

QUALITY, TYPE AND AMOUNT OF FOREIGN LANGUAGE IN SOME PUBLIC
HIGH SCHOLS IN PASTO

BY

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Abstract

This qualitative research study was aimed analyzing quality, type and amount of foreign language used in the classroom in the public high schools in Pasto and its possible influence on the English learning and teaching process. In order to collect the data we used class observation and interviews to seven teachers and fifteen students who belonged to different public institutions where the research was developed. The results of the study showed that Spanish is the language used more frequently in the classroom as well as the quality and the amount of the foreign language has a low level.

Resumen

Esta investigación cualitativa pretende analizar la calidad, tipo y duración de la lengua extranjera usada en el salón de clase en algunos colegios públicos de Pasto y su influencia en el proceso enseñanza aprendizaje del inglés. Para recolectar los datos, nosotros usamos observaciones de clase y entrevistas a ocho (8) profesores y quince (15) estudiantes quienes pertenecen a diferentes instituciones públicas en donde esta investigación fue desarrollada. Los resultados de este estudio muestran que el español es el idioma mas usado en el salón de clase y la calidad y duración de la lengua extranjera tienen un bajo nivel.

CHAPTER 1: THE RESEARCH PROBLEM

In this chapter, we presented the description of the research project. Besides, we also presented the problem and the general problematic situation of the English teaching in the public high schools in Pasto city. On the other hand, we showed the importance of this research project and the influence that some variables could have on this educational process. It is also important to take into account that in this step of the study we stated the general objective and the specific objectives to develop the research. Therefore, the audience could know what it is we pretend to get in this field of education in public high schools in Pasto city. Finally, it is important to say that this chapter was very important to create organized bases to continue with the development of the other chapters.

The problem

Problem description

In this chapter we presented the research project entitled quality, type and amount of the English used in the classroom and its possible influence on the English knowledge level that students get when they finish their high school.

This research was related to the macro problem about the problematic situation of the foreign language teaching and learning process in the high schools in Pasto. It intended to add information about the factors that might influence on the level of the English knowledge that students acquire at the end of their high school studies.

According to the results of the ICFES exams, the management of the four skills in the foreign language by the students is very low. But, the most affected one is

the communicative skill, because the foreign language is not frequently used for teaching the classes. But this is not the only factor that affects this educational process, because it is important to take into account other variables which might also affect this process such as: the policies of the educational system, lack of materials and an inadequate environment which do not give the subjects of this process good motivation in order to improve the situation.

The motivation level in the high school classes might also be a common problem in English classes, and it could also be a result of a presentation of grammatical knowledge which could be learnt by the students only for the exam. Therefore, this knowledge is not applicable in real life.

On the other hand, the micro problem: quality, type and amount of the foreign language in the classroom is an important factor that might affect the process because the amount of the time of FL use in the classroom might be poor, and when it is produced its quality could not be the best. Therefore, the teaching and learning process of a foreign language could not be developed in an efficient way.

It is also important to take into account Galeano's (1986) point of view which says that a teacher should motivate his/her students in order to achieve a real applicability of language knowledge in a determined context. We could also say that the teachers and students do not understand the importance of a real practice of language because in many English classes the teachers only present and practice grammatical knowledge and decontextualized sentences.

Problem Statement

What is the incidence of the type, quality and amount of the English language used in the classroom, on the level of English knowledge that tenth and eleven grade students get at the end of their high school studies in the public high schools in Pasto city?

Sub Questions

1. Which language is used more frequently in the classroom, the L1 or the L2?
2. What is the quality of the English language sample in the classroom?
3. Which is the amount of the English language use in the classroom?

Purpose and Objectives

Purpose of the Study

To analyze the incidence of the type of language, quality and amount of the English language used in the classrooms on the knowledge level of the students, who study tenth and eleventh grade in the public high schools of Pasto city.

Specific Objectives

1. To identify the type of language used more frequently in the classroom.
2. To analyze the quality of the foreign language in the classroom
3. To identify the amount of time that the English language is used for the development of the classes.

Significance

This research project: Type, quality and amount of foreign language used in the classroom was carried out because we have realized that in some English classes, the native language is used most of the time, and this does not help the students to acquire a better management of a foreign language. Besides, it could be useful to take into account that the results of the research project could help teachers to be aware of the actual situation of the real use of the English language in the schools where the research project will be carried out.

Also, the study might be useful for English teachers who could know the needs of the learners and try to change the way of teaching English; and in this way to motivate the students in order to get an active participation in learning English. In addition, it is possible that teachers and students can make efforts to create a suitable environment to improve the management of foreign language through practice and with a communicative interaction between the teacher and the students and students to students.

Finally, it is also important to say that we live in a context, where the native language is used in the majority of time. Then, the educational administrators should provide students and teachers the necessary elements to reinforce and promote the practice of the English language knowledge. Some of these elements could be: the setting, new and creative materials, among others.

Delimitations and Limitations

Delimitations

Conceptual delimitations:

Type of language

According to Richards and Platt (1992), the type of language refers to the kind of language used in the classroom for the development of different topics.

For our research the type of language refers to the language used in the English classes. This could be the native or the foreign language. (P-195)

Quality of the language

“It refers to the quality of foreign language used by the teachers and learners in the classroom”. That is the quality of pronunciation, grammatical structures used by the teachers and the learners to communicate in the classroom. (Richards & Platt, 1992:

P-120)

Amount of the language

“It is related to the amount of time that a foreign language and a native language are used by the teachers and students in the classroom. (”Richards & Platt, 1992: P-23)

Second language

According to Oviedo (1980:19), it is the “language learnt after learning our native language which accomplishes the same role of a native language in a second language context”.

Foreign language

According to Oviedo (1980:19) “it is the language learnt in a context where we use it for specific purposes only, such as academic, work or any other requirement”

Native language

According to Oviedo (1980:19) “it is the language that we learn in a natural way in our native context”. It is acquired through experiences in a context or a determined community.

Population delimitation

The research study was developed with the tenth and eleventh students in some public high schools in Pasto, more specifically in four high schools located in the urban area of the city. They was chosen at random where there are three courses per grade. Besides, in each grade there are around thirty (30) and forty (40) students, both man and women, and their age is around fifteen (15) and eighteen (18) years old.

Geographic delimitation

This research project was carried out with students of some public high schools in Pasto city, located in Corazon de Jesús, La Aurora, Nueva Colombia, Río

Blanco neighborhoods, department of Nariño, Colombia, South America. These neighborhoods have specific characteristics as the constructions of avenues and many houses, some of them are well arranged, but others are damaged.

Limitations of the study

The validity of the answers given by the students in the interviews could be affected due to different factors such as: fear, lack of seriousness and objectivity. Besides, the time of direct observation might be reduced due to the schedule previously arranged by the board and directors of the educational institution. On the other hand, other possible limitation in the research could be that the attitude of teachers and students could change when they feel that they are being observed or supervised.

According to Strevens' model, we have developed important analyses about each variable that could have incidence on the English teaching and learning process.

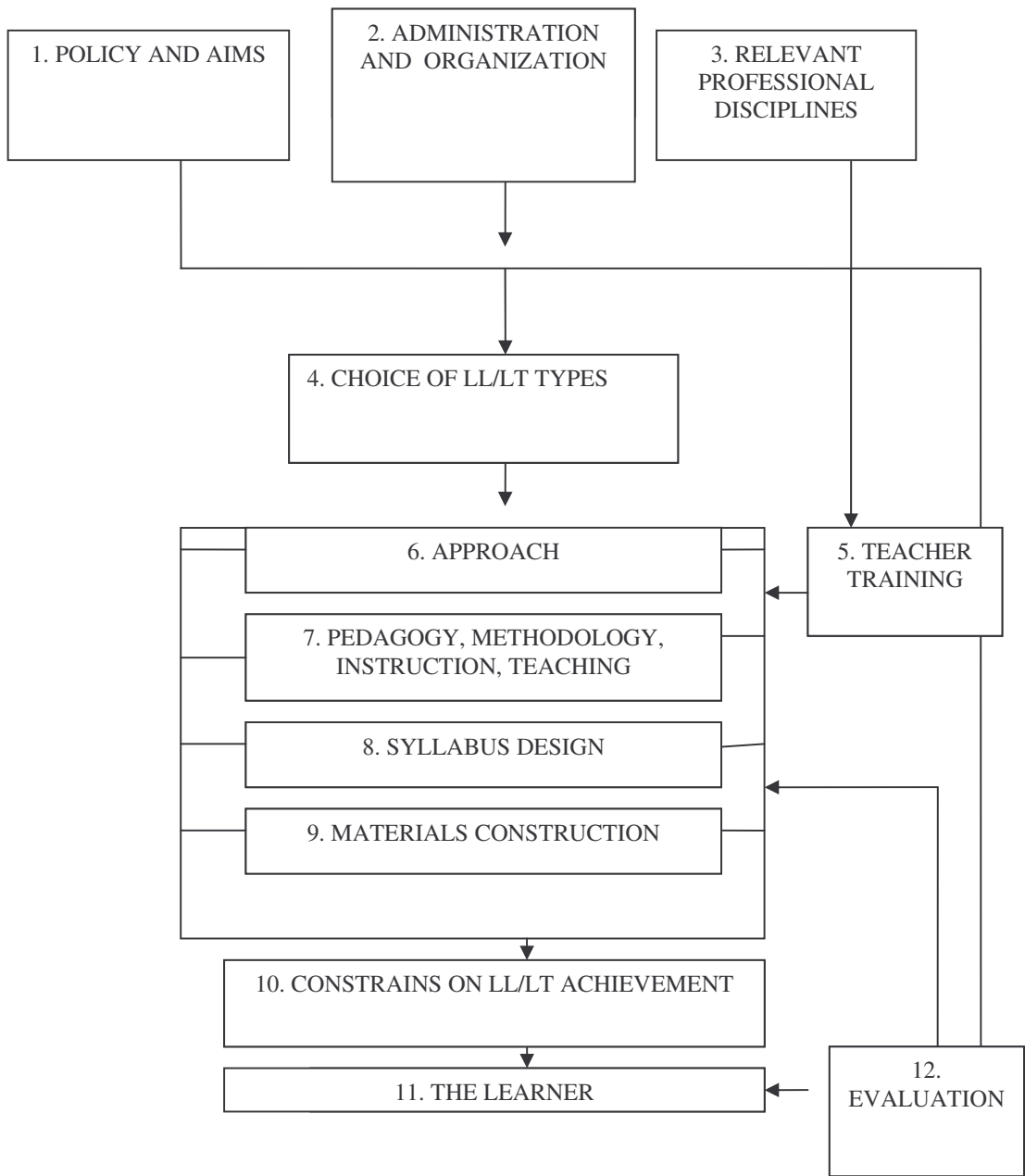


Figure 1. A model of the LL/LT process according to Strevens (1977)

CHAPTER 2: LITERATURE REVIEW

This chapter supported the research project according to different authors.

These

Authors provide information that contributes to the research. Furthermore, it is important to have some research references which helped the development of the study in order to achieve the specific objectives.

The Teaching and Learning of a Foreign Language

To support Strevens' (1978) point of view, it is important to take into account some contributions of other authors related to this subject.

According to Strevens' diagram there are twelve elements which might affect the development of the teaching process.

Policies and Aims

Strevens (1978) affirms that policies and aims have some influence in this process due to the fact that there are some decisions that depend on these elements: reduced number of hours per week, lack of teaching materials, and the environment, among others. Therefore, these decisions could demotivate the learners and teachers to work and interact with each other.

In relation to this point, Bastidas (1991) indicates that the government has not understood the importance of the foreign language policy in an educational institution. Therefore, this problem might affect in a negative way the teaching and learning process.

Oviedo (1980) suggest that the objectives of the educational program are very ambitious because it could be difficult to achieve them with the reduced number of hours per week, overcrowded classes, chairs in bad shape and demotivation of the teachers to investigate in the classrooms. This situation could improve if the teachers are in continuous training, and the government provides the necessary materials to develop the English classes.

To support the authors' contributions, Galeano (1986) says that it is necessary to pay attention to the different factors that influence in the teaching and learning process. These are: reduced number of hours per week, overcrowded, small classrooms, reduced number of hours per week, lack of materials, among others. Therefore, administrative and the government consider that these factors could affect the learning process developed by the students. Besides, this situation might also be considered by teachers to achieve an engagement and seriousness of the development in the educational process.

Administration and Organization

Stevens (1978) indicates that administration and organization are important points to take into account. Economical resources and materials for the language lab, construction of adequate buildings, and salary of teachers, among others are important factors that could have negative or positive effects on the development of the teaching and learning process.

It is also important to take into account Bastidas' contribution (1991) related to administration and organization of the teaching and learning process. To improve the learners' progress, the administration and organization of the schools should be carried out with responsibility by the administrators and specialists. Besides, this author also points out that these elements (administration and organization) have not been taken into account to achieve better results in our educational system. In some educational institutions the teaching of the foreign language is not adequate because there are some factors that have negative influence on this. Some of these factors could be: Overcrowded classrooms, lack of teaching materials, lack of training of teachers, small classrooms, etc.

In relation to this point Oviedo (1980) says that some educational institutions show some problems to carry out the teaching and learning process of the foreign language, such as: ventilation and lighting. Therefore, this situation can produce indiscipline during the development of the classes, and it could make difficult the teachers' work.

The relevant professional disciplines

Strevens (1978) thinks that the relevant professional disciplines refer to the language concepts supported by some authors. These characters have contributed to the development of independent disciplines such as: education, linguistics, psychology, social theories and some new disciplines such as: sociolinguistic and psycholinguistic. These new disciplines are independent of the teaching and

learning language, but they contribute to the research of problems related to the learners. It is also important to take into account the role of linguistics along with theoretical supports of other disciplines to achieve a suitable development of the practice of these disciplines.

In relation to this point Galeano (1986) affirms that the language teacher might know more about linguistic, psychological and social principles to contribute to the community with a practical knowledge of the foreign language.

Stevens (1978) points out that the choice of language learning and language teaching types are a set of learning and teaching process that include different activities. They can change according to the circumstances or factors. These are: Pupil age, stage of proficiency, educational aims, learner involvement, language of instruction, status, and target language status.

These elements provide changes in the teaching and learning of the foreign language according to different situations presented in this process.

Teacher training

Stevens (1978) affirms that teacher training might take into account both initial teacher training and further training. In other words, the initial training of the teachers might combine theory and methodology to carry out their English classes. Therefore, the teachers could use this kind of knowledge as an important part of the educational system. In relation to further training, the teachers must have a good management of the four skills. This implies that they should have a

continuous training to share with the institution new experiences, knowledge and ideas to apply them in this educational system.

Bastidas (1991) indicates that the initial teacher training and further training results are not implemented in a suitable way in our context. Some high school teachers have not a good management of fluency; therefore, they can not provide a practical teaching to the learners. Besides, other teachers have not enough knowledge about the use of methods to apply in their classes and to improve students' motivation to learn English. Therefore, the teachers do not pay attention to this problem, and they use traditional methods creating a negative influence on the teaching and learning process.

Oviedo (1980) says that teacher training is indispensable in English field to search different alternatives to improve the situation of the teaching and learning process. It could be useful that the teachers have a positive attitude in the development of their classes to motivate the learners in the acquisition of new knowledge.

Also, Galeano (1986) points out that the teacher should develop a continuous training and management theory and the practice of the teaching process. He also points out that the teacher might take into account some factors: attitude, training, methods, aims and objectives to develop the teaching process. However, this process could not be taught satisfactorily if some teachers do not have clear definitions about educational objectives and instruction. In this way, the lack of

knowledge about these terms could create confusion in the determination of methods and techniques.

Pedagogy, Methodology, Instruction and Teaching

Stevens (1978) highlights that pedagogy, methodology, instruction and teaching include some basis to develop the teaching and learning process in a suitable way. Besides, they might be a big help to construct an interaction process between the teacher and the learner to activate the learners' capacity to communicate. It is also important to say that these factors could provide the teachers with practical methods and exercises to motivate the learners to acquire the language knowledge and activate their communicative skill. Furthermore, these elements could be useful to create a suitable environment where learners feel secure to interact.

Bastidas (1991) also says that these elements might be the most important factors to carry out the teaching process. It is important that the English teacher be actualized in the TESOL field to know new methods and techniques to teach their English classes. To apply useful methodologies the teacher should take into account some factors of our educational system. They are the following : the lack of materials, the few hours per week and the application of unpractical methods that should be considered by the teacher at the moment of choosing a certain method.

Galeano (1986) also affirms that pedagogy, methodology, instruction and teaching are disciplines that could provide new techniques to help learners acquire language knowledge in a practical way. Moreover, these elements might be a big tool for the teachers to analyze and determine the objectives, the instruments and materials that will be used to achieve success at the end of a course or a scholar year. At the end of a period, the teacher could evaluate the process to know the learners' progress and the difficulties presented to acquire the foreign language. At the same time, s/he could search new methods, techniques or tips to fulfill the learners' needs.

Oviedo (1980) points out that the English teacher should be involved a continuous training process and search for new alternatives to teach the classes taking into account the problems and reality of our educational system.

Mack Wardt (1975) quoted by Brown (1987) says that the use of a method is not a guaranty to achieve success in the teaching process; it is a hard work that should be developed between the teacher and learner.

Syllabus design

Stevens (1978) affirms that syllabus design is the plan that the teacher designs to define the aims, contents, methodology and evaluation. This element could be important for the teaching and learning process because the teacher and learner can discuss about the topics, evaluation, and the materials to provide organization in the contents. Besides, the learners could feel secure in the

classroom and the teacher might know the learners' needs to search new techniques to fulfill them.

Another important author who provides useful points of view about syllabus design is Galeano (1986) who says that the English teacher should identify the objectives of a course to provide the learners with useful knowledge about elements of the foreign language such as: grammar, phonetics, phonology, semantics, vocabulary and cultural aspects. The teacher should develop continuous training to plan each class taking into account the timing, the aims, the characteristics of the group in order to create an organization in the teaching and learning process.

Bastidas (1991) also thinks that syllabus design is an integral part of the teaching process. It is designed according to the proposals of the learners and the specific skills that will be developed in a determined level. In syllabus design the teacher should include useful topics to activate the learners' abilities in a process of communication with the whole class.

According to Brown (1987) syllabus design is a practical procedure where the English teacher integrates his understanding to solve the learners' needs, and construct a good context of learning. To design a good syllabus it is important that the English teacher takes into account important points such as: the experiences of the learners with the foreign language, the most effective exercises to help learners

to apply their knowledge, the sequence of topics, and the application of an evaluation that shows the learners' progress

Materials Construction

Stevens (1978) affirms that materials construction is another factor that could have an influence on the adequate development of the teaching and learning process. This element has a strong relation to the last point, syllabus design and factors such as: pedagogy, methodology, instruction and teaching. Therefore, it could help teachers to know the learners' progress in the management of the foreign language. Then, materials construction might be important to construct a good environment and apply useful exercises in the classroom.

In relation to this aspect Stevens (1978) says that this element could be useful to achieve success in this process; but it could be also a problem in settings where there are not enough materials. The teachers should search different kinds of materials such as: audio-visual aids, reading, texts, authentic materials, games, textbooks, among others. To choose the best materials it is important to take into account some characteristics. These are the follows: realistic, relevance, interesting, encouraging, and compatible. Then, the materials could provide variety in the classrooms, and they could motivate to the learners to use the English in a real way.

Oviedo (1980) points out that there are two groups of materials: textbooks, laboratories and others. The textbooks are common materials used in the educational institutions. In our setting there are many English textbooks. Therefore, the English teachers should apply their knowledge to choose a useful one to fulfill the learners' needs. It is also important to say that many textbooks are created with universal criteria taking into account the ideal learner who learns a second language. Therefore, it could be important that the teacher chooses adequate and useful textbooks for our setting.

Oviedo (1980) also thinks that the materials construction is a factor that could contribute in a negative or positive way to achieve success in this process. For example, laboratories, tape recorders, authentic materials could be a big help to develop the classes, but they could not contribute in a positive way, if the teacher does not develop a hard work to improve the learners' knowledge language. Besides, it is important that the materials be adequate for our environment and help learners to practice the language in a real way.

Richards and Rodgers (1986) affirms that the instructional materials should reflect the objective of syllabus design, abilities that learners will develop and the teacher' knowledge about new strategies, methodology or techniques to apply in the classroom.

Bastidas (1991) also says that the lack of materials could contribute in a negative way in the teaching and learning process demotivating learners to use the

language. An English class means variety in the use of materials to avoid monotony and to encourage students to interact inside and outside the classroom.

Constraints of LL/LT achievement

According to Strevens (1978), constraint of LL/LT achievement are a set of learning and teaching process that include different activities created according to the circumstances. This process works together to construct a strong or weak language acquisition and to improve efficacy of teaching and learning process. The teaching process could be related to these points: total quantity of instruction, intensity of instruction, various impediments to learn and teach quality of the teacher. It could be useful to define these aspects.

Total quantity of instruction

The learning of a foreign language is a difficult process that requires time and practice.

Intensity of Instruction

Quantity and quality of teaching contribute to improve the management of the language by the learners.

The various impediments to learn and teach

There are some physical and psychological factors that could affect the language acquisition process. Some of them are: overcrowded classrooms, noise, distraction, fatigue, tests, among others.

The quality of teaching

A good teacher should take into account the next points to develop the teaching process in an effective way: teacher should demonstrate interest in his classes, the teacher should master the language that he teaches, and teachers should develop a continuous training to know about new methods.

Oviedo (1980) indicates that the process of teaching includes some elements that contribute to construct a good environment in the classroom and motivate learners to interact with the whole class. The quality of knowledge acquired by the learners could depend on the teachers training and her/his interest to apply new methodologies implemented in the TESOL field. The English teacher has to develop a continuous training to provide to the learners a good quality of knowledge and to search new alternatives to avoid learning problems, monotony and to improve the motivation level of the learners.

Bastidas (1991) says that the teaching and learning process is carried out by two principal characters: the teacher and the learner. The learners' role in the learning process is indispensable. They could be communicators, negotiators of meaning, responsible managers of their own knowledge and constructors of an interaction process in the classroom.

On the other hand, the teacher has also some important roles in the process of teaching. S/he is a facilitator of communication, a friend, a researcher and a big world of knowledge. These two important characters construct every day a

beautiful process of interaction to get important results with effort and responsibility improving the difficulties.

Brown (1987) also says that learning and teaching are two processes that should be connected. Teaching makes possible learning. It provides to the students a philosophical education through a teaching style, approaches, methods and classroom techniques. Besides, the principal factors of the language learning process are essential bases to construct a theory of teaching.

Stevens (1978) thinks that every learner is a different world with specific qualities, characteristics and abilities. His success in the learning process not only depends on his individual characteristics, there are also some factors in the environment that have a direct influence in the learning process. Learners' motivation is a variable that could have positive or negative effects on the teaching and learning process.

It could be also important to take into account the contribution of Bastidas (1991) about some variables such as: learners' motivation. The field of foreign language is composed by some elements that could have a positive or negative influence on the development of the teaching and learning process. Therefore, in this field it is necessary to take into account some variables such as: the learner, the teacher, the subject matter, the aims of learning and teaching, methodology and the community. Then, it is also important to say that both the teacher and learner are indispensable components in the teaching and the learning process. For this

reason, it should be taken into account the motivation level that the teachers and the learners have to carry out the process.

Littlewood (1984) points out motivation is an important factor that determines the learner's desire to use the foreign language in real situations in order to interact with the community.

Gardner and Lambert (1992), quoted by Bastidas (1991) affirms that it is important to define the two types of motivation. Integrative and instrumental motivation:

Integrative Motivation

This kind of motivation refers to the desire to acquire new knowledge of the language to apply it in a real context in order to interact with the L2 community.

Instrumental Motivation

A learner who is motivated instrumentally is a person who desires to achieve specific objectives. Some of them are: improving his/her professional situation getting an employment or a degree, etc. Another important aspect that Bastidas (1991) takes into account is the motivational level of the students to learn the English. However, there are some opinions provided by the students that show the reasons why they like to learn language: to go abroad, to communicate with Americans, etc.

Bastidas (1991) indicates that the last reason expressed by the students shows an intrinsic motivation to learn languages. Then, according to Tina Zuluaga (1980), quoted by Bastidas (1991) the learners like to study English, but they are not encouraged to apply this knew knowledge inside and outside the classroom.

Also Belyavev (1964) quoted by Bastidas (1991), says that the learners at the beginning of an English course are motivated to acquire and apply the language knowledge with their peers. But, at the end of the course the learners become aware about the possible unproductive results and their motivation is lowered.

On the other hand, Littlewood (1984) indicates that it is important to practice the English in a real context to achieve a good motivational level; so that, the teachers and learners could achieve an active role in this process. Besides, there are some factors that the teachers might take into account in the learning teaching process. These include characteristics of the teachers, training and preparation, instructional procedures, personality, age, among others.

The learner

Oviedo (1980) says that the learner is an element that contributes to construct a process of interaction with the teacher and the context. This interaction process helps the learner to develop their capacities and skills to get knowledge with a high quality. It is also important to say that learners have to develop a constructive reinforcement outside the classroom to practice the knowledge provided by the teacher during the classes.

Galeano (1987) is another author who affirms that the learner is an indispensable factor in the teaching and learning process. The learners could develop their abilities to practice the knowledge acquired in the classroom. It is also important that the students have linguistic habits in order to understand, speak and write the English as an instrument of communication in their real lives.

It is also important to take into account Browns' (1987) points of view about the learner. This author says that the learners' attitude could have an indispensable role to get success in the learning process. It could also be useful that the learners have a high motivation level to use English with the whole class.

Strevens (1978) thinks that evaluation is a factor that could help the teachers knows the learners' progress to manage the foreign language. Evaluation could also be indispensable so that the teacher provides to the learners a useful feedback. Then, it is important to say that some teachers use this element to create negative effects on learners. For this reason, in some cases this factor could produce anxiety on the learners.

Bastidas (1991) also affirms that evaluation is a factor that the teacher should use to apply different communicative exercises and integrative tests such us: interviews, cloze tests, dictation, free composition, and debates, among others. Besides, according to this author evaluation should be flexible and it should be also created taking into account the level and the objectives to evaluate.

Finally, Bastidas (1991) points out that before developing the evaluation process, the teacher should provide the learners with a good practice about topics and kinds of questions that are going to be used in real tests.

Second Language Learning Theories

Language learning acquisition is a complicated process which has been explained by many approaches.

These approaches have provided important elements that can be applied in the language teaching process to develop the teacher and learner's work in a professional and responsible way.

All approaches have positive elements and other factors which have been criticized. For this reason, there are some approaches that could not provide important points to develop the research project.

Innatism Position

According to the behaviorist psychologies quoted by Lightbown & Spada (1987), this theory says that language is learned through habit formation.

The learner is exposed to the L2 environment to receive an INPUT. Then, s/he practices language through repetition and imitation to make knowledge reinforcement. Therefore, the language acquisition process is developed through imitation and association of words with situations, objects and actions.

These authors explain that this theory has been associated with the contrastive analysis hypothesis (CAH). The CAH says that, it is easier to learn a new language when there are similarities between the first and the second language because the mother tongue has a big influence on the second language acquisition process.

It is important to take into account the big contribution that behaviorist have made. Therefore, there are some aspects of this theory that are applicable in the language acquisition process. Imitation is an element that helps learners to acquire a new language. But, when this process has been evolved, it could say that there could be an area of communication between the learners and their context. Therefore, it could not be said that all languages are learned through imitation and repetition, because a learner might learn a foreign language through practice and interaction in an adequate context. Then, this theory might not provide enough elements to achieve a real communication to change the traditional way of teaching.

The Second Language Interactionist View

Long (1985) quoted by Lightbown & Spada (1987), this is a theory based on interaction. This factor could be modified with interaction between a native speaker and a non- native speaker.

Long (1985) quoted by Lightbown & Spada (1987) affirms that an interaction process between a native speaker and a non native speaker might have important changes as:

Comprehensible checks

This process occurs when the non native speaker does not understand in a total way the foreign language, but s/he might comprehend key expressions which help him to know the purpose of the conversation.

Clarification request

These questions and expressions help learners to understand in an adequate way the activities and language that is not clear for them.

Self repetition and paraphrase

This is an element that could help learners to improve their vocabulary. They can use different words or expressions to say the same things avoiding the repetition.

In the last information about this theory, there are some useful aspects that might help to improve the teaching and learning process.

A learner might learn a new language with knowledge practice. Therefore, interaction is an indispensable factor to achieve a real communication between the learners and their environment.

This theory also provides the clarification request and paraphrase that are important alternatives to help the learners to interact and use different resources to express their language.

Then, the second language interactions view is a theory that could explain in a more complete way the language acquisition process. Therefore, it could be important to take into account this approach to carry out the study.

Innatism Position

According to Lightbown & Spada (1987), this approach is a rejection to the behaviorism theory. It says that the language is acquired through imitation and repetition. Then, the innatism position proposed by Noam Chomsky (1959) affirms that a child does not learn a language through imitation because it is more probable that a child is born with abilities and skills to acquire any language.

Chomsky (1959) also indicates that a child has a language acquisition device which provides him innate grammatical structures. Then Chomsky also points out on universal grammar (UG) which says that a child uses for each case a type of knowledge based on rules and foundations.

Lightbown & Spada (1987) affirms that this theory could be based on a first language acquisition process. But other authors have applied these principles to explain the second language acquisition process saying that the learners internalize automatically a second language to develop their skills and manage the foreign language.

The last theories make an important contribution to develop this research project with useful elements. They are: interaction and the innate capacity of the

human being to learn any language. However, it is important to comprehend that the language teaching process is not only an innate capacity of the people to learn a language.

The learning of a foreign language takes into account other determinant factors in this process. There are internal and external factors that could be positive or negative to achieve success in the development of this educational process. Therefore; this theory has useful points to carry out the study. However, there is a lack of key points that could explain other important factors in this process.

The Critical Period Hypothesis

Lenneberg (quoted by Lightbown & Spada 1993) thinks that a person could learn successfully a foreign language in a determined period of time. It refers to the critical period. Then, according to this author the best period to learn a foreign language is during the childhood.

These authors also affirm that there are two versions of CPH; the weak and strong version. The strong version says that a child can learn a new language in an easier way before his puberty.

Krashen's Hypothesis

The acquisition and learning hypothesis

According to Krashen (quoted by Lightbown & Spada 1987), there are two ways to develop a second language, they are acquisition and learning.

The acquisition process might be contrasted to the process that children develop in order to acquire their native language. Therefore, this process might be called unconscious process the children acquire words and structures through exposition inside the environment.

The second process is learning. It is a conscious process developed by people to interact with the environment. People know grammatical rules to manage the language.

In short, according to Krashen (quoted by Lightbown & Spada 1987), the learning process is to know all about grammatical rules and the formal use of the language. However, it is very difficult to know the moment when learning or acquisition are presented in this educational process because there are not studies to demonstrate this process.

This author points out that learning could not provide fluency because this process only works as an editor or monitor. Then, it acts in the correction of mistakes before speaking and writing and in some occasions after listening.

The monitor hypothesis

Krashen (quoted by Lightbown & Spada 1987) says that there is a strong relation between learning and acquisition. This author affirms that acquisition process provides to the learners fluency in the management of the foreign language. Besides, this author has established three indispensable conditions in

this process: reduced number of hours per week; focus on form, knowledge about the rules and writing is more effective than speaking. The monitor use is focused on content.

The weakness of this hypothesis is the difficulty to demonstrate in what moment the learning or acquisition takes place. That is to say, all fluency production of the language could be a result of acquisition.

The natural order hypothesis

Krashen (quoted by Lightbown & Spada 1987) affirms that the human being acquires the rules of a language in a productive sequence, some rules are acquired earlier than others. Therefore, there are rules that are not acquired necessarily in an automatic way. Besides, this hypothesis is independent to the common order how the rules have been acquired.

Some evidence about this hypothesis is the use of different grammatical morphemes. These are applied by the learners through practice of their speech.

The Input hypothesis

Krashen (quoted by Lightbown & Spada 1987) also indicates that the only way to acquire the language is by comprehensible input influence. That is, the language that is understood by the students who learn a foreign language in a message way.

Therefore, if they have internalized structures through practice, comprehension and acquisition can occur.

Affective filter hypothesis

Krashen (quoted by Lightbown & Spada 1987) points out this hypothesis refers to the problems that a learner has to practice. That is, his input that is indispensable to achieve a suitable interaction in the context. The level of motivation could provide positive or negative effects on the learners. Then; they could demonstrate his capacity in the development of foreign language skills.

On the other hand, this author indicates that this hypothesis takes into account the different factors presented in the classroom to achieve a productive interaction. These factors are the follows: the learner's anxiety, boring, among others.

The filter approach acts are presented when the learner experiments negative feelings. These might affect the learning process. So, when the learner feels prepared and secure to expose his ideas; the management of the language does not depend on him. This hypothesis is very useful and applicable in the classroom. However, some teachers say that this process is developed successfully in some students. It does not have influence on other students. However, the difficulty of this hypothesis is to demonstrate motivation level that each student has and how it influences to develop the learning process.

According to Krashen's hypothesis (quoted by Lightbown & Spada 1987) we have concluded that the weakness of this hypothesis is to demonstrate in what moment learning and acquisition takes place. However, the hypothesis such as affective filter and interaction hypothesis takes into account important points to achieve a productive interaction in the classroom. These are: learner's motivation level, teacher's interest and a suitable context. However, it is difficult to know the learner's motivation level when he uses his foreign language knowledge.

Then, we could say that the affective and interaction hypothesis are factors that might contribute to the development of the research project. Besides, these hypotheses are theoretical support for this study in relation to the motivation level and interaction between teachers and learners in the classroom.

Cognitive Theory

M.C Laughlin (quoted by Lightbown & Spada 1987) thinks that the acquisition process of a foreign language is a continuous construction of knowledge. It is learnt by the students through mental structures that provides a useful significance to the actions and experiences of the context. Therefore, these experiences could help the learner to understand the things that the other peers transmit. Besides, this could help them to improve the proficiency and fluency of the language.

According to these authors, this approach takes into account the practice and interaction of the learners with their class mates. In this way, the learner could transmit the language knowledge in an oral and authentic way.

Lightbown & Spada (1987) say that another important point is the results of some researchers developed by some cognitive psychologies. These characters have demonstrated that some elements of foreign language cannot be learnt automatically. It needs a real practice in a determined context. In other words, knowledge is more productive with practice of the foreign language in the classroom.

On the other hand, Lightbown & Spada (1987) point out that cognitive theory is a new tendency in the second language acquisition process. Therefore, this research is based on empirical studies that have not demonstrated what structures could not be internalized automatically. So, the application of this cognitive theory has not been totally developed in the teaching process of the foreign language.

Lightbown & Spada's (1987) point of view, we have concluded that cognitive theory is based on empirical researches. However, it takes into account some important elements of the language learning process. Then, elements such as: interaction, context and the knowledge practice are factors that could be taken into account in the research project. Besides, this is a theory that might contribute as a theoretical support in relation to learning theories.

The Role of the L1 and the Foreign Language in the Learning and Teaching Process.

The Role of the Native Language in the Methods

According to Ellis (1986), the native language plays an important role in the teaching and learning process of the foreign language. The development of this process is influenced by the native language. The learner uses aspects of this language in the production of the foreign language. These are the follows: intonation, pronunciation, accent, and in many cases the literal translation which could affect the language comprehension.

Bastidas (1991) affirms that the native language role in the teaching and learning process of foreign language can change. It depends on the methodology used by the teacher. Therefore, it could be said that the use of the native language in some methods is important, but in others is restricted.

In methods as: the grammar translation method, Bastidas (1991) points out that the role of the native language is important to communication and to give explanation of the English knowledge. Besides, the native language is used to translate a number of words. These are translated literally to the foreign language.

On the other hand, the native language in the grammar translation method is used in basic levels to give confidence to the learners about teacher's explanations. However, in intermediate level the use of the native language is restricted. In this level the learners try to communicate their ideas with the use of the foreign language. Then, in an advanced level, the native language use is elicited, so, in this level the learners might express their opinions using the foreign language. Generally, in methods such as suggestopedia, natural approach and community language learning, the native language is used to translate dialogues

and a number of words; therefore, these methods could help the learners to feel confident and secure.

On the other hand, there are also methods where learners and teachers might manage the foreign language in a suitable way. These methods are: direct method and audio-lingual method. In these methods the native language is not used due to that it causes interferences in the foreign language learning. Besides, the audio-lingual method uses the native language only to translate dialogues. It is also important to take into account the communicative approach which does not make use of the native language to explain and translate. It is necessary that learners are adapted to develop different activities of the foreign language such as: the information reception and explanation in the same language, so, through this process it could achieve a balanced development of abilities.

The Foreign Language Role in the Methods

The foreign language field has a principal role in the teaching and learning process. It pretends that the learner communicates his ideas or opinions through the use of this language. Furthermore, the learner might practice the communicative skill in the classroom and outside. This purpose could be carried out with the teacher's help who demands to the learner to use this language all time in the classroom.

According to Bastidas (1991), foreign language role in the teaching of some methods is indispensable, but in other cases it is restricted. Then, in methods such as: grammar translation method, Bastidas (1991) says that the ability to

communicate with the use of the foreign language is not an objective of this method; its principal characteristic is the translation of a big number of words.

There are methods where the use of the foreign language is the principal aim in the classroom. They are : direct method and audio lingual method develop the communicative ability. These kinds of methods consider that the learners can express their ideas through the foreign language. Therefore, this process can create an interaction between the teachers and the learners avoiding the use of the native language. Direct method demands to the learner to think directly in the L2, so, it requires that learners develop abilities such as: listening, speaking, reading and writing.

The audio lingual is another method which demands to the students the use of the foreign language in the same way as the native speaker. Therefore, it permits that students can develop all their abilities in a suitable way. It is also important to take into account that the principal aim of communicative approach is to help the learner to develop other abilities in order to practice the foreign language knowledge.

On the other hand, suggestopedia, natural approach and community language learning methods, learners use the foreign language to produce dialogues to interact with the teacher and the whole class. Besides, the teacher's role in this method is important, s/he might have a good management of the L2; therefore, when the teacher and learner interact using the foreign language in a suitable way, the learner might avoid the use of L1 and practice the L2.

Importance of a Foreign Language in the Classroom

Allwright & Bailey (1991) affirm that a good way to create a useful interaction in the classroom is the active participation of the learner and the teacher.

It is also important to say that the two principal characters of the teaching and learning process might work together to exchange knowledge and acquire a good management of the foreign language.

It is also important to take into account the Long and Krashen's points of view (1985) (quoted by Allwright & Bailey 1991) who say that it is very important that learners interact with their classmates to correct their mistakes and achieve an adequate use of grammatical structures. This could be a good way to avoid anxiety, and learners could feel confidence to express their ideas in front of their peers.

Foreigner Talk

Richards & Lockhart (1994) affirm that the use of the foreign language to describe the learners' daily lives is the principal objective to carry out in the classroom. The teacher might achieve this connection with the transmission of knowledge and the application of tasks developed in the class. It could help the learners to put in practice the English knowledge in the classroom and outside. Besides, the teacher might use this task to reinforce the knowledge in the classroom to achieve interaction and negotiation of meaning in the development of the class.

Then, the teacher might take into account some criteria in the presentation of knowledge. These are:

How the teacher modified their language?

Ellis (1984 quoted by Richards & Lockhart 1991) thinks that the teachers might not limit their classes to the use of methods and techniques. They might provide a difficult activity to the learner. In this way the learner can achieve a comprehensible communication in the classroom.

Richards & Lockhart (1991) also say that most useful tool used by the teacher in the class could be the repetition. Therefore, the teachers use this strategy to carry out the development of their classes. It is also important to take into account other strategies used by the teacher such as:

Speak more slowly

It refers to the use of language by the teachers. They do not apply the real use of language in their classes. Some times the teachers speak very slow or very quickly. In this case, when the teachers speak slowly the learners are not exposed in a real context. Therefore, they imitate the language used by the teacher.

Modify vocabulary and grammar

Some times teachers use a complicated vocabulary or phrases to modify unknown words. These kinds of words are not often used in the development of a lesson.

Change of pronunciation

Teachers might implement an adequate pronunciation in their classes. They might avoid the use of contractions and articulate in the sounds a suitable way. In

this way, the learners can understand the instructions of the teacher to carry out a determined task.

The Management of Interaction in the Classroom

Allwright & Bailey (1991) points out interaction process could be affected by some factors; therefore, it is important to take into account five elements that should be implemented to teach a language class. For example: Who is the speaker?, Which is the topic?, Which is the type of the environment?, Which are the accent and dialect used to develop the class?. Then, it is useful that the teacher takes into account the last questions in order to create an adequate environment for the learners.

When the teacher provides confidence to the learners, they can feel secure to express their knowledge to achieve a productive interaction between the teacher and the learner.

Allwright & Bailey (1991) affirm that the teacher should be a guide for the learners. They should develop their abilities to achieve goals at the end of the scholar year.

Long & Sato's report (1983 quoted by Allwright & Bailey 1991) shows that the classes of some language teachers are based on theoretical knowledge. In other words, some English teachers are worried about the presentation of grammatical knowledge that is not applicable in a real context, so, there is not an interaction

between the learner and the environment. Then, this could be a problem to get that the learners and the teachers achieve a good management of the foreign language. According to the last authors, it is important that knowledge can be exchanged between the learner and teacher to get a productive interaction. It also depends on the type of tasks that teachers implement in the classroom.

Long (1976) and his research study about English as a foreign language (quoted by Allwright & Bailey 1991) affirm that the learners say that the interaction presented between their classmates and teachers is not the best; therefore, the practice of the English language knowledge is affected.

According to Slimani (1978 named by Allwright & Bailey 1991) indicates that is important that the teacher provides confidence to the learners to use in the time an equal way. There are some important elements that help comprehend the learner interaction process in a better way, such as: motivation, use of the foreign language, use of creative materials in the classroom, creation of work groups, etc.

Receptivity

Burstall (1970 quoted by Allwright & Bailey 1991) points out this element not only refers to the learners' participation in the development of a class, but it is also a base that takes into account social aspects in the learning of the students.

These authors also take into account receptivity problems that learners have when they practice their language knowledge in real situations and their feelings such as: anxiety, fear to make mistakes at the moment to express their ideas with the use of the foreign language. In some cases, these difficulties have negative influence on the development of the language learning process.

The Management of the Foreign Language by the Teachers and the Learners

Teacher's Questions

According to Richards & Lockhart (1994) the development of a class is based on exchange of questions. In this way, the teachers and the learners can contribute to the teaching process in the classroom. The questions used in this process are the following: teacher motivates the learner's interest; teacher stimulates learning focus on content, teacher provides an adequate feed – back to the learners, teacher contextualizes the vocabulary and grammar, teacher takes into account that learners have learnt in the development of the class, Teacher motivates the learner's participation in the development of a task

Branbrook and Skehan (1989 quoted by Richards & Lockhart 1991) highlight that the use of this kind of questions can help make organized, interesting and comprehensible class. Then, teachers and students can foment a productive interaction in the classroom.

On the other hand, Richards and Lockhart (1994) take into account the influence of questions in the development of a class. Therefore, there are three types of questions identified in this process:

Type of Questions

These types of questions are related to daily management of the foreign language.

Easy questions

The objective of these questions is that the learner provides short answers (yes/no) and short sentences. These questions provide confidence to the learners to construct answers in an easy way. Besides, it is important to say that these types of questions do not require a high level of knowledge.

Difficult questions

This is a type of questions that provide to learners the opportunity to express their ideas using creativity and knowledge about the foreign language. Besides, these questions can help students to express their own points of view. Therefore, they can use their real experiences to develop a task and improve the management of the foreign language.

The Use of the Foreign Language by the Learners

Richards & Lockhart (1994) indicates that to achieve the objectives of the language teaching and learning process, it is necessary to develop a set of activities such as: interaction, exchange of ideas, and reinforcement of knowledge to demonstrate the learner's skills using the foreign language.

Richards and Lockhart (1994) say that the language use is based on two tendencies. These are: a communicative purpose and the language use in order to achieve a high level of language knowledge.

Communicative functions

Other researchers such as: Rosenshine & Stevens (1986 named by Richards & Lockhart 1994) have identified six important functions presented during the learning process developed in the classroom. These are: observation of previous studies, presentation of new contents, presentation of an adequate feed –back, independent practice to the learners, evaluation about knowledge acquired in the classroom.

The main objective of the last functions is to know the variables that have positive or negative influence in the foreign language learning. These could be: age, type of activities, the content of a topic and the learner's attitude to carry out the development of communicative process in the classroom. For this reason, it is also important to take into account the type of knowledge given to the learners by the teachers. Then, it is indispensable to know the type of language that learner acquires. It is also important to name some authors who talk about this topic.

According to Day (1986 & Ellis 1985) quoted by Richards & Lockhart 1994) who say that the language quality is divided on two bases. They are: the formal use of the language (grammatical knowledge and pronunciation) and an informal use (communicative purpose in daily situations).

The formal use (grammatical knowledge) is acquired by the learners through tasks and teachers' explanation. This use of the language is important to achieve an adequate management of the foreign language. But, it is also important to say that this type of use could have some difficulties such as: incorrect use of grammatical rules, linguistic structures, and interferences of the mother tongue at the moment of interacting using the foreign language.

Porter (1986 quoted by Richards & Lockhart 1994) affirms that in some cases learners acquire mistakes made by teachers who create confusion on learners. Therefore, a teacher has to prepare in a perfect way his classes to provide to learners a suitable knowledge level. That is to say, the language knowledge level of the English teacher should be high and perfect.

It is also important to take into account other points of view about this important factor.

Harmer (1991) affirms that there are some factors that have influence in the development of the learning process. The learner's motivation is an indispensable factor in this educational process. The learner with a high motivation level could learn easier than a learner who has a low motivation level. For this reason, it is important to take into account the objectives that a learners want to achieve at the end of the process.

Previous Research

In this research project, we have taken into account other studies related to the topic. One example of this is the study of Juan Esteban Lopez Rodriguez & Eneida Jackeline Muñoz Castro (2002). The title of this study is “the Quality, Type and Amount of Language used in an EFL Classroom in a Private high school in Pasto”. It has developed a previous analyzes of this project, and we have realized that it is related to the problematic of the learning and teaching language process in this context. Besides, this study provides useful information to show that this problematic is also presented in the private education in Pasto city where the

learner has also a low language knowledge level at the end of their high school studies.

It could be important to take into account the results found in this research. These authors Juan Esteban Lopez Rodriguez & Eneida Jackeline Muñoz Castro (2002) identified in the research “the Quality, Type and Amount of Language used in an EFL Classroom in a Private high school in Pasto” say that the teachers in the classrooms spend most of the class time using the L1 to develop the session in all the aspects such as: to give explanations, to give information and to translate what the students do not understand. Most of this is done because some factors like the lack of actualization and practice the L2 by the teachers as well as the absence of good mechanisms that facilitate the teachers speak with the students in English.

On the other hand, they could also identify that the teachers use a reduced quantity of L2. According to the observations and recordings and taking the time duration of the participant in English registrated along the classes.

According to the Data obtained by these authors Juan Esteban Lopez Rodriguez & Eneida Jackeline Muñoz Castro (2002) in the classroom observation, it is possible to infer that the amount of language in this research English used inside the classroom is extremely low.

In relation to quality of the foreign language used in the institution these authors found that there was not the enough equipment such as: computer programs for English, videos and other audio-visual aids as well as a real commitment from the

directors of the institution for promoting the expansion and improvement of the teaching and learning of the L2. Therefore, this could create a negative environment that might influence the teachers' motivation and desire for teaching English.

On the other hand, there are important points that these authors take into account such as: the use of appropriate strategies, techniques and an adequate context to teach a foreign language. These factors could help create new alternatives to improve the language management by the students. This previous research is related to this topic. For this reason, it provides strong bases to carry out the research project: "Quality, Type and Amount of the foreign language used in the Classroom".

In this chapter we have presented theoretical information of different authors that help create strong bases for the chapter about literature review. With this type of information the audience could know the main objectives of this research; and at the same time they could also realized that the study has strong bases to achieve success on the development of the study. We started from the general information to the specific one to give a global review of the process previously mentioned.

CHAPTER 3: THE RESEARCH METHOD

After developing an adequate presentation and contextualization of the research project, it is time to present the way we are going to design the study. The method refers to the different procedures that were used to carry out the research project. Besides, it also takes into account important elements of the study such as participants and the sample, a description about the instruments to be used to collect the data and the specific procedures. Finally, we have also included information about the way the data was analyzed and the ethical issues to achieve success in the development of the study.

The Research Design

This research is both quantitative and qualitative. It is a quantitative study because we used basic descriptive statistics to analyze the data collected in relation to the amount of the foreign language percentages. Furthermore, the data was organized and analyzed according to the steps of quantitative research. For this purpose, we used questionnaires. The study is also qualitative because the researchers observed in a subjective way the reality because they were presented some time in the development of the classes. Moreover, it is useful to say that the study analyze the phenomena, reality and experiences that participants have during the development of the project. In addition, the researchers were an important part of the process to get useful information that contributes to develop the project. This research describes the problematic situation of the institution through instruments such as: interviews and direct observation.

Type of Research

Then, the study was based on a descriptive type that provides a description about characteristics of the process such as: participants, the environment, socio economic level and real situation of the place where the study was carried out. Besides, the research project did not pretend to solve the problem or to make predictions about the problematic situation. A descriptive research pretends to describe the problematic situation through instruments such as: questionnaires and observation.

We decided to develop this type of research because the study pretends to provide information about the problematic description to search good alternatives

to solve the difficulties in the future. To collect the information, we used interviews with opened questions where the participants of the research have an indispensable role. The tape recorders are also important tools to develop the data analyzes.

Population, Sample and Setting

Participants

This study was carried out with the tenth and eleventh grade of four (4) high schools of Pasto city. The names of these educational institutions are: institución educativa municipal Jorge Rojas Pinilla, Institución educativa municipal Francisco de Paula Santander, Institución educativa municipal Nueva Granada, Institución educativa municipal La Aurora. More specifically with fifteen (15) students, and seven (7) teachers. Six (6) students are female and nine (9) are male. The learners' ages are between fifteen (15) and seventeen (17) years old.

In these educational institutions there are three (3) courses per grade (10-1, 10-2, and 10-3). Then, for the sample of the research we were taken into account two courses, chosen at random.

These institutions have two sections: morning and afternoon. We will carry out the study in the morning sections. This institution has courses where there are girls and boys.

Sample

The sample was chosen at random and it will take into account the schedule of researchers in the development of the study. Furthermore, it was selected one

group per each level. The sample which was chosen for knowing the level of quality and quantity of language was chosen according to the observation which will be carried out in the development of classes by the teacher.

Interviews will be applied in one sample that is composed by two (2) students of each grade in order to carry out the research project. The selection was developed according to the age and gender, for example: in one group two girls and two boys, in another group two boys and two girls who have the same ages. In this way, it could have an equal sample group.

Setting

The high schools: institución educativa municipal Jorge Rojas Pinilla, Institución educativa municipal Francisco de Paula Santander, Institución educativa municipal Nueva Granada, Institución educativa municipal La Aurora are schools with two schedules (The morning and the afternoon). Their educational level has two sections: the primary school (1-5) and the high school (6-11). These high schools are located in the following neighborhoods: *Corazón de Jesús*, avenida Panamericana, La aurora, Río Blanco. The institutions have zones where the students can play, walk and develop different activities in their free time. The classrooms are comfortable places, but the institutions do not have enough materials to teach such as: pictures, videos, cassettes, among others. The quantity of the students in each classroom is between thirty (30) and forty (40) students who have an individual desk.

Data Collection

Variables of the Topic

In the research project we worked with two variables. These were the dependent and independent variable.

Independent variable

The quality, type and amount of foreign language used in the classroom.

Dependent variable

The level of English knowledge of students; who study in public high schools of tenth and eleven grades in the institución educativa municipal José Artemio Mendoza, Institución educativa municipal Pedagógico, Institución educativa municipal Técnico Industrial de Pasto, Institución educativa municipal Libertad in the morning sections.

Data Collection Techniques

Interviews

This instrument permitted to know opinions of the students and teachers about the teaching quality of the teacher, and the learning progress of students.

Tape recorders

This instrument was useful to measure the time that teachers and learners use the foreign language in the development of the class.

Direct observation

This instrument was useful to collect primary data to know the possible causes that have influence in the knowledge level of the English language.

Validation Criteria

We took into account the use of various instruments to carry out the research project. These were: different types of interviews, questionnaires and direct observation. Then, these instruments were previously applied to a small sample of students to analyze and interpret the results. We made the necessary changes to these instruments in order to apply them in a real sample. In this way, we tried to ensure more validity of these instruments.

Another important aspect to show the validity is to use a comprehensible language the learners. In this way, they can answer the questions with sincerity and understand them in a correct way.

On the other hand, an important point, which can contribute to the validity of the instruments were the use of techniques such as: observation, interviews, and tape recorders. In this way, we could have different points of view about information collected. Besides, we realized about the quality and coherence of the instrument. The data collected through these techniques could contribute to achieve a high validity level of instruments which was used to collect suitable information. This validation procedure is known as triangulation.

Pilot Study

The objective of the pilot study was to examine if the instruments used to develop the research project provided adequate information.

The research advisor reviewed and verified the interviews before applying them. Then, we made the respective corrections to apply the instruments in a correct way. To get suitable information such as to know if the students understand the questionnaires, to take into account the attitude of learners about this kind of questions and to identify the quantity of time that learners use to respond them. We applied the instruments to a small number of teachers and students.

On the other hand, the advisor reviewed the report about the first class observation. In this way, we made the necessary changes to present the research project in a professional way.

Procedure

To carry out the research project in the institution, we asked for permission to its directors. We commented to the teachers and learners of the institution about the purpose of the study. After this important step, we developed direct observation three days per week in each course chosen previously. After that, we recorded the situations identified about the quantity and quality of language used in the development of every class. Besides, we applied the interviews to learners and teachers of tenth and eleventh grades, chosen at random.

The information collected was analyzed and interpreted. After wards, the researchers collected all the information and they gave an oral and written report about the data found on the development of the research project to the directors, English teachers and learners of the institutions.

At the end of the study, we thanked to the members of the educational institution to allow the development of this study in this place.

Data Analysis

The data analysis in the quantitative research was developed through basic descriptive statistics. It takes into account the data description, significance, punctuations obtained related to the variables. Besides, we used tendency and central measurement which indicates the intermediate and central percentages on the measurement scale.

The qualitative research data was analyzed according to the data collected with daily notebooks, interviews, observations and videos. These data was transcribed, edited, reviewed and complemented.

Ethical Issues

To develop the research project, we asked for permission to the director of the institution where the study was carried out. Besides, the institutions had a fictitious name. In this case, the research project was carried out in public high schools, named institución educativa municipal Jorge Rojas Pinilla, Institución educativa municipal Francisco de Paula Santander, Institución educativa municipal Nueva Granada, Institución educativa municipal La Aurora. On the other hand, the names of teachers, learners and people that contributed to the development of the study also had fictitious names.

This study did not harm the people and the institution that collaborate in the development of the research project. After, we reported the data collected about the study to the institutions where we carried out this research project.

Finally, we thanked to the director, teachers, learners to allow the development of the study in the institution, and we gave the director and English teachers a copy of the research project.

CHAPTER 4: RESULTS AND DISCUSSION

After collecting the data, we analyzed the information in an organized way which allowed answering the research question of the project. In this chapter, we included the collected data obtained from classroom observations and interviews. The organization of all this information helped illustrate the problematic situation according to the aims and objectives that were pointed out at the beginning of the study. Moreover, we took into account some authors mentioned in chapter two to support the results obtained. We also provide our personal opinions about the results found. As another useful procedure to support the quality of the results obtained, some interviews with experts in the English field were included. At the end of this chapter, we stated the limitations presented in the development of this research project, and also some recommendations for future studies.

Identifying the Type of language used more frequently in the classroom

In this study, our first specific objective was “*to identify the type of language used more frequently in the classroom*”. Then, we pretended to know that the type of language used in the classroom and its incidence on English teaching and learning process. The bases of all this gathered information were the observations of classes, some recordings developed by the teachers and students of the institutions institución educativa municipal Jorge Rojas Pinilla, Institución educativa municipal Francisco de Paula Santander, Institución educativa municipal Nueva Granada, Institución educativa municipal La Aurora.

This category pretends to know the language used more frequently in the classroom by the teachers and the students. Taking into account the real sources of English (foreign teachers, text beyond the text book used in the institutions among others) we can say that most of the teachers use the L1 to develop the English classes due to factors such as: the low motivation level by the teachers, the lack of interest by the students, the lack of actualization by the teachers in the TESOL field, among others. Besides, according to the class observations, we could also realize that the teachers have a low motivation level because the students could not be interested on learning the language. Therefore, the teachers take the English teaching as a mechanical process; where the most important factor is to give the students a grammatical knowledge and the translation of a certain number of words.

According to the observed classes, the language used more frequently in the development of the classes is Spanish. To give a support of this information we

mention some examples taken from the class observations. This category has 4 subcategories which are grammatical explanation using the L1, Translation, amount of the L1, The incidence of the type of language.

Gramatical explanation using the L1

The following examples are in the subcategory “*Gramatical explanation using the L1*” which refers to the mechanisms used by the teachers to develop the topics in an easy way; so that the learners acquire a suitable knowledge provided by the teachers. It includes the following examples:

Observation 1

El profesor dice a los estudiantes en español el nombre de los temas a desarrollar el cual es: “conectores”. Primero, él les pide a los estudiantes leer y traducir la lectura dada por los profesores, donde los estudiantes deben identificar el tema anterior y además realizar su traducción. En seguida, se escriben en el tablero oraciones relacionadas con los tópicos e inmediatamente se realiza la explicación del uso de cada uno de los temas en español.

Ejemplo:

- Complete el espacio con cualquier de los siguientes conectores:
- Although
- Eventually
- In addition to
- Moreover
- As a result

Después de esto, el profesor explica a los estudiantes que para la construcción del tiempo pasado se debe tener en cuenta el tiempo pasado y participio pasado de los verbos regulares e irregulares. Inmediatamente se termina la explicación dada en español el profesor escribe 2 ejemplos de oraciones; una oración en tiempo presente y la otra en el tiempo verbal pasado. Entonces, se les pide a los estudiantes decir las diferencias que existen en la estructura del tiempo presente y el tiempo pasado. Pero, a pesar de que el profesor dio la explicación anteriormente muy pocos de los estudiantes saben la respuesta. Para que los estudiantes entiendan de una mejor forma el profesor les entrega un taller con un cierto número de oraciones donde ellos deben llenar espacios en blanco con la forma adecuada del tiempo verbal y construir una oración con la forma del pasado del verbo de acuerdo a una situación dada. A continuación se les pide a los estudiantes en español sacar el cuaderno y copiar la explicación de cada tema. Después, el profesor les pide a los estudiantes organizarse en grupos para realizar un taller muy extenso; el cual consiste en construir oraciones en inglés a partir del infinitivo del verbo usando las formas correctas en pasado. Entonces, los estudiantes deben entregar al final de clase el taller.

En seguida, citamos algunos ejemplos tomados de unos de los talleres aplicados.

To get a passport

To learn some Japanese

To find some hotels

I / play

She / walk

We / read

Taking into account the last example taken from the class observation, we can say that the teacher uses the L1 in the most of the time to explain the Topic of the class because the teacher pretends that the students understand the class explained by him in a suitable way.

According to the research project, "Type, Quality and amount of the Foreign Language" by Lopez & Muñoz (2002), the results found were similar to the situations that were analyzed in the observations along the development of our research project. These authors indicate that the language type that is commonly used in the classroom is Spanish, and consequently the English language has a low quality and quantity of use, inside and outside the classroom. Also, as a result of this situation the students use the native language to express their ideas and develop the English exercises.

Taking into account the gathered data, we could say that the teacher uses Spanish to develop the classes. Therefore, this can influence in a negative way the knowledge acquisition process of the foreign language. According to the class observation, we could say that there could be a lack of motivation by the students as well as indifference by the supervisors of the Institutions to improve the foreign language quality. Besides, the teachers speak in Spanish all time and they use the textbook as the main material for teaching. Then, this could cause that the students get bored and they feel that English is not a useful language in our context because it is only necessary to travel to a foreign country.

On the other hand, we also found a particular case, where the teacher gives grammatical explanations in English, and they provide situations so that the students use the topic in their real lives. Besides, when the students do not understand the explanations, the teacher uses gestures or synonyms avoiding translation or using the L1. It is also important to say that the teacher uses contextualized sentences. All time to support this information; we include one example taken from the class observation.

Observation 2

The teacher begins the class with a motivational phrase *“Remember the past, live the present and plan your future”*. After that she explains the name of the topic *“simple present”* using the L2. Then, she asks some questions about students’ daily routines, and she writes them on the board; so that the learners can practice the pronunciation of some words. While some students write the questions on their notebooks, others are asking the teacher some new vocabulary to use it in the construction of their daily routines. The teacher provides the students ten minutes to develop the exercise and say it in an oral way. Most of the students develop the exercise, but some of them feel insecure about the pronunciation of the words. When the time provided to develop the exercise finishes, the teacher begins to ask the students about their daily routines. She asks questions such as: *What time do you get up? What time do you have lunch? What do you do after arriving your home? among others*. As a result of the teacher’s questions, some students answer these in an adequate way, but others make mistakes about pronunciation

and syntax. For this reason, the teacher decides to write the answers on the board, and she corrects pronunciation, syntax and vocabulary mistakes. While the teacher is correcting the sentences on the board, some students do not pay attention. Then, the teacher asks them the questions. But, they make the same mistakes again. The teacher recommends the students to pay attention because she is going to give a grade when they present the exercise. Finally, only some students present the exercise due to the lack of time, and the others will present it the next class.

Taking into account the last information, we could also observe that the introduction of the topic and explanations were developed in English.

It can be important to take into account a special situation found in one institution; where the study was developed. We realized that the teacher makes a big effort to explain the grammar and new vocabulary through the foreign language. She uses expressions, synonyms or antonyms to avoid Spanish use to carry out the explanations. Also, the classes are based on the text, but the teacher also tries to implement new strategies; so that the students are motivated to speak in English using the actions of their daily life. Therefore, these techniques help the students to interact with the whole class to practice their English knowledge in a real way. Besides, this situation might cause that students feel motivated to use the foreign language, and at the same time, to understand the importance of the English as a tool for their real lives. Also, it could say that this type of exercises

helps learners to use English in a gradual way and increase their English knowledge.

According to the previous information, it could be important to take into account the following author M.c Laughlin (mentioned by Lightbown and Spada 1.987) who says that the acquisition process of the foreign language is a continuous construction of knowledge. This is learned by the students through mental structures that provide a useful meaning to the actions and experiences of the context. Therefore these experiences can help the student to understand the things that the other partners transmit. Also, this can help them to improve their proficiency and fluency of the language.

On the other hand, according to these authors, it is important to take into account the practice and interaction of the students with the whole class. In This way, the student can transmit the knowledge of the language in an oral way and to be connected to the language.

Then, it is important to say that these types of strategies could help improve the knowledge acquisition process by the students. Therefore, we think that the English classes should not only be based on grammar and vocabulary teaching, but it is also necessary to implement new techniques to develop the four abilities and their components in an equal way. Therefore, the students could be motivated to interact using the foreign language. At the same time, they can improve the quality of their English knowledge.

We also consider that, when the students interact in the classroom, they can construct their knowledge working in groups to have the opportunity to express their opinions and experiences avoiding monotony and fear to speak in English.

In order to support our personal opinions it could be useful to take into account Long & Sato's (1993) point of view (quoted by Allwright & Bailey 1991) about these classes of some language teachers that are based on theoretical knowledge. In other words, some English teachers are worried about the presentation of grammatical knowledge that is not applicable in a real context, so, there is not an interaction between the learner and the environment. Then, this could be a problem to achieve a good management of the foreign language by learners and teachers.

In order to get more information about the type of language used more frequently in the classroom we asked the following questions to the teachers.

¿Usted usa la lengua nativa o extranjera para desarrollar sus clases?

The teachers answered this question as follows:

Teacher 1 (T1): durante las clases se utilizan ambas lenguas. Se utiliza más el castellano por el hecho de facilitar la explicación a los estudiantes.

Teacher 2 (T2): en algunos tiempos se ha ido poco a poco introduciendo el inglés como el rezar, decir fechas, se les trae un consejo que se lo maneja durante cierto

tiempo, quince días, un periodo dependiendo como se haya asimilado y las clases se trata que ellos manejen estructuras fundamentales como para saber que se pide, pregunta, el uso de las WH para que se pueda utilizar en diálogos o pruebas tipo ICFES.

Teacher (T3): utilizo bastante la lengua extranjera, pero también me apoyo de la lengua nativa cuando es necesario.

Teacher (T4): utilizo en gran parte la lengua nativa y muy poco en ingles.

Teacher (T5): utilizo la lengua extranjera, pero igualmente utilizo la lengua nativa.

Teacher (T6): utilizo la lengua extranjera siempre apoyándome de la lengua nativa.

Teacher (T7): casi en todas las clases utilizo la lengua nativa ya que los estudiantes no permiten que las clases se desarrollen totalmente en ingles debido a que ellos no, manejan un vocabulario suficiente para entender estas clases.

In relation to this sub-category another question was also formulated in order to get more information.

¿Cuál es el papel de la lengua nativa en sus clases?

(T1): los estudiantes comprenden con mayor claridad las temáticas que se están tratando

(T2): se lo utiliza por que se necesita para aclarar tópicos o temas, para así manejar con claridad lo que se va a trabajar en el año, y todavía los estudiantes no están acostumbrados a que se maneje todo en inglés, ellos no tienen vocabulario

suficiente para identificar una clase en inglés y para los mismos docentes queda difícil manejar toda una clase en inglés ya que no están acostumbrados. Además este es un requerimiento que ha hecho el gobierno, por lo tanto se lo hace paulatinamente y tiene que ser progresivo, por que en un comienzo se lo hizo pero a los estudiantes se les dificulta y pierden mucho el área. Se necesita un progreso equitativo de un sexto a un once

(T3): se lo utiliza cuando hay que hacer claridad de alguna lectura o cuando se habla inglés, uno se quiere corroborar que fue lo que los estudiantes entendieron

(T4): relaciono los temas gramaticales para que se comprendan muy bien en castellano y esas mismas reglas se aplican en inglés, procuro hablarles en inglés

(T5): hago una comparación gramatical entre la lengua nativa y el inglés, ya que esto permite al estudiante un poco mas de confianza a cerca de lo que va a aprender

(T6): hago una comparación léxica y gramatical entre el español y el inglés para que los estudiantes comprendan en una mejor forma las explicaciones dadas

(T7): trato de implementar el inglés, pero también hago uso del español para explicar algunas reglas gramaticales las cuales se les dificulta a los estudiantes.

According to the previous information, we can say that most of the teachers consider Spanish as the fundamental base in the English teaching and learning process in our context. Also, the teachers said that Spanish is an indispensable tool to explain English grammar and to translate the meanings of new vocabulary

from English to Spanish. Also, one of the teachers express that Spanish is necessary to clarify some topics, English grammar, and the students have enough vocabulary to understand a class developed totally in English.

On the other hand, it is difficult for the teachers to speak in English during the development of the class because they consider that the English use should be implemented little by little because most of the students feel demotivated when they don't understand English used by the teacher. Another important aspect that the teachers also expressed was that the English use should have an equal progress from 6th to 11th to get a real improvement.

Now, we are going to present the data obtained from the interviews applied to the students in relation to the use of the native language during the development of an English class. We found the following data.

¿Cuál es el idioma que se usa con frecuencia para interactuar en el salón de clase? ¿Por qué?

Student 1 (S1): El Español

Me siento bien porque se le puede entender las explicaciones a la profesora, pero también es necesario que se emplee el inglés un poco más que el español porque es una clase o materia de ingles.

Student (S2): se utiliza más el inglés

Me siento bien pero se me dificulta aprender, se puede entender mejor.

Student (S3): el español

Me siento bien, pero pienso que lo más importante es poner atención cuando la profesora habla en inglés.

Student (S4): El Español

Me siento bien porque se entiende mejor las clases.

Student (S5): el español

Me siento bien porque puedo entender las clases.

Student (S6): el español

Me siento a gusto porque entiendo las clases

Student (S7): el español

Me siento bien porque entiendo las clases

Student (S8): El Español

Me siento bien porque se puede entender lo que explica la profesora

Student (S9): el español

Me siento bien porque el español es el idioma que mas se maneja

Student (S10): el español

Me siento bien porque creo que el español es una base para entender mejor el inglés

Student (S11): El Español

Me siento bien porque pienso que por medio del español se puede entender vocabulario y gramática

Student (S12): el español

Pero pienso que el inglés se debería implementar más en clase por lo tanto pongo más atención cuando la profesora explica en inglés

Student (S13): el Español

Me siento bien porque puedo entender mejor

Student S14): el español.

Me siento bien porque se maneja más el español que el inglés

Student (S15): el español

Me siento bien porque puedo comprender mejor las clases.

Taking into account these answers, we can conclude that most of the students prefer that the teachers speak in Spanish during the development of the classes because through this language they can understand the topics developed by the teachers in a better way, such as: grammar and vocabulary. Some of the students also expressed that the teachers speak in Spanish because when they use English all the time, the students lose their interest to learn English, they don't understand

the language in a total way and in some cases, and many students fail the English subject at the end of the school year.

On the other hand, we could also find that other students feel demotivated when the English classes are developed in Spanish because they prefer that the teacher develop the class in English to make the subject interesting, and at the same time, the learners feel motivated to participate when the teachers ask them some questions in English.

Considering the answers given by student 1 to student 15, we could state that some students have not understood the real importance of the English use to develop the classes. Also, it could be important to say that the learners have not comprehended that Spanish is not the principal base in the development of the class, and the implementation of English in a gradual way could help them to improve the quality of knowledge. Another important aspect that we found to the students' answers is that they prefer Spanish because it demands a less effort by them. This situation could create negative effects in the adequate development of their learning process such as: bad results in the ICFES exam or failing the subject.

On the other hand, it can be important to point out that not all the time the students can be motivated when the teachers develop the classes using Spanish. Also, when the class is developed in English, the student can take an active role in the classroom. Besides, they can participate in readings, dialogues, role plays, developing sentences, greetings, vocabulary, and English knowledge in general. It could also be useful that the teacher uses English because it demands more effort

by the students to speak, to write or to read in English. Moreover it could help them to learn new vocabulary and practice it through interaction built by the whole class.

In relation to the collected data Belyavev (1964, mentioned by Bastidas 1991) indicates that the learners at the beginning of an English course are motivated to acquire and apply the language knowledge with their peers. But, at the end of the course the learners become aware about the possible unproductive results and their motivation is lowered.

On the other hand, Littlewood (1984 mentioned by Bastidas, 1991) indicates that it is important to practice English in a real context to get a good motivation level, so that the teachers and students can achieve an active role in this process. Also, there are some factors that the teachers should take into account in the process of teaching and learning. This includes characteristics of the teachers, preparation, instructional procedures, personality, and age, among others.

It can also be important to take into account the results found by Lopez & Muñoz (2002) in their research study “the Quality, Type and Amount of Language used in an EFL Classroom in a Private high school in Pasto”. They state that in their study the data obtained in relation to this aspect is similar to the results found in our project. There is a similar quantity between the students who prefer that Teacher talks in English in the classes and those who prefer Spanish in their classes. Also, we could find that few of the students interviewed think that in the

English classes it should be a mixture of English and Spanish to develop the class in order to learn structures and new vocabulary.

Translation

Taking into consideration, another important aspect in relation to the type of language used more frequently in the classroom, we have created another subcategory named "*Translation*"; which is based on the techniques that the teachers implement to make the students acquire the Knowledge of the foreign language to make the language acquisition process easier. To support the previous information some examples are shown:

Observation 3

Después de haber explicado el tema gramatical en español la profesora procede a dar una lectura en inglés a los estudiantes, la cual se trata de un accidente. Entonces, ellos deben copiarla y hacer dibujos con respecto a la lectura. Después de esto, el profesor pide realizar grupos de 4 estudiantes para realizar la traducción de la lectura en español. Pero cabe resaltar que la mayoría de los estudiantes no desarrollaron el ejercicio debido a que les pareció muy difícil y se muestra un total desinterés hacia la materia. En seguida, se les pide a los estudiantes decir lo que entendieron sobre la lectura en español y responder al mismo tiempo algunas preguntas de comprensión de lectura en inglés, en donde los estudiantes debían responderlas en el mismo idioma. A continuación, la profesora escribe en el tablero en inglés la pregunta y La respuesta que fue dada por los estudiantes:

1. Where did happen the accident?
2. Who was in the car?
3. Where did father and son go?
4. Was the boy operate?
5. Explain why the surgeon didn't operate him?

Entre las respuestas de los estudiantes tenemos los siguientes:

1. A man drive his car near of a *park*.
2. *I want know for that this that car arrive.*
3. Mr. what is his dream.
4. Is night very cold
5. Pedro to him is speaking to the reception of the hotel America because to him rental an room for the poor pepe.

Posteriormente, la profesora procede a corregir y hace preguntas a los estudiantes porque en una de las oraciones interrogativas en pasado simple el verbo debe ir en presente a lo cual los estudiantes no pudieron responder. Finalmente, la profesora al darse cuenta de que los estudiantes no han comprendido correctamente el t3pico procede a retomar nuevamente la explicaci3n gramatical en espa3ol.

According to the last information taken from the class observation, we could say that, in most of the classes the teachers use translation as a technique to explain grammar and vocabulary in the classroom. But, this technique used by the teachers could cause on the students low motivation because it does not allow them to be connected to the target language. Besides, this situation does not demand effort by the students. At the same time it could show us that the teachers do not develop a continuous training to be actualized in the TESOL field. For this reason, they do not apply new techniques to void translation. At the same time, to help the students to construct an adequate environment to interact through the foreign language. Moreover, it could also be important to say that in many cases most of the students do not develop an adequate translation because they only apply a literal one. Then, it could not help them acquired new English knowledge and its applicability in a different context.

In order to give a stronger support to our personal opinion, it could be important to take into account Lopez & Muñoz (2002) point of view in relation to this aspect. These authors found that teachers also use this translation technique to explain grammatical topics or new vocabulary. Then, it allows us to infer that the English teachers continue using the same techniques without taking into account the new exigencies of the English teaching field. Besides, we cannot forget that the English teaching process is not a static process because it changes

Taking into account the internal and external factors of the educational field it could be also useful to take into account Oviedo's (1980) point of view, who says that the process of teaching includes some elements that contribute to construct a

good environment in the classroom and to motivate learners to interact with the whole class. The quality of knowledge acquired by the learners could depend on the teachers training and their interest to apply new methodologies implemented in the TESOL field. The English teacher has to develop a continuous training to provide the learners with a good quality of knowledge and to search new alternatives to avoid learning problems, monotony and to improve the motivation level of the learners.

Amount of the Native language use

In order to analyze the amount of the L1 used in the classroom more specifically we have created another subcategory named “*amount of the native language use*”. This subcategory refers to the amount of the time that the English teacher uses the L1 to carry out the class. In order to support this subcategory, we have formulated the next questions applied to the teachers and students interviewed.

We are going to begin with the information provided by the teachers:

¿Qué cantidad de lengua nativa expresada en porcentajes usa usted para llevar a cabo sus clases?

(T1): Se utiliza más el español en las clases, no se tiene oportunidad para utilizar el idioma inglés fuera del salón de clase, Se utiliza el español en un 60%.

(T2): Se trata constantemente de usar el Inglés, pero en muchas ocasiones se debe recurrir al el Español, utilizo un 50% Español.

(T3): Se emplea a menudo el español.

(T4): Se utiliza con frecuencia El Español, y la conversación en los grados séptimos procure utilizar más el inglés, porque en los décimos es muy complicado. Enseñar inglés en grados sextos séptimos es satisfactorio porque procuran utilizar el inglés. Uso español en un 80% en los grados décimos.

(T5): Inicio todas mis clases en inglés, saludos, oraciones y algunas sugerencias. No uso muy a menudo el Inglés puesto que los estudiantes se aburren por el poco entendimiento 90% de español.

(T6): Generalmente trato de usar el inglés pero por el reducido tiempo que poseo para dictar las clases es necesario usar también el español. También considero que el español es una herramienta útil para aprender inglés porque solo lo uso en una 75% en la clase.

(T7): En mis clases a menudo utilizó los dos idiomas pero más domina el idioma español por ser nuestra lengua nativa y además ayuda a los estudiantes a comprender mejor cada tópico. En porcentajes se puede decir que lo uso en un 80%.

To continue with teachers and students' points of view in relation to the use of the L1 in our case the Spanish, we present the following data obtained from the interviews:

¿Según tu criterio que cantidad de español expresada en porcentaje, usa el profesor en el salón de clase?

Student (S1): pienso que el español se utiliza con más frecuencia en el salón de clase, está alrededor de un 80%.

Student (S2): el español se usa en un 70%.

Student (S3): en el desarrollo de las clases a menudo se usa más el español entre un 70%.

Student (S4): pienso que el uso del inglés es muy limitado, entonces creo que el uso del español tiene un mayor porcentaje de uso más o menos esta en un 80%.

Student (S5): pienso que la utilización del español está en un 70%.

Student (S6): en la mayor parte del tiempo se utiliza más el español, y pienso que está entre un 80% y un 90%.

Student (S7): no sé, pienso que en un 70%.

Student (S8): pienso que el español se usa en un 80%.

Student (S9): según mi criterio, el español se usa entre un 80% y 90%.

Student (S10): el uso del español expresada en porcentajes, pienso que esta en un 90%.

Student (S11): la cantidad de español expresada en porcentajes, pienso que se encuentra en un 70%.

Student (S12): pienso que en un 80%.

Student (S13): en el salón de clase más se emplea el español, esta entre un 70% y un 80%.

Student (S14): el español se usa en un 90%.

Student (S15): pienso que se usa el español en un 80%.

The last data could also be corroborated with the next chart, which shows more specifically the amount of L1 that English teacher carries out in the classes. This information was obtained from the class observations with help of a chronometer and the recordings.

Now, taking into account the students' point of view about the use of the native language during the development of an English class, we find the following data:

As we can observe in the next example, the teacher uses a reduced quantity of L2. According to the observations and recordings, we found the following percentages.

The following values correspond to the class observation made during the period of March through April of the year 2007.

Number	Date	Class duration	Time Spanish in	Spanish Percentages
1	22/03/07	50 min	35 min	70%
2	27/03/07	50 min	36 min	72%
3	28/03/07	45 min	40 min	88%

4	29/03/07	55 min	50 min	90.9%
5	09/04/07	55 min	54 min	98.1 %
6	10/04/07	40 min	39 min	97.5%
7	11/04/07	54 min	54 min	100%
8	12/04/07	45 min	41 min	91.1%
9	12/04/07	45 min	45 min	100%
10	16/04/07	55 min	53 min	96.3%
11	18/04/07	54 min	54 min	100%
12	23/04/07	54 min	31 min	57.4%
13	23/04/07	50 min	31 min	62 %
14	26/04/07	54 min	35 min	64.8%
15	26/04/07	50 min	28 min	56%
16	30/04/07	43 min	18 mn	41.8%
17	30/04/07	35 min	27 min	77.1%
TOTAL		790 min	627 min	79.3 %

Chart 1 Amount of the L1 Use

In relation to the results presented in the last chart, we could say that the most predominant language in the development of the English classes is Spanish. According to the students' opinions taken from the interviews, they state that Spanish is used in an 80% to 90%. Then, we can say that, this situation does not allow the students to have opportunities to use English through greetings or phrases. Then, students feel bored and behave in a bad way. Also, the teachers are only worried to begin and finish a textbook or translate some vocabulary from English to Spanish. Besides, it could be necessary that teachers implement the use of L2 in a gradual way to avoid the L1 use to construct an interaction process with the whole class. Also, the teacher should use the L2 with easy phrases such as: commands, homework instructions, greetings, among others. After that, the English teacher could increase the difficulty of the language; so that the learners feel connected to the Target language. In this way, the L1 use could be reduced

little by little, and the whole class could create a suitable environment to teach and learn the foreign language.

It could also be important to take into account Allwright's & Bailey's (1991) point of view. They affirm that a good way to create a useful interaction in the classroom is the active participation of the learner and the teacher. It is also important to say that the two principal characters of the teaching and learning process might work together to exchange knowledge and acquire a good management of the foreign language.

Then, it could be necessary that the teacher presents the topic to the learners by using the L2 in an easy way for them. By doing this the students can feel motivated to get a real improvement in the language. Also, this process could help the learners to develop the four skills (Listening, Speaking, reading and writing) in an equal way. Richards and Lockhard (1994) affirm that the use of the foreign language to describe the learners' daily lives is the principal objective to be carried out in the classroom. The teacher might achieve this connection with the transmission of knowledge and the application of tasks developed in the class. It could help the learners to practice the English knowledge in the classroom and outside. Besides, the teacher might use this task to reinforce the knowledge in the classroom to achieve interaction and negotiation of meaning in the development of the class.

Then, the teacher might take into account some criteria in the presentation of knowledge. These are the following ones:

- How the teacher modifies their language?
- Speak more slowly:
- Modify vocabulary and grammar:
- Changing of pronunciation:

As we mentioned in the chapter one, our research project pretends to analyze the incidence of the type of language used in the classroom. For this reason, we think that it could be necessary to create another sub- category which includes the information related to this factor.

Incidence of the Type of Language

This sub-category refers to the positive or negative effects that the use of the L1 or L2 could cause on the English learning process.

According to the class observation, we could infer that this subcategory could have influence on learners' behavior in the development of the English classes. This factor does not allow the teachers to develop the teaching process in a suitable way. Also, some students do not pay attention to the teachers' explanations because they do different activities while the teacher is developing the English topics. They draw or talk with their peers. Then, it could infer that students are not interested in the class.

The following examples belong to this subcategory

Observation 4

La profesora pide a los estudiantes desarrollar en grupos oraciones donde deben colocar algunos verbos en forma correcta de acuerdo a su tiempo gramatical. La profesora les da 15 minutos para desarrollarlo. Durante estos 15 minutos la mayoría de los estudiantes no realizan el ejercicio y se dedican a charlar en todo el tiempo provisto para este ejercicio. Por lo general, las personas de atrás desarrollan tareas de otras materias, la profesora se da cuenta de la debilidad de ellos al momento de ejecutar el ejercicio. Sin embargo, ella recalca a los estudiantes que este tópico ya fue explicado y por lo tanto ya debían saberlo. Durante el tiempo provisto para el desarrollo del ejercicio se percibe mucho desorden y poco interés por parte de los estudiantes para desarrollar y entregar la actividad.

Al terminar el tiempo provisto por la profesora, ella procura que salgan al tablero los estudiantes que no desarrollaron el ejercicio, e hicieron desorden durante este tiempo. Al momento de la corrección la profesora observa que algunos estudiantes olvidan en sus respuestas reglas muy básicas como la "S" del verbo en la tercera persona en el uso del tiempo presente del Inglés, el pasado de algunos verbos irregulares donde la profesora les llama la atención y les da explicación muy breve que no aclara en mayor parte las dudas de los estudiantes.

The previous situation was presented in most of the classes that were observed, leading us to think that the student's behavior could interfere in the adequate development of the teaching and learning process. At the same time, we could

realize that students are not interested in developing the grammatical exercises provided by the teachers. Therefore, it shows that they feel demotivated by the way how English is taught. Then, the teachers should take into account this factor in order to change the methodology used to carry out the classes or searching new techniques to make the English learning easier, and at the same time, the students have an active role in the classroom avoiding monotony. Besides, another important aspect observed in the class observations was that the teachers do not use creative materials in order to catch up the students' attention.

Another factor that could be affected by the type of language is the learning environment. It is important that the teacher and students construct a suitable environment where the learners are connected to the Target language. Besides, it is useful that the students feel motivated to interact in the classroom to practice the foreign language. It could also be important that the teacher tries to create a context where the students can know the cultural aspects and the importance of the language learned in the society and for their future. Moreover, it could also be useful to take into account Littlewood (1984 quoted by Bastidas 1991) who indicates that it is important to practice English in a real context to achieve a good motivational level; so that, the teachers and learners could play an active role in this process. Besides, there are some factors that the teachers might take into account in the learning teacher process. These include characteristics of the teachers, training and preparation, instructional procedures, personality, age, among others.

On the other hand, we could say that the materials and activities implemented in the classroom such as: Textbooks, CDs, readings and videos are not used in a suitable way by the English teachers. Besides, we could also observe that most of the teachers do not provide the learners with enough opportunities to use the English thorough greetings or phrases. Then, students feel bored and behave in a bad way. Also, the teachers are only worried to begin and finish a textbook or translate some vocabulary from English to Spanish.

In many cases at the beginning of a class, the teachers greet the learners in Spanish and continue the development of the English class using the native language.

Another important situation presented in the classroom is the wrong use of the English materials by the learners because they are not interested in learning English. This problem could be caused by the mechanical way the teachers develop the classes. Therefore, this situation can influence the teaching and learning process in a negative way.

Quality of the foreign language in the classroom

This category refers to the teachers' English knowledge in different skills (Listening, speaking, reading and writing) and at the same time, to the methods and techniques used to carry out the class in a suitable way. This category has- six (6) subcategories which are: teachers' questions, teacher's fluency, development of grammatical topics, , correction of mistakes, pronunciation, Teacher Training, and incidence of quality on the learning process.

Teachers' questions

The following examples belong to the sub- category "*Teachers' questions*" defined as the type of questions that the teacher uses to help students practice the foreign language in the classroom. Inside this category, we found the following example:

Observation 5

En una de las clases observadas, el profesor saluda a los estudiantes diciendo "Good morning". El profesor continúa preguntando "HOW ARE YOU?" y solo algunos estudiantes responden "Fine thanks, y otros son indiferentes o se quedan en silencio debido a que muchos de ellos no saben la respuesta. Entonces, el profesor continúa su clase sin recordarles a los alumnos las posibles respuestas a esta pregunta. Después de esto, el profesor continúa preguntándoles "What did you do on weekend? Y además el también les dice la fecha en inglés. Muchos de los estudiantes no entienden la pregunta; por lo tanto no proveen al profesor una respuesta adecuada, y solamente responden diciendo "What?" y otros ni siquiera colocan atención. Mientras el profesor trata de que los estudiantes comprendan la misma dando un ejemplo usando su experiencia personal, los estudiantes se muestran apáticos a esto. Entonces, el profesor decide continuar con la explicación de un tema gramatical utilizando la lengua nativa en este caso el español.

According to this information, we could say that it is very useful to use this type of questions. The students can feel motivated to communicate in English with easy phrases, and at the same time, to apply their knowledge in their real lives. However, it could be important that the teacher innovates with new and contextualized questions. Besides, when the students do not know the answers to their questions, the teachers could provide more vocabulary, so that learners interact with the whole class.

On the other hand, it is also important to highlight that the students' attitude could demotivate the teacher. He could help the learners to increase new vocabulary and practice the foreign language inside and outside the classroom. But, if the students do not make efforts to improve their English knowledge the interaction process could not be developed in a productive way. Besides, it could important that the teacher applies practical exercises to learn new vocabulary and to avoid repetition. In this way, the students can increase their English knowledge. Therefore, English teaching could be more practical and the students could practice the foreign language in their real lives.

According to Mac Laughlin quoted by Lightbown & Spada (1987), the acquisition process of a foreign language is a continuous process of construction of knowledge. It is learnt by the students through mental structures that provide a useful significance to the actions and experiences of the context. Therefore, these experiences could help the learner to understand the things that the other peers

transmit. Besides, this could help them to improve the proficiency and fluency of the language.

According to these authors, this approach takes into account the practice and interaction of the learners with their class mates. In this way, the learner could transmit the language knowledge in an oral and authentic way.

On the other hand, as we said before, most of the teachers feel demotivated by the students' attitude. Then, they only use the book and workshops as tools for teaching and in some cases only the board is used by them. Therefore, they limit their classes to use decontextualized exercises, such as: fill in the blanks, decontextualized questions, some decontextualized readings, the construction of simple sentences, and translation of new vocabulary From English to Spanish. But, they do not try that learners use grammar and vocabulary to practice the foreign language in a real way. This situation leads us to infer that the teachers only present to the learners the English teaching as a simple, mechanical and literal process without the necessary quality that the learning of this language requires.

To support the last information it could be important to take into account Richards & Lockhart (1994) point of view. The development of a class is based on exchange of questions. In this way, the teachers and the learners can contribute to the teaching process in the classroom. The questions used in this process are the following: teacher motivates the learner's interest; teacher stimulates learning

focus on content, teacher provides an adequate feed – back to the learners, teacher contextualizes the vocabulary and grammar, teacher takes into account that learners have learnt in the development of the class, Teacher motivates the learner's participation in the development of a task.

On the other hand, according to Branbrook and Skehan (1989 named by Richards & Lockhart 1991) the use of this kind of questions can help make organized, interesting and comprehensible class. Then, teachers and students can foment a productive interaction in the classroom.

Grammatical explanations

The subcategory "*Grammatical explanations*" refers to way how the English teacher develops the grammatical topics. The following example belongs to the last sub- category, and it was taken from the class observation.

Observation 6

En una de las clases observadas, primero la profesora lleva a cabo la explicación del nuevo tópico en español; el cual consistía en dar el uso de los conectores en inglés; y al mismo tiempo clasificarlos. Entonces pide a los estudiantes realizar carteleras con la clasificación de los conectores en inglés pidiéndoles también que buscaran de antemano su significado y la pronunciación en el diccionario. Después, ella procede a pegar una cartelera hecha por ella mismo; la cual contiene diferentes cuadros con dibujos tomando la forma de una historieta. Al otro

lado de la cartelera con los dibujos también pego una cartelera con la historia escrita en inglés llamada “La Lechera”. Esta historia contenía espacios en blanco en lugares estratégicos para que los estudiantes ubicaran los conectores y al mismo tiempo dedujeran su uso. En seguida, pide a los estudiantes salir al tablero y ubicar los conectores adecuados de una forma coherente con la lectura. Al mismo tiempo, también les pide comparar cada párrafo de la lectura con su dibujo correspondiente. Finalmente, se les pide a los estudiantes traducir totalmente la lectura y de esta forma desarrollar preguntas de comprensión de lectura.

We could say that, this technique could help the learners to increase their vocabulary and grammatical knowledge if the teacher develops this type of exercise in a contextualized way. That is to say that the students can use these words during the class or outside the classroom. In this way, this technique could help the learners to use the connectors and different phrases of the story to interact with the whole class. Besides, in this activity the teacher pretends that students understand the message of the reading text avoiding the presentation of the grammatical topic in a mechanical way. Also, this technique help the students comprehend the general ideas of the reading. The students had to observe the sequence of the drawings and to compare them with the reading. Besides, this activity could facilitate the students’ reading comprehension.

On the other hand, it could also be important to say that in most of the institutions, the teachers develop the grammatical topics in a disconnected way. It could be important that students have a continuous reinforcement of the topics to

have a grammatical progress. Also, the teachers could provide the students different opportunities to practice grammar through oral exercises. We could also observe that the use of grammar in decontextualized sentences do not contribute to improve language quality because it is not used in an adequate way by the students and teachers. Besides, it could important to say that in most of the institutions the teachers only provide the students the same grammatical topics all time. Therefore, they do not show a progress using more complicated structures. Then, it could affect the students' learning process because they acquire a passive grammatical knowledge which is not useful to apply it in a real context.

According to the Long & Sato's report (1983 quoted by Allwright & Bailey 1991) the classes of some language teachers are based on theoretical knowledge. In other words, some English teachers are worried about the presentation of grammatical knowledge that is not applicable in a real context, so, there is not an interaction between the learner and the environment. Then, this could be a problem to get that the learners and the teachers achieve a good management of the foreign language. According to the last authors, it is important that knowledge can be exchanged between the learner and teacher to get a productive interaction. It also depends on the type of tasks that teachers implement in the classroom.

In order to give a stronger support to the last information, it could be important to show the information gotten from the interviews applied to the teachers and students.

First, we show the information provided by the teachers:

¿Qué tipo de ejercicios aplica usted para que los estudiantes puedan desarrollar sus habilidades en la lengua extranjera?

(T1): Hago diferentes clases de ejercicios, repeticiones, la practica de la expresión oral, oportunidad de dialogo para que ellos realicen ejercicios de pronunciación, como listening con los diferentes CDs para que ellos repitan como se pronuncia las diferentes palabras y la producción de textos.

(T2): Hago ejercicios de lectura y escucha, utilización de Statements en clase, trabajo de grupo. Se lleva un libro como “El interchange”, que se comenzó a manejar en el año actual, pero el cual es un poco elevado para los estudiantes. Se entra a reforzar temáticas de otros grados.

(T3): En el comienzo hago actividad de Listening, Lectura, Speaking, los ejercicios orales se los esta reduciendo en forma individual; a pesar de que hay grupos muy grandes y esto es muy dispendioso, pero se hace el esfuerzo.

(T4): Utilizo material didáctico como crucigramas, carteleras, cuantos a base de dibujos, traducción de textos mínimos que los estudiantes representen con algo grafico.

(T5): Los reúno en binas para que puedan ejercitar la parte escrita y luego esto ara que ejercite la parte oral, aunque en nuestro medio la parte oral es muy poco

utilizada; ya que, los estudiantes dicen que los exámenes que deben presentar como el ICFES, lo deben hacer en forma escrita.

(T6): generalmente uso talleres en donde los estudiantes deben practicar los temas aprendidos y luego les pido salir al tablero para hacer la corrección de los ejercicios. Debo aclarar que en esta institución es muy difícil aplicar otras estrategias porque la intensidad horaria es muy reducida por la modalidad del colegio.

(T7): Uso lecturas de historias en donde los estudiantes deben desarrollar dibujos teniendo en cuenta la lectura representando así una secuencia de eventos. Después, les doy cierto número de preguntas para ejercitar en ellos la comprensión de lectura. Corrigiendo las respuestas en el tablero con toda la clase.

Now, we present the gathered information from the interview applied to the students in relation to the same theme.

¿El profesor utiliza material para desarrollar las clases de inglés? ¿Qué tipo de material?

(S1): Si, el libro "Interchange".

(S2): no, solo se utiliza el libro.

(S3): no se utiliza materiales didácticos, solo se utiliza el libro.

(S4): no se utiliza otro material didáctico diferente al libro.

S5): solo se utiliza el libro.

(S6): la profesora solo utiliza el tablero y explicaciones con gráficos.

(S1): el profesor hace ejercicios de escucha, del libro y también nos permite usar el tablero.

(S8): Utiliza dibujos y el libro.

(S9): si utiliza materiales como gráficos y el libro.

(S10): si utiliza guías, libros, diccionarios y el tablero.

(S11): se utiliza carteleras, libros y sobretodo trabajos en grupo.

(S12): el profesor utiliza CDS, lecturas, el libro, guías y letreros en cartulina con letras de colores.

(S13): el profesor también utiliza guías, trabajos en grupo, el diccionario y dramatizaciones.

(S14): el profesor algunas veces utiliza lecturas acerca de la realidad, el libro, los CDS y carteleras.

(S15): el profesor generalmente utiliza el libro, gráficos, lecturas y guías en grupo.

According to the last gathered information from the interviews applied to the teachers and the students, we could say that most of the teachers only use the textbook and the board as the principal materials to carry out the classes, and the students corroborate that. Then, we could infer that the teachers do not develop the grammatical topics in a contextualized way. However, we could say that there is a contradiction between the teachers' answers and the students' ones, because most of the teachers affirm that they use different and interactive materials to develop the English classes to make reinforcement about the topics developed in the classroom. But, we could realize in the students' answers that teachers use the

same materials all time, and only in some occasions they change the mechanical way to teach grammar or search for new techniques to connect it to the four skills of the language in an equal way. Besides, we could say that this situation could cause students' disinterest to learn and practice the foreign language. Therefore, it could have a negative influence on the low quality of the foreign language that the students get at the end of the scholar year or when they finish their high school studies. Then, it could be important that the teacher tries to implement new materials or techniques to avoid the mechanical way how grammar is taught. It could also be useful to construct an adequate environment where the students feel connected to the target language.

In the last situation, the teachers gave us information related to this category "Grammatical explanations". Then, we could say that some information provided by them is not true because it could be corroborated through the class observation developed by the researchers. Therefore it could be important to take into account Bastidas, (2007, personal communication), who says that people tend to answer a question according to the interviewers' intention. This means that they answer a question according to what the interviewer wants to hear.

Teachers' Fluency

This subcategory refers to the quality of the teachers' oral production to develop the English classes. The next examples belong to this sub-category. In relation to this subcategory we present the following example taken from the class observation:

Observation 7

1. El profesor toma del libro algunos proverbios en inglés. En seguida, les pregunta a los estudiantes acerca de un ejemplo de un proverbio en español y lo traduce al inglés con el objetivo de recalcarles que la traducción entre los dos idiomas no se debe hacer de una forma literal. Unos segundos después el profesor copia algunos proverbios en inglés tomados del libro: *perls of wisdom, an extramouth makes no difference*” pronunciándolo en Inglés y trata de dar su significado en el mismo idioma. Entonces, el profesor muestra un manejo adecuado de la habilidad oral. En seguida, los estudiantes tratan de imitar la pronunciación y vocalización del profesor. Después, el profesor pide a los estudiantes traducir otros proverbios tratando de usar el idioma extranjero. Después, el profesor pide a los estudiantes traducir los proverbios del texto. Les provee de 10 minutos para la realización del ejercicio. Pero, como el tiempo para desarrollar la clase es muy reducido decide darles el significado y que al mismo tiempo ellos desarrollen la corrección en sus cuadernos. En seguida, el toma el libro y en la parte en donde se presenta la explicación gramatical de algunas estructuras usadas en los proverbios. Cuando ha finalizado la explicación gramatical les hace leer una lectura del libro en inglés donde nuevamente muestra una adecuada fluidez al momento de desarrollar la lectura, dando paso a la práctica de la lectura en inglés. Los estudiantes realizan esfuerzos por leer en una forma adecuada, pero cometen muchos errores los cuales son corregidos inmediatamente por el profesor. Antes de finalizar la clase el profesor pide a los estudiantes desarrollar una actividad del texto que consiste en interpretar diferentes graficas y unirlas con el respectivo proverbio.

As we can see in the last example, some of the teachers try to develop grammar explanations, reading, vocabulary and activities to reinforce the oral ability topics. But, the reduced quantity of time to develop the classes does not allow the teacher to carry out a continuous practice of the four abilities. Then, we could infer that if the teachers have more hours per week to develop the classes, he could develop their classes using the foreign language in a total way. Then, the students could improve the management of the foreign language through a continuous practice. Also, we could say that the teachers should also use different activities or materials which can help construct an adequate environment. Then, the students and teachers could interact practicing their English knowledge. In this way, the teacher could implement the use of the foreign language in a gradual way to use it inside and outside the classroom. Then, students could develop the four abilities in an equal way avoiding monotony, and at the same time to make more productive the learning and teaching process.

According to Ellis (1984 quoted by Richards & Lockhart 1991) the teachers might not limit their classes to the use of methods and techniques. They might provide a difficult activity to the learner. In this way the learner can achieve a comprehensible communication in the classroom. This author also says that teachers might implement an adequate pronunciation in their classes. They might avoid the use of contractions and articulate in the sounds a suitable way. In this way, the learners can understand the instructions of the teacher to carry out a determined task.

Correction of mistakes

The following example belongs to the subcategory “Correction of mistakes” which refers to the strategies that the teachers use to carry out the correction of English mistakes made by the learners. This subcategory includes the next example.

Observation 7

En una de las clases observadas la profesora les da a los estudiantes una lectura acerca de un accidente. De acuerdo a la profesora, Los estudiantes realizan primero deben desarrollar una traducción de la lectura para comprender la trama de la historia. Después, de realizar este ejercicio los estudiantes proceden responder algunas preguntas de comprensión de lectura para practicar el pasado de los verbos en ingles. Cuando ellos deben reportar el ejercicio a la profesora salen al tablero y comenten muchos errores al responder las preguntas de comprensión en ingles, demostrando su bajo nivel de calidad en el conocimiento del inglés, debido a que sus errores son de niveles muy básicos. Los siguientes errores fueron cometidos por los estudiantes:

- A man **drive** his car **near of** a park
- They speak **about of** picture
- He **could to be** his life **more easy**

Entonces, La profesora hace la respectiva corrección pero sin proveer una explicación apropiada. Ella simplemente aumenta una “ s” al verbo en la primera oración, y en la parte donde se usa la preposición “ of” la cambia por “To” y les recuerda a los estudiantes que no se debe escribir “more easy”, sino “easier”, pero en ningún momento ella aclara la regla que se debe seguir para formar los comparativos.

As we can see, the lack of explanations done by the teachers could be caused by the lack of teacher training and the continuous preparation of the topic to develop. Also, we could observe that during the development of the English classes the students are not interested on asking the reasons, why the teachers correct the mistakes made by themselves. Therefore, the teachers do not clarify the explanations given previously. Then, it could be inferred that students do not ask questions to solve the doubts due to some possible situations such as: They understand everything, they feel anxiety or fear to ask in front of their peers; they do not understand the topic explained in a suitable way or they are not interested in the class. Then, it could be important to say that these different situations could affect quality of the English knowledge acquired by the students in the classroom. As we can see, the answers show us that the students do not have a clear view about the grammatical structures provided by the teacher. Then, we could infer that one factor that could influence the low quality of knowledge acquired by the students could be caused by the absence of appropriate explanations when they make mistakes.

To support the last information, it is important to take into account the Belyavev's point of view (1964 quoted by Bastidas 1991), who says that the learners at the beginning of an English course are motivated to acquire and apply the language knowledge with their peers. But, at the end of the course the learners become aware about the possible unproductive results and their motivation is lowered. Another aspect that we found is that in some occasions teachers correct the students' mistakes, but they do not provide valid reasons about the corrections made by them.

Pronunciation

Another important point to take into account in language quality is pronunciation. Therefore, we have created another sub category named pronunciation. It refers to the characteristics of teachers and students' pronunciation.

One example related to this mistakes pronunciation is the following one:

En una de las clases observadas, la profesora pide a los estudiantes leer un escrito acerca de un cumpleaños de una persona famosa. Durante la lectura se puede observar que la mayoría de los estudiantes cometen muchos errores de pronunciación o sienten inseguridad al pronunciar la palabra porque no la saben. Los errores no son corregidos inmediatamente ni al final de la clase por el profesores; y en lugar de corregirlos el comete otros errores al pronunciar diferentes palabras a las dichas por los estudiantes. Lo cual es una situación muy preocupante.

WORDS	STUDENTS' PRONUNCIATION	CORRECT PRONUNCIATION
Afraid	[afraid]	[ə'freɪd]
Bath	[bat]	[bæθ]
Because	[because]	[bɪkəz]
Bird	[bird]	[bɜːd]
Call	[Kal]	[kɔːl]
Clock	[Kluk]	[klɒk]
Conditional	[Conditional]	[kən'dɪʃənəl]
Could	[Kul]	[kʊd]
Cup	[Kup]	[kʌp]
Deal	[deal]	[diːl]
Driver	[driber]	[draɪvə]
Enough	[eno]	[ɪnəf]
Few	[Feu]	[fjuː]
Find	[fin]	[faɪnd]
Five	[fibe]	[faɪv]
Heaven	[heaben]	[hevən]
Lunch	[lunʃ]	[lʌnʃ]
Made	[made]	[meɪd]
Money	[moneɪ]	[mʌni]
Mother	[moder]	[mɑːðə]

Once	[ons]	[w^ns]
Operated	[operated]	[opererId]
Realized	[realized]	[rIælaist]
Return	[return]	[rItɜn]
Safe	[safe]	[sef]
Saved	[saved]	[sevd]

Chart 2. Example Students' pronunciation

According to our point of view, this situation could cause negative effects on learning because the students might internalize the mistakes that are not corrected or in other situations, when they are corrected in a bad way by their teachers. Then, it is important to point out that when a mistake becomes fossilized, it is very difficult to change those patterns internalized previously.

Other important factors that have negative effects on the teaching and learning process could be the mistakes made by the teachers when they speak in English, try to correct the students' mistakes, the low quality of English and the amount of the language used in the classroom.

We consider as another important point, the many pronunciation mistakes made by the

teachers. These are the following ones:

WORDS	TEACHERS' PRONUNCIATION	CORRECT PRONUNCIATION
Afraid	[afraid]	[əfreid]
Begin	[begin]	[bɪgɪn]
Vocabulary	[bokabulari]	[vokæbələri]
Break fast	[breakfast]	[brekfəst]
Brush	[bruʃ]	[brʌʃ]

Dear	[der]	[der]
Finally	[finali]	[faɪnaɪlɪ]
four	[foʊər]	[for]
Go	[go]	[go]
Hotel	[hotel]	[hotel]
Idea	[aɪdeə]	[aɪdɪə]
Intelligence	[Intelɪgens]	[Intelɪdʒəns]
Learned	[lɜːnd]	[lɜːnd]
Own	[on]	[own]
Plus	[plʌs]	[plʌs]
Read	[red]	[rɪd]
Ready	[rɪdɪ]	[rɪdɪ]
Said	[saɪd]	[sed]
So	[so]	[so]
Stomachache	[estomaʃəʃ]	[stəməkək]
Talk	[tɔːk]	[tɔːk]
Tired	[tɪrɪd]	[tɪrɪd]
These	[eəs]	[ðiːz]
Two	[tuː]	[tuː]
Walk	[wɔːk]	[wɔːk]
Watched	[wɔːtʃɪd]	[wɔːtʃɪd]
While	[waɪl]	[hwaɪl]

Chart 3. Teachers' pronunciation mistakes

It could also be important that teachers develop a preparation before developing a class in order to avoid make some mistakes in pronunciation, grammar or vocabulary. In this way, the quality of English knowledge acquired by the students could improve.

Teacher training

Another important aspect to take into account in quality of the foreign language is the subcategory “*Teacher training*”. It refers to the different activities or courses that the teachers develop to actualize their English knowledge.

In relation to this subcategory we show the data collected from the interviews applied to the teachers:

¿Usted desarrolla una preparación continua para actualizar sus conocimientos acerca de la enseñanza de inglés?

(T1): Si, en la actualidad más que todo en este año, se ha venido implementando diferentes actividades de capacitación y ha sido un sentir de todos querer mejorar en cuanto a esta área.

(T2): Si, siempre he tomado cursos de Inglés en la VIPRI, Extensión Mariana, y he presentado exámenes como Cambridge, PET y Michigan.

(T3): 26 años de trabajo, trato todos los años de innovar con algo diferente para ayudar a motivar a los estudiantes.

(T4): Cada año día a día, hago una preparación continua. El tema que se me dificulta mucho procuro cambiarlo y preparar a diario las clases.

(T5): Generalmente aprovecho oportunidades como asistir a seminarios, cursos, me he inscrito a algunas academias, trato de que la clase tenga una preparación y un desarrollo antes de dictarla.

(T6): Si pienso que es muy importante tener una preparación continua para hacer que los estudiantes se motiven con el uso de nuevas estrategias para el desarrollo de las clases de ingles.

(T7): un día anterior de cada clase realizo una preparación e investigo el vocabulario o expresiones nuevas. Además asisto a seminarios como los de ASOCOPI o los que realizan la Universidad de Nariño.

According to the answers given by the teachers, we could state that it is indispensable that the teachers actualize their knowledge in TESOL field. Besides, they need to practice and acquire new techniques to teach the language avoiding that the English teaching becomes a static and mechanical process. Also, it is important to keep in mind that all the time, the teachers should develop different kind of preparations such as: seminars, conferences; so that they apply different kinds of tests that allow them to know their English knowledge level to increase the quality of the English classes.

The last information could also be corroborated by Strevens (1978) who affirms that teacher training might take into account the both initial teacher training and further training. In other words, the initial training of the teachers might combine theory and methodology to carry out their English classes. Therefore, the teachers

could use this kind of knowledge to become an important part of the educational system. In relation to further training, the teachers might have a good management of the four skills. Then, it implies that they have a continuous training to share new experiences, knowledge, ideas to apply them in the development of the classes

On the other hand, in relation to the answers of (T3), we do not agree with this answer because it is really important that teachers change the techniques and materials used in the classes in order to avoid monotony. It is not only sufficient the experience of many years to carry out a productive class. This can be corroborated by Bastidas (1991), who states that the initial teacher training and further training results are not implemented in a suitable way in our context. Some high school teachers have not a good management of fluency; therefore, they cannot provide a practical teaching to the learners. Besides, other teachers have not enough knowledge about the use of methods to apply in their classes and improve students' motivation to learn the English.

Therefore, the teachers do not pay attention to this problem, and they use the traditional methods creating a negative influence on the teaching and learning process.

In order to get more information to give a stronger support to this category "Teacher training" we asked another question to the teachers:

¿Qué clase de preparación desarrolla usted para llevar a cabo sus clases?

(T1): una vez conocido el tema, trato de investigar y analizar con relación al tema en diferentes aspectos con los cuales puedo reforzarlos, a través de la Internet o libros

(T2): miro la temática que se va a desarrollar para bordarla primero a través de preguntas, inducir al estudiante como puede responder, después se va al libro y se desarrolla ejercicios de este

T3): elaboro el plan, el libro del profesor es una gran ayuda por que permite realizar actividades orales, lecturas, escrituras entre otros

(T4): hago una preparación previa como tareas, el estudiante esta acostumbrado al Homework que a diario se utiliza, esto para los estudiantes les parece práctico y divertido. Reviso la tarea y luego se entra con cantos, dibujos, pequeñas lecturas a la gramática, si es una gramática procuro colocarles oraciones a la hora que se van a enseñar en una frase, contexto, fraseología.

(T5): consulto el plan de aula con objetivos trazados, me preparo con libros de las universidades donde estuve, material nuevo, hago intercambio con otros profesores de ingles de talleres, lo hago de forma escrita en un cuaderno y guías previamente preparadas

(T6): preparo mi plan de clase consulto previamente lo que mas se me dificulta para de esta forma llevar una clase de calidad a los estudiantes. Luego reviso mis preparaciones previas y las aplico en el salón de clase

(T7): hago la debida consulta de los temas a aplicar en el salón de clase, consulto en la Internet libros o guías que consigo por medio de los talleres a los cuales asisto, pienso que la preparación es algo clave para que los estudiantes no se den cuenta de nuestras debilidades.

Taking into account the preparation that the teachers take to develop their classes, they consider that a main element to achieve a good work in the class classroom is the previous preparation. Therefore, the teachers feel more motivated to develop the class and solve the students' doubts in an adequate way. One of the interviewed teachers also says that the Internet is the most useful tool to search new applicable topics and techniques for developing the English class. In this way, the teaching can become interesting for the students.

Another important aspect that the teachers point out is that the book is a main material to develop the English classes. They affirm that the use of this important tool is a big help so that the teachers carry out the classes in an organized way. Some of them believe that the continuous preparation is an important factor that has a positive influence on teaching. These teachers search new information related to the topic to be implemented in the class room, as attending different English seminars or meetings and English teachers' exchanges. Then, we can say that the preparation and the motivational factor can have a positive influence in the way of teaching. It is important to stand out that the use of productive materials that can cause on the students a great interest toward the subject

To sustain the previous information Oviedo (1.980), affirms that the preparation of a teacher is indispensable in the educational field to look for different alternatives and to improve the teaching and learning process. It can be useful that the teachers have a positive attitude in the development of their classes to motivate the students to acquire new knowledge.

On the other hand, we analyze an important case where an interviewed teacher contradicts herself when she affirms that teacher training is a fundamental base for the development of the classes. For this reason, she tries implementing in most of the classes new techniques avoiding the grammatical explanations with help of songs, real contexts or important phrases. But, according to the class observation, we could say that their classes were only based on translation and grammar in a decontextualized way.

Incidence of the foreign language quality on the learning process.

As we mentioned in chapter one our research project also pretends to know the incidence of foreign language quality on the learning process. For this reason, we have created another subcategory named “*Incidence of the foreign language quality on the learning process*”. This subcategory refers to the positive or negative effect that quality of teaching produces on the learning process developed by students.

In order to support this category we present the gathered information from the interviews applied to the teachers:

¿De acuerdo a su criterio, los estudiantes poseen un buen nivel de conocimiento acerca del inglés en nuestro contexto educativo?

(T1): No, creo que el nivel de inglés es muy bajo en nuestro país, y se necesita un mayor esfuerzo, muchos años de estudio para obtener un buen inglés, muchas capacitaciones de docentes y se necesita un programa a nivel nacional que mejore y desarrolle las capacidades del inglés.

(T2): No, es muy difícil, los profesores se están capacitando para utilizar correctamente el inglés

(T3): El nivel es bajo, en el colegio se ha venido mejorando porque no se tenía el material con el cual trabajar, el colegio no tiene rubro necesario para adquirir el material, sin embargo este año, se tiene la facilidad de trabajar con un libro. El Interchange, se ve que los estudiantes están mejorando su nivel en el aprendizaje del inglés.

(T4): Ha medida que están en los cursos lo practican, lo poco que ellos han aprendido procuran utilizarlo.

(T5): Hasta hace un momento consideraba que el inglés en los estudiantes era bueno, sin embargo con la salida de los estándares no hemos dado cuenta la mayoría de docentes de Inglés que los estudiantes no tienen un buen nivel de

inglés, esto se debe a consecuencias como por ejemplo: el mínimo de horas, como en este caso son dos horas semanales.

(T6). No, creo que el nivel de inglés en nuestro contexto sea muy bajo no solamente por causa de la falta de preparación de los maestros sino por el interés de las entidades gubernamentales que pretenden tener estudiantes bilingües sin los suficientes recursos.

(T7): En nuestro contexto es muy difícil lograr buenos resultados debido a muchos factores que influyen en este proceso pero nosotros como docentes de idiomas debemos luchar contra estas limitaciones y pretender que los alumnos conozcan las principales bases del idioma.

As we can analyze in the teachers' interviews, they consider that learners should have the opportunity to interact in a real way to practice their English knowledge. Also, the students should apply the foreign language through interactive exercises constructed with the whole class. But, according to the teachers' opinions these types of exercises are difficult to apply because the number of hours per week is reduced, and the number of the students in the classroom is very big. These factors do not allow students to practice and interact through the foreign language in a real way. On the other hand, the lack of time to practice the language, and an adequate environment to be in contact to the target language cause demotivation on them. Therefore, these factors could be big limitations to achieve success in the teaching and learning process. Also, we can say that the teachers have reason when they say that in our context it is very

difficult that students have a good English level due to some factors such as; reduced number of hours per week, lack of motivation by the students, the big number of the students in the classroom, lack of materials, among others. At the same time, these factors do not allow the learners to develop the four skills (Listening, speaking, reading and writing) of the foreign language in an equal way. Also, the teachers said that there is a lack of support by government in relation to English teachers' preparation and actualization in the TESOL field. We agree with (T3) when she says that materials are indispensable to have a good English knowledge because in the institutions where she teaches the English situation has improved since they use a new textbook with different methodology.

It could be also important to support the teachers' opinions previously mentioned with Bastidas' point of view (1991) when he says that the lack of materials could contribute demotivate learners to use the language. An English class means variety in the use of materials to avoid monotony and to encourage students to interact inside and outside the classroom.

It is also important to highlight that (T1) says that there is a lack of support by the government to design a plan to improve the quality of knowledge. This is also claimed by Strevens (1978) who estimates that policies and aims have some influence in this process due to the fact there are some decisions that depend on these elements such as: reduced number of hours per week, lack of teaching materials, and the environment, among others. Therefore, these decisions could demotivate the learners and teachers to work and to interact with the use of the foreign language.

We consider that the motivation of the students to learn a foreign language is an important factor that has influence in the teaching process and learning. Also, we can say that these exercises help the student to improve the different abilities little by little; it is not only necessary that the teachers use a quantity of materials because the main goal is to achieve that in the course the teachers provide opportunities to practice the different abilities in an equal way, and to make a reinforcement in the ability of speaking, which is the most weak during the development of the classes.

On the other hand, it is important to take into account the teachers' points of view who affirm that the work in group helps the students develop the four abilities in an appropriate way through the interaction in the classroom, so that they can correct their errors. In this way, the students do not feel fear or anxiety at the moment of using the foreign language. Then, this could cause a negative influence in the learning process.

To support this information Burstall (1,970), named by Allwright & Bailey (1991), this element not only refers to the learners' participation in the development of a class, but it is also a base that takes into account social aspects in the learning of the students.

On the other hand, these authors take into account receptivity problems that learners have when they practice their language knowledge in real situations and their feelings such as: anxiety and fear to make mistakes at the moment to express their ideas and thoughts with the use of the foreign language. In some cases, these

difficulties have negative influence on the development of the language learning process.

In relation to the foreign language quality incidence on learning process developed by the students, it could be important to mention the opinion of the students. This will help to realize the way how they feel about the English and its contribution to their future. Also, the students provide some explanations about different characteristics that an ideal English teacher and an English class should accomplish in order to get success in the development of the English teaching and learning process.

Most of the students agree that English is an important language in our context because it is indispensable in the society to find a good job and to use the new technology.

On the other hand, taking into account the information obtained through the interviews applied to the students, we could infer that they have two positions about the ideal English class.

The first one shows the disappointment they feel when the teachers use in most of the time Spanish language. They like that the teacher implements in a gradual way the foreign language. According to the students, it is necessary to develop the listening skill in order to improve their pronunciation and to learn new English vocabulary. Besides, some students think that it is necessary to implement new strategies to teach English to avoid monotony.

Most of the students would like that the teachers implement English songs and interactive games, where students do not feel anxiety or fear to speak in English.

Besides, they also said that they do not like the teachers to focus their classes on teaching English grammar and translation of vocabulary from English to Spanish.

Amount of time used of the development of the English classes.

This category is related to the amount of the L2 that the English teachers use to provide the students the English knowledge in the classroom. In relation to this category we have two subcategories which are amount of time of the L2 and incidence of the amount of the L2.

Amount of time of the L2

To give a strong support to the information related to this sub category we present the following chart with the information about the amount of the L2 on the learning process. This chart was made with the information taken from the class observation developed along the research project.

Class number	Date	Class duración	Time English in	English Percentages
1	22/03/07	50 min	5 min	30%
2	27/03/07	50 min	14 min	28%
3	28/03/07	45 min	5 min	11.1%
4	29/03/07	55 min	5 min	9.09%
5	09/04/07	55 min	1 min	1.8 %
6	10/04/07	40 min	1 min	2.5 %
7	11/04/07	54 min	0 min	0%
8	12/04/07	45 min	4 min	8.8%
9	12/04/07	45 min	0 min	0%
10	16/04/07	55 min	2 min	3.6%
11	18/04/07	54 min	0 min	0%
12	23/04/07	54 min	23 min	42.5%
13	23/04/07	50 min	19 min	38 %

14	26/04/07	54 min	19 min	35.1%
15	26/04/07	50 min	22 min	44 %
16	30/04/07	43 min	18 min	41.8%
17	30/04/07	35 min	27 min	77.1%
TOTAL		790 min	163 min	20.6 %

Chart 4. Amount of the L2

As we can observe in the last classes examples, the teachers use a reduced quantity of L2. The amount of L2 was measured taking into account the class observations, recordings and at the time duration by the students' and teachers' participations during the development of the English classes. First, we measured the total time of the English classes, after we measured each one of the English participations time. Second, to get the English time in each class, we added each one of the few periods of the English participation along the class to get the total amount of time used for speaking in English.

According to the information collected from the class observations, presented in the last chart, it is possible to infer that the amount of language, in this case English used inside the classroom is low. But, it is important to say that the amount of English use has improved in contrast to the results found in the research quality, type and amount of language used in an EFL classroom in a private high school in Pasto" by Lopez & Muñoz (2002); where the the percentages of the English use was 8.5 % while in our study "quality, type and amount of the foreign language used in an EFL classroom in some public high schools in Pasto, the amount of L2 used in classroom was 20.6%. Then, we could say that the improvement of English

has been a slow process, but this situation shows us that the teachers have made big efforts along the years to change the traditional way English. However, we realized that success in English teaching not only depends on the teachers' efforts, but also it depends on some external factors produced by the lack of support and interest by the government to get success in this educational field.

In relation to this aspect, Strevens (1978) states that policies and aims have some influence in this process due to the fact there are some decisions that depend on these elements such as: reduced number of hours per week, lack of teaching materials, the environment, among others. Therefore, these decisions could demotivate the learners and teachers to work and interact with each other.

Incidence of the amount of the L2 use on the learning process”

To support the last information related to this category, we have also created another subcategory named “*Incidence of the amount of the L2 use on the learning process”*

In relation to this subcategory, we could say that the low amount of L2 could have a negative influence on English quality. Therefore, this situation reduces the opportunities to use the foreign language in the classroom to construct a strong interaction process. Then, as a result of this problem, quality of knowledge acquired by the students is low. Moreover, it could be reflected on the results of the ICFES exam and when the students finish the high school studies and when they

enter the university. It is also relevant to say that the English quantity and quality of the oral production in the development of the classes is low.

Taking into account the students' opinions Taken from the interviews, they consider that English is used in the classroom around 10% to 20%.

Another possible effect of the amount of the L2 could be that most of the students do not spend enough time practicing English; they consider that this subject is not an important one. Besides, they think that the only way to practice it is in a real context. Therefore, it is difficult for them to travel to a foreign country because it demands a lot of money. Then, this situation causes a low motivational level on the students, and they want to dedicate more time to the other subjects. Other students consider that English is not a compulsory requirement to enter the university; and others simply do not like it. But, it is important to highlight that some students like English and they think that it as an important subject. They dedicate their free time to consult some difficult topics taught in the English classes. Besides, they affirm that they like listening English songs and surfing in the Internet. Then, these types of tools are considered as very useful materials to practice and to improve the English knowledge by the students.

In relation to the last information, we could find different points of view about English implementation. First, we could that around 70% of the interviewed students said that they do not like that the teacher speaks all the time in English, they feel bored and demotivated because they do not understand anything.

However, other learners like that the teachers speak in English because they can use the materials required by the teachers such as: the dictionary and the textbook. In this way, they can learn new vocabulary and practice it with their peers. Taking into account these different points of view, we decided to ask the learners how they feel when the classes are developed totally in English. In This situation, some answered that they feel demotivated because they do not understand the teacher's explanations. Besides in other situations, they say that they feel anxious and confused because they do not have enough vocabulary to understand these classes, and it is difficult to ask something to the teacher about the topic taught. Other learners affirm that they feel good because it demands more effort and the English classes could become more interesting and motivated.

On the other hand, we consider that the low quality of the learners' English knowledge is influenced by the policies and aims of the educational institutions. Therefore, we asked the learners if there were some kind of extra activities developed by the institutions to help the English improvement. Most of the students answered that there were not any program related to extra activities to provide the learners opportunities to practice English language. They said also that in the institutions there are only activities such as: Reinforcement in the ICFES exam or leveling in the difficult topics.

As we said in chapter one, the general objective of the research project is "to analyze the incidence of the type, quality and amount of the English language used in the classroom, on the level of English knowledge that tenth and eleven grade

students get at the end of their high school studies in the public high schools in Pasto city. According to the class observations, we could say that these three factors could cause some negative effects on the suitable development of the teaching and learning process. We could analyze that some possible effects are demotivation on learners and teachers, low knowledge level, bad results in the ICFES exam and failing the subject by many students at the end of the scholar year. Also, through the interviews we could know that teachers consider that type, quality and amount are not only the factors that cause negative effects on the teaching and the learning process, but there are also other elements that do not allow the teachers and learners to construct a high quality English knowledge. These are the following ones: lack of materials and resources, students' economical problems, overcrowded classrooms, schedule organizations, teacher training and students' demotivation. In relation to this point, Bastidas (1991) indicates that the government has not understood the importance of the foreign language policy in an educational institution. Therefore, this problem might influence in the teaching and learning process.

On the other hand, according to Oviedo (1980), the objectives of the educational program are very ambitious because it could be difficult to achieve them with the reduced number of hours per week, overcrowding, chairs in bad shape and demotivation of the teachers to investigate in the classrooms. This situation could improve if the teachers are in continuous training, and the government provides the necessary materials to develop the English classes.

In this chapter, we reported and analyzed all the gathered results through the class observations and interviews. Besides, we could also answer the general and specific objectives of the research project through the data collected and its analysis. In the following chapter, we will include the conclusions taking into account the collected data and its analysis. Besides, we will also include some recommendations to the English teachers and future research projects.

CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS

Conclusions

In the language learning and teaching process, there are some factors that could influence in a positive or negative way the language acquisition process developed by the learners. Among these factors we could have: lack of materials, students' behavior, and lack of motivation, number of hours per week, methodology, and quality of English. We selected quality, type and amount of foreign language. Therefore, this study focuses on the type of language used more frequently in the classrooms as well as quality and amount of the foreign language in some public high schools in Pasto. Besides, we analyzed their possible influence on the teaching and learning process of English.

In relation to the objectives proposed in chapter one, we can analyze that the language used more frequently in the classroom is Spanish. Besides, for the teachers the L1 is a strong base to teach English. Also, most parts of the class procedure are developed in Spanish such as: Explanations, management of the textbook, directions, correction of mistakes, among others.

According to Bastidas (1991), the initial teacher training and further training results are not implemented in a suitable way in our context. Some high school teachers do not have a good management of accuracy and fluency; therefore, they can not provide a practical teaching to the learners. Besides, other teachers have not enough knowledge about the use of methods to apply in their classes and improve students' motivation to learn the English. Therefore, the teachers do not pay attention to this problem, and they use the traditional methods creating a negative influence on the teaching and learning process.

We could also observe that in most of the cases the teacher still continuously using the same methodologies such as translation, grammar explanations, fill in the blanks because they do not develop a continuous training in order to get new knowledge in the TESOL field. In this way the students could practice the four skills in an equal way.

Also, it could be useful to take into account that some of the teacher interviewed thinks that experience acquired through the years is sufficient to develop their job in an adequate way. Then, we could say that the English knowledge has a continuous evolution and the teachers have to develop an actualization to provide to the learners knowledge with a high quality according to the changes in the TESOL field.

Another important conclusion is related to the amount of the foreign language. In public high schools in Pasto, the amount of English used in classroom is very low; and its quality is very poor. The teachers make some mistakes about

pronunciation, grammatical structures that could create fossilization on the students' learning. In relation to this point it could be useful to take into account Oviedo's (1980) point of view. He says that the process of teaching includes some elements that contribute to construct a good environment in the classroom and motivate learners to interact with the whole class. The quality of knowledge acquired by the learners could depend on the teachers training and her/his interest to apply new methodologies implemented in the TESOL field. The English teacher has to develop a continuous training to provide the learners a high quality of knowledge and search for new alternatives to avoid learning problems, monotony and to improve the motivation level of the learners.

The amount of the English that the teachers use in the high schools is very low. Then, this situation could not allow the students to construct a productive interaction process. Besides, they do not have enough opportunities to practice their knowledge because most of the English classes are developed in Spanish.

Allwright & Bailey (1991) affirm that a good way to create a useful interaction in the classroom is the active participation of the learner and the teacher. It is also important to say that the two principal characters of the teaching and learning process might work together to exchange knowledge and acquire a good management of the foreign language.

It is also important to take into account Long and Krashen's point of view (1985 quoted by Allwright & Bailey 1991) who says that it is very important that learners

interact with their classmates in order to correct their mistakes and achieve an adequate use of grammatical structures. This could be a good way to avoid anxiety, and learners could feel confidence to express their ideas in front of their peers.

Recommendations

After having analyzed and confronted the collected data and the ideas proposed by different specialized authors in TESOL field, we could give the next recommendations in order to help the quality of English teaching and learning process in the public high schools in Pasto.

The first recommendation is related to the amount of English used in the development of the classes. It is true that the reduced numbers of hours per week could have negative effects on the teaching and learning process, but this is not an excuse to carry out a suitable English class. We suggest that the English teachers implement in a gradual way the English use when they are carrying out their English classes. They can increase the English level taking into account the course or the topic level that is going to be used in the development of the class. Besides, they should encourage the students to develop the four skills in an equal way. The teachers could implement new phrases, greetings, commands, among others which might be applied inside and outside the classroom. In this way the students could practice the foreign language using contextualized phrases; and at the same time this might help avoid monotony during the development of the classes.

According to Richards & Lockhart (1994) to achieve the objectives of the language teaching and learning process, it is necessary to develop a set of activities such as: interaction, exchange of ideas, and reinforcement of knowledge to demonstrate the learner's skills using the foreign language.

On the other hand, Richards and Lockhart (1994) indicate that the language use is based on two tendencies such as: a communicative purpose and the language use in order to achieve a high level of language knowledge.

The second recommendation has to do with the English teaching quality. It is indispensable that teachers develop a continuous training in order to carry out the English teaching. The teachers might be actualized in the TESOL field taking courses, and attending seminars or meetings which could contribute to the English teaching actualization. This teacher training could also contribute to the change of English teaching methodology used by the teachers for several years. They should know that it needs to adopt new methods to encourage the learners to use the foreign language. Therefore, the teachers should take practical courses related to new methodology and to apply this new knowledge in the development of the classes.

In relation to the teaching and learning element Galeano (1986) points out that the teacher should develop a continuous training and management of theory and the practice of the teaching process.

Galeano (1986) points out that the teacher might take into account some factors such as attitude, training, methods, aims and objectives to carry out the teaching process. However, this process could not be carried out satisfactorily if some teachers do not have clear definitions about educational objectives and instruction.

In this way, the lack of knowledge about these terms could create confusion in the methods and techniques determination.

Regarding the answers of the interviewed teachers about quality, type and amount of foreign language used in the classroom, we could advice that teachers search new methods and techniques to implement the use of L2 in a gradual way.

Another important recommendation could be that the teachers should not limit their classes to the textbook implementation, they could also use other materials such as: videos, CDs, songs, among others. These ones could help them to explain the different English topics to develop the four abilities and their components. The following techniques could be useful to use in the classroom: talking about student's daily experiences, telling short stories or reporting news, making short debates, among others. In this way, the teachers could create a real context where the learners could feel motivated and connected to the foreign language.

According to Strevens (1978), this element could be useful to achieve success in this process; but it could also be a problem in settings where there are not enough materials. The teachers should search different kinds of materials such as: audio-visual aids, readings, authentic materials, games, textbooks, among others. To choose the best materials it is important to take into account some characteristics such as: realistic, relevance, interest, encouragement, and

compatibility. Then, the materials could provide variety in the classrooms, and they could motivate to learners to use in English in a real way.

Finally, taking into account the answers obtained through the interviews applied to the teachers, we could advice that the implementation of English in the classes Should be a continuous process from 6th to 11th.

According to M.C Laughlin (quoted by Lightbown & Spada 1987) the acquisition process of a foreign language is a continuous construction of knowledge. It is learnt by the students through mental structures that provides a useful significance to the actions and experiences of the context. Therefore, these experiences could help the learner to understand the things that the other peers transmit. Besides, this could help them to improve the proficiency and fluency of the language.

According to these authors, this approach takes into account the practice and interaction of the learners with their class mates. In this way, the learner could transmit the language knowledge in an oral and authentic way.

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APPENDIX

Entrevista de los profesores

1. ¿Usted usa la lengua nativa o extranjera para llevar a cabo sus clases?
2. ¿Cuál es el papel de la lengua nativa en sus clases?
3. ¿Cuál es el papel de la lengua extranjera en sus clases?

4. ¿Cuándo los estudiantes no entienden su inglés que tipo de estrategias usa para desarrollar su comprensión del idioma extranjero?
5. ¿Piensa que los estudiantes poseen un buen nivel de conocimiento del inglés en nuestro contexto educativo?
6. ¿Usted desarrolla una preparación continua para actualizar sus conocimientos acerca de la enseñanza del inglés?
7. ¿Qué tipo de ejercicios aplica usted para que los estudiantes puedan desarrollar sus habilidades en la lengua extranjera?
8. ¿Que clase de preparación desarrolla usted para llevar a cabo una clase?
9. ¿Qué tan a menudo usa usted el idioma extranjero para llevar a cabo el desarrollo de sus clases? ¿Podría usted expresar la cantidad del uso del idioma extranjero en porcentaje?
10. ¿Usted provee a os estudiantes oportunidades para practicar la lengua extranjera? ¿A través de que tipo de ejercicios lo hace?

Entrevista de los estudiantes

1. ¿Cual es el idioma que ese usa en el salón de clase para interactuar?
2. ¿Según su criterio que cantidad de español expresada en porcentajes, usa el profesor en el salón de clase?

3. ¿Cómo se siente usted cuando las clases son desarrolladas en español?
¿Por qué?
4. ¿Cómo se siente cuando el profesor habla todo el tiempo en inglés? ¿Por qué?
5. ¿Cuándo usted no entiende el inglés del profesor que estrategias usa para entenderle?
6. ¿Piensa usted que la preparación de un maestro en el campo profesional influye en el desarrollo de las clases de inglés? ¿Por qué?
7. ¿El profesor utiliza material para desarrollar sus clases de inglés? ¿Qué tipo de material?
8. ¿Cómo se siente usted cuando el profesor utiliza estos materiales de aprendizaje?
9. ¿Qué tipo de actividades preferiría usted que el profesor aplique en las clases de inglés? ¿Por qué?
10. ¿Usted es motivado por el profesor para expresar sus conocimientos acerca del inglés? ¿En que situaciones?
11. ¿En su colegio se realizan actividades extractase para practicar la lengua extranjera? ¿Qué tipo de actividades?
12. ¿Según su criterio seria importante aumentar el número de horas para el desarrollo de las clases de inglés? ¿Por qué?
13. ¿Cuanto tiempo emplea usted para reforzar sus conocimientos de inglés?
14. ¿Como practica usted el inglés fuera del salón de clase?

Presupuesto

No	DETALLE	CANTIDAD	VALOR UNITARIO	VALOR TOTAL
1	Papelería	4 resmas de papel	\$ 8000	\$ 32.000
2	Carpetas	5	\$ 700	\$ 3.500
3	Lápiz	12	\$600	\$7.200
4	Borradores	12	\$ 400	\$ 4.800
5	Cuadernos de notas	5	\$800	\$ 4.500
6	Grabadora periodística	1	\$ 90000	\$ 90.000
7	Alquiler de computadores	288 horas	\$ 1500	\$ 432.000
8	Transporte	384 pasajes	\$ 800	\$ 307.200
9	Subtotal			\$881.200
	TOTAL			\$ 969.320

