THE STATE OF THE ART OF ENGLISH LANGUAGE TEACHING

IN SANTA ROSA DE CABAL, RISARALDA

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1. RESUMEN

Este documento informa sobre un estudio centrado en el estado del arte de la enseñanza del idioma Inglés en una escuela secundaria en el municipio de Santa Rosa de Cabal, Risaralda. El objetivo principal de este estudio fue identificar los escenarios de aprendizaje de la enseñanza del Inglés como lengua extranjera. Para hacer esto posible, los instrumentos utilizados para recoger la información fueron cuestionarios, entrevistas y observaciones. Los datos obtenidos de estos elementos fueron basados en la teoría fundamentada que complementa un proceso de codificación, agrupación y categorización, entre otros. El presente estudio arrojó algunos resultados con respecto al 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. Diferentes tendencias de enseñanza fueron observadas en el salón de clases las cuales no estaban ajustadas a los procedimientos reportados por los mismos facilitadores, y algunas percepciones fueron informadas en cuanto a las necesidades educativas, desafíos y expectativas.

El presente estudio reveló la necesidad de la implementación de estrategias relacionadas al proceso de aprendizaje y enseñanza del Inglés. En conclusión, esta investigación fue 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.

2. ABSTRACT

This paper reports on a study focused on the state of the art of English language teaching in one high-school in the town of Santa Rosa de Cabal-Risaralda. The main objective of this study was to identify the learning scenarios of the instruction of English as a foreign language. To make this possible, the instruments used to collect the information were questionnaires, interviews, and observations. The data obtained from these elements were based on grounded theory that completed processes of coding, grouping and categorizing, among others. The present study yielded some results regarding the role of the mother tongue, the teaching tendencies in the EFL classroom and the perceptions of the participants involved in the research. In general terms, it was evidenced that L1 was used as a strategy to monitor understanding, and giving commands, and L2 was not evidenced for instruction. Different teaching tendencies were observed in the classroom which were not aligned to the procedures reported by the same facilitators, and some perceptions were informed in terms of the educational needs, challenges, and expectations.

The present study revealed the necessity for the implementation of strategies concerning the process of learning, and teaching English. To conclude, this research was a great contribution to the macro-project the State of the Art of the English Language Teaching in Risaralda that will serve as a diagnosis for further studies concerning the Risaralda Bilingual Project.

3. ACKNOWLEDGEMENTS

"Education is the most powerful weapon which you can use to change the world"

Nelson Mandela

4. INTRODUCTION

This study concerned the analysis of the State of the Art of the English Language Teaching in a public school from Santa Rosa De Cabal-Risaralda which main focus was to declare the relevant aspects of the English language subject in terms of language use, procedures and perceptions. The goal of this research was, then, to describe, and interpret the participants' perceptions around English Language Teaching and Learning, as well as the tendencies in instruction and the role of the foreign language and the mother tongue in the classroom.

Consequently, it is relevant to mention that this study is part of a project that belongs to an educational public policy called "La Ordenanza" implemented by the Ministry of Education in Risaralda in 2011, whose aim is to increase and promote the learning of English in the Department in order to have competent citizens in the language. On the one hand, the tools used to gather the information were interviews, questionnaires, and observations that were further triangulated in the process of data analysis. At first, interviews were executed with learners from 6th to 9th grade respectively. The interviewed reported their personal perceptions about the lesson, and teaching procedures. On the other hand, questionnaires and observations were also applied with the purpose of exploring teachers' perceptions, pupils' behaviors in the EFL classroom and academic realities.

In conjunction to this, the collection of the results met a series of steps such as naming, grouping, conceptualizing, categorizing, and finally theorizing. Firstly, it was evidenced the use of the Spanish language in the English class as a strategy to monitor students' understanding. Secondly, it was confirmed teachers' pedagogic procedures, and both stakeholders' and facilitators' insight towards the process of teaching English.

Finally, teachers need to consider methods that best fit their students' needs instead of theirs. What is more, to implement strategies that adjust a real academic environment concerning to pupils' problems, needs, and expectations. Besides, the amount of hours that students are exposed to the language, and the limited resources that impede their development in the language, hence teachers need to empower a number of strategies that will help them to design effective lesson plans.

5. 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 (CEFRL)which is a guideline used to describe the achievements of learners of foreign languages across Europe and, increasingly, in other countries. "The main aim of this guideline is to provide a method of learning, teaching and assessing which applies to all languages in Europe". The Council of Europe, through this document, intends to promote the interaction and communication between countries to enrich co-operation and decrease the prejudice and discrimination.

Due to the latest challenges of the English teaching field, 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 formulates the National Bilingual Program whose main aim is create citizens who are capable of communicating in English, allowing them to improve their quality of life and making them more competitive in the national and international contexts.

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

The 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 place from A1 to C2 level. Similarly, the program "Colombia Bilingüe" conveys some statistics related to the English level of language teachers in the country. Data provided in the webpage exhibit that about the 65% of the teachers are placed as basic users of the language (Pre A1, A1 and A2) according to the CEFR. The previous results are presented in order to establish the importance of conducting a project that first, sheds light on the needs in terms of English instruction and second, unfolds the actions, perceptions, and evidences of the English

teaching in state Schools in Risaralda.

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

Purpose of the study

This study intended to give response to the first stage of the Risaralda bilingual project which attempts to represent and describe the realities of the English teaching in 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 take place in one Public High School in one region in Risaralda. The importance of the present study lies in the fact that it serves as a diagnosis for further stages in the process. In other words, this study may inform readers about the actions, perceptions, roles of L1, students and teachers' roles, teaching tendencies, and techniques used in the English language teaching contexts in one region of Risaralda.

6. RESEARCH QUESTIONS

1. What is seen in an EFL setting regarding language use, teaching tendencies and agents' roles and attitudes?

2. What are teachers', students' and stakeholders' perceptions towards English Language teaching?

7. THEORETICAL FRAMEWORK

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

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

Estándares Básicos de Competencias en Lenguas Extranjeras: inglés.

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

The standards Guia N° 22 seek to balance the English teaching and learning in Colombian schools. In addition, having standards offers Colombia the opportunity to reach

international levels of attainment as well as to compare and introduce international parameters into the local educational context. For the establishing of Colombian standards, The Common European Framework of Reference for Languages served as a benchmark.

The Common European Framework of Reference for Languages (CEFRL)

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

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

Method

A method "consists of a single set of theoretical principles derived from feeder disciplines and a single set of classroom procedures directed at classroom teachers" Kumaravadivelu (1994). Drawn from Cook (1989), a method is a prescriptive concept that articulates a positivist, progressivist, and patriarchal understanding of teaching and plays an important

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

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

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

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

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.

Theory of language

In this part will be mentioned some aspects of the theory of language which involves some approaches and methods of language teaching. The most fashionable one is the structural view; this is a series of elements integrated in a system which allows creating meaning. This system is generally integrated by elements such as phonological units, grammatical units, grammatical operations, and lexical items. The second is the functional view which is more focused in the function of the message rather that the form. One of the implications of this view is the Wilkins´s Notional Syllabuses which consists of including in language lessons not only grammatical and lexical patterns, but also topics that learners will need to communicate in real life situations. Finally, an interactional view promotes the language as a fundamental tool that helps people to be involved in interpersonal relations; that is to say that the only mechanism in charge of the development of interactional patterns in people is the language. This view in terms of teaching may be seen as a vehicle of interaction between learners who are seen as interactors. Richards & Rodgers cited by (Rivers, 1987) states that through interaction, not only listeners but also speakers can increase their language thanks to the authentic linguistic material. It is needless to say that interaction plays an essential role in the theories of second language learning; specially, when interactivity is directly connected to the four language skills (reading, writing, listening, and speaking). Nevertheless, language interaction has not been structured like other models of language teaching. Finally, language teaching models also need to be

complemented by theories of learning. Similarly, Krashen distinguishes a theory which consists of five main hypotheses, namely, the Acquisition-Learning hypothesis, the Monitor hypothesis, the Natural Order hypothesis, the Input hypothesis, and the Affective Filter hypothesis; all of these hypotheses try to explain how the language is acquired or learned; Nevertheless, the most widely accepted hypothesis by linguists and language practitioners is the Acquisition Learning Hypothesis which according to Krashen (1988) " there are two independent systems of second language performance: 'the acquired system' and 'the learned system "that is to say, the acquired system is the product of a subconscious process of development of the language similar to the way children acquired their mother tongue contrary to the learned system which is more focused on a conscious study of the language. Other hypothesis that is considered relevant is the input hypotheses that consist on supporting students with much comprehensible input which means providing students meaningful input through scaffolding.

Theory of language learning

Throughout the history of teaching, different methods have emerged as a way of providing new basis for the development of the language; such as the Monitor Model of second language development, the Natural Approach, the Total physical response, and the 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 occurs in learning not in acquisition; in addition, a learner perceives when and how consciously makes corrections to the learning process.

On the one hand, Terrell (1977) points out the Natural Approach as a learning theory in which addresses the Counseling-learning and the Silent Way method as a priority condition for acquired learning. According to Curran (1972) in his writings on Counseling-learning focus on the idea of having a successful learning, he argues that a good classroom atmosphere may help students to overcome insecurity and anxiety. In addition; Krashen and Terrell (1983) state that learners should be as relaxed as possible in the learning scenario to produce language. At this point, the teacher's role is to provide comprehensible input according to the current student's level; besides the facilitator is the source of the learner's output and the responsible to create classroom activities. The Natural Approach suggests that L2 (second language) must be acquired as L1 (mother tongue) is.

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

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

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 guided 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, which 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) propose an autonomous

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

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

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

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

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

8. RELATED RESEARCHES

Research studies have been considered to perceive what literature says about teaching, and learning English. Namely, the role of L1 (mother tongue) towards the learning of a foreign language, the use of both languages as a tool for teaching and learning, and classrooms´ issues taking into consideration students' and tutors' use of the language, also teachers' perceptions, and the different procedures teachers implement in their courses. In the next paragraphs will be mentioned some authors that contributed to this study.

One of the strategies implemented by teachers to get a more understandable idea about learning a language is using the L1 (mother tongue) since; they consider that the message will be interpreted faster, rather than using the foreign language, as Duff & Polio (1990) point out. However, there are researchers that argue that the use of both languages serve as a mean of getting a full understanding, and consciousness towards the process. On the one hand, L1 could be used to clarify doubts, and response to issues that emerge in the classroom. On the other hand, thanks to the language exposure students will develop the ability to communicate Morahan M. (2002). Furthermore, the more students face the language the more they will enhance the language as Richards & Rodgers (2001) claim. What is more, supporting the language with technological resources is one of the main aims of Harder (2012) who says that the learning process should cause an impact through technological resources focused on students' needs.

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

What is more, students' extrinsic motivation has an important role in the learning of a language at the moment learners were influenced from some external factors Ur (2003). Finally, Harmer (2009) declares that a full concentration on grammar will frustrate students' learning, as a consequence students will not encounter opportunities to use the language. All of these theoretical components are the basis which supports this Research.

9. METHODOLOGY

Type of study

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

Context

This current study was carried out in a public School from the town of Santa Rosa de Cabal located in the department of Risaralda-Colombia. The school is placed in the centre of the town two blocks from the main park known as the Araucaria's park, and it is surrounded by neighborhoods of a medium social status. This school aims at educating students who belong to medium, and lower social status. The people who study in this school are females from 6th to 11th grade. The amount of students is 1.175, and there are 43 teachers.

In a report provided by the Ministerio de Educacion Nacional (MEN), Risaralda has approximately 8.205 teachers. 1.795 of these teachers belong to the non-official sector, and 6.410 to the official sector. Thus, it is necessary to highlight that in Risaralda there are only about 100 English language teachers. Based on the results obtained from the diagnostic evaluation implemented to teachers of English, only 10% of them are at a B2 level according to the common European Framework.

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

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

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

Participants

Four types of participants were part of this study; namely, teachers, students, stakeholders and researchers. The first participants for this study were the teachers from

secondary education within 6th through 11th grades from Santa Rosa de Cabal who were working at a public institution in Santa Rosa de Cabal. The second participants of this study were the school principals that belonged to this public institution and that were also important sources able to provide relevant information for this study such as; curriculum, syllabus, bilingual plan and inclusion of standards in the English syllabus.

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

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

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

Researcher's role

A non-participant observation is defined by Larsen-Freeman and Long (1991), as the act that implies observing, taking notes and recording activities without taking part of them. This project had 2 active researchers that acted as non-participant observers in order

to collect first hand data from the public institution that participated on the study. Therefore, the researchers did not interact with learners in the class but they observed meticulously.

Data collection

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

Observation

According to Merriam (2009) she states that the observation method involves the complete analysis of people´s behavior, perceptions and assimilations to acquire data from the field that is under research (p. 94). On the other hand, Burns, A. & Hood, S. (1995) cited in Freeman (1998) argue that the observation is a closely watching classroom event, happening or interactions, either as a participant in the classroom, or as an observer of another teacher's classroom. (p. 94). Particularly, the observation in this study was done to a high school in Santa Rosa de Cabal for approximately three months. Each observation lasted one hour per class. In this particular case the observations were done by non-participants, who were focused mainly on taking field notes using a structured format to

collect data about the classroom and the events that took place in it, teachers' performance, and students' attitude and reactions toward the class. Four- hour's observation and one-hour per each teacher was conducted in the school to explore the English language teaching scenario.

Questionnaires

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

Interviews

In order to obtain information from pupils´ point of view related not only to their progress but also about the EFL class itself, a format with some questions was used. According to DeMarrais (2004) interviews are a method that is executed through a conversation between researcher and participant so as to gain data that will be implemented in a research analysis. Therefore, thanks to the information provided by the students, it was possible to establish the position of each of them towards the English class.

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

Finally, some codes were created in order to display the needed samples to support the findings. These Codes are presented in order to illustrate the previous information. LVO1(Lorencita Villegas, Observation #) ; LVIS1 (Lorencita Villegas, Interview, Student,#) ; LVQT#Q # (Lorencita Villegas, Questionnaire, Teacher #, Question, #) ; LVQC1Q# (Lorencita Villegas, Questionnaire, Coordinator 1, Question, #) ; LVRJO# (Lorencita Villegas, Researches Journal, Observation #)

10. ETHICAL CONSIDERATIONS

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

11. FINDINGS AND DISCUSSION

11.1 THE ROLE OF SPANISH LANGUAGE AS A MEANS OF INSTRUCTION IN THE ENGLISH CLASS

In this section, the role of L1 in the English classes will be presented taking into consideration that Spanish is used as a strategy to provide instruction and monitor students´ understanding. Also, Spanish was perceived as the predominant language for teacher and students interaction in the EFL classroom.

11.1.1 Spanish as a strategy to provide instruction and monitor students´ understanding.

Data from observations revealed that Spanish is seen from different perspectives as the main echelon to convey and negotiate meaning. The use of the mother tongue was evidenced in cases; such as, giving instruction, providing feedback, giving commands, monitor pupils´ understanding and handling classroom misbehavior. The following excerpts illustrate what was previously mentioned.

> LV01 "la docente les dice en español que significa ¡*Be quiet! Silence please! Who's that!*".

In this piece of data, it is clear that the mother tongue was used as an instrument of translation in the classroom. In this specific case, the teacher's intention was to assure

students' understanding of these utterances in further lessons. Regarding to this aspect the observations conducted showed the overuse of Spanish, and the limited use of English. Likewise, in the observations it was noticed that translation is one of the main mechanisms to convey information in the classroom. L2, unlike L1, was not used for communicative purposes, instead data reveal that it was only present in specific teaching situations; such as presentation of grammatical points of the language, the use of short commands, and pronunciation of isolated words.

LV03 Después les pregunta en español qué es el verbo to-be y las alumnas le responden en este mismo idioma.

Also, the use of Spanish is evidenced in the classroom when the teacher presents grammatical features of the language which implies that the L1 is also the language for instruction in the classroom as it was expressed by one of the interviewed students.

LVIS9 "lengua usada español …"

LV02 P6 La profesora… les dijo el significado en Español.

These data confirms that the language used in the English class is Spanish. Particularly, students reported that the main characteristic of the English lesson is the use of Spanish; also they mentioned that they do not feel challenged in the course because they do not have to produce the language even though the teacher does use it.

Through these pieces of evidence, it might be inferred that the Spanish language was the main vehicle to provide instruction in the classroom and it also served as a strategy to monitor comprehension. It could be also inferred that learners did not have enough opportunities for using the target language with communicative purposes; hence, the use of the language was limited in the learning scenario.

One of the reasons for the overuse of Spanish in the EFL classroom might be explained from Duff & Polio's (1990) standpoints concerning the role of L1. They argue that facilitators make use of the first language because they feel that their explanations can be interpreted faster and with more clarity in this language. With regard to the present study, the teacher might have used the mother tongue in order to save time and avoid misunderstandings; probably motivated by a belief that students would understand better in their own language.

11.1.2 Spanish as the predominant language for teacher and students' interaction in the EFL classroom.

On the one hand, it was perceived that the Spanish language had a predominant role in the English classes. As a consequence, students' and teachers' interactions were distinguished by their constant use of the mother tongue to develop their tasks or to talk about topics related to games, family, leisure activities and relationships. On the other hand, this overuse of L1 impeded students to face the foreign language with communicative purposes. The following data illustrate this.

LV02 Luego la profesora les dice a las alumnas en español que si tienen dudas v

vayan al escritorio.

This data exemplifies the way teacher and students interacted in the classroom. Once again the use of Spanish is preponderant in EFL lessons. Consequently, the different observations yielded results regarding the interaction among the members of the classroom which were identified by the use of L1 in certain class events; namely, asking questions and providing feedback among others.

LVIS9 "...lo que nosotros queremos es que haigan mas actividad cambios que nos hablen también en inglés.... porque no nos hablan en ingles no nos dan clase en ingles nos saludan normal como si fuera una clase de español"

This comment declares student's perceptions and expectations towards the process of learning the language which establishes the necessity to implement activities focused on students' needs. In addition, findings suggest that the overuse of the L1 in the class could affect the student's motivation, because as expressed by the participant, she would like to be more exposed to the L2 in the classroom. In her comment, the student shared her interest in learning to communicate with the language; also, she stated that the use of L2 could contribute in terms of learning and motivation.

In regard to this, Morahan (2002) claims that using L1 might serve as a strategy for explanation rather than for communication. Once students have progressed in the language, L1 will be less used. Unlike what this author suggests, the results of this study revealed that the use of the mother tongue exceeds the use of the foreign language, and the ability of

communication was limited. In contrast to the current trends in TESOL, data collected in this study shed light on the fact that English was not used for communication in that specific learning scenario, rather, it was used for simple commands, and teaching vocabulary.

11.2 FEATURES OF ENGLISH METHODOLOGY IN THE EFL CLASSROOM

In this segment, some features concerning the EFL scenario will be taken into consideration such as the non use of TICS in the classroom, students' roles and their attitudes in the EFL class, and some teaching tendencies.

11.2.1 The nonuse of TICS in the classroom.

Through the data analyzed, it was noticed that the use of TICS were limited in the EFL classroom. The materials usually used in class include photocopies, marker, and board. We consider that the inclusion of technology in a class plays a prime role to catch students' attention, and it can also entail innovative ways of instruction, as research has informed. However, in the observations conducted it was detected that teachers did not embrace these elements in class. The subsequent information revealed the role of TICS in the classroom;

LVRJO2 "A pesar que se contaba con pizarra electrónica y video beam, no se usaron durante la clase".

In one of the classes observed, we were able to notice that even though the teacher counted with technological support in the classroom, she did not use it. Perhaps, this could happen because the teacher did not know to manage these resources. On the other hand, a teacher expressed his personal beliefs about educational issues and mentioned the need for a training course that empowers him to work with the only resources in the classroom.

> LVQT2Q9 "capacitación aquella que nos ayude a trabajar con las uñas o mejor con la metodología M-T-L (marcador, tablero, lengua)".

This piece of evidence reveals the teacher's point of view concerning the shortage of resources in the school. However, in classroom observation it was noticed that the institution counted with technological devices that were not used in the EFL lessons. Along with this, the nonuse of TICS in the EFL lessons tended to focus students' attention on other things apart from the English subject due to the fact that the materials studied in the class did not include topics according to students' interest. Another aspect that affected the students' disposition to the class could be the materials used such as photocopies, board, and marker since; these did not encourage students to take part of the session even the non-inclusion of gadgets such as computers, video beam, and tape recorders could impede a satisfactory class development. Harder (2012) says that "as we have more and more technology and resources available, we need to assess how we are using it to effectively impact learning in the classroom" .With regard to the author's comments, results of this project might infer that more technological resources is not what teachers need, instead what they require is being informed and prepared on how to take advantage of TICS in the EFL classroom. Additionally, data suggest that teachers need to think about the importance

of implementing TICS as a way of considering students' learning styles, and engaging them in the learning process. Otherwise, the not usage of these tools might lead the classroom in a monotonous pace ignoring the development of listening, and speaking skills.

11.2.2 Teachers' and students' roles and attitudes in the EFL class

In the process of data analysis, it was noticed that the students' discouragement towards the class was a constant issue during the lesson development, due to the fact that pupils focused their attention on other events apart from the English class. Different causes might have had and influence on the students' attitudes, which were characterized by their lack of attention, their constant talking, and their passive role in the classroom, which was also evidenced from the teacher's side in the observations conducted. In the following excerpts, we could notice the students' and the teacher's attitudes towards the English class;

LV01 La profesora se centró en pequeños grupos y se quedó ahí.

This attitude was constantly observed in the lessons. The Teacher's behavior might have been one of the reasons why students usually focused their attention on other matters. Through the process of data collection, in particular, the observations showed that teachers do not monitor pupils' actions; thus they tended to concentrate on events such as putting make up on, talking to their friends, walking around the classroom, and looking out of the window. The following data shows this issue;
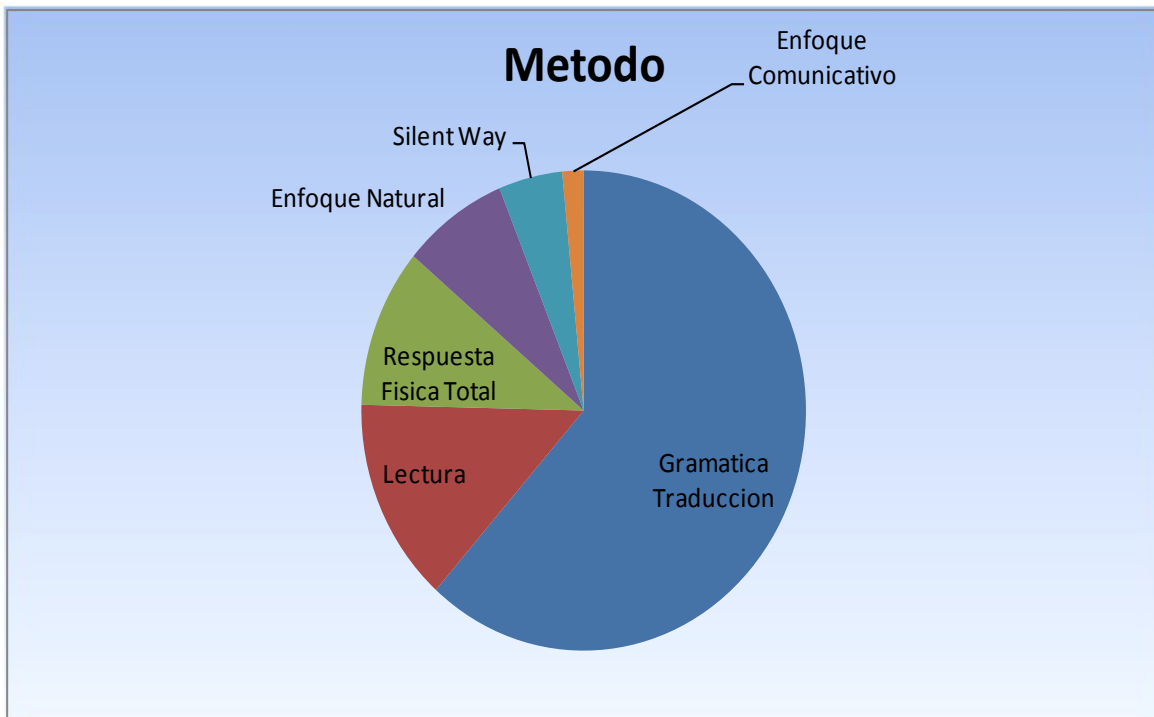
LVRJO1 las alumnas se centraron en otros temas personales.

Furthermore, students' and teachers' roles were clearly independent. In the observed sessions, students used to perform other activities different from what the teacher demanded. The teacher's attitudes were inclined to ignore those behaviours that did not correspond to the learning situation. Wilberg argues that "teacher's responsibility is response-ability" (cited by Harmer 2009). This means the capacity to identify the achievements or letdowns of what is taking place in the classroom, and the capacity to respond to particular situations in the classroom. Nevertheless, in this specific case both students' and teachers' attitudes might have an influence on teaching and learning processes, since their attitudes seem to be triggering other issues in the EFL setting.

11.2.3 Teaching tendencies

Through the process of teaching English as a foreign language different angles and methods have arose as a way of supporting such process. Teachers made use of the methods that best fit their needs, thus helping students to become skilled at the language. In view of this, the tools implemented in this study showed some teaching tendencies in the EFL classroom to achieve learning goals, as it is noticed in the following information;

LVQT3Q9 :

Metodo

Enfoque Comunicativo
Silent Way
Enfoque Natural
Respuesta Fisica Total
Lectura
Gramatica Traduccion

From teachers' point of view, their teaching preferences are inclined towards the use of methods such grammar and translation. It is important to highlight that when teachers were asked about the methods implemented in the classroom, they confirmed what was observed in the classroom. The teaching of the grammatical aspects of the language and the use of translation in the classroom seem to be the core of English lessons. Data collected adduce that teaching tendencies were mostly characterized by the structural view of the language and the use of traditional methods.

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

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. With regard to this, Harmer (2009) states that "a total concentration on grammar stops students from getting the kind of natural language input that will help them acquire the language, and it fails to give them opportunities to activate their language knowledge". 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.

11.3 ACADEMIC COMMUNITIES´ PERCEPTIONS TOWARDS EFL INSTRUCTION

In this section, academic communities´ perceptions towards EFL instruction will be presented taking into account some aspects such as students' necessities, and teachers' and stakeholders' perceptions in terms of the challenges in English teaching and learning processes.

11.3.1 Students' perceptions towards the English class.

From the methods applied in this study such as interviews, questionnaires, and observations, some students' perceptions about the English class were revealed along the study. It was evidenced that students regarded the English class as monotonous, teacher-

centered and sometimes boring since they argued that lessons tend to be very traditional, the instruction on grammatical patterns is the main focus of the lesson, and rules need to be memorized for evaluation purposes. As a result, students easily got distracted by other activities different from the ones proposed by the tutor of the course. The following data reports this subject;

LVIS9 "*A pesar que nos da fotocopias y todo aprendemos algo. Mejoraría que por ejemplo que uno siempre en clase de inglés busca no estudiar inglés sino como aburrida que se vuelve la clase escuchar música, hacer cartas no se notas...*"

With regard to this, they requested to implement activities in which they can use the language for real purposes as it is noticed in the following data;

ILVS9 "*… A mí me gustaría que hicieran más cosas como dramatizaciones en ingles, bailes, diálogos que nos enseñaran cosas divertidas y no siempre lo mismo; Que la clase dejara de ser monótona y se convirtiera divertida*"

This fact reveals students' desires, and suggestions towards the English course. What is more, students regarded the class as tedious; as a consequence, they stated that this is the reason why they show apathy in English lessons.

LVIS6 "Me gustaría que nos sacaran al tablero a decir lo que nos colocaron el otro día y decirlo como oral, me gustaría que nos hicieran un poquito más de exámenes

por si nosotros quisiéramos trabajar en cualquier cosa de Inglés, pues como para nosotras estar como bien listas".

This comment declared students' interest in learning the language not only as a method for achieving educative goals, but also as an opportunity for using it in their daily lives. As expressed by the learner she would like to implement the aspects studied in the class, and at the same time to be evaluated in order to become skilled at the language. Students' perceptions remark that the activities proposed in the class do not encourage them to take active part in development of the lesson. These perceptions might stem from different situations that take place in the process of teaching and learning a foreign language. Among these situations, we can mention the non-integration of the four skills of the language which limits the use to structures, the absence of TICS in the classroom, the teacher's attitude, and the disconnection between the stages of the lesson, such as engagement, study, and activate (Harmer, 2007). Some of these factors were mentioned by the students when they were being interviewed.

The factors aforementioned are known as extrinsic factors which Ur (2003) defines as "extrinsic motivation that derives from the influence of some kind of external incentive, as distinct from the wish to learn for its own sake or interest in the task". Contrary to this, it was evidenced that the flow of the class kept the same pace, and pupils were not encouraged to carry out the activities, which might have caused a discouragement to accomplish the tasks. As a matter of fact, it can be inferred that students' discouragement might be a result of external factors that affect their engagement in their learning process. However; internal factors such as age, personality, and their background knowledge could be also variables that can be directly hindering their learning processes.

11.3.2 Teachers' and Stakeholders' perceptions towards the process of teaching English

Through observations, and interviews among teachers from school, singular points of view about teaching English were contrasted. On the one hand, teachers complained about the small amount of resources, and the non-access to Internet connection which impeded the inclusion of virtual resources. On the other hand, teachers' challenges are related to students' attitudes, and performance in the classroom due to their apathy and low compromise to the class . The following data shows teachers' actions and concerns to their classes;

LVQT3Q14: "consulto Internet- fotocopio mis textos, rehago ejercicios de uno u otro".

LVQT2Q14: "ya no podemos pedir texto".

This evidence shows the procedures that teachers bear in mind to achieve the aim of the lesson. However, they expressed their worry towards their classes' design; since the shortage of materials is a constant difficulty they have to consider when planning the lesson. During observations, it was evidenced that there was not enough available material in the school, such as dictionaries, books, magazines, movies, and the impossibility to request for new resources. Hence, teachers may search for information using their own materials. Further, they declared that their language skills require improvement, as the subsequent data shows it;

<u>LVQT1Q9</u>: "Curso de conversación".

<u>LVQC1Q8</u>: "Listening"

This information comes from a teacher and the coordinator. Both argued that all skills listening, speaking, reading, and writing need to be fostered; considering that they do not encounter many possibilities to practice the language. Referring to this, teachers pointed out that they use the language through movies, newspapers, TV shows, and songs. Furthermore, teachers uttered their uneasiness to lead classes due to the fact that pupils dislike the English class.

In the same fashion, stakeholders´ questionnaires revealed personal insights about the English subject in which the coordinator reveals the frequent problems that education is currently facing. Researchers conducted concerning the study of teachers' perceptions and beliefs state that being aware about teachers' insights would help better understand to their performance as (Clark and Peterson, 1986; Kagan, 1992; Ashton, 1990; Brookhart and Freeman, 1992; Clark, 1988; Putman and Duffy, 1984) state.

On the other side, the coordinator was asked to write the skill that he considered relevant to improve as the following data shows it;

<u>LVQC1Q12</u>: "Writing, listening, speaking".

It can be assumed that writing was the skill that the coordinator considers as the one that shows more insufficiency. Besides, in another question it was evidenced that the
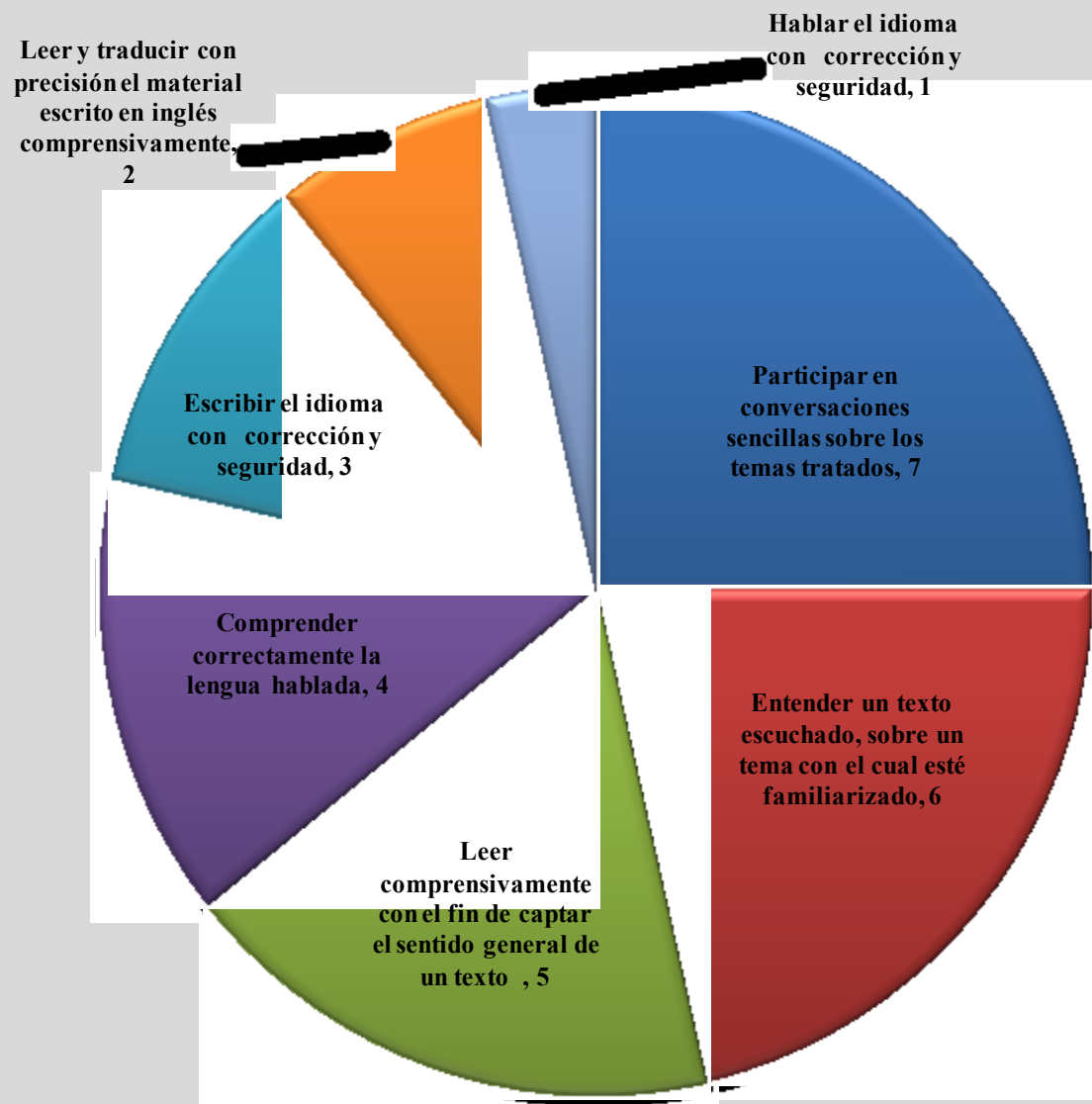
coordinator made emphasis on the skill that is not taken into account and must be included in the ICFES test.

LVQC1Q11: "Speaking".

As it is observed, although the National test "ICFES" seems to be a reliable option in order to assess the efficiency of pupils, the lack of the speaking part showed that learners are not prepared to be exposed to the language, since this skill that plays an important role at the moment of communicating with specific purposes is not evidenced; likewise, in another question it was reveal that the coordinator asserted anew that students should participate in conversations about topics that were taught.

LVQC1Q16:

OBJETIVOS

Hablar el idioma con corrección y seguridad, 1

Leer y traducir con precisión el material escrito en inglés comprensivamente, 2

Escribir el idioma con corrección y seguridad, 3

Participar en conversaciones sencillas sobre los temas tratados, 7

Comprender correctamente la lengua hablada, 4

Entender un texto escuchado, sobre un tema con el cual esté familiarizado, 6

Leer comprensivamente con el fin de captar el sentido general de un texto, 5

This evidence showed that the predominant skill to be improved is the one related to speaking in which learners should be exposed in different learning scenarios in order to practice and develop through communication the students´ needs concerning real settings. According to the data shown before, one of the most important goals for English facilitators was to develop the four skills in their students. Working these skills one by one in an EFL classroom leaving the others in isolation, seemed to be an unreliable option to achieve successful teaching and learning language. On the other hand, to make use of the speaking skill in the classroom enables pupils to get language knowledge meaningfully for the communication. Harmer (2007) points out that productive skill (writing- speaking) and receptive skills (reading-listening) are two echelons that should be connected, since one skill can reinforce another in a number of ways that is to say that input and output have to be associated in the classroom because this way pupils can take more interest about deficient skills in order to reach an adequate balance related to the other skills and as a result language production will be evidenced.

To conclude, what it was studied learners, teachers, and stakeholders' perceptions towards the EFL scenario were provided in order to illustrate through the different methods (observations, interviews, questionnaires) the real situations that students, facilitators, and coordinators have to face in the EFL setting.

RESEARCH AND PEDAGOGICAL IMPLICATIONS

There are relevant issues that need to be explored in the EFL area concerning the study about the state of the art in a public school in Santa Rosa de Cabal-Risaralda. On the other hand this study serves as the support for further analysis concerning the ELT area for implementing different techniques in order to improve language teaching in Colombian high schools.

As researchers, we can address the necessity of strategies focused on the progress of English language teaching in a public school in Santa Rosa de Cabal for the reason that methods, procedures, and techniques used in the English language teaching setting in this town does not report the learners' needs; therefore, students are not exposed to progress in their productive skills. Accordingly, this research is target to scrutiny about the way teaching and learning English in a school in Santa Rosa de Cabal is taught.

On the one side, tutors claim that learning English offers opportunities to a globalized world, so learners can use the language for real commitments with the purpose of achieving communicative abilities. On the other side, students state the English language as boring, and monotonous in which the amount of opportunities to encounter the language is limited. Consequently, tutors should avoid the use of Spanish as the main instrument to the English class, and provide students opportunities to face the language. Thus, students will be familiarized with the input. What is more, teachers require the implementation of strategies in which pupils have the chance to use the language, not only as a way of getting good scores but also using the language for communication.

Additionally, it is fundamental the inclusion of virtual resources (TICS) that motivate

students towards the language learning; since they get engaged in activities that are focused

on their interest and needs. Contrarily, it is rather important to mention that four

observations are not enough to point out the difficulties that attach the process of teaching,

and learning English in a public school in Santa Rosa de Cabal. It is meaningful to say that

teachers need to be trained in courses related to English methodologies. Consequently,

some topics related to teaching and learning a language could be proposed for future

research. For instance, students' desires and needs to learn a foreign language, the impact

of the L1 in the L2 classroom, how to promote learners' interest to learn a language, and

among others.

LIMITATIONS OF THE STUDY

In the following paragraph, will be mentioned the impediments that were evidenced in the procedure of this study. The limitations were found not only at the moment of collecting the data, but also when classifying the findings due to the fact that some information seemed to need specific details.

At the beginning of collecting data, it was evidenced that not only stakeholders but also facilitators from the public school in Santa Rosa de Cabal were not informed about the project and its purposes, so the circumstances seemed not to grant fruitful expectations for the study. On the other hand, due to the fact that facilitators were in charge of classifying some students´ grades, as they were finishing the period at that school, it was no possible to carry out the observations in the way it was expected. This was the most relevant limitation; since it seemed not to allow obtaining an extended classification about data in order to write the findings. At the moment of classifying the information that was collected from interviews, observations and questionnaires; the researches had to do a rigorous scrutiny in order to decide which data seemed to be more relevant to be implemented in the findings.

CONCLUSIONS

This study is focused on the idea to report, significant aspects in the instruction of English as a foreign language and to show people the realities of teaching and learning English in a public school in Santa Rosa de Cabal-Risaralda. As well, the instruments used to gather data are essential to answer the pre-established questions exposed at the very beginning of this research. For instance,

What is seen in an EFL setting regarding language use, teaching tendencies and agents' roles and attitudes?

What are teachers', students' and stakeholders' perceptions towards English Language teaching?

In conjunction to this study, we could establish the role of Spanish language as a means of instruction in the English class, features of English methodology in the EFL classroom, and the academic communities' perceptions towards EFL instruction.

To start with, findings illustrated that the methods, procedures, techniques, and actions towards learning and teaching English do not represent what teachers declared to be familiar with. Additionally, it can be stated that tutors do not have a clear point to what methods apply so that students can progress in their communicative skills. What is more, it is preeminent that the use of Grammar Translation method still plays a key point in the English classes, 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.

On the other hand, the absence of TICS such as the use of computers, video-beam, tape-recorders, etc in the classroom causes indisposition towards the class as students

declared in the interviews. Consequently, it can be mentioned that students' interest towards the learning of the language is enthusiastic, though they specified that the instruction must be focused on activities related to their needs in which they can exercise the language for communication, not only as a way of getting good grades, but also as an opportunity for achieving their own desires. Regarding to teachers and students' perceptions it can be underlined the diverse arguments about English teaching. On the one side, the shortage of non-communicative approaches and activities can influence students' thoughts and expectations about language learning. On the other side, students' statements consider the class as something apart from the English class in which the use of Spanish plays a prime role to achieve their goals. However, both conclude the necessity to address the language in a more favorable manner; since the implementation of activities are not helping them to improve in their learning process.

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APPENDIXES