

THE STATE OF THE ART OF ENGLISH LANGUAGE TEACHING IN
SANTUARIO, RISARALDA

LUISA FERNANDA GUEVARA DUQUE

MARITZA RENDON CARDONA

LICENCIATURA EN LENGUA INGLESA
FACULTAD DE BELLAS ARTES Y HUMANIDADES
UNIVERSIDAD TECNOLÓGICA DE PEREIRA

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LUISA FERNANDA GUEVARA DUQUE

MARITZA RENDON CARDONA

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ASESORA: CLAUDIA ANDREA CÁRDENAS JIMÉNEZ

LICENCIATURA EN LENGUA INGLESA
FACULTAD DE BELLAS ARTES Y HUMANIDADES
UNIVERSIDAD TECNOLÓGICA DE PEREIRA

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RESUMEN

El presente informe tiene como fin el notificar los resultados obtenidos en una investigación enfocada en el estado del arte de la enseñanza del inglés en una institución educativa de Santuario, Risaralda. Dicha investigación tenía como finalidad el reconocer y describir el contexto en el cual se desarrolla el proceso de enseñanza-aprendizaje del inglés como lengua extranjera; este proceso de exploración se realizó por medio de entrevistas, observaciones y cuestionarios, los cuales fueron evaluados mediante un proceso de agrupación, categorización y codificación. En términos generales, los resultados arrojados por este estudio expusieron ciertos métodos para promover la motivación de los estudiantes en la clase de inglés. Por otra parte, se pudo observar al estudiante como eje central participe de un aprendizaje colaborativo, y al facilitador como guía y mediador de conocimiento. Finalmente, se hizo un análisis de las percepciones de los participantes involucrados en la investigación frente a la enseñanza del inglés contrastando los pros y los contras encontrados en la institución con respecto a la formación de los estudiantes.

La información a la cual se hizo referencia con anterioridad hizo parte del macro proyecto referente al “Estado del arte de la enseñanza del inglés en Risaralda; sirviendo como diagnóstico para posibles estudios futuros relacionados con el proyecto de Risaralda bilingüe.

ABSTRACT

the current inform has as a main goal to notify the outcomes obtained in a research focused on the state of the art of English language teaching in an educational institution in Santuario, Risaralda. The purpose of this investigation was to recognize and describe the context in which the English language teaching and learning process was developed.

This research process was made by the means of interviews, observations and questionnaires which were evaluated through a grouping, categorizing and codifying process.

In general terms, the outcomes of this study expose certain methods in order to promote student's motivation in the English class. On the other hand, results suggested that the student was seen as a central agent and participant of a collaborative learning and the facilitator as a guide and knowledge mediator.

Finally, an analysis of the participant's perceptions was made, contrasting pros and cons of the student's educational formations in terms of the foreign language in the institution.

The afore mentioned information made part of the Macro project "The state of the art of English language teaching in Risaralda", serving as a diagnosis for future studies relates to the "Risaralda bilingüe" project.

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INTRODUCTION

The purpose of this study was to analyze the state of the art of the English Language Teaching in a public school in Santuario Risaralda, focusing the named analysis on the techniques implemented in the EFL classroom, perception of the students in the class and the stakeholder's perceptions towards the English Class, considering the students motivation in the class, the role of the students in the class 'development and also the perceptions that the teachers and stakeholders showed when referring to the English language teaching and learning.

It is highly relevant to mention that the current investigation plays an important role in the educational project called "La Ordenanza", applied by the ministry of education in Risaralda in 2011.

The Ordenanza project intends to empower and develop in a better way the English language learning in the department, helping the population to be more competent in a foreign language. The information in which this study is relied was collected through a variety of methods such as Interviews, Questionnaires and observations.

The above mentioned analysis was carried out through a variety of steps like grouping, naming, categorizing, conceptualizing and theorizing. As a result, it was evidenced some methods used in the classroom in order to enhance students' motivation, implementing rewarding points and the regular use of the target language as a strategy to stimulate students intrinsically. Also, the role of the student was analyzed in the classroom and it was noticed that the student is the central agent in the class development, giving the impression of a constructivist model in the classroom where the students have a more independent role and their previous knowledge is considered

in the learning process, It was also possible to compare the perceptions that the participants had towards the English teaching and learning with the real contexts in which it was developed. It can be said that the outcomes of this study showed effective methods to be developed in an EFL class being a possible starting point for future investigation in the EFL teaching field.

On the other hand, it could be considered other methods which involve the whole skills that need to be developed in a language learning process, making this more effective and accurate, in that way, the students will be more competent in the target language.

In conclusion, the present study contributed the execution of the macro project that embedded stages related to the diagnosis, implementation and evaluation of the current teaching tendencies in a public school of Santuario Risaralda.

1. STATEMENT OF THE PROBLEM

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

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

According to the Ministry of Education (MEN), teaching English in Colombia has evolved over the past ten years, and many people from all social status have been in the

process of either learning, teaching or assessing the efficiency of the language. The Ministry of Education developed the new standards of competences based on the CEFR, and this entity also formulated the National Bilingual Program which main aim is create citizens who are capable of communicating in English, allowing them to improve their quality of life and making them more competitive in the national and international contexts.

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

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

language (Pre A1, A1 and A2) according to the CEFR. The previous results are presented in order to establish the importance of conducting a project that first, sheds light on the needs in terms of English instruction and second, unfolds the actions, perceptions, and evidences of the English teaching in state Schools in Risaralda.

In view of the statistics that evidence the current 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 de Risaralda and the Instituto de Lenguas extranjeras (ILEX). In relation to the students, there is a program called Scholar Extended Time (JEEEX) which provides the opportunity to the students of the non-certificated towns to be part of an English program. In 2010 there were 330 students favored from the program, in 2011 there were 2430 students already involved in the process.

This study intended to give response to the first stage of the “Risaralda Bilingüe” 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 contributed to reveal, expose and report on behaviors, strategies and procedures implemented in English teaching scenarios that took place in the “Instituto Santuario”, a public High School in Santuario Risaralda. The importance of this study lay on the fact that it served as a diagnosis for further stages in a new process. In other words, this study informed readers about the actions, methods and techniques used in the English language teaching contexts in Santuario Risaralda.

2. 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' and stakeholders' perceptions towards English Language Teaching?

3. THEORETICAL FRAMEWORK

Nowadays foreign language learning has become a priority due to the influence of a globalized world; that is why, here in Colombia, the Ministry of Education (MEN) elaborated the project “Fortalecimiento de las Competencias en la Lengua Extranjera” 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 **GUÍA 22. Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés ¡El Reto!**

Responding to the **Colombia very well** project, 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 the first (1st) to higher education, specifying the level that students should reach at the end of each grade or program.

The **GUÍA 22. Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés ¡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.

3.1 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.

3.2 Method

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

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

3.3 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: 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.

3.4 Theory of language

In this part it will be mention 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 that the form. One of the implications of this view is the Wilkins’s Notional Syllabuses which consists of including in language lessons not also grammatical and lexical patterns, but also topics that learners will need to communicate in real life situations. Finally, an interactional view promotes the

language as a fundamental tool that helps people to be involved in interpersonal relations; that is to say that the only mechanism in charge of the development of interactional patterns in people is the language. This view in terms of teaching may be seen as a vehicle of interaction between learners who are seen as 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 materials. 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.

3.5 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 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.

3.6 Design

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

3.7 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.

3.8 Curriculum

The curriculum is a key component in the educational environment. 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 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).

3.9 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 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.

4. RELATED STUDIES

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.

The first study that will be taken into account is the one conducted by Montes, and Posada (2014) about the State of the Art of English Language Teaching in La Celia, Risaralda Colombia. During the execution of this research some relevant outcomes were found in relation to English teaching in Colombian settings; one of them was the use of the mother tongue as the main instrument of communication between teachers and students. The data collected revealed that participants under study (teachers and students) overused the L1 as it was the only tool to check understanding, introduce new topics, explain vocabulary and express ideas and points of view; which hindered learners language process due to the fact that their exposure to the target language was minimum and they were not demanded to use the target language in order for them to get familiar with this language and feel comfortable at using it. In contrast to the previous mentioned and cited in the same study, Morahan (2006) claims that the use of both languages (the mother tongue and the target language) can be of great use in the process of learning a second language if the use of L1 is not greater than that of L2. It means that as soon as a balance in using the two languages is found, the use of L1 will enhance the acquisition and understanding of the L2.

Another related study was the one conducted by Bernal and Quebrada (2013) in La Virginia, Risaralda Colombia. This study had some similarities in terms of language use involved in the results found; for instance, in the observed institutions it was found that the use of L1 was evidenced in different stages of the class such as the presentation of new topics, lessons explanation and as a strategy to reinforce comprehension. On the other hand, teachers and students both complained about the few materials the institution provided to develop the classes which caused students low interest in the classes as they perceived them as boring and routinary. Besides during the interviews, one of the data collection methods, learners expressed a desire for being exposed to challenging and useful activities since they presented higher participation and engagement when the tutor developed such activities.

Previous studies concluded that in order to promote an improvement in the English language learning within the Colombian schools, it is necessary to start using the target language as much as possible, as well as promoting students' engagement within the lessons with current and useful material, and challenging learners' capacities.

5. METHODOLOGY

5.1 Type of study

The current study was developed through qualitative procedures. Firstly, through qualitative method the researchers' intention was to collect data related to teachers' methods and techniques implemented in the classroom, and also students' attitudes and behaviors about teachers' performance in the classroom. According to Merriam (2009), qualitative studies involve constructing theory and are highly reflective. In addition, Ray (2011) describes qualitative studies as one of the used methods to observe and record the actions and behaviors of determined participants or individuals through the course. Therefore, the data collection was done in a natural setting, it means that the gathered information was taken from the realities English language teachers' face in the public institutions of Risaralda, and reporting on a study that represents the academic realities from different standpoints.

5.2 Context and Setting

The current investigation was carried out in a public school in Santuario, Risaralda. It is relevant to mention that this project made part of a macro project which involved eleven towns in Risaralda such as, Apia, Balboa, Belen de Umbria, La Celia, La Virginia, Marsella, Mistrato, Pueblo Rico, Quinchia, Santa Rosa de Cabal.

This research project was mainly concentrated on the English language teachers and students from Santuario's school. Therefore, the study was focused on a teacher in charge of instructing English language from 6th grade to 11th grade, school academic coordinators, and high school students.

5.3 Participants

Four types of participants were part of this study; namely, teachers, students, stakeholders and researchers. The first participant for this study was male English teacher around 40 years old, professional in language teaching, who guided lessons in the Instituto Santuario's school in Santuario, Risaralda and whose classes were within sixth grade through eleventh grade.

The second participants of this study were the school principals, both of them male around 50 years old. The principal whose profession was priest and the academic coordinator, professional in education. Both of them belonged to the public institution above mentioned. Hence, they were relevant sources of information when researchers needed curriculums, syllabus, the bilingual plan and inclusion of standards in the English syllabus.

Two female researchers around 24 years old and students from the "Universidad tecnológica de Pereira, Licenciatura en lengua Inglesa" program were also part of this process. Their perceptions contributed to have an outsider perspective of the data analyzed.

Finally, the students; children and teenagers from 13 to 16 years old from 6th to 11th grade who provided important information about their learning process, leading the researchers to obtain relevant outcomes related to language teaching. Their opinions about language learning and teaching, provided information in terms of the 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 a 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.

5.4 Researcher's Role

The researcher's role during the development of the current project was a non-participant observation. According to Freeman and Long (1991) a non-participant observation could be described as the act that implies observing, taking notes and recording activities without taking part of them. Based on this, the researchers who participated in this project acted as non-participants due to the fact that they did not interact with the learners or interfered in the class, but observed meticulously when gathering the information needed to carry out this project.

5.5 Data collection

To follow the requirements of a qualitative case study, the methods implemented to gather the required information were observations, document analysis, questionnaires and interviews.

As the purpose of this study was to collect data related to educator teaching methodologies, perceptions and actions of the academic community in Santuario's school, the following data collection instruments were employed as follows (see Appendixes 2, 3, and 4).

5.5.1 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, the observation in this study was done to Santuario's public school, for approximately three months. Each observation lasted one hour per class. In this particular case the observations was made by non-participant researchers, who focused mainly on taking field notes using a structured format to collect data about the classroom and the events that take place in it, teachers' performance, and students' attitude and reactions toward the class.

5.5.2 Interviews

Bhamani's (2007) states that, "interviews are a systematic way of talking and listening to people and are another way to collect data from individuals through conversations". Consequently, the interviews applied in this research were addressed to two students who represented each grade, from 6th to 11th.

The interview protocol was composed of nine questions all related with students' personal experiences regarding the English classes in Santuario's school. In addition, all of the interviews were recorded in order to transcribe them afterwards. Therefore, the main purpose was to collect data taking into account the students perceptions about their English language process.

5.5.3 Document analysis

Furthermore, to accomplish the specific objectives of this study a document analysis was made in order to become acquainted with the different text, programs that teachers follow to develop their classes. The document analysis for this research included collection of information that the schools ' PEI has about English language learning and teaching, the, 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 and the analysis might become overwhelming a format (appendix 2) was design to collect such information.

5.5.4 Questionnaires

Finally, questionnaires were used to collect data for teachers and principals from the institutions about personal information, teacher's 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 response, of them anonymously. Therefore, the participants involved were 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.

6. ETHICAL CONSIDERATIONS

The recent research was conducted in order to provide precise information related to the English language teaching in a public school in Santuario Risaralda. To perform this procedure, it was taken into account relevant aspects in order to gather information and protect the identity of the participants and their interests.

From the beginning of the research, the academic community from Santuario's school was previously informed about the project through a letter delivered by Risaralda governments, in order to introduce the objectives of the study (Appendix), providing enough information about the purpose of it and how it and the way the information will be obtained.

In the same way, data collection was carried out through observations, questionnaires and interviews, methods that provided to the project the proper elements to be developed in an accurate way. All of this, with the consent of the principal of the institution and the person responsible for academic coordination as well as the people under observation, assuring confidentiality to these participants.

It is relevant to mention that the data was obtained during school's time with the permission of the participants; consequently, the information was gathered in a normal context for the students. Finally, the colleagues and stakeholders from the institution were invited to know the result of the study at the time the investigation was done.

As researchers, we show gratitude to all those who were involved in this project, allowing it to contribute to an English Language Teaching improvement not only in the

place the project was carried out, but also contributing to the ELT improvement in Risaralda, providing bases to continue with the analysis of the state of this art.

7. FINDINGS AND DISCUSSIONS

The coming section of this study will expose the outcomes resulted from the process of data analysis based on the information provided by the participants of this project; results are focused on the techniques implemented by the teacher in the class, the students and teacher's role in the classroom and the students and stakeholders perceptions towards English language teaching-learning process.

7.1 TECHNIQUES IMPLEMENTED IN THE EFL CLASSROOM TO MANAGE BEHAVIOR AND MOTIVATION

In this section, it will be presented some relevant outcomes observed during the data analysis. The present finding refers to the tutor's strategies used in order to regulate behavior during the class and to encourage the students to participate, as well as to foment a learner-center class as a motivational factor.

7.1.1 STIMULUS-RESPONSE MODEL TO HANDLE BEHAVIOR AND PARTICIPATION IN CLASS

During the data analysis, it was evidenced that the students under observation felt motivated to participate in the lessons when the teacher offered points as a reward. The students took active part of the tasks and activities proposed in the classroom when the teacher mentioned the rewarding points, which was their stimuli factor. The following pieces of data show the use of this strategy, which contributed to the students' engagement and participation.

IIS6: “a mí me gusta porque él da muchas oportunidades para ganar puntos”.

IIS11: “El profesor califica todo por puntos y todos participamos precisamente por los puntos”

OIS: “Uno de los estudiantes dio con la palabra correcta y el profesor lo incentivo con un punto de participación”

As it was mentioned before, the rewarding points were a strategy used by the teacher to control students' behavior as well as to focus their attention on the tasks; as a result, students were conditioned to this factor when they participated, in this sense, students were not developing their autonomy due to the fact that they were taking part in the classes because of the reward, the points, and not because of their willingness to learn or desire to express their knowledge. This procedure could be described as a stimulus-response model, belonging to a behaviorist point of view. According to Holland, (1979) a stimulus- response method is “a reflexive or automatic type of learning in which a stimulus acquires the capacity to evoke a response that was originally evoked by another stimulus”.

The above mentioned can lead us to conclude that the facilitator adopted a behaviorist method or a stimulus- response strategy in specific cases like misbehavior or inhibition, encouraging the students to participate actively in the class, to what the students answered in a positive way. As a result, the students were engaged to the activities and the class turned to a more dynamic, motivated and learner center one. Notwithstanding, the use of this strategy made the students dependent on the rewarding points to explore the language interfering in their autonomous learning.

7.1.2 TECHNIQUES IMPLEMENTED TO FACILITATE LANGUAGE LEARNING

The analyzed data reveal that the facilitator intended to promote a learner center environment by utilizing activities that captivated students' attention and employing material that they found interesting and familiar. The students were capable of participating in discussions or simply, giving their personal opinion. In addition, the implementation of group work, fostered interaction and promoted cooperative learning among them, by enhancing critical thinking through basic topics.

The coming piece of evidence shows how the facilitator proposed a topic, engaging and motivating the students to give their personal opinion and defend their points of view when talking about basic and common issues, fostering the interaction among them.

RJO11S: “El profesor propuso un tema que atrajo la atención de los estudiantes haciéndolos participar. El tema, relacionado a los gustos musicales facilitó el entendimiento de los adjetivos comparativos y superlativos, creando una clase en la que los estudiantes establecieron y defendieron su punto de vista en cuanto a sus gustos musicales”.

I11S11: “Por ejemplo las fotocopias me parecen muy completas, son temas importantes por ejemplo hablan de famosos, tiene imágenes y eso ayuda a que no sea tan aburridos”.

This pieces of data illustrate how the teacher provided material related to the students likes and interests by asking their opinion, which encouraged learners' participation and help them to learn the language.

Research show that personal involvement, intrinsic motivation, personal commitment, confidence in one's abilities to succeed, and a perception of control over learning lead to more learning and higher achievement in school. (Alexander & Murphy, 2000). Thus, the students' participation in class and involvement in the themes are due to the use of material and the degree of familiarity that they have with these issues, as well as the motivation that the topics of interest generated in their learning process.

It is important to highlight that the strategies used to motivate the students and the environment created bolstered confidence, participation and interaction between the learners. Another important factor noticed during the data analysis was the implementation of group work, leading to a cooperative learning environment.

O11S: “El profesor implementó trabajo de grupo, los estudiantes se veían cómodos con este tipo de actividades, interactuaban libremente y se corregían entre ellos logrando mejores resultados en las intervenciones en clase y en las actividades propuestas por el profesor.”

Another factor that encouraged learners to be active participants of the process was the constant foreign language use, which apparently worked well in that learning scenario.

I11S10: “El profesor habla en Inglés toda la clase, entonces eso como que lo motiva a uno a que le guste el idioma”.

O11S: “The teacher uses all the time the target language; the students seem to be comfortable with it, due to the fact that they respond in a positive way, participating in the exercises conducted in the classroom, giving opinions etc.”

The teacher's use of L2 can be deemed as a motivational factor in the learning process, not only because the students started developing skills such as listening comprehension, vocabulary acquisition, pronunciation and intonation, verb forms, word order etc; but also, because the foreign language implementation helped to foster the use of the target language in the students, increasing their interest on it and promoting the participation in class.

Accordingly, Nation & Macalister (2010) suggest that "The more time learners spend on language learning, the more they learn. The principle gains some support from the correlation between lengths of time spent living in a country where the foreign language is spoken and proficiency in the language." (p.58-59). Authors' views suggest that in this study the use of the foreign language gave the students more opportunities for developing their language skills.

Based on the results obtained in this research, the tasks, strategies and activities implemented by the teacher suggested that it has a productive class as a result, due to the use of interesting material for the students; taking into consideration that most of the time they could express their opinion about their likes and interests, even though the motivation the students showed was conditioned by certain rewards, the students had the opportunity to give their personal opinion, showing a personal involvement in their learning process.

7.2 **TEACHER AND STUDENTS' ROLE IN THE CLASSROOM**

In this segment, the teachers' and students' roles within the classroom will be taken into consideration, as well as the techniques implemented by the facilitator in order to develop in the students certain skills required when learning a language; such as, giving opinions, analyzing, describing etc. Likewise, this finding will report on the students' responses towards the strategies implemented by the teacher when developing the aforementioned skills, and the description of students' behaviors, attitudes, characteristics and procedures during the lessons.

7.2.1 **TEACHER'S ROLE IN THE CLASSROOM**

During the data analysis, it was evidenced that the teacher was not only a sample to follow, but was also a guider who fostered students learning process, helping them to create and improve their knowledge.

O1IS: "...El profesor daba a los estudiantes palabras relacionadas con el tema principal para así darles pistas con el fin de hacer que ellos lo reconocieran"

O2IS: "...El profesor ayudaba a los estudiantes a llenar las columnas dándoles la descripción en inglés de la palabra que debían adivinar "what is the profession of the person who drives" a lo que los estudiantes responderían "driver".

O2IS: "... Para dar inicio a la actividad, el profesor pidió a los estudiantes formar una mesa redonda de modo tal que todos puedan interactuar entre sí".

The previous excerpts reveal that the teacher's role was to encourage students to build their knowledge by giving them hints in order for them to infer the answers; in other

words, he was acting as a facilitator in the learning process. Accordingly, the teacher intended to elicit as much information as possible from the student, in this way, the class was developed based on the students' attempts to use the language and not on the information provided by the teacher. Another important factor to highlight was that the teacher sought to promote spaces in which the students could interact among them; this strategy can lead us to think on the teacher as a promoter of learning and not just as a provider of information. Following this idea, Harmer states that "...teachers may need to be prompters, encouraging students, pushing them to achieve more, feeding in a bit of information or language to help them proceed" (Harmer, 2004). Based on Harmer's words, it is important for teachers to be promoters of the student's knowledge because with the appropriate guidance pupils can succeed in their process of learning a language.

As illustrated in the present study, the facilitator was always pushing the students to make their biggest effort to understand and assimilate the target language instead of giving them the answer of everything. Besides, during the observations it was evident how the tutor always employed any tool such as body language, miming, pointing, preforming, among others, in order to transmit his message and avoid resorting to L1.

7.2.2 THE STUDENT PERCEIVED AS A CENTRAL AGENT IN THE CLASSROOM

In this section, it could be evidenced how, most of the time, learners are perceived as the most important agent in the class, taking the principal role on it. Data showed that

students had an active role in the learning process, conditioned sometimes, by rewarding points and others by appealing topics to them.

It is important to highlight that the students' behavior was constantly observed during the classes and it was evidenced that they were risk takers; besides, group work was a constant technique used in the classes which led to improve collaborative learning among the pupils. In the following piece of evidence, it could be illustrated the statements above mentioned.

OHS: “los estudiantes debían descubrir una palabra, por medio de letras suministradas por ellos mismos; durante esta actividad hubo gran participación por parte de estos e incluso en algunas ocasiones se ayudaban entre sí para llegar al objetivo principal de la actividad que era dar con la palabra que los guiaría al nuevo tema a explorar; esto sucedía aun cuando la actividad era general y no en grupos. La actividad no tomo mucho tiempo debido al trabajo en equipo”

It could be said that due to the teacher's promotion of a proper and confident environment, the students took an active attitude towards the class, in which the students felt free to participate due to the activities and tasks brought by the teacher, which were appropriate to the students level and also linked to their background knowledge. Correspondingly, Woodward (2001) asserts, "with a forgiving atmosphere though and plenty of risk-taking, most students can help each other towards the same shared understanding" (p. 112). , risk-taking encouragement provides the students with opportunities to have an appropriate language learning process, consequently, the

environment the teacher provided to the student encouraged them to participate, feeding their needs.

7.3 TEACHERS AND STUDENTS' PERCEPTIONS TOWARDS ENGLISH LANGUAGE TEACHING

In the following excerpt, the academic community's perceptions regarding English instruction will be presented taking as main aspects students' judgments towards the materials, methodologies, and personal interests; as well as facilitators' points of view considering aspects to improve in the lessons and current teaching training.

7.3.1 LEARNERS' PERCEPTIONS TOWARDS ENGLISH LANGUAGE LESSONS

Interviews and questionnaires were some of the methods utilized to obtain learners perceptions, which revealed that some students perceived the classes as interesting and motivating. Additionally, during the observations it was evidenced that many of the activities developed during the lessons included stimulating topics for the learners and visual aids that helped them to be focused. The aforementioned is evidenced in the following piece of data.

IISS11 “... Por ejemplo las fotocopias me parecen muy completas, son temas importantes por ejemplo hablan de famosos, tiene imágenes y eso ayuda a que no sea tan aburridos y que uno como que ponga más cuidado”.

The previous piece of data reveals some of the materials used during the sessions like photocopies with engaging topics and visual aids. Learners expressed to be more focused on the lesson as they were taught through something attractive to them like information about celebrities and pictures of them. Lightbown (2008) states that “varying the activities, tasks and materials can lead to an increase in students’ interest levels and a decrease in students’ boredom”. Based on the author and taking into account the presented data, it could be said that by providing striking material during the lessons, tutors can prompt pupils’ motivation and promote their willingness to learn as it was evidenced in the data. Additionally, during the observations, it was noticed a variety of activities implemented within the lessons which contributed to obtain and maintain students’ attention as well as interest in many of the topics; furthermore, learners corroborated this information through some positive comments regarding the material and activities issue as well as the observations carried out by the researchers. The following excerpts illustrate the previously mentioned.

IISS11 “... Con nosotros también utiliza el workbook y fotocopias... También hacemos otras actividades para que las clases no sean siempre igual y uno no se aburra tanto”.

RJ01IS “Hubo una gran variedad de material... La clase se desarrolló de una manera satisfactoria”.

RJ2IS “... El profesor utiliza diversas actividades durante sus clases, juegos de adivinanzas, canciones, mímicas, entre otras”.

These pieces of data show that the lessons contained a variety of patterns and formats as teacher always tried to implement different activities and material to keep students attentive and active during the sessions.

Likewise, the previous excerpts also point out the relevance of using contextualized materials for students during language lessons as it can lead them to be focused, engaged and motivated in regards with the target language learning; in Harmer’s words (2001) “if students are to continue to be intrinsically motivated they clearly need to be interested both in the subject they are studying and in the activities and topics they are presented with. We (teachers) need to provide them with a variety of subjects and exercises to keep them engaged” (p.53-54). Therefore, implementing activities that are not only useful and appropriate for students’ academic level, but also designing attractive and engaging activities, is one of the challenges that teachers have to face on and overcome in order to support their pupils’ learning process.

7.3.2 TEACHERS AND STAKEHOLDERS' PERCEPTIONS TOWARDS THE ENGLISH TEACHING PROCESS

One of the main sources to obtain information about teachers' and stakeholders' perceptions in Santuario, Risaralda, was a questionnaire which revealed some inconsistencies in relation to the process of teaching English. First of all, some teachers argued they used the communicative approach, which involves the employment of the linguistic, pragmatic and social linguistic competences, within their lessons. Notwithstanding, during the observations it was evidenced the main use of just one of those competences, the Linguistic. The following piece of data illustrates the aforementioned.

Q1ST1 “¿Cuáles de los siguientes métodos utiliza usted en clase?... El Enfoque Comunicativo...”

The previous piece of data exposes teacher's perception in regard to the use of the communicative approach which frames a set of knowledge and abilities that allow an individual to perform different actions in different contexts. In spite of the implications of this approach, facilitators assured they integrated the use of the competences in their lessons, whereas observations showed they only focused their classes on the linguistic competence as the aim was to memorize vocabulary, learn some grammatical tenses, and understand and translate some short texts. Data reveal contradictory ideas between what the teacher expresses and was observed; in other words, there is a mismatch between reality and perceptions.

With regard to Alvarez, Villalobos, & Valenzuela (2009) state that “foreign language learners' linguistic and social competences are achieved through the proportional

development of the four skills”. In other words, for learners to be successful in the foreign language use, they need to be guided to work in the integrality of the three competences. This means learners should not only know the lexical and syntactic components of the language, but also they should know and understand the cultural and social elements of it, contrary to what was observed in the classes and established by the tutors in the questionnaire.

On the other hand, teachers expressed their concern for the lack of virtual resources such as computers, video beams, and laboratory rooms with internet connection, as well as language teachers training, necessary tools for interactive and integral classes. The following data shows teachers’ points of view in relation to this subject.

Q8IS “Lack of a computer room with internet connection...”

Through interviews and questionnaires, facilitators expressed the necessity of a computer room and other technological devices as these types of sources will help them become the classes more interactive and engaging for the students. Teachers also expressed they made use of all the tools they could such as photocopies, books, among others to keep students attention, however the use of the TICs was something necessary to keep pace with the current century of the technologies.

In the same fashion, stakeholders’ questionnaires revealed personal insights about current teachers training process taking into account that the constant instruction on new methodologies, classroom management strategies among others, are relevant factors to enhance education. When teachers were asked about the instruction received during the last

five years in concern to the target language methodologies, these were some of their answers.

Q14IST1 “... No, ninguno”.

Q14IST2 “...Ninguno que me acuerde”.

The last comments make evident the teachers' lack of current language teaching training and their low interest to get updated with the new methodologies and certifications as they had the opportunity to express their concern about this topic but they did not mention anything. In regard to this, Johnson (2000, cited by Moncada 2007) sees teachers' learning as a permanent process that initiates when they are learners, and is extended through their professional lives. The author highlights the importance of constant professional development in order to keep up with the latest trends in TESOL (Teaching English to Speakers of other languages), however results reveal that teachers have not participated in any training program or course to get a current certification in language teaching, fact which might affect their performance and students learning process. The fact that the teacher does not get engaged in an ongoing preparation and training might affect his performance in the classroom, since he may get used to traditional teaching approaches that do not benefit language learning.

8. RESEARCH AND PEDAGOGICAL IMPLICATIONS.

After completing this piece of research, the educational community should consider the following recommendations in the instruction of English as a foreign language. To start with, it is relevant to mention that it was noticed the implementation of different techniques that helped the students to focus on the subject such as group work, interesting material for them and the use of a guide text in which the students practiced what they had been taught. Besides, it was evident that the constant use of the foreign language by the teacher motivates learners to be more involved in the language learning and improvement.

On the other hand, it is highly recommended a different strategy than rewarding points to keep students attention on the tasks or controlling misbehavior, as it creates dependent students on the rewards to participate and it limits their capacity to reflect on their own knowledge leaving autonomy aside.

In terms of students and teacher's role in the classroom and the methodologies implemented by him, it is worthy to say that the students are exploring the language in an appropriate way as teachers treat them like the central agent in the lessons, helping them to develop the basic skills needed to learn a language; however, pupils need to learn other important skills such as analyzing, observing, comparing, concluding etc. so they can start acting autonomously.

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 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.

9. LIMITATIONS OF THE STUDY

In this section of the study, some limitations and restriction were faced when carrying out the project such as reluctance of the schools to give information, lack of cooperation of some facilitators, economical factors that impeded to visit currently the assigned town. Finally the lack of commitment from some participants affected the deadlines for the project presentation.

During the project implementation, specific factors were obstacles during data collection. As a first point, the lack of cooperation with institutions obstructed the data collection that should be done in a specific time and places. From the first moment the visit to the institution was carried out, one of the institution assigned refused to provide any information, due to the fact that they were not informed of the project

Additionally, the only institution that accepted to collaborate with the project restricted some information arguing that they did not have any information about the project. Despite of the lack of knowledge about the study, one of the three teachers in charge of English area accepted to help in the research project, the two remaining teachers were not willing to help in the study because one of them belonged to the night shift, and the other teacher refused to cooperate for personal issues.

Another factor that affected the investigation was the lack of economic support for transportation; this factor influenced in the constant visiting of the school under study and with it, the amount of data was not enough to reach the expected outcomes, making more difficult the data analysis to get findings of the project and to make some discussions about what was observed. Specific and interesting outcomes could be obtained from the project if

the data were enough; that is why it is found relevant to get as much information as possible for future researches.

10. CONCLUSIONS

The current study was carried out to analyze and report the methodologies implemented in the ELT in the “Instituto Santuario” school in Santuario Risaralda, providing relevant information about the techniques implemented by the facilitator to develop the classes. At the beginning of the investigation, some questions are established in order to have clear what is intended to be explored and analyzed during the data collection process. What is seen in an EFL setting regarding language use, teaching tendencies and agents’ roles, was the first base to lead this research, as well as the attitudes towards English language teaching experience. On the other hand, teachers and stakeholders’ perceptions towards English classroom were also relevant information to conclude this investigation.

In first place, it could be concluded that the methods, procedures, techniques, and actions towards learning and teaching English are focused on a stimulus response strategy, making the students dependent on rewarding points to progress in their language process. This fact avoids the autonomy development in the learners, making the language progress conditioned by a reward.

On the other hand, the students express that sometimes they feel attracted to the subject due to the use of interesting material and the spaces the teacher brought to interact between them. This can lead us to think that the facilitator act in conjunction to what He established to be used in the classes such as an eclectic method, implementing not only one method, but different strategies to develop the class in an appropriate way.

Another important factor to be mentioned in this segment is the description of students and teacher's role in the classroom. It is clear that the role of the facilitator is focused on eliciting information instead of giving it, so the students can analyze and conclude in their learning process.

Regarding stakeholder's perceptions towards the ELT in the institutions it is concluded that students perceive the classes as engaging and interesting since teacher's activities and materials are striking to them. Finally, teachers' perceptions reveal some inconsistencies as they assured to use the integrality of the four skills within the lessons, whereas observations led us to conclude that the linguistic competence was the predominant aim during the lessons avoiding an appropriate implementation of the communicate competence and hindering students' learning process as they did not have opportunities to develop and reinforce the pragmatic and sociolinguistic competences.

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12. APPENDICES

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

Por tal razón se requiere de su colaboración y disposición, de acuerdo al compromiso firmado por ustedes en la jornada de Asistencia Técnica Integral, realizada el pasado mes de Septiembre/2011 en las instalaciones de Villa Mónaco, para dar 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 realizaran esta actividad en cada institución.

Cordial Saludo.


PAULA ANDREA DÁVILA CAÑAS
Secretaria de Educación Departamental

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

 Proyecto: Hilduara Ospina Franco

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

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

- Colegio donde labora _____
Público ____ Dedicación: Medio Tiempo ____ Tiempo Completo ____ Por horas ____
- 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.

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?

8. ¿Qué estrategias usa para preparar su clase?

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

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

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

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

Si ___ No___ ¿cómo lo hace?

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

¿Según sus propios criterios? ___ ¿Cuáles? _____

¿Otros? ___ Especifique _____

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

_____ Comprender correctamente la lengua hablada.

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

_____ Hablar el idioma con corrección y seguridad.

_____ Participar en conversaciones sencillas sobre los temas estudiados

_____ Escribir el idioma con corrección y seguridad

_____ Leer y traducir con precisión el material escrito en Inglés, de manera comprensiva analítica y crítica.

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

Otros ¿Cuáles? _____

MEJORAMIENTO ACADEMICO

10. ¿Practica usted la lengua extranjera? SI ___ NO___ ¿En qué forma?

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

SI___ NO___ ¿Cuál o Cuáles?

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

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

Bajo _____ Bueno _____

Regular _____ Excelente _____

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

INTERVIEW FORMAT

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

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

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

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

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

- ¿Cuáles 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?