

The students' role in the English Teaching-Learning process and how this contributes to the  
English learning level in the grades 6 - 9

By

Edgar Edmundo Rosero

Jose Ricardo Guerra Cabrera

Submitted to School of Human Sciences

University of Nariño

TABLE OF CONTENTS

ABSTRACT.....6

RESUMEN .....7

THE RESEARCH PROBLEM.....8

    Problem description .....8

    Problem statement .....10

    Objectives.....11

        General objective .....11

        Specific objectives .....11

    Delimitations .....11

    Conceptual delimitation.....11

    Population .....12

        Geographical .....12

    Significance .....13

    Limitations.....14

LITERATURE REVIEW.....15

    To learn a language .....15

    Acquisition language theories .....15

        Behaviourism.....16

        Criticism towards behaviorism.....17

        Innatist Theory.....18

|   |    |
|---|----|
| Cognitive theory .....                          | 20 |
| Second language learning theories .....         | 22 |
| The acquisition-learning-hypothesis. ....       | 23 |
| Monitor hypothesis.....                         | 23 |
| Natural order hypothesis.....                   | 24 |
| The input hypothesis.....                       | 24 |
| The affective filter hypothesis .....           | 24 |
| Teaching of English as L2 .....                 | 25 |
| Education of English in Colombia .....          | 25 |
| The English learning and teaching process ..... | 26 |
| National policies .....                         | 27 |
| Internal Policies .....                         | 27 |
| The Teacher .....                               | 28 |
| The Learner.....                                | 28 |
| The Student .....                               | 29 |
| The role of the student .....                   | 29 |
| Learner interactional patterns .....            | 30 |
| Task- oriented students.....                    | 31 |
| Phantom Students.....                           | 31 |
| Social students.. .....                         | 31 |
| Dependent students.....                         | 31 |
| Isolated student .....                          | 32 |
| Alienated student .....                         | 32 |

|   |    |
|---|----|
| The role of the student according to the ELT methods..... | 32 |
| Grammar translation method.....                           | 33 |
| Series method.....  | 33 |
| Direct method.....  | 33 |
| Reading method.....                                       | 33 |
| Audio – lingual method.....                               | 34 |
| Audio – visual method.....                                | 34 |
| Communicative –approach.....                              | 34 |
| Silent way method.....                                    | 34 |
| Previous research .....                                   | 35 |
| <br>  |    |
| THE METHOD.....   | 36 |
| Design.....   | 36 |
| Paradigm.....   | 37 |
| Research Type.....  | 38 |
| Data Collection Techniques.....                           | 39 |
| Direct Observation.....                                   | 40 |
| Interview.....  | 40 |
| Subject setting and sample.....                           | 41 |
| Subjects.....   | 41 |
| Setting.....  | 41 |
| The sample .....  | 41 |
| Pilot Study .....   | 41 |

|  |    |
|--|----|
| Procedure of Pilot Study .....               | 42 |
| Validation criteria.....                     | 42 |
| Data Analysis .....                          | 43 |
| Ethical Issues .....                         | 43 |
| RESULTS AND DISCUSSION.....                  | 44 |
| Students' role .....                         | 44 |
| Role of the student in each grade.....       | 45 |
| Academic achievement in English .....        | 53 |
| Students' role and academic achievement..... | 56 |
| CONCLUSIONS AND RECOMENDATIONS .....         | 63 |
| Conclusions.....                             | 63 |
| Recommendation.....                          | 64 |
| REFERENCES.....                              | 65 |
| APPENDIXES                                   |    |

Abstract

This research project was done in order to analyze and identify how the role of the learners contributes to the English learning process in Liceo de la Universidad de Nariño with students from 6 to 9 grade, since a low mastery of English matter has been found in the state schools in San Juan de Pasto. Through 10-week period of investigation, using different instruments of data collection in the 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup> and 9<sup>th</sup> courses English classes, the research aimed to recognize the students' role. Both teachers' and students' interviews were done, a direct class observation was also carried out. Many roles of the students were found such as: imitators, repeaters, memorizers, producers of sentence patterns, members of the group, participants; the academic achievement of those students in the third period showed results little satisfactory. Data revealed that 82.9% of 202 students got a grade of A, 16.3 % failed the subject matter and only a 11.3% got satisfactory results. It seems that the active students achieve good results, so they contribute to increasing the level in English, but the students with a negative attitude towards English do not contribute to the improvement of the level of English on the contrary they affect to their partners who have expectation in English related to their future life.

## Resumen

Este proyecto de investigación fue realizado con el fin de analizar e identificar como el papel del estudiante contribuye al proceso de aprendizaje del inglés en el colegio del Liceo de la Universidad de Nariño con estudiantes de los grados 6 al 9 ya que un bajo nivel en el rendimiento de la materia de inglés ha sido encontrado en los colegios públicos de San Juan de Pasto. Durante 10 semanas de investigación en las clases de inglés se observó el papel del estudiante, además se utilizó uso diferentes instrumentos de recolección de datos como entrevistas tanto a profesores como a estudiantes y una observación directa de clase. Se encontraron diferentes roles que los alumnos desempeñan tales como imitadores, repetidores, memoristas, productores de series de oraciones, miembros de un grupo, participantes los logros académicos de estos estudiantes en el tercer periodo del año escolar mostraron resultados poco satisfactorios, los datos revelan que un 82.9% de 102 estudiantes obtuvo una calificación de A(aprobado), un 16.3% reprobó la materia y solo un 11.3% obtuvo notas satisfactorias al parecer son los estudiantes mas dedicados quienes consiguen buenos resultados, así que son ellos quienes contribuyen a mejorar el nivel de inglés por otra parte los estudiantes con una actitud negativa hacia la materia no contribuyen al mejoramiento del nivel en inglés al contrario afectan a sus compañeros quienes tienen expectativas en relación con el inglés para su vida futura.

## THE RESEARCH PROBLEM

The learning and teaching process of a foreign language is a process that involves several variables, which deal with some components like the learner, the teacher, the instruction, the methodology among others. These variables in a foreign language context reveal that teaching a foreign language is a complex process. This research project will present some aspects related to the English learning process in the Liceo de la Universidad de Nariño a state school in San Juan de Pasto. In this chapter of our research we will present aspects related to the problem.

### *Problem description*

It seems that the learning and teaching process of English in Colombia shows a lack of communicative competence on the part of both students and teachers. For example, pilot studies were done in the period of 2003-2004 with students from the 11<sup>th</sup> grade from Bogotá, indicating that 84.5 % are in A1 and A2 level. Teachers from Bogotá and Cundinamarca showed the following results: Teachers from Bogotá have an average level of A2. An average of 63 % of the evaluated teachers show a basic level of mastery of English (levels A1 and A2). (MEN, Colombia Bilingüe.html)

This is a widespread problem in many regions of the country, in the specific case of San Juan de Pasto; we find the same problem, which is the low mastery of English shown by students of the state schools. According to the results of the last version (2008) of Colombia's state exams (ICFES), the percentages in English demonstrated by the students from some state schools were: Institucion Educativa Municipal Libertad, jornada mañana 47,00%, Institucion Educativa



Municipal Libertad, jornada tarde, 44,59%, Inem Mariano Ospina Rodríguez, jornada completa, 47,46%, Colegio Ciudad De Pasto, jornada mañana 51,20%, Colegio Ciudad De Pasto, jornada tarde, 51,06%, Liceo Integrado De Bachillerato Universidad De Nariño, jornada completa 54,23%, Liceo Central De Nariño, jornada mañana, 46,98%, Liceo Central Femenino De Nariño, jornada tarde, 45,59%, Escuela Normal Nacional, Jornada Mañana, 47,21% (articles-82458\_archivo\_1). These results show that students in state schools have a lack of mastery of the four skills related to learning a language (speaking, listening, reading and writing).

According to Bastidas (2003), many factors play a role in the English teaching – learning process such as teacher's role, materials, environment, number of students, student's role, and national policies, among others. According to Galeano (1986) the national policies regarding foreign language teaching aggravate that situation; for example 3 hours weekly, according to some teachers and our personal experience are not enough to achieve a good level as is demanded by the educational organizations. Another aspect is the teacher's role which can affect the learning process in a positive or negative way. The environment also has a part to play in that process: factors such as a suitable space, lighting and ventilation can affect that process in a positive or negative way.

According to Strevens (cited in Bastidas, 2003), the student is the most important element in the teaching – learning process of English. Each learner has a potentiality for language learning, that is a capacity to learn a second language, and there are also personal variables that show that every learner is different from his/her partners because of his/her own experiences, abilities, defects and their personal environment. English competence of students in state

schools is not good enough, possibly, because their social environment does not help very much; some factors such as family, classmates, social trends among others can contribute to the motivation of students in a positive or negative way.

If this situation continues, the results of the future versions of ICFES exams will continue to show low scores. On the other hand, the project “Colombia Bilingue 2019” will get disappointing results in the future, taking into account the low mastery of English language of the teachers, the lack of interest of some curriculums programs for the teaching of English, the deficient methodologies used by the teachers, (<http://www.cvn.com./> inicia la consolidación de la enseñanza de inglés.htm).

The possible solutions to overcome this situation can come from the different elements involved on it. Also universities should have a mechanism that privileges the instruction in foreign language for teachers. Teachers must think that, along with students, it is possible to achieve knowledge of English by interacting in a foreign language in an interesting and meaningful way. Every teacher must be a researcher inside the classroom and look for activities that allow to overcome the difficulties of the students. On top of this, we do not know if students take an active role inside the classroom in order to become constructors of knowledge, and this is the problem of our study..

### *Problem statement*

How does the role of the student contribute to the English learning process in the grades 6- 9 in “Líceo de la Universidad de Nariño high school?”.

## OBJECTIVES

### *General objective*

To analyze how the role of the students in the English class contributes to the English learning process in grades 6 - 9 in Liceo de la Universidad de Nariño high school.

### *Specific objectives*

To identify the role of the student in each grade

To identify the students' level of learning of English in each grade.

To recognize if the type of students' role contributes to the level of learning of English.

### *Delimitations*

In this section we refer to the delimitations related to the research project.

### *Conceptual delimitation*

*Student:* Strevens (quoted by Bastidas, 2003), affirms that every learner is an individual with his/her own profile of characteristics that "marks him as different from all other learners, even though he obviously shares the universal characteristics of all humans".

*Role:* persons' or things' function in a particular situation.

*Student's role:* The function or position that learner has in a setting school, set of norms accepted by the students within an educational organization.

*Student's role in EFL classroom:* According to Bastidas (2001) students must perform different roles in the ELT approach and methods for language teaching such as communicators, negotiators of meaning, responsible managers of their own learning, cooperative partners, and above all active learners.

*Language learning:* According to Lightbown and Spada (1999), "this term is a general one which simply refers to a learner's developing knowledge of the target language. In Krashen's terms (1982); however, "learning" is contrasted with "acquisition", and is described as a "conscious" process which occurs when the learner's objective is to learn about the language itself, rather than to understand messages which are conveyed through the language." (p.177)

### *Population*

This research is focused on identifying the role of students inside the English teaching and learning process. It will be carried out on grades 6-9 in Liceo de la Universidad de Nariño high school. There are three courses for grade 6<sup>th</sup> and 7<sup>th</sup> in the high school 6-1, 6-2, 6-3 respectively and two courses for 8<sup>th</sup> and 9<sup>th</sup> grade. The Liceo de la Universidad de Nariño is a coed high school. On average there are 50 students on each course. The schedule is established in the mornings; it starts at 7:00 a.m and it finishes at 1 p.m.

### *Geographical*

This research is going to take place in one official high school of San Juan de Pasto. Liceo de la Universidad de Nariño is located on the Panamericana Avenue. Its address is Carrera 33 No.51-21 Villa Campanella neighborhood. We got permission to mention the name of the school.

### *Significance*

The results obtained in some state schools in our city by the students in the different versions of Colombian state tests (ICFES) offer a very negative panorama with regard to the area of foreign languages. Although the Liceo de la Universidad de Nariño has obtained good results in ICFES test, the English subject's results are still low. This research project is conducted at Liceo de Universidad de Nariño in order to realize how the role of the student contributes to the English learning level in the grades 6 - 9 in this high school. We consider that our research will be useful for researchers, teachers, and learners due to the fact that our research involves the practical study of an outstanding problem in the learning process of English as a foreign language that still persists.

On the top of this, studies related to the role of the students inside this process have not been done before in the University of Nariño. Although some projects mention some issues related to students (motivation, effectiveness, anxiety and so on) inside that process, they are not focused directly on the student's role. The problem in the low mastery of English is not new, it has existed for a long time, so a macro-project related to this situation was proposed in 2007 by Professor Bastidas; this macro-project involved many factors, and one of the factors was focused directly on the role of the student, which is the topic of this research.

### *Limitations*

The possible limitations in the research could be related to the information given about the scores of the Colombian state tests (ICFES). In the data collection process, the seriousness on

the part of all the required people (students, teachers, administrators among others), the respect of the dates established by administrators. The research will be carried out in the period of January 2009 until July 2009. During that period according to the previous knowledge on the part of the researchers there will be some institutional events like La Semana Liceísta, which is a ludic week where both students and teachers participate actively. On the other hand, possible strikes or other events that causes classes to be stopped are possible. These aspects can affect the research process. Another common situation in the high school is its project called "Proyecto LEA". It consists on students remaining alone in the classroom, in order to carry out academic activities such as reading, and improving some weaknesses among others; this activity is developed without the help of the teacher, so this could somehow interfere in the process.

## LITERATURE REVIEW

### *To learn a language*

Scientists think that there is a certain period in youth when the mind is most receptive to learn a language. After that period, learning a language can be very difficult. For instance; children not exposed to language until they are almost eight years often have difficulties to learn concepts when they become older. They can learn that the words represent objects but they do not generally learn the appropriate grammar.

Learning another language in adulthood can be difficult. If a language is taught after puberty, the full knowledge of the language is difficult to reach and it can require years of study. If a language is learned after adolescence, many aspects of its structure are very difficult to learn. People that learn a second language later on, often find it difficult or impossible to speak the language with an authentic accent. (Brown, 1981)

### *Acquisition language theories*

According to Chomsky (quoted by Fromkin & Rodman, 1995 p.3), "When we study human language, we are approaching what some might call the "human essence," the distinctive qualities of mind that are, so far as we know, unique to man." We live in a world of language, each event of our lives is involved in this capacity characteristic of the human being, this is used to interact with the other people and inclusive with another beings (animals, inanimate objects).

"The possession of the language, perhaps more than any attribute distinguishes the human being from other animals." (Fromkin & Rodman, 1995 p.3) Many theories exist about the origin

or explanation of language in the human being, some affirm that language is a process produced through imitation; others mention some "devices" that are activated with lapsing of the children development, among other. According to Slobin (mentioned by Fromkin & Rodman, 1995), in the study of language, there are many aspects wrapped up in this complex field, aspects like grammar origin or the exceptional emergence of this, how a "normal" boy like you, keeps growing physically and develops two capacities that apparently are characteristics of his nature: to walk and to speak. As Lomas & Osoro (1998) mention, many theories about mechanisms involved in language acquisition have existed for many decades. We will present some of the remarkable theories related to language acquisition.

### *Behaviourism*

A learning psychological theory was strongly spread in the United States through the 40s and 50s. It states that language acquisition is a result of imitation, practice of successful feedback and the habits of formation. In Bloom and Lighbown's study (quoted by Ellis, 1993), children imitate sounds and patterns that occur around them, those are improved through stimulation events such as satisfaction, because of spoken acts by children. So by means of imitation children start to form linguistic habits which will improve the accuracy of their language use.

The American psychologist B.F Skinner states behaviorism based on a model of operant conditioning, meaning a process to obtain a required answer. Skinner used to experiment with animals and thought that could be applicable to human beings, using the stimulation – answer - recompense process. The behaviorism followers believe that in this way children acquire their first language. (Brown, 1973).



Vocabulary and grammar learning are achieved by operant conditioning. Learning of vocabulary and grammar is achieved by operating conditioning, the adults who are close to the child reward the right vocalization of the grammar statements and disapprove the wrong forms of the language. The adults correct the errors and children learn because of their errors. This theory does not clarify the origin of the grammar or the set of rules that govern it. (Brown, 1973).

According to Bloom, Hood and Lightbown (quoted by Brown, 1973) "It is important to emphasize that this theory centers on the extra linguistic field and takes as a fundamental element the influence of the environment as mediator of learning, as well as the idea that the use of the language achieves the satisfaction of certain needs on the part of boys and girls."

The acquisition of language deffers little from the acquisition of conducts learned by other species (learning in parrots). The majority of the human beings acquires their language and use sound speeches to express meanings, but the sounds themselves do not express language, that is they are not the basic part of the language. Creaking of the birds, the shriek of the dolphins the dance of the bees represents similar systems to language, but these are not considered to be a language not simply because of their lack of speech (Fromkin & Rodman, 1995).

### *Criticism towards behaviorism*

If children learn through imitation so why do children make errors?, besides if they learn on this way they should memorize all existing sentences, which is theoretically impossible given that the number of word combinations in a sentence are infinite. (Brown, 1973)

Behaviorism considers the student like a level table, he/she restricts himself/herself to receiving information without being able to create their own knowledge; in behaviorism children limit themselves to acquiring the language just because of extrinsic motivation but not because they are interested in it. (Brown, 1973). Nevertheless there are other theories that try to find explanations to the origin or the nature of the acquisition of the language and the aspects that this involves.

### *Innatist Theory*

It is necessary to emphasize the importance of Noam Chomsky (1969), who was opposed to the theory of behaviorism, criticizing the capacity of the mind as a passive receiver of information, that is to say to transfer what has been learned into sequences of stimulus - response to new situations. The researches demonstrate that children, who learn a language, can process information, make hypothesis about the functioning of the language that they are learning, verify them and extract their own conclusions (cognotivism).

With regard to the above, Noam Chomsky questions behaviorism because of the affirmation that all the pupils learn as machines, equally and at the same pace, and it is stipulated that they learn as human beings with preferences, problems, at different paces and different ways that interfere affectively in the learning process. Hence the importance that the teacher understands what cognotivism theory consists of, which would be the production of knowledge. Proposed by the linguist Noam Chomsky, this theory states that people have a device of acquisition of the language (LAD) that programs the brain to analyze the language heard and to decode its rules. (Papalia Quoted by Martinez, 2004).

Chomsky (1969) postulates as a basic hypothesis that an innate predisposition exists in every child and in every girl to carry out learning of the language, learning that cannot be explained by the external environment, since the structure of the language is determined by linguistic specific structures that restrict its acquisition.

The above, means that the language is specific to the human being, who, according to this theory, is biologically predisposed to acquire it; this is because people were born with a set of specific faculties (the mind) which fulfill an important role in the acquisition of the knowledge and it qualifies them to act in the external environment.

The importance of the innatism resides in the fact that Chomsky (1969) insists on the "creative" aspect. It means the aptitude that the person who uses the language has to create or to produce a number of infinite sentences, never expressed or heard before.

The assumptions on which the model of Chomsky (1969) is based are as follows: (a) learning of the language is a specific characteristic of the human being; (b) the imitation has little or no effects to learn the language of others; (c) the attempts of the adult directed to correct the errors of the boys and girls, do not help to the development of the language; (d) the majority of the pronunciation of the boys and the girls are learned. They are personal production and they are not learned answers from other people. (Richards & Lockhart, 1994)

Based on the previous statement, it is possible to state that the innatist theory is completely opposed to the behaviorism theory, due to the model of conditioning on which it is, which is inappropriate for the development of language comprehension.

This model insists on superficial characteristics to explain the process of linguistic acquisition, indicating that the language that the child acquires is the result of learned answers of the adult and it rejects the creative capacity that the person has. On the contrary, the innatism theory contemplates, first of all, the mental structure that the human being possesses and the innate predisposition to acquire language, and secondly, it emphasizes the active role of the one who learns facing his/her creative aptitude to construct an infinite number of sentences. (Brown, 1973)

### *Cognitive theory*

The role of language in cognitive development is a controversial topic that has been studied by many psychologists, who have adopted a genetic approach. Piaget(1967), Bruner(1966), Vigotsky (1962) and Luria study and divide this methodology into ages and stages, and they also look at the significance of the language as a determinant factor in the cognition process, Piaget is interested in the development of knowledge where the basic unit is the scheme that includes the mental organization of the child and his/her behavior, these schemes are named structures.

The theory of Piaget has four 4 motor-sensorial stages from 0 to 2 years of age, it deals with the motor sensorial skills of the child; that happens in two periods. In the first one from 0 to

8 months the child communicates in a non-deliberated way (crying, gesture and sound of babbling), and also that distinguishes sounds. The second period from 8 to 24 months, is the holofrastic stage (1 or 2 words). Later vocabulary increases (40 – 50 words). At the age of 18 months, the vocabulary and the 2 word phrases increase; the second stage is the pre-operational one which is divided in pre - conceptual from 18 months to 4 years old, where symbolic games predominate; the third stage is called concrete operations that last from 7 to 12 years of age, inside of language syntax the child acquires more complex sentence structure; the last stage is the formal operations from 12 years of age onwards, the child makes hypothesis, includes ideas of combination, thinks about the language and judges the grammar inside the sentences. (Piaget, 1976)

Soviet psychology focuses its study on any form of mental activity, especially on the most complex forms that cannot be analyzed and that are innate in the brain. Soviet psychology proposes the integration of the organism with its environment, making new approach possible to all the complex forms of mental life and the introduction of the role of development inside the study of the formation of the mental processes. Both studies of the mental processes of the child are the product of his intercommunication with the environment, as the acquisition of common experiences transmitted by the speech, those are the main principals of the Soviet psychology, therefore the study of the mental activity of the child is seen as the result of certain social circumstances inside of communicative conditions, the child acquires from adults the experience of many generations. Frawley (quoted by Sand & García, 1996)

According to Bruner(1966), both cognition and contexts are crucial for the development of language. Bruner suggested that the child learns to use the language "to communicate in the context of the solution of problems" instead of learning per se; emphasizing the communicative aspect of the development of the language more than its structural or grammatical nature.

According to Bruner, the child needs two forces to achieve learning of the use of the language.

One of them is equivalent to the LAD of Chomsky; another force would be the presence of a helpful supporting environment that facilitates the learning of language. . Bruner named it LASS

(language acquisition support system). Inside of this LASS the presence of "childish speech",

would be relevant, a form of communication that the parents have with their infants, that is

characterized for its slowness, briefness, repetition, concentration in the "here and now " and in

its simplicity; this way of communicating allows the child " to extract the structure of the

language and to formulate general principles.(Davidoff, quoted by Martinez 2004). This

"childish speech " will appear generally in a context of conjoint action, in which the tutor and the child concentrate their action on only a single object and one of them "vocalizes" it.

### *Second language learning theories*

There are many approaches which have provided important elements that can be applied in the language teaching process to develop the work of the teacher and the work of students in a professional and responsible way. (Krashen quoted by Candlin, 1998) proposed five central hypotheses in order to explain how a second language is learned.

*The acquisition-learning hypothesis*

This hypothesis states that people have two ways of learning a second language; it can be through learning or acquiring. The first one is related to a conscious process that occurs when someone learns about the language itself. Learners will be able to recognize and talk about the structures of the language.

In contrast, acquisition means a subconscious process in which each person is not usually aware of the fact of acquiring a language. So this process is natural and people have the opportunity to develop linguistic abilities.

*Monitor hypothesis*

According to Krashen quoted by Candlin (1998) the term monitor is used as an editor of the learned system. This hypothesis explains that learning is a limited function in adults. The editor makes changes to the utterances of someone only by considering the ones generated by the acquired system. This could probably happen before speaking or writing, but if it happens after the production it is called self-repair. Krashen quoted by Candlin (1998) also states that:

“A very important point about monitor hypothesis is that it does not say that acquisition is unavailable for self-correction. We often self-correct, or edit, using acquisition, in both first and in second languages. What the monitor hypothesis claims is that conscious learning has only this function that is not used to initiate production in second language. Finally, the monitor needs: (a) time; all learners need to have enough time to know and to use rules effectively; (b) focus on form; it is also necessary to think about correctness; and (c) know the rule; even though learners have a good exposure to the L2, they will never know all the rules”. (Candlin, 1998 p. 31)

*Natural order hypothesis*

Krashen quoted by Candlin (1998) stated that L2 speakers learn the target language in predictable ordered sequences. This hypothesis does not mean that all people acquire the language in the same grammatical order or linguistic structures. In general, some structures can be acquired early and others can be acquired at later stages. Brown quoted by Candlin (1998) claimed that the order of acquisition in L1 is different from the same process in L2 but there are clear similarities.

*The input hypothesis*

According to Krashen quoted by Candlin (1998) the only way to learn a target language is by means of comprehensible input. This hypothesis says that the abilities such as reading and listening are really important in the language program but the fluency of speaking and writing in L2 will come with time. So learners get to the next stage in the acquisition process, when they comprehend language input including grammatical or linguistic structures that belong to the next stage. This can be represented in a formal way by  $i + 1$  that refers to the forms or structures that go beyond the level of learners. That is to say,  $i$  mean the level of competence of the acquirer and  $i + 1$  means the following stage to  $i$  along some natural order.

*The affective filter hypothesis*

According to Krashen quoted by Candlin (1998) this hypothesis refers to an imaginary barrier that shows how affective factors are related to the L2 acquisition process. Attitudinal variables in this hypothesis are related to success in SLA but not in language learning. When the learner is stressed, without motivation or self-consciousness, the affective filter goes up, and the



learning process becomes more difficult. Nevertheless, the filter will go down when the learner is relaxed and motivated. So the speaker is more open to the input, so that input goes deeper into their knowledge. As a conclusion, motivated, people will look for more input contributing to a lower filter but comprehensible input is not the only factor necessary in classrooms to promote a lower filter.

### *Teaching of English as l2*

The teaching of a second language is a complex process, which involves aspects such as methodologies, pedagogies, knowledge of methods, and approaches among other aspects, and it is not as some authors mention that some native speakers of a respective language attend a two-three week accelerated course, therefore they are able to teach it.

### *Education of English in Colombia*

The Learning of another language in Colombia country got little interest. Some years ago it was thought that to teach English to children was a useless extra responsibility and currently, this idea has changed. Therefore, we must begin with a positive evaluation of the learning of a new language because the future of the students will be influenced by coexistence and the need to be proficient in other languages to improve their opportunities and quality of life, and to assure the coexistence and the cultural exchange due to the fact that, in a short time, the knowledge of other cultures will be increased.

In studies carried out by the center of investigations of Caldas University with Students (teacher assistant) and graduates from The School of Modern Languages (Caldas) who were

trying to establish or to find the most appropriate way of focusing the teaching of English in their classrooms. The researchers Gloria Cardona Tobón and Josefina Quintero Corzo affirm that “throughout history education in foreign languages has been characterized by the search for an ‘ideal method’ that could solve all the problems that appear to teachers in classrooms”.

Education is not a static process; on the contrary, it is in constant movement. It resulted from interaction, of the elements that form the classroom setting (teacher, students, materials, and so on). The search is not already for the ideal method, it is for those learning activities that work best for the students inside a particular context and through the cooperative exploration of classrooms (Cardona & Quintero, 1996).

According to observations, the tendency would be to focus the teaching of English with a communicative vision; that is to say in search of communicative competence, so the different components involved in the learning of a foreign language are integrated. Also in the communicative process the student should consider the socio-linguistic component, that is, the use of the language in a context more narrowly related to the environment in which the student interacts.

#### *The English learning and teaching process*

According to Strevens (1987) failure related to the English teaching and learning process is due to some aspects such as national policies, students, and teachers.

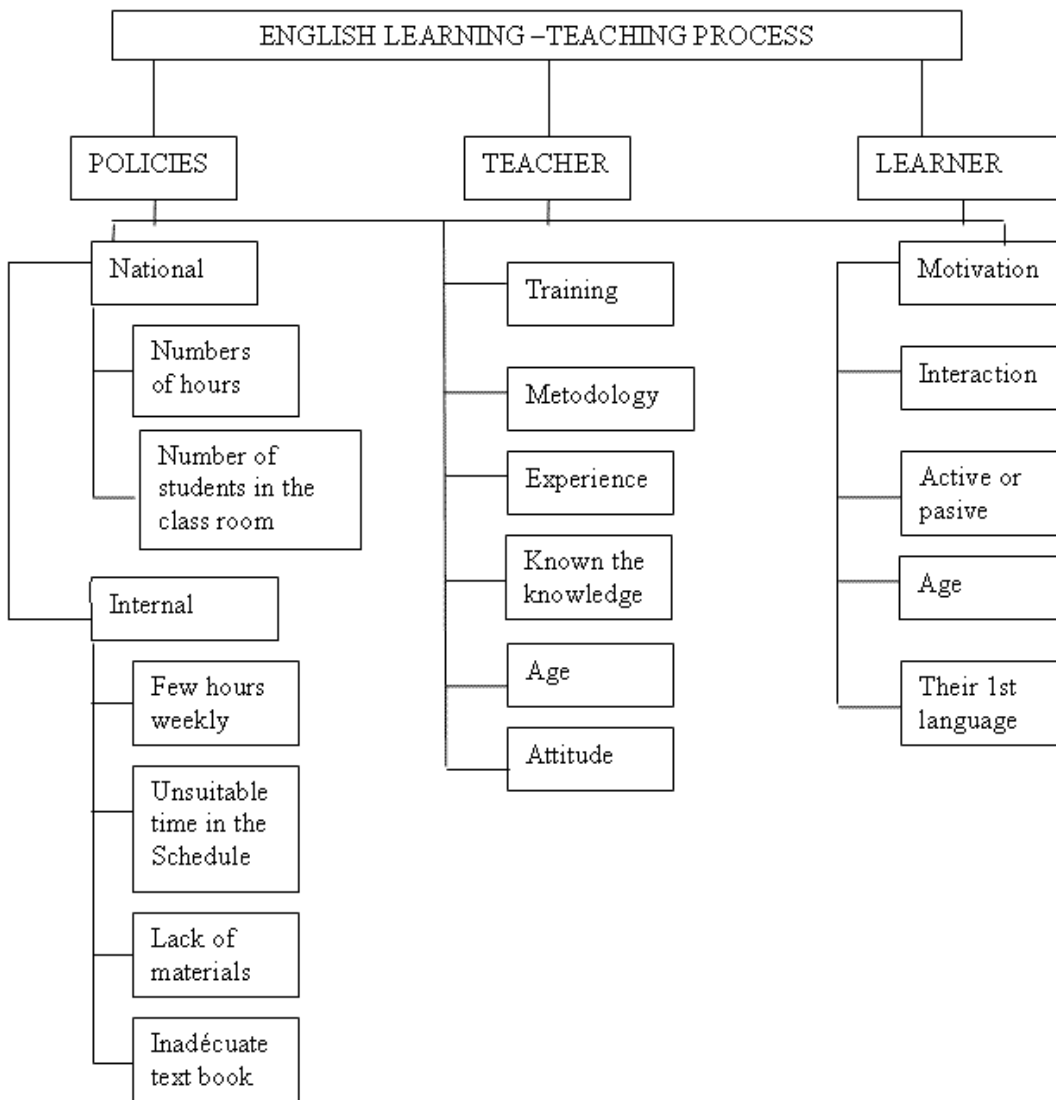


Figure 2.1 Factors of the teaching and learning process

### *National policies*

The policies related to instruction in high schools are established by the entities responsible in each country. In the case of Colombia, the organization in charge is the Department of Education which determined that English and French should be studied in high schools, but a decision that only validates English as a second language in Colombia was made by the ICFES organization. It means only English can be taken into account in examination. (ICFES sólo vale el inglés.htm). On the other hand, the number of four hours per week of English instruction in the state schools does not allow students to achieve a good level. Because of the laws that give more children the right to study, classrooms are too crowded making the English instruction more difficult.

### *Internal Policies*

There are many factors, which are related to aspects such as reduced number of hours per week, non-suitable schedule for English, and, lack of materials. We can find in all state schools that the number of hours per week is three, which does not allow a good opportunity in order to achieve a good level, on the top of this, the reduced number of hours is placed in specific time periods which does not help too much in the process. For instance, English is scheduled at 12:00 am or final hours of the school day, that means students arrive to class without sufficient motivation. On the other hand the lack of materials such as videos, recordings, computing tools focused on English learning do not contribute much in the process of teaching and leaning English. (Bastidas, 2000)

### *The Teacher*

According to Bastidas (2003), the teacher is another factor involved in the English learning process, which involves some factors such as the characteristics of the teacher, training and preparation, instructional procedures, age, experience, and attitude. According to Strevens (1977) the quality and nature of teaching is related to the effectiveness or failure of language learning and teaching, furthermore, the teacher needs to choose an appropriate approach to follow in every class. Finally, the teacher must adapt and adopt different techniques that can be useful in their teaching. Therefore, they also have to innovate and update their knowledge or the way it is applied.

### *The Learner*

According to Bastidas (2003), each student has his/her own characteristics that mark him or her as different from all other students. Therefore, the students according to Strevens (quoted by Bastidas, 2003) are maybe the most important factor in the general teaching process, however teachers should know that the students' level in public schools is not that good, it is possibly related to his/her social environment, that means his/her family, classmates and social group that can contribute to the students' interest in a positive or negative way.

### *The Student*

According to Strevens (1977), each learner has a potentiality for language learning, that is a capacity to learn a second language and there are also personal variables that show that every learner is different from their classmates because of their own experiences, abilities, defects, and personal environment.

### *The role of the student*

In the English classes of high schools a few roles are adopted and it "seems" that someone has established them. The teacher is the "source of knowledge" whereas the student is completely passive in this process, limiting to "understanding" the grammatical utterances explained by the teacher. The type of speech of the student in some cases is related to the teacher's speech; that is, with more experienced teachers, the students spend most of the time answering questions. They invest the rest of the time in repeating what the teacher says, the majority of interventions of the students are in Spanish or monosyllables such as: "¡profesor, profesor!", "¡yo, Yo!", "¡a mí, profesor!" ,and so on.

### *Learner interactional and personality patterns*

We can notice that there are interactional patterns, and personality patterns. According to Good and Power quoted by Richards and Lockhart (1995), mention six types of patterns of interaction, each one of which is related to the personality of the students. The kinds of personalities which we can mention are as follows.

*Task-oriented students*

This kind of students are high achievers and excellent competitors in academic tasks, they highly agree with school life, also this kind of students do not frequently ask for advice from the teacher, but they do not hesitate if they need it. They create few discipline problems. They are cooperative students as well. This pattern seems to reflect the concrete learning style.

*Phantom Students*

These are the kind of students that are not interested in popularity and participation but they are good students who work constantly on classroom tasks. They seldom ask for help or initiate a conversation. They are not well known by teachers or partners because of their isolated style. In this pattern it seems the analytical learning style is present.

*Social students*

Interaction is an important fact for them. They participate actively and enjoy tutoring to other classmates. They answer questions even when their answers are not correct. Their learning style tends to be communicative.

*Dependent students*

These students need to be guided by teachers all the time to complete class tasks. They do not like working in large groups and need structured guidance. Their tasks depend on the approval from teachers or classmates. If they fail, they ask for the way to solve it. They seem to have an Authority oriented learning style. The patterns above refer to classroom behavior that leads somehow in class according to the cognitive style.

*Isolated student*

They are the kind of students who do not like to share their work with others and are always distanced from the classroom activities, and they do not allow the participation of their classmates.

*Alienated student*

These kinds of students react in a hostile or aggressive way against teaching and learning. That is an indisciplined student who behaves badly himself/herself or with his/her partners.

Those last two patterns describe negative reaction to schooling. We have to take into account that those different patterns do not apply to all the students, it means that is not possible to typify students inside a specify pattern. It could depend on tasks carried out in the classroom.

*The role of the student according to the ELT methods*

A lot of methods that focused on the language learning/teaching of English have been developed over the last decades. Each method appears as a reaction to the previous methods (Richards & Rogers, 2001). Every method describes the role of different actors involved in the English learning process, among those factors we find the role of the student which is described next.

*Grammar translation method*

The student is passive and receptive, he/she, most of the time, only listens to the teacher in his/her L1. The student copies the rules, exceptions, further he/she memorizes lists of words.



Besides he/she translates long texts. The interaction among the students is almost none. The student works individually (Richards & Rogers, 2001).

*Series method*

The student must learn series of sentences when the teacher presents them. As soon he/she acquires the sentence, it can be produced with the help of the teacher. Finally the student transmits the sentences to his/her partners (Richards & Rogers, 2001).

*Direct method*

The student participates actively in the activities and specially finding out the grammatical rules and identifying errors (Richards & Rogers, 2002).

*Reading method*

The student works either individually or in a group. He/she focuses on reading comprehension. The student has a more passive role because productive skills, speaking and writing are scarce. (Richards & Rogers, 2001).

*Audio – lingual method*

The student is a receptive “organism” who responds to a teacher’s stimulus. The student listens, imitates, repeats, and memorizes the linguistic content that was presented by the teacher. The answers of the student must be automatic and immediate, depending on encouragement from the teacher according to the linguistic content. The role of the student is active, repeating the models learned. (Richards & Rogers, 2001).

*Audio – visual method*

The student must be able to concentrate and must have skills of observation, imitation, pronunciation, and memorization. He/she follows the commands that the teacher gives in the classroom. (Richards & Rogers, 2001).

*Communicative –approach*

The student has an active role. He/she must participate in order to create new knowledge. Students work actively in small groups where they generate communicative situations. (Richards & Rogers, 2001).

*Silent way method*

The students must make effort in order to find knowledge because the teacher has little participation. The student is watched as an independent, autonomous, and responsible person, so he/she must concentrate on the topic, and understand concepts which help him/her to draw conclusions, to understand the rules in order to get new knowledge. (Richards & Rogers, 2001).

In summary students perform different roles in ELT such as communicators, negotiators of meaning in some methods, but they are passive and receptive in other ones, depending on the method used by the teacher, the learner can demonstrate his/her potentiality for language learning. Furthermore the role of the student depends on many factors which are involved in the language learning process like teacher role, schedule of English, the method used by the teachers, and so on. According to Johnson and Paulston (cited by Richards and Rodgers ,2003)

we can find that they particularize the learners' role in different ways such as: planner of their own learning program, monitors and evaluators of their own progress, interactive members, tutors among each other, and receptors of knowledge from different sources.

### *Previous research*

We found some research related to the student in the English learning/teaching process, but its main topic is not the role of the student. Some research projects which have been developed are: (a) "Student's motivations level for learning English as a foreign language in high schools" by Rocio Elizabeth Naranjo and Fernando Ordoñez. The problem statement was "what is the student motivation level for learning English as foreign language in a select group of public high school from Pasto"?, its authors ask for a list of the high schools in Pasto from the "Secretaría de Educación"; then they classified the high schools taking into account the schools district after that they assigned a number to every high school and selected one high school from each school district. They talked to the board directors to clarify the purpose of their visit, on the top of this they asked for the permission to carry out their research. The obtained results were (1) The students motivation level for learning English as a foreign language in a selected group of public high schools in Pasto could be low ;( 2) Girls had a higher motivation level for learning EFL than boys;(3) While students were progressing from 6<sup>th</sup> to 11<sup>th</sup> grade their motivation level for EFL decreased. (b) Another investigation related to students is "Some factors that contribute to high school students demotivation in learning English" by William Benavides and Gaby Caicedo, its problem statement was what are some reasons for the students' their lack of motivation to learn English as a foreign language. The procedure followed in this investigation which was carried out from 6<sup>th</sup> to 11<sup>th</sup> grade in the south east of Pasto was conducted mainly

upon diagnostic and analysis of concepts according to its non-experimental characteristics; the data was gathered by means of questionnaires and interviews given to the students.

The researchers obtained as results that there is a high percentage of motivation in 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> levels while there is high percentage of demotivation in 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> level.

These investigations focused their main topic on students' motivation, but they could be useful for the development of this investigation.

After we have shown some theories and concepts which are important for this project, we move on to the third chapter that relates to the methodology used to conduct our study.

## THE METHOD

After presenting , the literature review of some aspects such as second language learning, topics related to students in the classroom and others, we now refer to the design, Paradigm, Ethnographic Research procedure, participants, sample, the data collection techniques, and ethical issues.

### *Design*

In this section we refer to the paradigm, the research type and the techniques used in this study.

### *Paradigm*

The type of investigation that was carried out for this research project is the qualitative research. Qualitative research is defined as the study of social and human phenomena from the meanings of its own actors. As with any research project, either qualitative or quantitative, it has two fundamental aspects to bear in mind, taking into account that the researcher wants to reach some objectives, which are focused on the solution of a problem. These two fundamental aspects of research activity are: (1) To gather all the necessary and sufficient data in order to reach the established objectives, or to solve a specified problem.(2) To organize data in a coherent and logical structure. These two basic tasks are not always done at the same time, but they interact continuously. In fact, the basic method of any science is the observation of the "data" or "facts" and the interpretation of their meanings. In order to achieve those two tasks, the qualitative research identifies deep nature of the reality, its structure and the internal and external relations. (Martinez, n.d)

Normally, the qualitative approach does not have high expectations about generalizing its conclusions; however, it can suggest some changes in a school setting, in an enterprise or in a specific community.

Therefore, our study is based on the qualitative type of research which takes into consideration interviews and direct class observations in order to obtain a set of more complete information from learners and teachers about their role in the learning process of English as foreign language inside the classroom.

### *Research Type*

We selected the Ethnographic type of research for this study. Ethnographic Research is a form of research that focuses on the sociology of meaning through close field observation of sociocultural phenomena. Typically, this research is focused on a community (not necessarily geographic, considering also work, leisure, and other communities), selecting informants who are known to have an overview of the activities of the community. Such informants are asked to identify other informants who are representative of the community, using chain sampling to obtain a saturation of informants in all empirical areas of investigation. Informants are interviewed multiple times, using information from previous informants to elicit clarification and deeper responses. This process is intended to reveal common cultural understandings related to the phenomena being studied. (Garson, 2008).

In Ethnographic research the principal research interest is primarily affected by cultural understandings of the community. This methodology virtually assures that common cultural understandings will be identified for the research interest at hand. Interpretation is apt to place great weight on the causal importance of such cultural understandings. However, there is a

possibility that an ethnographic focus will overestimate the role of cultural perceptions and underestimate the causal role of objective force. (Garson, 2008). Ethnographic research assumes an ability to identify the relevant community of interest. In some settings, this can be difficult. Community, formal organization, informal group, and individual-level perceptions may all play a causal role in the subject under study, and the importance of these may vary by time, place, and issue.

Ethnography assumes that the researcher is capable of understanding the cultural mores of the population under study, he/she has mastered the language or technical jargon of the culture, and has based his/her findings on comprehensive knowledge of the culture. Although, there is a danger that the researcher may introduce bias toward perspectives of his or her own culture.

Ethnographic research starts with the selection of a community, a review of the literature pertaining to the community, and identification of variables of interest, which are perceived as significant by members of the culture. The researcher then goes about gaining entrance, which in turn sets the stage for cultural immersion of the researcher in the culture. It is not unusual for the researcher to live in the culture for months or even years. The next stages of the ethnographic research involve gaining informants, using them to get more informants in a chain process, and gathering data in the form of observational transcripts and interview recordings.

Our specific research is classified as an ethnographic research because it is focused on a real problematic situation which involves a community, in this case the students from official high schools and the possible factors related to their level in the English learning- teaching process. (Garson, 2008).

### *Data Collection Techniques*

Depending on the qualitative approach, the data collection techniques, the procedures and strategies will be chosen: direct observation, and the interviews.

#### *Direct Observation*

According to Calvache (2005), in direct observation, the researcher has a direct contact with the phenomenon in a systematic and conscious way. The researcher could belong to the community or be present with the only aim to gather the data. The purpose of this technique is the gathering of data through direct contact with the elements. Also, in direct observation we can observe the behavior of the students and teachers without pressure. On the other hand, we can compare the information obtained through the other techniques and our own observation.

#### *Interview*

According to Kvale (1996), the purpose of the interview in qualitative research is to obtain data about real situations, which are experienced by the interviewee. The interview is used in order to achieve reliable interpretations regarding how these people are involved with the studied phenomenon. According to Calvache (2005) the interview is a conversation or spontaneous dialogue between two people, one known as the interviewee, who directs the interview during its opening, asking the questions, and the culmination of this. On the other hand, the interviewee can offer to the useful data research according to his/her experience.

The common techniques of data collection focus on written and spoken language, so through the use of these techniques we will gather the suitable data. Further tools such as audio-recording, will allow us to analyze and check in a greater detail, and these tools could be also analyzed even for other researchers.



### *Subject setting and sample*

#### *Subjects*

The Liceo de la Universidad de Nariño is a coed high school, that means it is composed of women and men. The ages of the students of sixth grade are between 11 and 12 years old with an approximate increase of one year of difference among the high grades, so the age of the students of the 11<sup>th</sup> grade range from 16 to 18 years.

#### *Setting*

The Liceo de la Univesidad de Nariño high school is located on the Panamericana avenue, the school community belongs to a middle social class.

#### *The sample*

To carry out this research project 4 students will be chosen from each grade. to gather more information interviews will be applied to some students.

#### *Pilot Study*

Four interviews will be carried out with students from the different grades; one from each grade. We have to take into account the ages, so a questionnaire focused on this difference must be made, otherwise the same questionnaire will be presented but it must be comprehensible for every participant. The purpose of this is to verify the understanding of the questions on the part of the students in order to rewrite them if it is necessary (Calvache, 2005).

#### *Procedure of Pilot Study*

The researchers will implement the next steps: first, the principal and English teachers will be asked for permission and collaboration to observe the development of the English classes in the different grades where the study will be developed in order to give a broad description of

the learners and the learning environment and the teacher methodology. Then, some students and the teachers will be asked to present an interview, so some questions will be asked, both by the students and teachers. These interviews will be recorded. The class observation will be carried out during all the periods of the research; it means although we have already used other data collection techniques, the class observation will go until the end of the research process.

#### *Validation criteria*

One process involved in analysis is triangulation, although there are several types of triangulation, one type involves the convergence of multiple data sources (Denzin ,1978). The purpose of triangulation for this qualitative research is to increase the credibility and validity of the results. In this process we will have the perspective of the three elements: the students, the teachers and the direct class observation on the part of researchers in order to determine the role of the student in the English classroom.

#### *Data Analysis*

Calvache (2005) states that the data analysis underlines the main findings related to both the research problem and the objectives (both general objective and specific objectives). The interpretation of data analysis will show us whether or not the research fulfills the research hypotheses . Our study will be focused on a qualitative and an ethnographic type of research. First of all , a good data analysis through qualitative research will have to take into account some phases such as: Data organization, identification of the main ideas to be classified, finding categories and subcategories, analyzing some data, and finally interpretation of data.

Besides these activities we will use tables to permit a clearer observation and systematic processing, defining the statistical tools and the computer program to be used in the data processing, storing the data on the computer, processing the data, and printing the findings.

### *Ethical Issues*

We must bear in mind that the observation must not deform, distort or disturb the reality of the phenomenon that we are studying. On the contrary, it must contextualize the data taking into account its natural environment.

It must be respected and given the respective credits to the authors of the different sources, taking into account the international laws of copyright.

Respective letters will be sent to the institutions asking for permission in order to carry out the research. Among the main people who will get the letters are: the principal of the institution, coordinator of the institution, classrooms directors of the respective grades which we will work with.

Because this work is focused on the community that study is inoffensive to the students and does not cause either physical or psychological damages, that means this research will not discredit neither teachers nor students. Our research is based only in observation, and description of the facts which our research is focused on.

Students and participants involved in this task are not forced to answer the different questions of the interviews. They can answer them voluntarily.

## RESULTS AND DISCUSSION

In this chapter, we report and analyze some results that were got through the use of interviews to the teachers and the students and the results of the direct class observation. At the beginning, a pilot study was done in order to check the data collection instrument. Later on, the interviews were recorded and some data were transcribed . Then, the answers were grouped and categorized focused on students' role and academic achievement in English according to the answers of both students and teachers and our direct class observation.

Below we present and analyze the major results according to the categories of students' role and academic achievement in English.

### *Students' role*

We understand role as the function or position that somebody has or is expected to have in an organization, society or in a relationship. The role of the student depends on many factors which are involved in the language learning process like teacher role, schedule of English, the method used by the teachers, and so on. According to Johnson and Paulston (cited by Richards and Rodgers ,2003) we can find that they particularize the learners' role in different ways such as: planner of their own learning program, monitors and evaluators of their own progress, interactive members, tutors among each other, and receptors of knowledge from different sources.

For this category we proposed the following specific objective: "To identify the role of the student in each grade."

*Role of the students' in each grade*

Regarding the activities developed by students of sixth grade we can summarize them as follows: some students only answer the teacher's greetings in English. Students are in charge of replying about the topic of the previous class, just few students raise their hands in order to participate with their replies, generally the students located at the back of the classroom talk among them in Spanish, and few students are prepared enough to answer the teachers' questions. Some students take notes, and the others sometimes work in a topic of another subject; students almost always speak to the teacher in order to show her their assignment and others go to the board to copy the samples already corrected. Students often report their answers orally, and sometimes, students make an effort to answer. The way students participate consists on raising the hands to give more answers. The students constantly ask each other about the time; they do the exercises written on the board. The participation in the classroom is always carried out by the same students. They are almost waiting for teacher's correction in order to copy it in their notebooks. Students usually work with their dictionaries; in the case they do not bring it, the class is totally disorganized. We can conclude that in this grade students belong to the social students pattern since they interact with each other, they participate actively and enjoy tutoring to other classmates, they answer questions even when their answers are not correct. Their learning style tends to be communicative but even though they are focused in the subject they interact in Spanish, furthermore the role of the students tend to be similar to the audio – lingual method, since the student is a receptive “organism” who responds to a teacher's stimulus. The students listen, imitate, repeat, and memorize the linguistic content that was presented by the teacher. The answers of the student must be automatic and immediate, depending on encouragement from the teacher according to the linguistic content.

In the seventh grade the students are asked to copy a paragraph which is dictated by the teacher. The teacher dictates in English, but she copies it on the board and the students copy it too. One student reads the paragraph in English; later the teacher asks some students to do a translation, those students are named or pointed by the teacher. One more time students are asked to write a paragraph with their own information. Students must follow an example given by the teacher. Another paragraph is assigned, but students do not want to work in it. Students are asked to carry some materials to the classroom which were going to be used in the class activity. Students are organized on their own places. When the teacher writes something on the board, almost all students work on it. In the workshop activities students work actively, although students interact focused on the activity, they do it in Spanish. Some students often work in activities which are not related to the subject. At the end of the class, when students are asked to hand in the class-work some of them do it completely, others do not. By the time the teacher asks, students raise their hands in order to participate with their answers. Students follow the teacher's instructions. Students ask questions to the teacher in order to clear their doubts. As soon as students finish the activities, they show their workbooks to the teacher in order to be corrected. Further, when students finish the activities they become noisy, but this is not specifically focused on English. Students do activities which consist on the following patterns. On listening activities, students must copy them but because of their lack of this skill the teacher has to copy them on the board. Some students are very reluctant to participate. In dictations activities students show that they are not well prepared for this skill. Some students, according to our observation, do nothing almost in every class. Another fact is that students commonly copy from each other when an activity is assigned. Generally, starting an activity students demand what the activity consists on.

On examination activities students become worried, furthermore, the students who know the topic do it but students who do not, just look at the paper and write something. So the students of this grade could be classified as dependent students since these students need to be guided by teachers all the time to complete class tasks. They do not like working in large groups and need structured guidance. Their tasks depend on the approval from teachers or classmates. If they fail, they ask for the way to solve it. Talking about the role according to the method, those students could be playing the role of a student in a initial method, since they must learn sentences when the teacher presents them. As soon they acquire the sentence, it can be produced with the help of the teacher. Finally, the students transmit the sentences to their partners (Richards & Rodgers, 2001).

The students' role inside the eighth grade classroom consists on doing drawings on their workbooks; others do nothing related to the English subject. Talking about listening activities, students always complain about them, they are not comfortable, maybe because they do not have a good level in this skill and they have excuses for everything, in fact they do not listen properly among each other. Students do not pay enough attention, otherwise they start talking to each other, in Spanish. Some students attempt to understand the recordings. Students must do some activities such as: following the patterns, filling in the blanks, and doing complementary activities. Students copy workshops and homework from each other, it means that students do not do the activities assigned by the teacher, but they wait for other students to do them, and then they copy them. Students are quite reluctant to participate, if one student replies in a right way another one takes advantage of it to form indiscipline. Other students make jokes. Students play the role of people who are limited to copy. Some students use the

dictionary, others do not. Students try to infer grammar rules. Some students pretend to work just when the teacher passes by checking their work.

The students' role of eighth grade could belong to the alienated student pattern since this kind of students react in a hostile or aggressive way against teaching and learning. These are indisciplined students who behave badly themselves or with their partners.

Sometimes students do not participate in the ninth grade, students write texts given by the teacher. Students do not use dictionaries too much. Some students are more active in comparison to others. Some students know the answers of the questions asked, but they do not trust themselves. Students ask for clarification about their mistakes on their answers. Close to finishing the class, students always become anxious waiting for the end of it. Sometimes students are so noisy and that this does not allow them to listen properly, to the rest of the students and to the teacher. Students answer questions, later they copy sentences according to their partners' right answers. When students know about the topic they are very collaborative, to do the assignments. However sometimes homework's assignments were not done by the students. Some students answer voluntarily, and others are pointed by the teacher but students correct their assignments when the teacher clears or writes on the board. In listening activities students sometimes pretend to listen to the recording and other times they participate according to the activity. Students become indisciplined when doing some listening activities such as listening to songs, identifying missing words, practicing tongue twisters, etc. When there is an activity assigned specifically to each student, they look for help from their partners in order to answer to the teacher. In group activities some students bring their materials (dictionary, guides, notebooks



etc, but when students are left to work alone, they do nothing or they work in homework of another subject; they mess around, but they do not work in the English activity.

We can conclude that the role of the students of 9<sup>th</sup> grade belong to two patterns of personalities, first, some students are task-oriented, since some good students are high achievers and excellent competitors in academic tasks, also they do not frequently ask for advice from the teacher, but they do not hesitate if they need it. They create few discipline problems. They are cooperative students as well. On the other hand, other students' role belong to the alienated student pattern since these students react in a hostile or aggressive way against teaching and learning. They are indisciplined who behave badly and they are reluctant regarding the subject. We realized that the teacher used different methods, for example: with good students a direct method is applied since good students participate actively in the activities and specially finding out the grammatical rules and identifying errors (Richards & Rodgers, 2002). On the contrary the indisciplined students limit to copy what the teacher writes on the board, they have a passive role because the skills of, speaking, listening and reading are not useful for them.

Based on data from observations, we can conclude that due to their ages in the sixth grade, students tend to misbehave, it means they do activities which are not specifically focused on the subject. That situation does not help too much in the development of the English learning process. On the other hand, although teachers have the intention to do their best work, the large number of students for each grade makes that situation more difficult. If the administrators and department of education realize about this factor, taking into account the students' ages, teachers could take advantage of it, and the English level could become better, but nowadays it is very difficult to increase the level of English when teachers, besides teaching must manage their

pupils personalities in order to encourage them to learn a foreign language. In the seventh grade the students' role consists on participation on the part of students just when the teacher asks for it. On the other hand, on this course the activities were established as an individual work, but in the end, they do them in groups. In the eighth grade we can point out that it is difficult to expect good outcomes, if students do not have the disposition to learn a new language and if they do not really see the importance of a foreign language in their future life, in relation to the students' role we can say that although some students are active and want to participate, the majority is passive and limits themselves to follow the teachers' instructions. We could say that students tend to be very reluctant to the subject, it means that this disposition against English does not help too much in the learning process. The role of the students tend to be passive because most of them just listen to the teacher, copy from the board and answer the teachers' questions. The students become active to show indiscipline. Finally, in the ninth grade we have to take into account that some students who are studying English in the language center of Nariño University are considered good students on the part of the teacher, but they are totally troublesome. Those students do not bring work materials, so the teacher takes them out of the classroom. once again, in this class the students are the followers of the teachers' instruction in a passive way, this is supported by Richards and Rodgers (2003) who say that, students can play different roles in the classroom such as repeater and listener, answerer of questions and commands, in sum, a person who is manipulated by the teacher in terms of getting his/her control in the case of the oral approaches and situational language teaching,

In relation to the data from teachers' interviews the questions were focused on the role of the student in the English classroom, regarding the main aspects that have to do with the specific

objective 1 of this research project. Related to this, one teacher (T1) said: “los estudiantes son colaborativos entre ellos mismos para mejorar aprendizaje, se colaboran día a día para aprender más cosas y para poder llegar a tener un buen nivel de ingles”. Another teacher’ (T2) said: “el estudiante es el artífice de la clase, desempeña el role trascendental en el desarrollo de la misma, es activo, es participativo aunque debería ser propositivo, aunque es muy difícil en el área de la lengua extranjera que un estudiante sea propositivo, pero en la medida de lo posible se van dando las condiciones y los estudiantes van alcanzando ese nivel que se espera de ellos en la medida de sus posibilidades”. According to teachers students are collaborative, active, participative in class. Furthermore, students could propose topics which refer to their life. Although, we observed that some students worked in groups and helped each other, the reality is that most of them listened, copied or answered the teachers’ questions, that is they were followers of the teachers’ commands, and were not very active.

In the data from students’ interviews we found that the answers of the students, showed that their participation in the classroom was not quite active, that is , according to them their participation consisted on ideas related to the good behavior, for example, a student from 9th grade said: “la verdad no sabría decirle pero más con el apoyo en la disciplina”. Another said: “Participando, haciéndole los trabajos y no haciendo ruido”. Other Student from 9th grade said:”pues lo primero que soy una persona muy respetuosa o sea hago silencio porque mi curso es un tanto bullicioso trato de hacer el silencio posible para atender y dejar atender a mis compañeros y yo creo que esa es una colaboración”; so they think that participation is similar to quietness. Besides, they also think that participation means to collaborate with activities such as organization of the desks, delivering notebooks, delivering workshops among others.

Another student from 7th grade said: “hay veces que le ayudo repartiendo talleres, exámenes, repartiendo las cosas”. On the other hand, taking into account the class development they expressed that the activities they do focused on English are: replying to students' questions. When we asked “¿como colaboras en la clase?”, one student said: “preguntándole las cosas que no entiendo”. Another said: “sobretudo pues como cuando nos hace las preguntas respondiéndole bien no ponerse con recho”. Another student replied: “Responder alguna pregunta que él nos hace”. Other students think that their doubts and silence are a form of participation, as one student from sixth grade answered : “Ah no pues a veces participo. “¿Que haces?”. preguntándole las cosas que no entiendo”. As we can see students are in an initial stage where they are required simply to listen and repeat what the teacher said and to respond to the questions and commands.

According to Richards and Rodgers (2003), the method could refer to the learners' contribution to the learning process. Factors such as the kind of activities students do, the level of control learners have over the content of learning, patterns of learning, groupings adopted, the degree to which learners influence the learning of others can show the learner as a negotiator, processor performer, imitator, problem solver; for example, in the audio-lingual method, the learner was seen like a stimulus response mechanism who conceived the learning as a direct result of repetitive practice. Newer methodologies talk about active roles of the students, taking into account learners' differences. Our observations and the students data from interviews indicated that most of the students in each grade from 6<sup>th</sup> to 9<sup>th</sup> are imitators and followers of the teachers' instructions.

In summary, taking into account the data sources, we found that some students had a role related to the traditional conception; since the teacher leads the class activities, and students just follow instructions given by the teacher. Their tendency is to be passive receptors of knowledge however, when learners work in groups, some of them interact with each other, while others are totally passive. We could not find samples of data that could portray students as negotiators of meaning, planners of their own learning, educators or monitors of their own progress.

#### *Academic achievement in English*

"Achievement encompasses students' ability and performance; it is multidimensional; it is intricately related to human growth and cognitive, emotional, social, and physical development; it reflects the whole child; it is not related to a single instance, but occurs across time and levels, through a student's life in public schools and on into secondary years and working life" (Steinberger, 1993), on the other hand, academic Achievement is accomplishing the learners' academic goals by themselves or with the help of others. Academic Achievement should be what learners want for themselves, instead of what others want for them. Learners' goals can be anything they want, such as passing a class that is challenging for them. Another good goal is to push themselves to make it onto the honor roll. In our case academic achievement refers to the level of learning of English in each grade, according to the teachers' grades.

For this category we had proposed the following specific objective: To identify the students' level of learning of English. Through the third school period the research aimed to ask students to recognize their level of English learning. Teachers' and students' interviews were done to support this category.

Although teachers said that the grades do not reflect students' goals; the grades got by students during the period were analyzed. Analysis of the data revealed that:

In the grade sixth, 11 students out of 49 students earned a grade of S (sobresaliente), it means a grade which is over the 90% until 94%, and 5 earned a grade of E (excelente) it means a grade which is over 95% until 100%; 26 students out of 49 students passed with a grade of A (aprobado) it means a grade over 50% until 89%; and 7 students' got a grade of I (insuficiente) it means a grade under 50%. Data revealed that most of the students are in the passing grade, which cannot be satisfactory, and seven students failed.

In grade seventh no student earned a grade of E, 13 students earned a grade of S; 25 students out of 49 students passed with a grade of A; and 11 students got a grade of I. Data revealed that students from seventh need to increase their academic achievement also, because most of them got passing grades and eleven failed

In grade eighth, 3 students out of 52 students earned a grade of E, 13 students earned a grade of S; 25 students out of 52 students passed with a grade of A; and 11 students got a grade of I. Data revealed that students from eighth need to increase their academic achievement also, as the results are similar to the grades 6<sup>th</sup> and 7<sup>th</sup>.

In grade ninth 15 students, out of 52 earned a grade of E; 32 students passed with a grade of A; 4 students got a grade of I; and 1 student got D (deficiente), which means a grade which is under 30% that, although these data revealed that 15 students from ninth grade got a very good grade, more than 50% got a passing grade and five students failed. They need to increase their academic achievement also.

In summary, the quantitative results of the academic achievement of the students is shown in the following figure.

| Grade<br>Course     | Excelent<br>(E) | Sobresaliente<br>(S) | Aprobado<br>(A) | Insuficiente<br>(I) | Deficiente<br>(D) | Total |
|---------------------|-----------------|----------------------|-----------------|---------------------|-------------------|-------|
| 6                   | 5               | 11                   | 26              | 7                   | 0                 | 49    |
| 7                   | 0               | 13                   | 25              | 11                  | 0                 | 49    |
| 8                   | 3               | 13                   | 25              | 11                  | 0                 | 52    |
| 9                   | 15              | 0                    | 32              | 4                   | 1                 | 52    |
| Total               | 23              | 37                   | 108             | 33                  | 1                 | 202   |
| Percecentage<br>(%) | 11.3            | 18.3                 | 53.4            | 16.3                | 0.4               | 100   |

Figura 4.1. Grades from 6<sup>th</sup> – 9<sup>th</sup> course in the third period, March 30<sup>th</sup> to Jun 30<sup>th</sup>, 2009

Taking into account the grades of the students from the different courses, we could conclude that even though the majority of students (82.9%) passed the subject matter out of this, 53.4% of students only got a grade of A. This means that most of the students are in the passing grade, which cannot be satisfactory, since a grade of A does not mean a good level of English. On the contrary, students are closer to fail than to pass the subject. On the other hand, 16.7 % need to increase their academic level in order to pass the subject and to avoid problems in the next school period.

According to the information given above, we can refer to another definition of achievement by Merriam Webster (1993) who says that it refers to "the quality and quantity of a student's work." This definition is the one that more or less applies to this research. We can talk

about student's work from the point of view of quantity and quality. We calculated all grades during the third school period of the current year in order to analyze the performance of students in English taking into account that one of the goal of the students is to pass the school year. Christen and Murphy (1985) report that most students only study before tests. They spend minimal time preparing for tests and daily lessons. Furthermore, teachers assume that students have mastered these skills and strategies in earlier grades (Eeshler & Schumaker, 1992).

#### *Students' role and academic achievement*

Taking into account the two categories mentioned above we present the relation of them regarding aspects that have to do with the general objective and the specific objective 3:

The general objective was: "To analyze how the role of the students in the English class contributes to the English learning process in grades 6 - 9 in Liceo de la Universidad de Nariño high school", and the Specific objective was : "To recognize if the type of students' role contribute to the level of learning of English".

In grade 6, maybe due to their ages, students tend to have a miss behavior, that is, they do activities which are not specifically focused on the subject; in addition, most of them are passive and they follow the teachers' instructions only . This situation does not help too much in the development of the English learning process. On the other hand, although the teacher has the intention to do their best work, the large number of students for this grade makes the situation worse.

With regard to the seventh grade, we can say that some possible factors affecting the learning process are the big number of students (over 45) in just one class, few hours for English class in the high School. In addition, according to students when the English class is at the end of



the journey, students are really tired to attend class, therefore, they could not really learn. In addition, the role of the student could not contribute too much in the level of learning, because the students are not active learners and tend to depend on the teachers' instruction.

In regard to the eighth grade we can point out that it is difficult to expect good outcomes, if students do not have the disposition to learn a new language and if they do not really see the importance of a foreign language in their future life. According to our observation the two types of motivation: integrative and instrumental one (Gardner & Lambert 1972 quoted by Bastidas, 2002) are not identified among students, so we could say that students tend to be very reluctant to the subject. It means that this disposition against English does not help too much in the learning process. That is why most of the students got passing and failing grades in this course.

In ninth course, we have to take into account that some students who are studying English in the Language Center of Nariño University are considered to be good students, but they are totally troublesome. Those students do not bring work materials, so the teacher takes them out of the classroom.

So, taking into account the role of the student in the English classroom, we can say that active participation is an important issue and this could reflect several positive aspects related to it. We can also find different points of view about attitudes towards participation on the part of students. Students see participation as just to answer when they are asked, to follow the instructions of the teacher and take notes about a specific topic but students do not collaborate too much in order to improve the level of English. According to them, students ask the teacher to have outdoor classes which could help the English improvement but teachers assert that they can not be heard by the students. On the other hand, according to teachers,

participation is completely necessary for the acquisition of a language. In their opinion, in an EFL Classroom, participation could affect directly the students' learning in terms of acquisition and learners' attitude towards the learning process. Furthermore, when the students participate, the teachers are more aware of the learning-teaching process since he/she can encourage students to think about his/her errors. Taking into account the participation by students in the classroom this question was asked: "¿Qué aportes en la clase por parte del estudiante considera usted que están enfocados a mejorar el nivel en el proceso de enseñanza?" so teachers said: (T1): "Mucho más nos enfocamos en lo que es la participación en clase, ya que ellos aportan con nuevas ideas, y también uno se da cuenta de los errores y los puede aclarar en clase".

(T2): "Bueno primero que todo pues la actitud hacia el área, y quiero enfatizar la actitud porque en un 90% depende de eso, que el estudiante ponga atención en las clases, que el estudiante tome apuntes en su cuaderno, que el estudiante lleve su diccionario, sino puede acceder a un diccionario monolingüe pues que tenga su diccionario bilingüe, que el estudiante le dedique tiempo en su casa desarrolle sus talleres, manifieste sus dudas, que le dedique un tiempo prudencial a la asignatura así como se lo dedica a matemáticas a castellano a sociales, etc, tiene también que haber un tiempo para el inglés, no estoy diciendo con esto que el ciento por ciento deba ser académico o sea que el estudiante tenga que dedicar el ciento por ciento de su tiempo, la totalidad de su tiempo a la academia, descuidando sus actividades propias de su niñez y adolescencia, no pero si debe fijarse un horario y eso es lo carecen los estudiantes hoy en día, una disciplina en ese sentido en darle a cada actividad un tiempo determinado y eso tienen que ver mucho los padres de familia que no inculcan en sus hijos un orden una responsabilidad no inculcan en ellos ese sentido de ordenar las cosas para que después no se les vuelva un problema

en ese a ese respecto pues quisiera decir profundizar que los muchachos pues son muy pobres en su en sus desempeños digamos que en un 30% de los casos de los estudiantes son muy pobres porque no tienen esa formación de casa decir no aportan lo que deberían aportar porque hay deficiencias en las bases la cuestión de los valores en las casas han cambiado mucho y los padres de familia todavía no han aprendido a manejar a sus hijos, no han aprendido a comunicarse con ellos entonces hay una serie de deficiencias que vienen desde la casa y que es muy difícil subsanarlas en el colegio porque en la mayoría de los casos también los padres son cómplices de la irresponsabilidad de sus hijos no colaboran no cooperan mucho y eso se ve a diario tos el aporte en ese sentido es muy escaso, lo recalco en un 30% de los estudiantes un 70% si cumple con las expectativas que se tiene sobre ellos”.

According to teachers' answers, it is important to get some idea from students' parents about what rules students must follow and what parents recommend their children do about discipline and participation in the English classroom. State schools need both parents and students to deal with any problem gently, and positively, and to look at the way parents and teachers help their children and students respectively. It is better to talk to the students about the importance of foreign language learning to encourage them for doing what they have to do, like working on the assigned task, helping to increasing the level in the English classroom, etc. So the best way to deal with participation issues in the English classroom is to have a good disposition on the part of students and to encourage the participation of every student in the classroom.

According to our observation, we can say that although teachers pretend to speak in English, they use it a little. When teachers speak in English students of grades 6, 7 and 8

demand the teacher to speak in Spanish because just a few students understand the teacher's questions; the others either complain or ignore the teacher. In the case of ninth grade the teacher just asks questions in English but his explanations are more in Spanish. There is not a positive attitude towards using English among them.

Some students from all grades never pay attention, some times they are the "leaders" of the disorganization, so this does not help the learning process. A special case that we can mention is that many students from the different grades (6,7,8 and 9) study in the Language Center of the Nariño University, but this is not a parameter to say that they are the best in the class and that they contribute in increasing the level of English; some of those students are the most indisciplined in the class, even though they got good grades on their evaluations, they do not help too much to the less advanced partners.

To conclude, although we did not get enough data we realized that there is a relation between the students role and the academic achievement. In this case, since the students tend to be passive, dependant as the teacher, follower of the teacher's instructions, imitators, and obedient, their level of English, in general, is not satisfactory or excellent. Most of the students from grade 6 to 9 are in the passive scale. However, it is important to add that the level of English learning does not depend on the students' role, exclusively. In fact, there are many other factors that could affect this level, and we refer to some of them next.

According to the students, the teachers' methodology is good, but teachers could implement other strategies such as outdoor activities, videos, songs, real material and so on, which could make the class more comfortable, according to them the classes become boring and they do not pay attention. On the part of teachers, they assert that they do their best. They use

different resources which the institution has, furthermore their lesson planning is well done and they follow the syllabus. One aspect that we noticed is the large number of students in each classroom, which is an uncomfortable situation that affects and generates a lack of interest in English. We could realize that some students assimilate the topics easier than other ones due to the simplicity of the topics. As we said above some students agree with methodology, but others do not.

Another aspect to consider is that the environment is not appropriate enough since the classrooms are overcrowded, so a suitable space could help in the learning process. It is recommendable to pay attention to this situation for the next generations. According to Bastidas (2003) a course with large number of students does not help too much in learning a foreign language.

Taking into account the different points of view, we can say that although there are many factors which are involved in the English learning process, the students, as the most important element of this process, must play an active role in the process. But according to the answers, we can notice that students do not contribute too much in order to increase the level, since they just achieve their first goal which is to pass the subject matter.

## CONCLUSIONS AND RECOMMENDATIONS

### *Conclusions*

Taking into account the role of the student, we can say that the different roles of students in sixth grade that we found are first as imitators, since students pronounce the sounds of the words that teacher frequently used in the language, including numbers, colors, adjectives, nouns etc. The teacher leads the students to pronounce some vocabulary and they follow the teachers' instructions. Second as repeaters since those students are in the initial stages of learning, they are required simply to listen and repeat what the teacher says and to respond to questions and commands. As memorizers, since children learn vocabulary fixing it in the memory by repetition. In seventh grade the role of the students is as producers of sentence patterns taught by the teachers, since the teacher gives some patterns of sentences; then they must produce their sentences with their own information. In the eighth grade, students are expected to interact with other members of the group in their class activities, but most of them are passive and they follow the teachers' instructions. Finally, in the ninth grade the role of the students on one hand, the good students could be defined as participative ones since learners are expected to participate in class activities with other learners. On the other hand, indisciplined students have a passive role because their language skills are low, so they play the role of copiers from other partners.

In relation to the academic achievement, we can say that in sixth grade the academic achievement in the level of learning English showed that some students (11) earned a grade of S, few students (5) earned a grade of E and a majority of students (26) passed with a grade of A; and 7 students' failed the subject. In the seventh grade No student earned a grade of E, some students(13) earned a grade of S; the majority (25) of the students passed with a grade of A; and 11 failed the subject. In grade eighth just 3 students got the highest grade E, a good number of students (13) were over 90% it means grade of S; and the majority (25) passed with a grade of A; and 11 failed. finally in grade ninth 15 students got the highest grade; a big percentage passed with a grade of A; and 5 students failed the subject matter.

Even though we could find many roles of the students such as: imitators, repeaters, memorizers, producers of sentence patterns, members of the group, participants; their academic achievement in the third period showed results little satisfactory since most of the students got a passing grade, it means they do not make effort to get grades of S (over 90%) otherwise, they conform to get a passing grade; in sum 82.9% out of 202 students got a grade of A, 16.3 % failed the subject matter and only a 11.3% got satisfactory results . It seems that the active students achieved good results, so they contribute to increasing the level in English, but the students with a negative attitude towards English do not contribute to the improvement of the level of English; on the contrary, they affected their partners who had good expectation in English for their future life.

*Recommendation*

Taking into account some students replies, they consider that teachers could implement activities that help them regain self-confidence, spontaneity, and receptivity such activities include role playing, games, songs, and gymnastic exercises, outdoor classes strolls etc. Maybe teachers could try to implement these activities in order to improve or change the role of the students. Teachers could become better informed about the nature, strengths, and weaknesses of methods and approaches so they can use them in better ways to transform the role of the students in each class.

Taking into account a teacher's reply he said that parents can also be involved in the learning process, so some meetings among directors and teachers should be offered to parents of high school students to familiarize them with strategies to help their children and to provide them an opportunity to become more actively involved in their children's education.

One of the roles, that learners play is as tutors, so teachers could ask advanced students to help the less advanced students in class activities related to the different topics of the subject. In this way teachers could progress in a suitable pace in the teaching process while advanced students could help him/her, improve the English level of the other students. So instruction could be carried out not only by teacher but also by the advanced students.

In research, it is important to continue doing similar studies in other state institutions in order to find a clear relationship between the role of the students and the academic achievement in English. For example it will be interesting to find out if those students who play active roles, such as active participants in class, negotiators of meaning, planners of their own learning, collaborators, etc. Also get higher academic achievement in English.



References

- Arnold, J. (1999). *Affect in language learning*. Cambridge: Cambridge University Press.
- Bastidas, J. A. (2003). 'EFL' in colombian high schools: from ivory tower to the poorest high school in Colombia. *En Teoría y Práctica de la Enseñanza del Inglés*: (Pags 140-157)  
Tunja: Ediciones Jabas,
- Brown, R. (1981). *A first language: The early stages*. Cambridge, Mass: Harvard University.
- Brown, R. (1981). *Psicolingüística: algunos aspectos acerca de la adquisición del lenguaje*.  
México, D.F.: Trillas.
- Calvache, J. (2005). *La investigación, una alternativa pedagógica y didáctica en la formación profesional*. San Juan de Pasto: CEPUN: Centro de Publicaciones Universidad de Nariño.
- Cardona, T. & Quintero, J. (Ed.). (1996). *Una mirada investigativa al aula de inglés*. Manizales:  
Centro Editorial Universidad de Caldas.
- Christen and Murphy (1985). TESOL Articles: The role of the teacher. Retrieved  
from:<http://www.nadasisland.com/research-intell2.html>

CVN (n. d). *Se inicia la consolidación de la enseñanza de inglés*. Retrieved on September 2008, from [http://www.cvn.com./inicia la consolidación de la enseñanza de inglés.htm](http://www.cvn.com./inicia%20la%20consolidación%20de%20la%20enseñanza%20de%20inglés.htm).

CVN (n. d). *ICFES sólo vale el inglés*. Retrieved on September 2008, from [http://www.cvn.com/ICFES sólo vale el inglés.htm](http://www.cvn.com/ICFES%20sól%20vale%20el%20inglés.htm).

Denzin (1978). *Sociological methods*. New York: McGraw-Hill.. RWJF - Qualitative Research Guidelines Project | Triangulation |. Retrieved from <http://www.w3.org/1999/xhtml>

Eeshler, E and Schumaker, R.. (1992). TESOL Articles: The role of the teacher. Retrieved from: <http://www.nadasisland.com/research-intell2.html>

Fromkin, V. Rodman, R & Hyams, N. (1995). *An introduction to language*. Cambridge: Cambridge University Press.

Gardner, R. C., Lambert, W. E. (1972). *Attitudes and motivation in second language learning* Rowley, MA: Newbury In Clavel, A. B. ( 2005). *Negotiation of form: Analysis of Feedback and student response in two different contexts*. Retrieved from [http://www.tesisenxarxa.net/TESIS\\_UV/AVAILABLE/TDX-1103106-133228//clavel.pdf](http://www.tesisenxarxa.net/TESIS_UV/AVAILABLE/TDX-1103106-133228//clavel.pdf)

Garson, D. (2008). *Ethnographic research: Stat notes*. Retrieved on December 10, 2008

from North Carolina State University, Public Administration Program,

<http://faculty.chass.ncsu.edu/garson/PA765/index.shtml>.

Martínez, M. (n.d). *La investigación cualitativa (síntesis conceptual)*. Retrieved on November

2008, from <http://www.google.com>. Word key: investigacion cualitativa.

MEN. (n.d). Retrieved November 2008, from <http://www.Colombiaaprende.com.co/>

Docentes y Directivos de Superior/colombiabilingüe.html.

Patsy, M & Lighhown, N. (1999). *How languages are learned (Ed. Rev)*.Oxford: Oxford

University Press.

Piaget, J. (1967). *Seis estudios de psicología*. Madrid: Ediciones de la Lectura.

Richards, J & Lockhart, C. (1994). *Reflective teaching in second language Classroom*.

Cambridge: Cambridge University Press.

Richards, J. & Rodgers, T. ( 2001). *Approaches and methods in language teaching*. New

York: Cambridge University Press.

Steinberger, M. (1993). Academic achievement. Retrived from:

<http://answers.yahoo.com/question/index?qid=20090312161127AAS54Vv>

Wajnryb, R. (1992). Classroom Observation Task: A resource book for language teachers and trainers. Cambridge: Cambridge University Press.

Webster, M. (1993). TESOL Articles: The role of the teacher. Retrieved from:<http://www.nadasisland.com/research-intell2.html>

Appendix A

DLI-041

San Juan de Pasto, 20 de febrero de 2009

Doctora  
MARGOTH JURADO  
Directora (E)  
Liceo de Bachillerato UDENAR  
San Juan de Pasto

Cordial saludo

De la manera más respetuosa me permito informarle que los estudiantes JOSE RICARDO GUERRA CABRERA c.c. No. 98.396.515 de Pasto y EDGAR EDMUNDO ROSERO c.c 98.393.198 de Pasto, del X semestre de la Licenciatura en Educación Básica con Énfasis en Humanidades Lengua Castellana e Inglés de la Universidad de Nariño, portadoras de este oficio desean realizar unas entrevistas, encuestas y observaciones de algunas clases encaminadas a la obtención de información para realizar su Proyecto de Grado titulado "THE STUDENTS ROLE IN ENGLISH TEACHING LEARNING PROCESS AND HOW THIS CONTRIBUTE IN THE INGLISH LEARNING LEVEL IN THE GRADES 6th TO 9th".



Concedor de su espíritu de colaboración muy respetuosamente me dirijo a Usted para solicitarle la autorización a los mencionados estudiantes para que realicen las entrevistas, observaciones y encuestas las cuales estarán dirigidas a profesores y a unos grupos de estudiantes de los grados 6, 7, 8 y 9 grado.

Esperando que esta petición sea considerada y aceptada, anticipo mis agradecimientos.

Atentamente,

  
GABRIEL VICENTE OBANDO GUERRERO  
Director

Adriana M.

  
DLI-19-09  


Appendix B

CLASS OBSERVATION FORM

Educational institution Liceo de la Universidad De Nariño.

Researchers: Ricardo Guerra & Edmundo Rosero.

Grade: 7 – 1

Date: March 30<sup>TH</sup> – June 11<sup>TH</sup>

Hour: Monday 11:25 – 12:50 Thursday 12:10 -12:50

**Observation**

| Time   | STUDENTS' ROLE                      |
|--|-------------------------------------|
|  | <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |
|  | TEACHER'S ROLE                      |
|  | <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |
| <p>COMMENTS:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |                                     |

## Appendix C

### STUDENT'S INTERVIEW

#### **Preguntas de calentamiento**

1. ¿Qué edad tienes?
2. ¿Que opinas de la clase de inglés?
3. ¿Cuánto tiempo dedicas al inglés fuera de clase?
4. ¿Estás estudiando inglés en otra parte?

#### **Preguntas para el objetivo general**

##### *General objective*

*To analyze how the role of the student contributes to the English learning process in grades 6 - 9 in Liceo de la Universidad de Nariño high school.*

¿Como es tu colaboración con el profesor con respecto a la clase?  
¿Que haces?

¿Si participas como?

Con respecto a gramática, vocabulario (DICCIONARIO), dudas,

¿podrías decirnos cómo es tu actitud en los trabajos en grupo dentro del curso y que opinas de la de tus compañeros?

¿Sos el que lidera?

¿Dejas que otro haga?

¿No te importa?

¿Crees tú que tus compañeros tienen un buen comportamiento con respecto a la clase de inglés?

¿Cuales son las contribuciones que haces dentro de la clase? (bis)

Describe el comportamiento de tus compañeros en una de las siguientes actividades:

Cuando el profesor habla

Cuando les asignan un taller en clase

Cuando hacen exámenes

Cuando no entienden

### **Preguntas para el objetivo específico 1**

*To identify the role of the student in each level*

¿Haces preguntas de la materia a menudo del tema que explica el profesor?

¿Las actividades que trabajan en clase son más individuales o en grupo?

¿En que consisten?

¿Cuántos alumnos crees que participan en la clase? ¿Por qué?

### **Preguntas para el objetivo específico 2**

*To determine whether the students' role contributes to the level of learning*

¿Cuando se debe hablar en clase (inglés) como es tu participación?

¿Cual es tu forma de obtener respuestas a tus dudas por parte del profesor?

¿Realizas las tareas que el profesor asigna para la casa?

¿Si pudieras colocarte una nota en inglés cual sería tu nota?



Appendix D

TEACHER'S INTERVIEW

1. ¿Cuál es el papel del estudiante en la clase de inglés?
2. ¿Son más activos cuando trabajan en grupo o individualmente?
3. ¿Son los estudiantes de la VIPRI los de mejor rendimiento en la clase?
4. ¿Qué aportes en la clase por parte del estudiante considera usted que están enfocados a mejorar el nivel en el proceso de enseñanza?
5. ¿Si hablamos de un porcentaje de trabajo del estudiante en clase cual sería? ¿Por qué?
6. ¿Son los estudiantes autónomos en cuanto a las actividades de clase o necesitan de un “guardián”.?
7. ¿Usted cree que los logros reflejan realmente lo que el estudiante ha desarrollado dentro de clase?
8. Los últimos años las pruebas de exámenes de estado han demostrado una mejoría innegable, ¿Qué papel ha jugado el estudiante para que el nivel en esta materia haya mejorado?
9. ¿Quien tiene mayores responsabilidades en el desarrollo de la clase el estudiante o el profesor?