in the classroom, rather than global roles in both intrinsic and extrinsic aspects as the Richards & Rodgers (2001) references.

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

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

present confusion about the roles to achieve, and even, students would demonstrate low motivation when they assume that it is a responsibility of the institution. In this way, the role of teachers and students within the design of a curriculum or a syllabus is still difficult to achieve.

The nature of design involves the integration of several factors in order to develop or restructure a curriculum or a syllabus. As stated in the article 77th of the norm 115 of 1994, 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 curriculum 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.

Related Researches

In this section, similar studies will be cited in order to get acquainted with what has been done in this field in terms of research. The findings of the subsequent studies will contribute to compare and contrast the results that this study yielded after going through a deep analysis of the collected data.

One of the strategies implemented by teachers to get a more understandable idea about learning a language is using the students' mother tongue since; they consider that the message will be interpreted faster, rather than using the foreign language, as Duff & Polio (1990) point out in their study they concluded that teachers code switching serve various functions in the classroom and is significantly associated with learners effective support

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. First, they state that the L1 could be used to clarify doubts, and response to issues that emerge in the classroom. On the other hand, thanks to the language exposure students will develop the ability to communicate as drawn for Morahan M. (2002). In addition, the more students face the foreign language, the more they will enhance the use of the language as Richards & Rodgers (2001) argue.

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

produce an impact through technological resources focused on students' needs.

Evenly, teachers' responsibility plays an important 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) state that knowing teachers' perceptions about the class would help comprehend facilitators' behaviors.

More over, 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.

Methodology

Type of study

The current work of research was based on a type of study that followed a qualitative case study research method. Through the qualitative methods the researchers intended to collect data related to the teachers' beliefs, thoughts about their teaching practice, and also students' attitudes and behaviors about the teaching process 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 in their daily lives. This research is also classified as a case study conducted in three different grades. Case studies are a form of qualitative descriptive research that is used to look at individuals, a small group of participants, or a group as a whole as stated by Merriam (2009), the more cases included in a study, the greater the variation across the cases, the more compelling an interpretation is likely to be p. 49 Merriam assert that a "qualitative case study is an intensive, holistic description and analysis of single instance, phenomenon or social unit". (1988, p. 21)

Context and setting

This research was carried out in a public school in La Celia, a small town in the department of Risaralda, Colombia. This school is located three blocks near the main park of the town. This research project was mainly concentrated on the English language teachers from La Celia. Therefore, the focus of the study was the

teachers' role from secondary education within 6th through 11th grades, school principals, English language coordinators and high school students.

Participants

The study had four different types of participants equally important. The first participants for this study were the teachers from secondary education within 6th through 11th grades from Liceo de Occidente in La Celia who were currently working at the institution, the secondary participants of this study were the school principals that belong to the school and that were also important elements that aided at providing relevant information for this study such as the incorporation of the curriculum, the projects the institution was promoting in terms of English language learning and also the methodology the school encouraged English language teachers to implement in their classes.

On the other hand, the English language coordinator from the institution contributed to providing data that supported the information collected. This participant gave information about the methodology implemented in the classrooms, the PEI, the curriculum and the syllabus the teachers followed to design their classes.

The last participants were the students who were chosen randomly by the teacher, these students were asked to answer some questions, and they commented on their insights regarding their learning process, their opinions about

language learning and teaching and what they perceived in terms of their teachers' performance in the classroom.

Researcher's role

The researchers' role in this study was non participant. A non participant observation is defined Larsen-Freeman and Long (1991), as the act that implies observing, taking notes and recording activities without taking part of them. This project had two active researchers that acted as non participant observers in order to collect first hand data from the institution. Therefore, the researcher did not interact with learners and did not interfere with the development of the class. At this point the researcher did meticulous observations.

Data Collection

As stated before, the aim of this study was to support the first stage of the Risaralda bilingual project that has as its principal aim to show and describe the realities of the English teaching in public institutions in Risaralda. Taking into account what was mentioned before this is a qualitative study. The purpose of this study was collecting data related to teachers' teaching methodologies and the tendencies implemented by the teachers. The instruments used were: observations, document analysis and questionnaires and interviews.

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 events, happening or interactions, either as a participant in the classroom, or as an observer of another teacher's classroom. (p. 94). Furthermore, three observations were done in three different grades. Each observation took one hour per class. In this particular case the observations were done by non participant observers, who were focused mainly on taking field notes, using 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. Three hours observations were conducted, one hour per each teacher.

Document analysis

Furthermore, to accomplish the specific objectives of this study a document analysis was done in order to become acquainted with the different texts, programs that teachers followed to develop their classes. The document analysis for this research included collection of information that the schools 'PEI had about English language learning and teaching, the syllabus used by the teachers and the lesson plans designed by the teachers, curriculum, and class work. Holsti (1969) argues that document analysis is an umbrella term in order to talk about a huge amount of

written, visual, and physical material significant to the study that is carrying out .(p.p112). Due to the fact that the collection of the data the analysis might become overwhelming a format (appendix 2) was design to collect such information.

Questionnaires

Finally, questionnaires will be used to collect data for teachers and principals from the institutions about personal information, teachers' academic background, and 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 respond, often anonymously. Therefore, the participants involved were surveyed in order to obtain more deep information about the personal and professional experiences in the process of teaching English. This survey was structured and implemented at the beginning of the study.

Interviews

In order to get information about students perception, an interview format was completed which consisted of different sets of open questions that inquired about students' personal perceptions about the process, methodology and preferences around English learning. According to DeMarrais (2004) interviews is a method that is implemented by researchers to the participants with the purpose to get data directly from the participants of the study.

Data analysis

The process of data analysis started when the information was collected. Taking into account that Charmaz (2007) stated that information was classified with the object to recognize the appropriate information. Once the information was collected it was classified by similarities and then it was codified. Afterwards, it was categorized and theorized.

To conclude some of the codes were formed to show samples for supporting the findings. The codes are represented as following.

O 1LOT1G9 (Observation #, Liceo de Occidente, Teacher #, Grade #);
I1LOT1G9 (interview #, Liceo de Occidente, Teacher #, Grade #); QLOC
(Questionnaire, Liceo de Occidente, Coordinator); RJ1LOG9 (Researches
Journal #, Liceo de Occidente, Grade #)

Ethical Considerations

In order to conduct the study different resources were employed to complete the research in a proper way. The first step that we follow to have access to the school was a letter sent to the school's principal asking permission to conduct the study, once we have the principal's approval, we asked 7, 9 and 11 grades teachers' to complete a form which granted us permission to observe their English classes.

Findings and discussion

1. The use of the mother tongue as the main instrument of communication for instruction and interaction in the EFL classroom

The constant use of the mother tongue as one of the main tools used for English teaching is presented in this finding. Data revealed that Spanish was constantly present in the EFL classroom, it was used as means of giving instructions in foreign language classes as well as a means of communication for teacher-student interaction.

1.1 Spanish as a means of instruction in foreign language classes

Spanish was commonly used by the teacher in the English class not only to present the topic, but also to present the vocabulary that would be covered in the lesson. Additionally, Spanish was also used in cases such as giving instructions, clarifying and reinforcing topics, and treating behavioral issues. The following evidences were taken from interviews and observations.

O1LOTG9: El da las instrucciones del ejercicio en Español, el vocabulario desconocido por los estudiantes como (quarter, half, Sharp) es aclarado por el profesor en Español.

As we can observe in the previous extract, it is evident that students were exposed to Spanish in the instructional stage of the lesson; also, the learner's unknown vocabulary was clarified by the teacher in their mother tongue during the whole section, in respect to the use of Spanish in an EFL classroom, it reflects less opportunities to use the target language for communicative purposes, besides, during the observation, it was noticed that translation was the common resource used by the teacher principally to provide instructions and clarify unknown vocabulary, as learners to achieve the exercises.

I3LOG6: "la más estudiada, sería, Español. El profesor habla en Español y nos explica en Español".

Referring to the use of L1 in the classroom, one of the participants expressed that Spanish was the mean in which communication was established in the process of learning the foreign language. Besides, the student was conscious that the language that is commonly used in the classroom environment was Spanish more than the target language.

02LOT2G11: "finalmente para terminar la clase el profesor les pide en español voluntariamente que salgan al tablero y escriban las oraciones terminadas para corregirlas en grupo".

02LOT2G11: "el profesor llama al estudiante () por su nombre y le dice en español que si le falta el medicamento (la pastillita) para controlarse".*

Once again, the data demonstrates that the teacher makes use of Spanish principally to guide the class in the different stages of a lesson, first to give explanations of the topic that would be covered in the section; second, to assign tasks to the students and provide instruction about how to achieve it, and third to maintain discipline in the classroom. Consequently, this overuse of Spanish in the classroom denotes that English does not have a relevant role in the administration of both languages.

Through the data presented, it can be noticed that the L1 has a relevant role in the learning scenario; the students could make use of the L1 because they might have felt more comfortable to develop their cognitive processes through this language. It seems to be that the use of Spanish save teachers and students' time in their learning process. However, their assumptions and beliefs go against up to date theories of foreign language teaching and learning that suggest that the use of Spanish should be limited in the EFL classroom since it reduces the opportunities for learning the L2

One of the reasons why the teacher might have this tendency to make an excessive use of Spanish in the classroom could be explained from Pennington's view (1995) who suggest that the teachers implement the use of the mother tongue because they consider that student's capacity to use the target language is not enough, he also explains that this phenomenon could be attributed to the status of the school more than his/her proficiency in L2. Regarding to this, the teachers

could not have felt the obligation to use English all the time since this institution is not bilingual. Finally with regard to this finding, the teacher might have used L1 in order to avoid misunderstandings and maintain control over the class.

1.2 Spanish as the principal language for teacher and student interaction

As one of the results of the observations, it was detected that the mother tongue is the preponderant language used in the classroom communication. As a matter of fact, the interaction among teacher and students was marked by the constant use of Spanish. Furthermore, all the questions formulated during the lesson and the conversations by the students were namely guided in Spanish. The following evidences support what is being presented in the finding.

OLOG9 “Los estudiantes hablan en español para interactuar entre ellos y para hacerle las preguntas al profesor correspondiente a la actividad que están desarrollando”.

This piece of data reveals how students come to the teacher using their mother tongue to formulate questions about the activities they are developing; besides, the interaction among classmates was distinguished by the common use of Spanish to talk about topics that are not related to the lesson, such as, family, friends, and leisure activities. It is probably that the teacher used L1 because, it is a faster way to interact with the students, maintain a good communication in class and clarify doubts.

OLO7 “uno de los estudiantes levanta la mano y le pregunta al profesor en español que significa “there is and there are”.

Data collected in this study revealed that there was a little use of English in the EFL lessons, which might affect the process of teaching and learning a foreign language, since English is just used in certain situations related to teaching vocabulary, greeting students, and giving short commands. Data suggest that the teachers use Spanish in EFL classroom when they need to monitor students' comprehension, check understanding, and save time in the explanation of specific vocabulary.

Supporting the use of both languages for English classes, in his study, Morahan (2006) claims that the use of both languages can be of great use in the process of learning a second language but the use of L1 should not be greater than that 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.”

2. Academic community's perception towards English teaching and learning

It is important to highlight the perceptions students have in a classroom environment taking into account some aspects such as the students' interests, reactions and expectations towards the English classes; as well as the teachers and coordinators position related to language teaching.

2.1 Students' perceptions towards the English class.

Data from interviews revealed that students' perceptions towards the English class was not positive; as a matter of fact most of the students regarded the English lessons as something boring and repetitive since the main focus of the lessons are just related with grammatical issues, also students argued that the teachers tend to be very traditional in their classes, they do not propose a variety of activities in which they could feel more engaged and active. Finally, due to these facts students refer to the English classes as something monotonous.

The following statements are taken from the interviews; they are examples of students' perceptions toward the English class and teachers' performance

I6LOG10: "me gustaría que el profesor no solo haga los ejercicios del libro sino que también nos ponga a jugar en clase, escuchar canciones en inglés, cosas así"

From this affirmation that was taken from the students' interview, we can observe that students did not feel entirely comfortable with the way English classes were carried out, and that they wanted to be exposed to other kind of activities more than just developing the exercises on the books and this is why, they propose a set of strategies that allow them to have a more interactive class such a song performance, role-plays and games.

I5LOG8: "Que nos lleven más a la sala de inglés o salir a otros sitios para dictar la clase, que no sea siempre como en el salón"

After analyzing the data in regards to the students' opinions, one of the students interviewed expressed his desire to be taken to the computer room, showing an interest to be exposed to the TICS in order to vary the English class and make it more interesting; furthermore, this student suggests the use of the interactive room since they consider that the English class becomes tedious since it always takes place in the classroom.

From the data collected, we can evidence that students are not totally comfortable with the English classes; data leads us to believe that they did not feel motivated towards the development of the class activities, given that these activities were just concerned with grammatical patterns. Moreover, they expressed that lessons do not satisfy the students' interests or at least they have others expectations towards the English class such as the implementation of the TICS, the use of songs in English, role-plays, and activities in which students can

learn while they are having fun in order to make the class more enjoyable; in relation to this finding Harmer (2009) argues that; “students need to have a lot of good activities, moving around, role-plays, hands-on experiences, and singing variety. Besides, students are more motivated when they are the doers, when they are the active agents, so give them some power to decide things when you can.

2.2. Teachers and coordinators points of view about English language teaching.

Data unfolded some teachers and coordinators’ concerns and needs regarding the difficulties they have in their teaching practices; also, aspects related to their preparation will be included and finally, some of their conceptions in terms of course objectives, lesson planning, and strategies will be mentioned in this finding, as well.

From the teachers’ point of view, when they were asked about the factors they consider to design the classes, they mentioned that they were focused on students’ needs, their English level, the tools they have for the class and the topics they are going to teach.

The following data depicts on the strategies that were implemented by teachers.

TILO *Cuál es la estrategia que utiliza para guiar la clase de inglés?*

1 “communicative approach”

2 “Disciplina del grupo, dinámicas de grupo, estímulos a los aciertos de los estudiantes”

The strategies mentioned above give us some notions about the way the teachers conduct the English class. According to the communicative approach the learners learn through the use of language, authentic and meaningful communication should be the goal of classroom activities, fluency is an important dimension of communication, and communication involves the integration of different language skills. The teacher considers that his class is oriented by the communicative approach, however data revealed that the activities implemented were not embedded within this approach. In a first place, all the skills are not visible in the instruction and in a second place, the focus of language in the classroom is neither functional nor interactional.

Teachers and coordinators perspectives reflected a tendency to prioritize grammar translation in the classroom, as well as a tendency to use textbooks because of the absence of other resources

TILO *Que tipo de libros consulta usted para la preparación de su clase?*

1 “Advanced grammar, 2009”

2 “Methodology and strategies, 2007”

3 “Enter to the word of grammar”

4 “American headway”

The material that the teachers use of planning their lessons confirm that they are highly interested in guiding their lesson through a grammar-based approach.

As for the problems that teachers regard as the most frequent in their teaching practices, they mentioned:

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

1 – Falta de material didáctico (audiovisuales, laboratorio)

2 – Jóvenes con muy pocos conocimientos.

3 - Disposición y actitud de los alumnos, asimismo apatía y desinterés de los educandos por el estudio en general.

According to the data collected the biggest problem that teachers face in their classes is related to material and students attitudes in class. From teachers' perspectives, the lack of material is one of the biggest challenge in their workplace, according to what teachers' state they would like to have more didactic material such as, textbooks, flashcards and posters due to the fact that the English class is widely centered on the use of written material. According to Gibb's (1995), a learner-centered approach involves the students' role in an active way rather than a passive role. In consideration, Gibb (1995) also suggests that it is not enough to

have such materials as photocopies, but also complementary activities to center the students' interests in activities designed in this information, and where the production is more centered on the student than the teacher.

The exclusive use of textbook rather than other complementary materials present different limitations due to the fact that a textbook requires other complementary activities or resources in order to reinforce the practice of the four skills. Students' opinions reveal that the topics and different activities developed during the classes do not allow them to learn more and go further in their English learning process. Students will to have more chances to learn English in contexts more appropriated with multimedial tools

3. Features of the English lesson.

Based on the collected data, the subskills guided in the classroom were inclined towards grammar and vocabulary instruction. Matching activities, information gaps, and information questions were frequently implemented as tools for instruction of grammatical contents and lexical items. In this finding, the strategies used in the EFL scenario are considered; specially, the use of translation and resources such as, the dictionary and copies which were incorporated in the English lessons.

3.1. Grammar and vocabulary-led lessons

Grammar and vocabulary were the skills that received more attention in the EFL setting. It was noticed that most activities were targeted at teaching grammar and vocabulary. In the development of the lessons, different exercises focused on the structure of sentences and questions. Students were exposed to different repetition exercises where they were asked to use specific tenses. Through the data collected in the observations, interviews and journals, it was evidenced that these skills were usually approached through some frequent activities in the language classes, these type of activities were, matching activities, information questions and information gaps.

The following data is an excerpt taken from an observation that depicts these features of the EFL lesson in terms of skills .

O2LOT2G11 “El profesor escribe en el tablero algunas oraciones del libro en presente simple como “Ana gets up at 7:00 o’clock every day”, “Ana plays tennis on weekends” y preguntas con wh question como “what time does Ana get up?”, “what sport Ana practice”. Le pregunta a un estudiante “Johan: what time do you usually get up? El profesor le pregunta a una estudiante “Daniela: Do you practice any sport?”

This evidence shows that the instruction of the language is driven from the notional perspective due to the fact that the language is more emphasized on its structure and form, rather than on its function, it is clear that the objectives of most lessons were to help students internalize some grammatical rules, disregarding the importance of other skills such as, listening, reading and speaking.

The following excerpt taken from an observation shows that vocabulary was the other emphasized skill .

O1LOT1G9 “El profesor lee el ejercicio tal cual está en el libro “match the words in columns A and B”, estas columnas son sobre un vocabulario específico sobre Jobs “nurse, policeman, firefighter, etc. and places “school, cinema, hospital, beach, etc.

01LOT1G9 “*el profesor procede a explicar la hora en ingles y para eso dibuja un reloj en el tablero. Después escribe en el tablero un vocabulario relacionado con el tema “o’clock, Sharp, hour hand, second hand, minute hand”.*

Isolated vocabulary was very recurrent in the class. The teacher developed matching activities and word translation exercises to give instruction. The data depicts that the tendency towards vocabulary instruction in the English foreign language classroom was presented to accomplish the development of the activities after they were proposed.

Data lead us to believe that the English instruction in this specific setting is not aligned to what the Estandares Básico de lenguas extranjeras (Guide 22) proposes, since the other skills are not being considered, therefore, students' communicative competences are not being fully developed. This document proposes that the English instruction should be developed per competences and grades, these competences include listening, reading, writing, monologues and conversations. Hence, English teaching in this setting seems to be just focusing on the linguistic competence which include and disregards the pragmatic and the sociolinguistic competences, which are relevant components of English learning, since the pragmatic competence refers to the ability to use language in a contextual form and the sociolinguistic competence entails the ability to interpret the social meaning of the linguistic choice (Guide 22). According to this document, the linguistic competence embeds the unconscious knowledge of grammar that

allows a speaker to use and understand a language, this linguistic competence allows a person to match sounds and meaning. Consequently, this is the competence that was potentialized in the observed EFL scenario.

With regard to what data reveal, theory states that this tendency towards the teaching of grammar and vocabulary might limit the development of the four skills. Brown (2000) highlights the importance of the integration of the four skills (listening, speaking, reading and writing) in the classroom for the development of communicative skills. The fact that English teaching just focuses on some abilities will have an impact on the scaffolding of the students' competences. The same author pinpoints the importance of using current approaches that involve the use of the different skills, however, data, in this case, evidences that these current approaches were not visible in the EFL setting.

3.2 Strategies implemented in the EFL lessons

Data shed light on the use of common strategies used to conduct teaching practices. These strategies were characterized by the use of the bilingual dictionary, the use of translation as a mechanism to teach vocabulary and grammar, the use of handouts for practicing grammatical structures and the use of the textbook. The textbook limited the practice of certain skills as speaking and listening since it is focus just on reading and writing what reflected a low proficiency level which promoted students dislike to speak in English due to the limitations of the textbook to practice speaking. Besides, the speaking skill is not

developed in the classroom given that the lessons tend to be mainly centered on translation procedures. Basically, students were exposed to English learning through these procedures that were evident throughout the process of data analysis.

The extracts below evidence the strategies mentioned above, taken from students' interviews in reference to these strategies.

ILO9 "el profesor en las clases utiliza un libro en el cual nosotros podemos hacer los ejercicios sobre el tema que estamos hablando"

RLO9 "la mayoría de estudiantes utilizaban diccionarios bilingües para llevar a cabo los ejercicios propuestos por el profesor".

These activities were distinguished by the use of the text translation as a support for learning vocabulary and grammar. Students were required to use the bilingual dictionary to aid them in the development of the exercises that were proposed by the teacher aiming to achieve the goals proposed in the lesson.

The following excerpts were taken from the observations and they show the common strategies implemented to conduct the teaching practices.

I1LOT1G9 ""El profesor en las clases utiliza un libro. Vea el tablero, usa mucho el tablero y los libros y también".

The book was mainly used in the English class not only as a tool; it was the most important tool due to the fact that the class hinged on the use of this resource as a support of the learning process. It is important to mention that the dictionaries were bilingual which confirms the relevant role that the mother tongue played in the classroom, and also shows that teaching practices rely on the use of translation as the only mechanism for students to understand the meaning of words.

The following extract is part of an interview where the teacher confirms the importance of translation activities in the learning process.

LV03 La profesora les dice en español “el inglés es algo mecánico se aprende escribiendo así que write three lines in english and one in Spanish of the objects”

O1LOT1G9 El profesor dice algún vocabulario en ingles como “policeman” y los estudiantes le dan la traducción en español “policía”, también dice algunas otras palabras en ingles como “firefighter” y él mismo da la traducción al español.

The teacher usually drew on translation exercises to expose students to the English language and what is more, he justifies the role of these exercises in the classroom. This perspective concludes that if pupils are always translating the language, they are not using the language for communication as it was confirmed

during observations conducted at school. In brief, the teaching tendencies observed in this study evidenced that traditional views of teaching are still present in current practices which might go against the evolution of English language teaching in EFL settings.

The following extract was taken from the questionnaires that were implemented with the teachers, in this specific item they were asked about the instruments that they use to conduct the English class.

QLOC "20 libros, 7 Headways para profesores, 13 avances para estudiantes. 7 Diccionarios, 5 Cambridge con CD, 2 en Sistema. 40 vídeos con Subtítulos en Inglés. 15 cuentos, cartillas. 7 CD de audio"

As mentioned before, the teacher applied exercises in his class from the textbook to involve the students in the development of the topic presented. However, it is important to take into account that for a successful English language learning, it is suggested to use the textbook as a tool for classroom exercises but also, it is required to implement different activities in order to obtain better results from the students. The class was mainly based on the book contents.

Taking into account what Nunan (1999) stated "It is necessary to use visuals aids to support instruction. English language learners need context in their learning process. Using gestures, expressions, pictures, and realia makes words and concepts concrete and connections more obvious and memorable". Having other sources for applying the new concepts in different contexts and setting will

help the students to apply the new knowledge in different ways and in a more meaningful form.

The material used in the class confirms that the only competence that was promoted was the linguistic one, especially the syntactic and the lexical competence, besides the material was not very varied and did not consider the different learning styles. Using multiple learning styles and multiple intelligences for learning is a new approach that breaks traditional schooling and give us a look beyond to what teaching is and what teaching can be. Gardner (2009), states that students' multiple learning preferences can be addressed when instruction includes a range of meaningful and appropriate methods, activities, and assessments.

Instructional and research implications

After completing this work of research, the educational community should consider the following recommendations in the instruction of English as a foreign language.

In first place, considering that English is the main tool of communication in the classroom in all types of interaction, it is relevant to mention that it should not be the main language either for instruction or interaction, since its use reduces the opportunities for students to practice the foreign language. English teachers need to be empowered with specific strategies for learning how to increase the use of L2 in the classroom, it is clear that the use of L1 is imperative in some situations within the lesson, however, the use of English should be optimized in EFL scenarios with the aim of exposing the learners to communicative practices.

In relation to the students' perspectives towards English Language Teaching, English lessons should integrate the four skills (reading, writing, speaking and listening) in order to engage students in a more communicative model of learning the language. That is, the activities should go beyond the common vocabulary and grammar activities and involve all the competences embedded in the communicative approach. The linguistic, sociolinguistic and pragmatic competences need to be promoted in the EFL classroom in view of guaranteeing a competent user of the language.

Another aspect that should be considered by the academic community is teachers' professional growth. Educational entities should provide teachers with opportunities for their professional development creating different spaces for teacher to learn about material design and use of multimedial tools all this with the aim of helping teachers keeping up with the latest trends in language teaching and with strategies to cope with teenagers and disruptive behaviors. Also, schools need to be equipped with the necessary resources so that teachers can integrate information and communication technologies in their teaching practices.

Finally, in terms of research implications, future studies should focus on exploring the impact of integrating communicative approaches in the English classroom, and reporting on the experience of implementing new teaching procedures for teaching the foreign language. Besides, further research could be focused on describing in detail the role of linguistic, pragmatic and sociolinguistic competence within the lesson.

Limitations of the study

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

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

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

Conclusions

This research was focused on reporting meaningful aspects in the English instruction as a foreign language and to show people different realities of teaching and learning English in a public school in La Celia-Risaralda. In order to complete the study different instruments were implemented to gather data about the following questions.

1. What are the features of the EFL classroom in terms of methodology, and language teaching in La Celia?
2. What are the perceptions of some members of the academic community towards English teaching processes in La Celia?

In concordance with this study, we could establish the use of the mother tongue as the main instrument of communication for instruction and interaction in the EFL classroom, the academic community's perception toward English teaching and learning and the features of the English lesson.

To start with, findings illustrated that students were exposed to Spanish in the instructional stage of the lesson, the teacher uses Spanish mainly to guide the class in the different stages of a lesson, first to give explanations of the topic that would be covered in the section; second, to assign tasks to the students and provide instruction about how to achieve it, and third to maintain discipline in the classroom.

Second, teachers and coordinators perspectives reflected a tendency to prioritize grammar translation in the classroom, as well as a tendency to use textbooks because of the absence of other resources thus limiting students' use of the target language. As a result, students get involved only in the learning of grammatical structures and the use of the language skills appear to be isolated. The material used in class confirms that the only competence that was promoted was the linguistic one, especially the syntactic and the lexical competence. On the other hand, the absence of didactic material such as flashcards, the use of computers and tape-recorders in the classroom causes predisposition towards the class as students declared in the interviews, students also express that the instruction must be focused on activities related to their needs in which they can use the language for communication.

Regarding to teachers and students' perceptions it can be underlined that there is a necessity to address the English class in a more favorable manner; since the implementation of activities are not helping students to improve their competences in the foreign language.

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Appendix 1

Questionarie format



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



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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
_____	_____	_____
_____	_____	_____
_____	_____	_____





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7. ¿Ha adquirido bibliografía en inglés?

SI _____ NO _____ ¿Cuál o Cuáles?

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

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

SI _____ NO _____ ¿Cuáles?

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

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

SI _____ NO _____ ¿CUÁL(ES)?

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

Especifique

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

Pésimo _____ Malo _____ Regular _____ Bueno _____ Excelente _____

¿Por qué?

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

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

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



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



«gila»
grupo de investigación
en lingüística aplicada
no publiquen nada



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Planeación de clase

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

TITULO DEL TEXTO EDITORIAL AÑO

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

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

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

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

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

8. ¿Qué estrategias usa para preparar su clase?

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

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



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

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

Si ___ No___ ¿cómo lo hace?

¿Con base en un texto? _____ ¿Cuál?_____

¿Según sus propios criterios? _____ ¿Cuáles?_____

¿Otros? _____ Especifique _____

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

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

Otros ¿Cuáles? _____

MEJORAMIENTO ACADEMICO

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

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

SI___ NO___ ¿Cuál o Cuáles?

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

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

Bajo _____ Bueno _____
Regular _____ Excelente _____

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

Appendix 2

Observation format



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

Municipio:

Colegio:

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

Appendix 4

Interviews

Protocolo de entrevista

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

Apreciamos su colaboración en este ejercicio. Si en cualquier momento usted 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?
- ¿Cuáles son los recursos usados en clase?

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

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

3. Hablemos de su aprendizaje del inglés

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