THE INCIDENCE OF SYLLABI ON THE PROFICIENCY LEVEL OF THE ELEVENTH GRADES AT TWO PUBLIC HIGH SCHOOLS IN NARIÑO

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ABSTRACT

This degree work aims to describe the incidence of syllabi on the proficiency level of the students. The goal of this work is to determine the existence of a syllabus and how it influences on students proficiency level. In order to accomplish this issue, some instruments like interviews, questionnaires and classroom observations were applied to have a clear idea of this fact. After having analyzed all the collected information, the results showed that in the two chosen public high schools there is a document called "Plan De Estudios", but, this does not have all the components that a syllabus should have. In addition, teachers do not have any knowledge in relation to both, the term "syllabus", and the different kinds of existing syllabus for teaching English. For this reason, it was seen that the teachers are teaching English with a traditional methodology, neglecting new trends in the English teaching field.

Finally, it was concluded that teachers should use a syllabus in order to have a better organizational framework.

RESUMEN

El presente trabajo de investigación tuvo como objetivo, describir la incidencia de los programas de estudios diseñados por los profesores de Inglés y cómo este afecta el nivel de rendimiento académico de los estudiantes de grado once. Con el propósito de tener una amplia visión de esta situación se consideró la implementación de importantes instrumentos de recolección de información tales como: cuestionarios, entrevistas y observaciones de clase. Posteriormente al análisis de dichos datos, se obtuvo importantes resultados que muestran que en las dos instituciones escogidas para llevar a cabo este proyecto de investigación, existe un documento llamado "plan de estudios", sin embargo, éste no cumple con los requisitos que debería tener un programa de estudios. De lo anterior se puede deducir que no existe una idea clara de la teoría relacionada con "Syllabus Design", ni acerca de sus diferentes clases. Por esta razón, se puede establecer que los docentes del área de Inglés continúan implementando una metodología tradicional, dejando de lado, aspectos innovadores e importantes en el campo de la enseñanza de los idiomas extranjeros. Para concluir, es recomendable que el profesor haga uso del documento propuesto en este proyecto de investigación.

INTRODUCTION

In recent years, English teaching field has been considered as an important element in every society. There are many gaps to be analyzed. For this reason, this research paper describes a problematic situation found in EFL settings, thus, the aim is to analyze and describe the incidence of syllabi and also, the effects that it has on students' proficiency level.

In this paper, important elements will be corroborated with the point of view of outstanding authors in order to contribute to an improvement in the English teaching practice.

TABLE OF CONTENTS

ABSTRACT…… I
RESUMEN …….
.II
INTRODUCTION…….I
II

THE RESEARCH PROBLEM…… .1

The problem …… ……..…1
Description of the problem……..1
Analysis of the problem……....2
Problem statement……..6
Problem evaluation…….……7
Objectives ……...…8
General objective…….8
Specific objectives…….……8
Significance……...…8
Delimitations…….……11
Conceptual……..…11
Population……..…12
Geographic…….……12
Temporal…….……13
Limitations……...…13

LITERATURE REVIEW……15

Theories of Second Language Acquisition…… …..…15
Krashen Second Language Acquisition…….……16
Acquisition Learning Hypothesis……..…16
The Natural Hypothesis…….……17
The Monitor Hypothesis……..…17
The Input Hypothesis……..…18
Affective Filter Hypothesis……..…18

Interactionist Position……..…19
Theory of Language Teaching…….……21
A Theoretical Model of the Language Learning Teaching Process……..…29
Policy and Aims……30
Administration and Organization ……..31
Relevant Professional Disciplines ……..32
Choice Types Of Language Learning/ Language Teaching……..…32
Teacher Training …….. 35
Approach…….……36
Pedagogy, Methodology, Instruction, Teaching……..…36
Syllabus Design……..…37
Materials Constructions……..…38
Constraints on LL/LT Achievements……39
The Learner ……40
Evaluation…….……40
Syllabus Design…….……41
Concept…….……41
Types of Syllabus……..…42
Grammatical Syllabus ……..43
Lexical Syllabus……..…46
Situational Syllabus…….……47
Topic Based Syllabus…….……51
Notional-Functional Syllabus……...…51
Mixed or Multi-strand Syllabus……..…54
Procedural Syllabus……..…55
Process Syllabus……..56
Task-Based Syllabus……..57
Content Based Syllabus ……..60

THE METHOD ……63

Design ……63
Type of Research……64
Participants, Setting, and Sample…… ……65
Participants……65
Setting……65
Sample……66
Procedure……66
Variables…… ……66
Dependent Variable……66
Independent Variable ……66
Data Collection ……66
Description of the Procedure ……67
Validation Criteria ……67
Data Analysis ……68
Ethical Issues……69

RESULTS AND DISCUSSION……71

CONCLUSIONS……108

RECOMMENDATIONS……113

Appendixes
Questionnaire……A
Classroom observation……B
Survey……C
Budget……D
Chronogram……E
Letter 1……F
Letter 2 ……G
Letter 3 ……H
Sample "plan de Estudios" ……I

Transcriptions from the survey ……..J

LIST OF FIGURES

Figure 1 EFL Learning and Teaching Problem ……..…6
Figure 2 Strevens's of the Language Learning / Language Teaching Process ……..…30
Figure 3 Questionnaire …….……72

THE RESEARCH PROBLEM

This chapter focused on the problematic situation faced by regional high schools in relation to the teaching and learning English process.

In addition to this situation, there was a detailed overview of the specific area of study which is the reason for this research project. The description, evaluation, and significance of the problem were also presented.

Finally, limitations and delimitations of this research project were considered.

Description of the Problem

With the passing of time the English teaching field has been the centre of attention due to its complexity. Thus, much analysis has been carried out in order to explain and improve some existent gaps on it. It is also important to consider that English is a subject that has gained relevant meaning in the Colombian education.

However, this field might be affected by relevant factors like the large number of the students inside the classroom. This situation can be analyzed by the researchers to determine what type of syllabus is being applied and how it affects the English teaching practice.

For this reason, it might be convenient to evaluate if these circumstances are generating positive or negative results on the learners' processes.

Besides, it could be seen that in most public high schools, students do not develop communicative competence. One reason for this might be an over use of the native language (L1) as a means for conveying meaning.

Another aspect that makes this description possible is the phenomenon of the misunderstanding between the terms curriculum and syllabus. Teachers seem to be unaware of this difference, they tend to follow what is exactly written in the textbook and they have left aside the concept of syllabus design.

Finally, since our research project is descriptive, useful information will be collected through observations inside the classroom.

Analysis of the Problem

The problematic situation found in public high schools in Nariño has to do with the unsatisfactory results in the English learning and teaching process. Considering the arguments of Bastidas, (2002), there are some actors involved in this problem which are: the teacher, the students, the subject itself, the whole process of learning and teaching, the community, and so forth.

Another aspect involved in this problem might be the teacher's attitude toward English teaching which appears to be negative. This situation could bring students to psychological drawbacks. As Oviedo (1980:22) says "this psychological drawback probably could have been caused by a teacher who had not the right attitude for teaching a foreign language."

Moreover, it could be said that teachers tend to make a huge emphasis on translation rather than on communication or interaction as ways of learning.

Besides, teachers tend to be unaware of the fact that all students are different learners. These differences could be shown in terms of age, personal interests and attitudes, socio-economic level, and other aspects. As Oviedo (1980:22) argues, it might be an absence of intrinsic motivation toward English learning. Thus, he claims that most teenagers and adult students of foreign languages show extrinsic motivation: "they just study the language in order to get a diploma." Thus, negative attitudes toward the learning process might be present.

Another aspect involved in this problem is the fact that English tends to be taught in the same way as other subjects such as mathematics, biology, and other types of knowledge. Thus, teachers have neglected the idea that

English is a tool for grasping knowledge through communicative activities. A very common phenomenon which happens in most high schools in Nariño is the achievement of a general goal. Then, high scores in the ICFES test must be gotten.

However, students know that the English score obtained is useless for entering the university until now. Thus, during the whole learning process, they pay little attention to this subject.

Now it is important to examine other factors that give us a broad view of the problem that has been researched. Thus, one can find the aspect of national policies. Government laws are not clear and precise in relation to the regulation of English teaching field in public high schools. Bastidas, (2002) affirms that "in Colombia we do not have a clear foreign language policy because languages are also subjected to political decisions." Thus, the learning teaching process is affected in a deep way because learners' interests are not taken into consideration.

Moreover, Bastidas (2002:149) says, "The classroom is the daily place where the learning and teaching process takes place. Favorable conditions allow the students to get satisfactory results. Poor classrooms constrain the achievement of better standards in foreign language

teaching.” Thus, crowded classrooms, lack of didactic materials and visual aids make more complex and troublesome the learning teaching process.

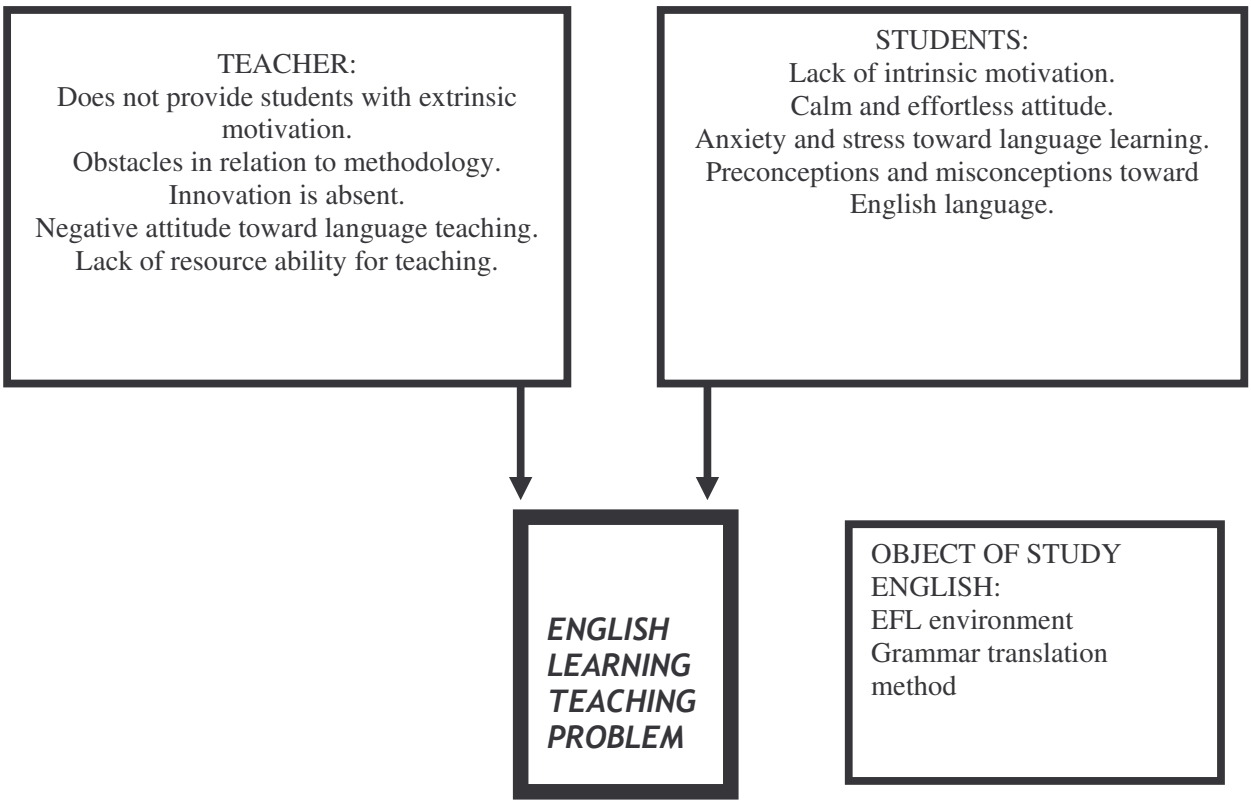
In relation to methodology it is also observable that there are some gaps in the English teaching field. This may lead us to think that there is a problem in relation to the kind of syllabus that is being implemented in some public high schools. Besides, it is important to describe the real context of the country which affects the learning and teaching process. Colombia is an under –developed country that presents political, economical, and social internal problems. This has a strong influence on education.

Therefore, there is little awareness of the fact that learning a foreign language is an opportunity for achieving success in life.

Finally, it is clear that the English learning teaching process is a complex phenomenon that involves many aspects. Consequently, English learning field has always been researched with the purpose of improving the quality of the education.

To conclude this analysis, a figure is presented to illustrate the problematic situation (Figure 1). The table based on the “EFL” in the Colombian high schools: “From ivory tower to the poorest high school in Colombia”

(Bastidas, 2002:140-150). The figure reveals how the teacher, the students, the subject itself, and external factors are immersed and directly involved in the problematic situation. The main aim of this analysis is to clarify the real environment in which English language teaching is carried out. It also shows the main variables compromised in the global problem and the relationship among them.



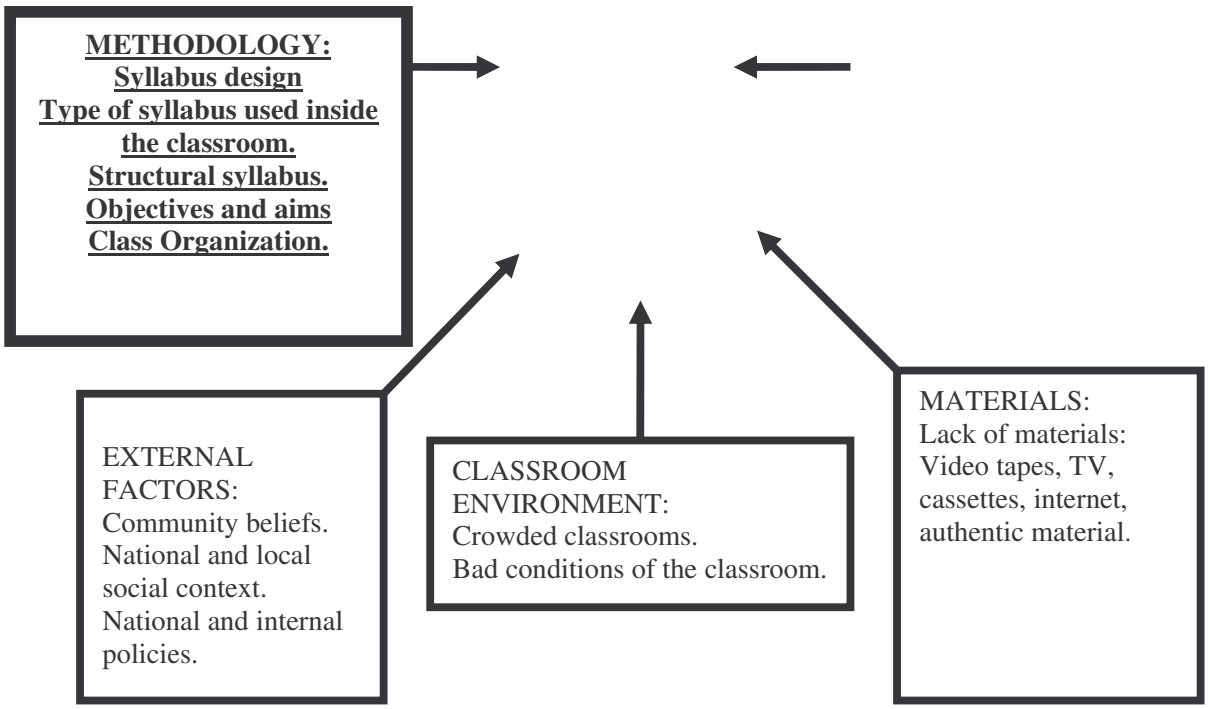


Figure 1 EFL learning and teaching problem.

Problem Statement

What kind of syllabus is implemented and what is its possible incidence on the proficiency level of the eleventh grades at two public high schools in Nariño?

Problem Evaluation

First of all, the research problem is considered important due to the fact that it is closely related to English teaching methodology. Besides, not many research projects have been carried out in relation to methodology. Taking into account the real context in which the English Language is taught, it is necessary to research what kind of syllabus has been implemented and what has been its

incidence on the proficiency level of the students in an EFL environment.

In addition, this research project will use collection techniques such as: questionnaires, interviews, and so forth for getting the data. Thus, the results will be analyzed in a reliable and contextualized way.

Second, there is enough time for developing this research. This aspect contributes to a well command and systematization of this project. Thus, the results will be in a high grade of reliability.

Another aspect involved in this research is the participants. Their cooperation is crucial in the satisfactory evolution of this project. These participants are: Advisors, teachers, the all the people who collaborate with us inside the high school and students involved in this project.

Moreover, our research project is based on a real problematic situation. Thus, it intends to contribute to the improvement of the English teaching practice in our city. Finally, this research is provided with the financial and human resources in order to accomplish its optimal results.

Objectives

General Objective

To determine the kind of syllabus implemented and its possible incidence on the proficiency level of the eleventh grades at two public high schools in Nariño.

Specific Objectives

To identify the existing English syllabus inside two public high schools.

To describe the incidence of the type of syllabus on the proficiency level of the eleventh grades at two public high schools in Nariño.

Significance

Most of the students at the end of their studies tend to show low academic performance in this field. For this reason, we have considered that it is important to analyze this problem which is a real fact in order to contribute to a possible solution in the future. Besides, it is necessary to make teachers aware of the fact that English teaching is constantly changing. Thus, the application of theory and practice in order to improve some gaps in the knowledge is required. Furthermore, this research project will contribute to knowing more about methodology due to the fact that the kind of syllabus used in any classroom has a strong influence on students' learning process and on the procedure of the class.

In addition, this investigation will be relevant for administrators in high schools. People in charge of educational aspects should realize that the existence of a specific kind of syllabus might affect students in their learning process. Moreover, we have observed that an over use of a structural syllabus limits students' abilities to successfully communicate in the target language.

The real environment in which English is taught is troublesome. It is possible that students lose their motivation towards learning foreign languages because they are just learning vocabulary and grammatical structures which are taught in L1 (first language) settings and totally out of real context.

Throughout time, teachers have tended to teach English without having a complete theoretical background.

For this reason, they seem have neglected important aspects in relation to methodology such as the purposeful use of a syllabus.

This research project aims to make teachers aware of the fact that the adequate design and use of a syllabus could help to improve the students' learning process.

Another significant aspect considered in the development of our research is the fact that a syllabus is a useful tool for teachers and students because it provides

them with a better organizational framework. Besides, when introducing and applying a syllabus in the teaching practice, students can be informed about what they will be learning in relation to foreign languages (English).

Taking into account that we have experienced the negative effects of the use of traditional methodologies, we can say that students are experiencing a lack of communication activities. In this case it is important that teachers have a wide knowledge of all kinds of syllabus and in this manner they can make decisions about the right type of syllabus to be applied. Another reason that we have considered important in this research project is that teachers can take profit of a syllabus in a way that they can better organize their work in relation to aims, activities, and timing.

Finally, our research project is important for the generation of teachers that is coming. Novice teachers are the kind of people who are in charge of making changes in order to improve the English teaching field in our city. This investigation can be considered as a model for people from other places because of the relevance that syllabus design has on the teachers work.

Delimitations.

Conceptual: It is important to define some terms that will be used throughout this research in order to establish the right comprehension of this work. The following terms are defined as:

Syllabus: Ur, P, (1998) corroborates that a syllabus is a document which consists, essentially, of a list. This list specifies all the things that are to be taught in the course(s) for which the syllabus was designed. The actual components of the list may be either content items or process one. The syllabus is a public document that has generally explicit objectives.

Synthetic syllabus: a synthetic language strategy is one in which the different parts of language are taught separately and step by step so that acquisition is a process of gradual accumulation of parts until the whole structure of language has been built up. Wilkins, D (1976:2).

Analytical syllabus: Wilkins, D (1975:13) claims that analytical syllabi are organized in terms of the purposes for which people are learning a language and the kinds of the language performance that are necessary to meet those purposes.

Curriculum: According to Nunan, (1988), Curriculum is a public document that can be seen as the systematic attempt

by educationalists and teachers to specify and study planned intervention into the educational enterprise. One way of looking at the curriculum is to see it as an attempt to specify what should happen in the classroom, to describe what actually does happen, and to attempt to reconcile the differences between what "should be" and what actually "is".

Methodology: Brown, H, (1994) states that methodology is the study of pedagogical practices in general (including theoretical underpinnings and related research). Whatever considerations are involved in "how to teach" are methodological.

Population: The population considered for the development of this research problem consists of four English teachers of eleventh level of the morning shift in two public high schools in Nariño. The average age of the teachers is about thirty five. They belong to a middle class. In addition, it is possible to take into account the intervention of the students for the analysis of the problem. Then, the students' ages range from fourteen to sixteen years old and who also belong to a middle class.

Geographic: Two public high schools were chosen for the development of this research project. One of the public high schools is located in the south east of San Juan de Pasto. The location of this high school is in an urban area of the

city. For this reason, this aspect is an advantage for the researchers to accomplish most of the goals of this project. Besides, the construction of the building is a modern one. Furthermore, it is supposed that the building is provided with enough resources that will help us in the right process of our research. The second public high school is situated in a town in the north of Nariño. The construction of the building is modern and it has the resources for the learning process.

Temporal: In every research project, time is seen as a crucial factor that must be considered. For this reason, the available time for developing this research is one year and a half.

Limitations.

Every research project involves dedication and experience on the part of the researchers with the purpose of overcoming the goals proposed. Thus, we can consider a limitation the fact that we, as researchers, are novice in this field; however, there is willingness and complete disposition towards the investigation.

Taking into consideration that the proposed problem to be researched is relatively new, we may find some difficulties when seeking for the available literature review. It is possible to face a negative attitude on the

part of the participants involved in this process of investigation. Taking into account that this research will be economically supported by the researchers it could represent a restriction considering aspects like transportation, didactic materials and the different resources that will be applied. In addition, an obstacle that our research project will affront is the fact that instruments used for getting the data are not validated by means of normal processes. Also, it is possible to encounter some difficulties when applying the techniques such as: questionnaires or interviews because the information gotten could be in some percentage unreliable.

Another aspect that we have found as limitation is the real environment of our country. Thus, it is possible to have some difficulties due to strikes or other similar troubles inside and outside the university. Considering the fact that the research project will be carried out in two public high schools, then, it is possible to find some obstacles in terms of the few number of hours devoted to teaching English.

To conclude this chapter it is important to examine the different aspects involved in this investigation. Consequently, throughout this part an extended view of the problematic situation in relation to the English teaching

practice was made. Also, the description, analysis, evaluation, and significance of the problem were considered. In the same way some objectives were planned in order to achieve success in this research project. Finally, the theoretical part in relation to the delimitations and limitations was applied.

LITERATURE REVIEW

In this chapter main aspects were analyzed in order to reinforce the research problem. First, it is important to establish that to make a description of a problematic situation involves the participation of the people who have already made outstanding contributions in the field of English learning and teaching. For this reason, in this section one can find at the beginning a description of some theories of second language acquisition which are pertinent to this research. Teachers must have a previous and wide knowledge about them. Also, these theories provide us with an understanding view about what could happen inside the classroom.

In addition, in this section there is an overview of the language teaching theory. This in fact has been the basis for emphasizing the problem described.

Finally, there is a wide theoretical background in relation to the object of study which is syllabus design.

Theories of Second Language Acquisition

It is important to consider some theories in relation to second language acquisition because it is necessary to have a theoretical background in the English teaching field.

Krashen Second Language Acquisition Theory.

Krashen (1987:9), states some hypotheses like: The acquisition –learning distinction, the natural order hypothesis, the monitor hypothesis, and the input hypotheses. Finally, the concept of the affective filter is taken into account.

Acquisition Learning Hypothesis.

It states that there are two different ways of building up language competence in a second language. The first difference states that language acquisition is a subconscious process which is similar when a child acquires the first language. For this reason, children learning the first language do not analyze the fact that they are acquiring the language.

On the other hand, a second differentiation is related to language learning. This is a conscious process which involves knowing the rules, understanding, and using them. This distinction between acquisition and learning must be considered in the English teaching field due to the fact that the environment in which the language is taught is

foreign. It means that learners are exposed to the target language inside the classroom, but outside they do not need it to communicate.

Thus, this learning concept has a remarkable incidence in the learning process. Learners are the ones that must be conscious of their own way of learning. However, it is also true that children can learn a foreign language when they are exposed to it, then learning as a conscious process is not always the only way of apprehending the target language. The Natural Hypothesis.

This claims that acquisition tends to get certain grammatical structures early and others later. Thus, some morphemes are learned at the beginning of the process and others later. This hypothesis must be studied in deep due to its usefulness. Teachers can redesign their way of teaching the grammatical structures. This can be corroborated by Brown (1973) cited by Stephen Krashen (1987), who claims that there is a systematization in some morphemes like: 1= ing; s--- plural marker; 2=s---- third person and s---- possessive. In this order of learning one can see that the present progressive is the easiest for students to learn. The Monitor Hypothesis.

It assumes that acquisition and learning are used in specific ways and have specific functions.

Acquisition initiates utterances and has to do with fluency. Different from learning which only functions as monitor or editor. In this way, the form of the utterances is not the same after it has been produced by the acquired system.

There are some studies that assume the existence of the three basic types of performers of the monitor user; the first one is Monitor over-user. It refers to performers who always take into account their output. Thus, fluency becomes troublesome for them. Another performer is Monitor Under-User. It has to do with the idea that performers make a low use of the monitor. In contrast, the Optimal Monitor User means that the performers make right use of the monitor in the adequate moment and when it does not obstruct communication. Krashen (1987:10)

The Input Hypothesis.

According to Krashen (1987:10) this hypothesis is related to acquisition, not learning. It refers to the fact that learners are supposed to move one level to another when acquiring the language. In this process the context is a compulsory parameter. Also, when moving from one stage to another the actors pay more attention on the meaning of the message rather than its form.

Affective Filter Hypothesis.

Krashen (1987:10) states that there are affective aspects which are directly involved in the second language acquisition process. In relation to this hypothesis one can consider some categories like: motivation, it implies that people whose motivation is high usually do better in second language acquisition. Self-confidence and good self- image, it assumes that learners with high levels of self-esteem are the ones that become successful doing things. And the last category which is low-anxiety assumes the idea that people with low levels of anxiety can improve their development in second language acquisition.

This hypothesis gives an important contribution to the humanistic pedagogy. Nowadays, teachers must be conscious that students are human beings learning a skill (language) and not just robots receiving information. Besides, anxiety of the learner can be measured inside the classroom. Thus, teachers can help their students to reduce their level of anxiety throughout the implementation of different pedagogical activities.

Interactionist Theory

Vigotsky, cited by Ligthbown & Spada (1993), states a socio- cultural theory of human mental processing, all language learning emerges as a consequence of social interactions among persons. Vigotsky claims an important

aspect in learning a second language which is the zone of proximal development. This refers to the rank of accomplishment that a learner gets when there is assistance from an advanced interlocutor.

In addition, the interactionist theory states the importance of the modified input to which learners are exposed to. And also the different ways in which learners interact by using conversations.

Thus, interaction becomes a necessary element for language acquisition. This perspective is the most complete theory in relation to second language acquisition. For this reason, it can be established that when a child acquires the first language, he/she needs the interaction with other people in order to get communicative competence.

Also, it is a real fact that learners in most of the cases need the help of an expert to succeed in the language learning process.

As a conclusion, it is important to consider that all theories of second language acquisition are relevant for the English teaching practice. They are the basis for the methodology background and furthermore for their application inside the classroom.

In addition, all of them give important concepts that must be considered in the specific field of syllabus design

due to the fact that teachers can create their syllabi considering the postulates of a specific theory in order to make better learners. In this way an extended overview of what happens with the learners and their needs is carried out.

Finally, all these theories lead language teaching professionals to a better understanding of the processes of their learners when they are learning a foreign language.

Theory of Language Teaching

A theory of language teaching implies a wide knowledge of many aspects involved in it. For this reason, all the variables affecting the English teaching practice will be described in order to know the problematic situation in EFL settings in deep. Thus, according to Tito Oviedo (1980:19-29), English teaching practice has been neglected by the general educative system. In this field many aspects can be identified, like an object of study, some actors, and the different activities among other variables that involve organization, resources and planning. It is said that the object of study is the foreign language, the actors are the students and teachers and the tasks which are the different activities that will be developed in order to make students learn the language they are interested in. Also, the

different circumstances involved in the second language learning process.

There are important factors when understanding problems in the teaching learning of a foreign language. First, to know a language means the internalization of a particular linguistic system for allowing communication in an adequate way. Second, the native language is learned by natural means. Thus, children not only develop their affective world but also their linguistic system. This factor also refers to the idea that second language learning comes after the acquisition of the native language. Then, one of the functions of the second language is daily communication. The adult learner generally has more difficulties when communicating due to the fact that fluency can be seen as a high limitation.

Also, the environment in which the language is taught is an obstacle for developing this aspect due to the fact that the target language is not used for communicative purposes. Consequently, there is less fluency in the foreign language than in the second language.

In every learning process there are some actors involved in it. Thus, one can find the learners who are the ones that carry out the process; the teachers who are the patterns or guiders of it, and the existing interaction

between them in order to accomplish the language learning goals. According to Spicer, Mittins and Dawson (1978) cited by Tito Oviedo (1980:22) the successful English learning teaching process has to do with the aptitudes and attitudes of both teachers and students. The latter seems to be related with students' motivation. There are learners with both intrinsic and extrinsic motivation. However, some of them only show extrinsic motivation. For this reason, the students take a passive attitude toward English learning. Consequently they are not confident about their oral and written production.

In addition, during the learning process, the learner applies the transference of knowledge which means, the unconscious way in which the learner tries to use the linguistic system. This transference could be successful because the systems can coincide and facilitate communication. On the other hand, if there is no coincidence between the systems, there will be a lot of mistakes that interfere with communication.

Besides, according to Galeano (1984:19-26) the profession of teaching English must be an activity that contributes to the growth of a whole community and also to the own teacher. Nowadays, it is required a professional in foreign languages who promotes innovation and progress. The

field of English teaching permits an incessant modernization in terms of communication.

Besides, English language has gained great distinction in many areas such as technology, science, art, business and other fields. In addition, it is the language learned in all public and private educative institutions. However, the results found at the end of the academic process in most of the public high schools tend to be unsatisfactory.

There are many factors which have an influence on this situation. First, the teacher must have a positive mind toward the language and its culture.

Also, he/she must be updated on subjects such as: sociology, linguistics, psycholinguistics, and methodology.

Another aspect that a teacher must consider is the constitution of clear and specific goals inside the classroom. These aims must be attainable and related to aspects like: grammar, phonetics, phonology, semantics, and others. In this case it is advisable for a teacher to plan the classes in advance. Finally, a teacher must know the general existing goals in the teaching learning which are “instructional” and “educative”. The former, refers to knowledge, abilities, and skills of the students. The latter, refers to the whole educational process of students.

In addition, learning a foreign language is not a simple task, opposite to this, it is a complicated activity which is influenced by many variables such as: teacher, students, language, and environment, among others.

Thus, based on the arguments given by Brown (1987:1-13) it is important to consider the characteristics of the learners in relation to intellectual capacities, socioeconomic level, interests, needs, and native language. In relation to the teacher, one should consider his/her native language, professional experience, knowledge, cultural aspects, philosophy of teaching, and personality. Besides, the teacher must have an over view in regard to the meaning of language, communication, and practice. Thus, he/she must be ready for assuming all the challenges in the teaching of the language. Also, one must be conscious of the cognitive processes and learning strategies of the students.

In addition, the environment in which the language learning occurs can be affected by some variables such as: age of the students, considering if they are children, adolescents, or adults. Also, it is important to take into account the fact that language learning is directly touched by socio-political conditions. There are national policies and internal policies of the institution that establish the parameters of the teaching practice.

Finally, it is necessary to consider important aspects such as: needs and goals of the learners in their learning process. Also, affective factors like: low or high levels of motivation toward the learning process.

Nowadays, the process of learning and teaching English is still an ongoing process. For this reason, it is required that the teacher in foreign languages has an open view of this process. First of all, he/she must understand the concept of language. According to the Webster's new international dictionary of the English language (1966:806), cited by Brown (1987) Language can be defined as "any means, vocal or other, of expressing or communicating feelings or thoughts and a system of conventionalized signs, especially words, or gestures having fixed meanings." Thus, when a teacher agrees about nonverbal communication as the right way of satisfactory language learning, he/she will focus on nonverbal systems and signs. Also, if the teacher sees the language as a whole which can be divided into many parts, then he/she must understand this division.

Besides, it is necessary to consider the meaning of two important concepts in language learning. They are: what is learning and what is teaching. According to Kimble and Garmezy (1963:13) cited by Brown (1987), "learning is a relatively permanent change in a behavioural tendency and is

the result of reinforced practice.” Thus, it is a concept which involves a guidance of an expert to a learner who needs to achieve successful knowledge.

More complex definitions in regarding to the concept of learning claim that it is a process that requires memorization, and cognitive organization. This also implies practice and reinforcement. It is not possible to enunciate the concept of learning without considering the notion of teaching. Language learning and teaching, states that “teaching is guiding facilitating learning, enabling the learner to learn, setting the conditions of learning.” Thus, what a teacher does is to follow his/her own philosophy of teaching understood as a coherent relationship between a theory of teaching and its practice inside the classroom. According to Jerome Bruner (1966:40-41), cited by Brown (1987) a theory of teaching should specify important features such as: experiences that a learner has and his/her predisposition toward learning. Also, the way in which the knowledge is structured must be effective enough so that it can be quickly understood by the learner. These two characteristics refer to the subject matter itself and to the learner. Thus, they are useful when understanding that one must have a deep knowledge of the language and also of the characteristics of the learner.

Now it is important to consider that the study of the language is not just relegated to the education field. On the contrary, the language is now studied with the intervention of many other disciplines such as: linguistics or psychology.

Thus, one can see that in linguistics, the structural school (1940-1950) and later the generative school gave the basis for trying to understand how language works. Similar to this fact, in the same years appeared the behaviourist theory which came from psychological studies. Later, in the 60s and 70s a cognitive view was proposed. According to Brown, "The cyclical nature of theories underscores the fact that no single theory or paradigm is either wrong or right. It is impossible to refute with any finality one theory with another. Some truth can be found in virtually every theory." A language teacher having all this previous background about the different theories of learning will be able to create his/her own theory of teaching. Along the teaching practice there have been many fluctuations which reflect that this field is in a continuous innovation. For this reason, many methods of teaching have appeared and disappeared. A method of teaching is the materialization and practice of a theory.

Through history there have been two main movements of methodology: traditional methods and modern methods. The

first group characterized by some methods like: grammar translation method, audio-lingual method, series method among others. The second movement has its main representation in communicative approaches. Methods which are still being used, for example; communicative language teaching, content based instruction, and so on. All this knowledge that a teacher has regarded to methods is worthy in the sense that he/she must research and consider different opinions to achieve a successful teaching practice.

Finally, considering the fact that the teaching practice cannot be homogenized then teachers' work is to develop their own conception and theory of the learning process.

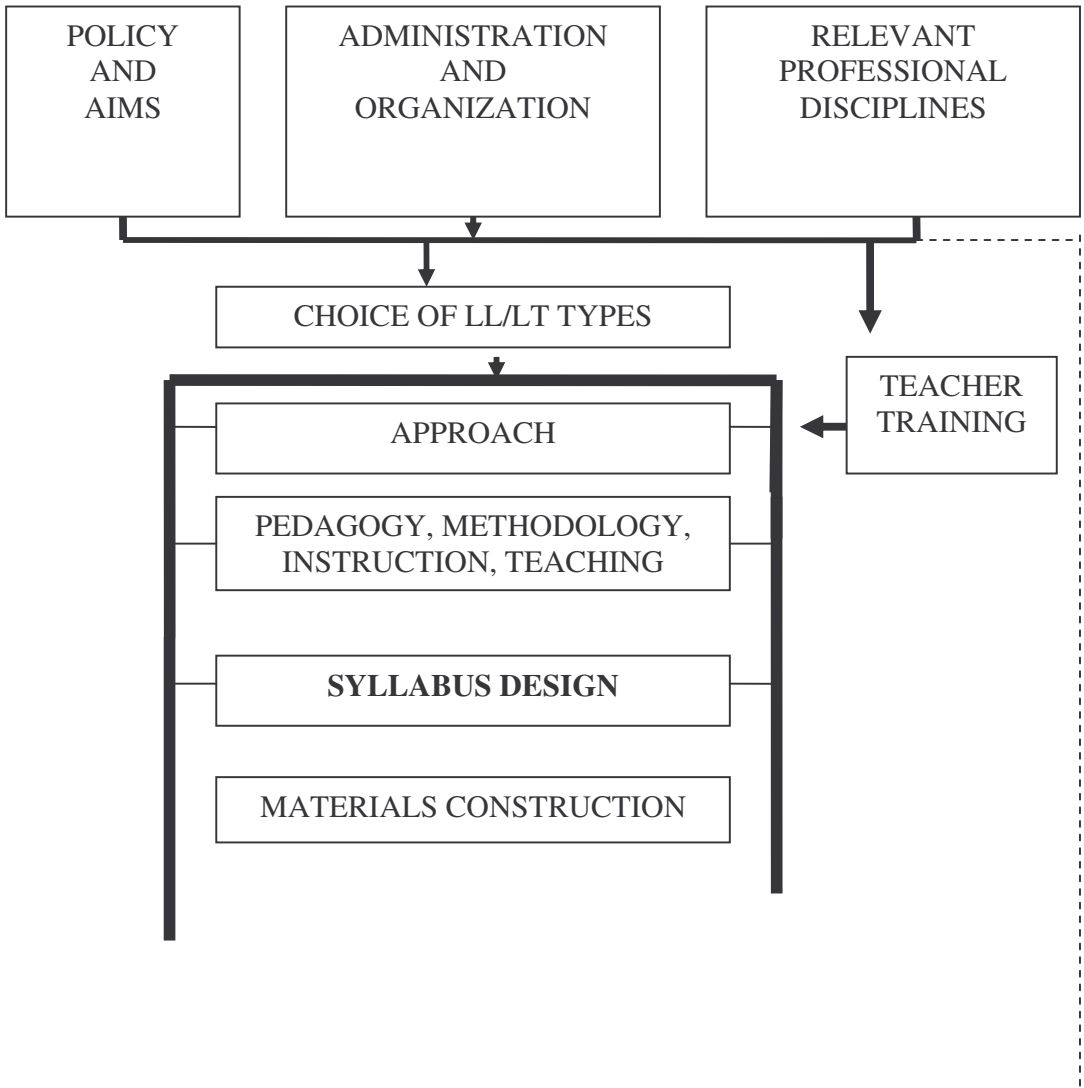
A theoretical model of the language learning teaching process.

According to Strevens (1977:13) language teaching is "a task in which intelligence, imagination, training, command of language, experience, a body of knowledge and the exercise of judgement and comparison are essential qualities, and in which high standards are imposed and maintained, on a world-wide basis, by a particular branch of the profession of education." From this point of view teaching practice is a complex phenomenon which involves

many variables and factors. In this process there must be a combination of cognition processes and practice processes as well. That is to say, when teachers combine theory and practice, then they may be able to describe a complete theory of instruction to be applied.

In addition, the process of language teaching and learning cannot be analyzed globally due to the fact that learners, teachers, and the environment are unique. Thus, needs and goals are different.

Finally, figure (2) is presented in order to have a more comprehensible view of the factors involved in the process.



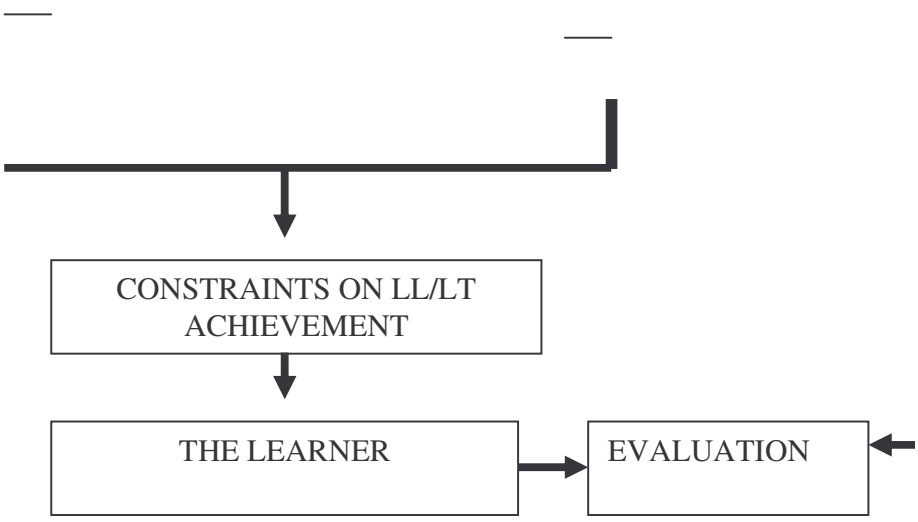


Figure 2 Strevens' model of the language learning/teaching process.

Policy and aims

This element refers to the demands of the population in relation to foreign language teaching purposes. All the communities have different decisions about the language instruction, for example, in some countries English teaching is included from the primary school. In some others it is not included at all. And in other institutions English is the medium for learning. In this case, the discipline of sociolinguistics is applied due to the fact that the real needs of the population must be clear in relation to learning foreign languages. However, in our country the situation of the teaching foreign languages is not clear. According to Bastidas, J. (2002) "we can certainly affirm that in Colombia we do not have a clear foreign language

policy because languages are also subject to political decisions.” This means that the decisions in regard to the practice of foreign languages are done obeying to governmental aims.

Administration and organization

This element has to do with the financial and administrative allowance devoted to language teaching in schools and colleges. Also, it refers to the economic provision given for paying teachers and for providing institutions with materials and equipment for achieving an optimal learning. In this aspect, our country is in disadvantage because it suffers violence and poverty. Also, the government gives priority other issues neglecting the education field. Thus, it is common to find very poor educative institutions, which do not have the enough resources for teaching English.

Relevant professional disciplines

In this element there are two points of view to be considered, the first one refers to the fact that there are some people who claim that language learning refers only to linguistics. On the other hand, others who state that language learning must be studied interdisciplinary.

The second view seems to be the most appropriate because the learning of a language involves the building up of a person as a human being.

Choice of LL / LT types

This element has to do with the characteristics involved in the teaching practice. It is an overview to important aspects like: Pupil age: children have specific features like: easy and unconscious learning, good command in phonetics, and disposition to talk without being afraid. However, they have problems with attention; they get easily bored and quickly exhausted.

Adults are the learners who are more aware of their work in languages. However, they have a predisposition towards learning which can be positive or negative.
It is positive because they are mature enough to acquire the language and it is negative because they tend to translate every single new word they learn. Also, they lack confidence in relation to their learning process.

Adolescents are the ones who are better at learning a foreign language. On the other hand, there are other factors which affect this optimal process. Adolescents at their age tend to focus their attention on different things like: love, sex, drugs, and so on.

The previous distinction has a vital importance due to the fact that teachers must consider their audiences before applying their philosophy of teaching.

Stage of Proficiency Reached

There are three stages involved in the language process. These are: a beginner level (called teacher-centred), it is characterised by a dependency of the learner to the teacher to catch the knowledge. Later, there is an intermediate level (teacher-learner), in which the students who already have a basic knowledge try to produce their own utterances in the foreign language.

And finally, there is an advanced level (learner-centred); in this stage the teacher must provide learners with encouraging and communicative tasks to enhance them to think in the foreign language.

Educational Aims

This element refers to the general goal that educative institutions have when teaching a foreign a language. Most of these institutions tend to teach English for cultural purposes and human being formation. In our country there is not a real aim to learn a foreign language, then, people consider the learning of English as an insignificant matter.

Learner involvement

There is an important factor that has a strong influence on the process of learning a foreign language. It is motivation, if a learner has a good disposition toward learning, then, his/her development will be satisfactory. But, if a learner has negative feelings concerning the foreign language learning, thus, he/she will show unsatisfactory results.

Language of instruction status

In this part, it is important to consider the fact that English teaching is taught in an EFL environment. That is to say the means of instruction in most of the institutions tends to be the mother tongue. This fact is considered as negative because it does not allow students to communicate effectively.

Target language status

It is necessary to make a distinction between an ESL (English as a second language) environment of teaching and an EFL (English as a foreign language) environment of teaching. The former, refers to the idea that the language learned is found in the outside environment. Thus, learners can practice it in the same level as the mother tongue. The latter, refers to formal teaching of English in an educational environment.

Teacher training

According to Strevens (1977:13)" the general effectiveness of language learning and teaching in any given country is heavily dependent on the nature and quality of the training which teachers undergo before entering their profession." It is important that teachers have a clear background of teacher training. Thus, they can make the best decisions in the practice of their profession. Besides, they must increase their knowledge. For example, to attend seminars, to read specialised articles, and so on.

In addition, along with this academic training, the teacher must have humanistic qualities, and be able to manage different groups in an appropriate way. It is said that an ideal teacher must have three main components: skill component, it refers to the management of the language; the optimal application of methods, techniques, and practice inside the classroom.

The information component has to do with the knowledge that a teacher has in terms of materials, education, use of syllabus, and so on. The theory component contains a wide selection of readings in relation to psychology, linguistics, philosophy, sociology, and so on. In our country, one can find that the teacher training is

insufficient because in most of schools English is taught by any teacher, maybe the religion teacher is in charge of teaching English. Thus, the proficiency level of the students tends to decrease. In addition, teachers working in schools or colleges do not have the opportunity to be updated in the English field. These institutions seem not to encourage their teachers to have access to a higher level of education.

Approach

According to Strevens, P. (1977), "an approach is a commitment to particular, specified points of view to an ideology, one might say about language teaching." Through history of English teaching there have been many approaches which have given important notions to the field of teaching English. This proves that this practice is different from teaching mathematics or physics. It also shows that this field is in a continuous process.

Approaches in foreign languages have emerged with the purpose of solving existing gaps in this practice. However, it cannot be said that X or Y approach is successful or unsuccessful.

Pedagogy, methodology, instruction, and teaching.

This element has to do with the different learning materials presented to learners through techniques and

instructions in order to organize the process. It takes into consideration the implementation of some relaxing activities in the classroom that promote learning and overcome boredom. In other words, this element includes a practical group of psychology.

This issue also includes any specialized techniques that may be developed for particular use, like language lab, small group techniques. When an important element like pedagogy is identified, it is important to realize that it is not possible to affirm that any pedagogy is better or worse than other. It is important to identify needs of the learners through tasks and also to recognize the shortcomings of teaching to defeat them. It means that this element defines not only the existing range of teaching techniques but also methods still being conceived and others not yet dreamed of.

Syllabus design.

Another outstanding element is syllabus design. It is a useful tool for teachers that help to organize their contents and sometimes, it is partly a statement of an approach. It is said that the terms “curriculum” and “syllabus” have the same meaning. However, the meaning of each one depends on the country in which they are used. A syllabus can be defined as a listed document in which the

contents are organized including specific activities, aims, objectives. Much has been written about the design of syllabus especially in two respects. The first one is in discussion of selection and grading and more recently in considering the underlying bases of what is being selected and graded.

The era of situationally- based syllabuses that choose the different situations and topics have succeed to the era of linguistically-based syllabuses that included language items for grammar, vocabulary and phonology. These could be succeeded by an era of notional or semantic syllabus. An important contribution to language teaching field is the creation of a notional syllabus by Wilkins. This set of notional categories is subdivided into, semantic-grammatical categories which express universal concepts of time and grammatical concepts of case. Another division of this syllabus is deixis, and categories of communicative function.

Finally, some new aids in the construction of the syllabus in order to contribute to language teaching are now being carried out.

Materials constructions.

According to Strevens (1977:26) this new element has to do with the two elements already mentioned. Teachers must be

able to select a wide range of materials. Also, realistic, relevant, interesting, encouraging, and compatible are characteristics to be considered when choosing materials.

Constraints on LL/ LT achievement.

There are some constraints on achievement like total quantity of instruction. It is clear that language learning requires time, for this reason, it is necessary to be given a minimum time for learning at a given rate to about a given level of attainment. Another constraint is intensity of instruction, in which the intensity, like quantity has a potential effect on reducing the effectiveness of the learning / teaching process.

Overcrowding, noise, distraction, and examination-neurosis are some of the factors interfering with English learning and teaching. Thus, learning diminishes gradually. Another important constraint is the quality of the teacher. To become a teacher is a complex job. It requires a lot of dedication and effort. Nevertheless, it is the most badly paid career. It is important to cite some requirements that could be applied when being a teacher. First, a teacher must show a non- discouraging personality. Second, he should have an adequate command of the language he is teaching.

Finally, a teacher has to display at least minimum skills as a teacher because he /she must not be an impediment for the learning process.

The learner

The learner is the main focus of the elements that have already been considered. All learners are different and furthermore they learn in different ways. Also, it is said that all learners are able to learn a foreign language.

This is the fact that the teachers have to discover. For this reason it is necessary to distinguish a common potentiality for language learning and personal variables.

Evaluation.

Examinations are seen as a means for knowing students' development during the English course. Also, some of them are used with social and administrative needs. According to Strevens, P. (1977:34) "in the British tradition, at least, examinations have been allowed in many cases to dominate and distort the teaching, to the extent that teaching has often been centered on the syllabus for the exam rather than the syllabus for the teaching course." Nowadays, the assessment is one of the fields that need to be restructured in order to contribute to language learning process. Thus, teachers must reconsider the fact that tests must be done with the purpose of helping students.

However, examinations are in some cases the only motivation that students have for learning. Thus, they study the contents and what is being taught just for the moment of the exam.

Syllabus design

Concept

According to Ur, P. (1998), a "syllabus is a document which consists, essentially, of a list. This list specifies all the things that are to be taught in the course." The components of this list can be a content in which it is included words, structures, or topics in general. Or it can be a process in which it is included tasks or methods. A syllabus must have clear and attainable objectives that will be achieved through the language course. Also, a syllabus is a public document which can be supervised by other teachers, administrators or even by the students.

Another important component of a syllabus is the time schedule. This allows teachers to organize their classes in weeks or months. Thus, teachers and students are well prepared about lessons and tasks through the teaching course.

In addition, in this document teachers can clearly establish their methodology or approach of teaching. According to Candlin, cited by Nunan (1998:3), "Syllabuses are more localized and are based on account and records of what actually happens in the classroom level as teachers and learners apply a given curriculum to their own situation. These accounts can be used to make subsequent modifications to the curriculum, so that the developmental process is ongoing and critical."

Finally, a syllabus can contain a list of materials that will be applied during the course.

Through time, there have been two main trends in regarding the syllabus. The first one is the traditional movement which is characterized by an emphasis on an optimal command of linguistics. On the other hand, the holistic trend focused its attention on a good command of communicative skills.

Types of syllabus

After having given a concept of syllabus design it is convenient to describe and analyze the different types of syllabus. In second English language teaching one can find different models. Thus, there are two big categories such as: the traditional and the holistic one. In the former there are included the grammatical, lexical, situational,

topic based, and notional functional syllabus. The latter includes process, task- based, procedural and content -based syllabus. Each one has different characteristics, advantages and some limitations when applied in the teaching field.

Besides, it is important to establish that nowadays one cannot talk about just one type of syllabus because may be there is a combination of two or more syllabi.

Finally, in this part, description and analysis of each syllabus are given with the purpose of having a clear understanding of them.

Grammatical syllabus

The proponent of this syllabus is Palmer (1950). This is also known as structural or formal syllabus because it contains a list of forms and structures such as: the present simple, adjectives, relative clauses, and so on.

In addition, this includes some aspects like morphology and pronunciation. Also, the main focus of attention is the study and command of the sentence. Thus, students are supposed to learn a language by studying isolated sentences and phrases and also they must be able to translate them in the native language. Besides, learners must be able to describe the language. It means that they should know and learn all the grammatical rules. Through time, this syllabus

has been one of the most widely used because teachers do not need to make any effort in getting materials for pedagogical instruction. On the contrary, they just need to make use of the English textbook.

Besides, teachers find it familiar because this syllabus has clear purposes; it is easy to follow, to evaluate and to organize. Also it is important to take into account that this syllabus works better with adults.

However, students' learning has been affected with it. Thus, one can find some disadvantages, for example an excessive focus on grammatical structures and forms could cause lack of motivation on the students due to the fact that the context has been neglected. Many times, students need to communicate in the target language but this syllabus only provides a set of rules which are learned in a mechanical way. For these reasons, structural syllabus has been associated with some methods of teaching like Grammar translation or audio-lingual method.

Now it is important to consider an example of this type of syllabus. Structural syllabi are most commonly found in English textbooks. As it is stated by Krahnke, K. (1987:19) "textbooks are not syllabi, but they frequently become syllabi and they certainly reflect what informed writers believe should be the content and order of teaching". The

following example of a grammatical syllabus is taken from the book “new English 900”, published in 1978 by Collier Macmillan cited by Krahnke, K. (1987:19).

This and that

third singular present tense

My, your

simple past

Be, present tense

negative questions

Subject pronouns

negative questions

Predicate adjectives

going to future

Subject pronouns – plural

could as possibility

Possessive adjectives

_ er, _ est

Demonstrative pronouns

two word verbs

Imperatives

could_____ past of can

Negative of be

infinitives.

Throughout time, Structural syllabi have been criticized. People argue that with this type of syllabus learners do not develop communicative abilities in the target language. There is evidence that students learn the structure and the form of the target language, but it is also true that students do not show any improvement on communication activities. However, one can find some positive aspects in relation to this type of syllabus.

Considering the fact that form is the most general aspect of certain language, then, it must be the basis for language course content.

In addition, grammar must be integrated in every language course. Thus, teachers and students are sure about what they will expect to have.

Also, this type of syllabus provides teachers with easy tools for assessment. Then, structural assessment is carried out throughout the course. Finally, through the use of this syllabus, teachers can teach the language separately from cultural aspects. In this case, behaviors and patterns from other countries are not acquired by students.

Lexical syllabus

It is an independent syllabus that could be used better for children and young adults. In a lexical syllabus, the word is the main unit of analysis and content. This is

divided into sections which use vocabulary around one topic. Using lexical syllabus, the students learn words, vocabulary, and some collocations because of their value and their frequency.

Also, the recent advances on technology such as the use of large databases for compiling the vocabulary are now being extensively used in the teaching field. For example, the COBUILD English Course by Willis & Willis (1998). This type of syllabus seems to be simple and easy to be implemented. Teachers can make the design of the syllabus based only on one list of words.

However, when using this type of syllabus students do not have an optimal development of their learning process. They learn fixed things like the use of collocations of the target language. This is a disadvantage for them because the learning of a language involves many other things.

Besides, this type of syllabus is one of the synthetic movements, thus, the main focus is on the product rather than the process. In this case what is important is that students learn chunks of words to be said in front of the teacher.

The following are examples of this type of syllabus. Thus, one can find examples of Lexical items such as: Dog, Car, Cat, Elephant, Office, Tiger, and House.

Also, there are examples of collocations like: to go out, to loose your keys, to ride a camel, to climb a mountain, to tell a joke, to make a decision, and to give an excuse.

Finally, there is a similar type of syllabus which is GRAMMATICAL – LEXICAL that consists of two separate lists in which it is included structures and lexical items.

Situational syllabus

White (1988) proposed a situational syllabus whose main focus is on the achievement of language learning goals through situations. Its rationale has to do with the previous knowledge of learners about the world that helps them to learn. This syllabus could be used with learners of all ages but it is a good option for children who neither want nor are ready for formal analysis. Alexander (1976) cited by Krahnke, (1987:41) says that there are three types of situational syllabus according to their type of information. First, the limbo syllabus is a type of syllabus where the specific setting of situations is not important. Second, a concrete situation syllabus in which the "situations are enacted against specific settings". In this case what really matters is the setting and the language associated with it. And third, a mythical type of situational syllabus. It depends on some sort of fictional

story line, with a fictional cast of characters in a fictional place.

In addition, this type of syllabus has its focus on both situations and grammar structures. Grammar explanation is given throughout the whole English course.
When considering this type of syllabus teachers can have two choices: They can make their students perform the situations presented or they can ask them to create their own dialogs and situations.

In addition, Situational syllabus could be distinguished taking into consideration the ways in which the situations are presented, it means, whether those are presented like a completed discourse or the students have the opportunity to create parts or modify all of them. It is common to find that the most used way to present the situation is through dialogues, almost always at the beginning of the lesson.

Those dialogues are introduced as a model for students in order to teach them improvisation. Besides, the content of any situation is created by the teachers, materials writers or taken from the daily life.

According to Krashen, cited by Krahnke, (1987:43) situational material in many forms may be used simply to provide comprehensible input to learners. According to

Krahnke, (1987:43) due to the fact that the situational syllabus has a variety of applications and types of situational content, this has not been associated with any theory of learning. This syllabus has been used with audio-lingual, cognitive, and experiential instruction. It also has been related to some theories of language.

It is important to take into consideration some advantages that teachers find when they use this syllabus. One important feature is that students are more directly familiarized with the ability to communicate in the different situations. Moreover, these kinds of situations provide the students with a context in which there is coincidence between meaning and form.

However, situational syllabi have some critical points. First, it is not feasible to create authentic language for instructional purposes. Second, the learning of the target language through situations can cause some problems. Situations which are presented to the learners can bring unwanted cultural aspects. And third, sequencing and difficulty of the situations are not easy to control. In general, situational syllabus is most useful when it is mixed with other types of instruction contents that have been mentioned before. Now it is important to consider an example of this type of syllabus. The following is a story

line taken from Yorkey, Barrutia, Chamot, Rainey de Diaz, Gonzales, Ney, & Woolf,(1984, book 3,pp.iii-IV), cited by Krahnke, (1987:44).

1- What is in the news.

2- More news.

3- Fun and games.

4- TV news: fire at Ritz.

5- Newspaper headlines.

6- At the dentist office.

7- A weight problem.

8- On a diet.

9- A visit to the doctor.

10- The wedding.

11- Vacation places.

12- Travel plans.

13- On the way.

14- Away from home.

Finally, this type of syllabus is easy to implement and to follow. The audience that will best benefit is children and young adults. However, it lacks form communicative components which are necessary for the students' learning process.

Topic-based syllabus

A topic based syllabus is characterized by a set of vocabulary around main topics. Its design includes general topics like “the family” or “the earth.” it also considers the needs, frequency of topics in conversations’ organization.

Moreover, both situational and topic-based syllabuses are in some way similar. For this reason, they share the same disadvantages and advantages. One of the most important disadvantages of this type of syllabus is the fact that it is difficult to determine exactly which topics should come first and which ones later. Also, grammar and vocabulary are the main emphasis when teaching.

Finally, since this type of syllabus focuses on chunks of the language it is best available for children.

Notional- functional syllabus

Wilkins in 1972 proposed a more integrated model of syllabus which is notional -functional. This model states the idea that language can be taught by expressing functions and notions rather than grammatical structures.

It is an important syllabus because it is based on the needs and the purposes of the students, functions of the language and how learners use them. At the end of the course, learners will be able to produce and interpret linguistic components that express specific ideas and

concepts at the same time. It introduces two important elements to syllabus design such as: notional or conceptual aspect and functional aspect. The former includes time, space, movement, cause and effect and the latter has to do with the intentional use of language.

This syllabus emphasizes on the meaning or the functions that will be performed through language trying to incorporate accuracy and fluency; its rationale is against the traditional methods like Grammar Translation and Audio-lingual methods. Also, it rose in opposition to former types of syllabus.

For this reason, Wilkins, (1976:19), states that "the advantage of the notional syllabus is that it takes the communicative facts of language into account from the beginning without losing sight of grammatical and situational factors. It is potential to the grammatical syllabus because it will produce a communicative competence and because of its evident concern with the use of language will sustain the motivation of the learners. It is superior to the situational syllabus because it can ensure that the most important grammatical forms are included and because it can cover all kinds of language functions, not only those that typically occur in certain situations." This type of syllabus has been widely used for English teachers who want

to implement in their classrooms the basis for the achievement of the communicative competence. Thus, the notional – functional syllabus is closely associated with communicative language teaching method, the concept of communicative competence, and the functionalist theory of language by Halliday.

Thus, one can see that throughout the use of notional-functional syllabus students who are exposed to the target language can better make use of the L2 for communicative purposes inside and outside the classroom.

However, there are some limitations that should be considered. First, notions and functions are presented in isolation because it is not easy to separate them. Besides, when applying this kind of syllabus, teachers should make use of authentic materials for teaching instruction, then, in some cases due to many factors it is impossible to get them.

Finally, this type of syllabus is more suitable for small groups of foreign language students due to the fact that there are many communicative activities which are best done with few people. The following is an example of this type of syllabus taken from Castro & Kimbrough, 1980, cited by Krahnke, (1987:34).

What is the matter?

Talking about sickness

Making a suggestion

Accepting or rejecting a suggestion

Making a request

Agreeing to a request.

Mixed or multi-strand syllabus

This type of syllabus is a combination of many aspects such as: grammar, notions, vocabulary, and so on. This model tends to be the most complete model for teachers and for learners. This type of syllabus is the one that mixes positive aspects from the other types of syllabus.

According to Krahnke, (1987:73), "In actual teaching settings, of course, it is rare for one type of syllabus or content to be used exclusively of other types. Syllabus or content types are usually combined on more or less integrated ways, with one type as the organizing basis around which the others are arranged and related." The design of this type of syllabus is in some way a complex process. Teachers must decide if there will be a predominant model or if there will be a mixing of many syllabuses.

Besides, Krahnke, (1987:74), states that the crucial point is the right selection of the types of syllabus that will be integrated in the new syllabus and how they are related.

Procedural syllabus

Prabhu and Ramani in 1960 proposed a pre-planned model of syllabus. This type of syllabus evolves as a reaction to previous syllabuses. Thus, the basis of procedural syllabus is the focus on meaning rather than structures. This type of syllabus is an example of the analytical movement for this reason it is commonly best used in ESL settings.

In addition, it is necessary to take into consideration that Krashen is linked to this kind of syllabus due to the fact that he claims that language is acquired in a subconscious way paying attention to meaning. In this case students are using not only memory, but also analysis.

Procedural syllabus states that the linguistic structures are perceived from a subconscious part of the mind. This emphasizes on the performance of meaningful tasks through which students have to acquire fluency and accuracy. For this reason, this demands a higher effort in students who learn the language through tasks. Audience like teenagers and young adults are the most benefited with this syllabus.

Nevertheless, it is important to consider some disadvantages like the lack of error correction.

Also, it is a limitation that this syllabus does not give importance to some aspects such as ordering, grading and selection of the content.

Another disadvantage is related to its subjectivity because it depends on what teachers think that learners could need.

On the other hand, a positive aspect has to do with the idea that students are involved in their learning process and make decisions about it as well. For this reason, a procedural syllabus tends to be very ambitious and demanding for both teachers and students.

Process syllabus

According to Nunan, (1988:40) "In recent years, some applied linguists have shifted focus from the outcomes of the instruction, i.e. the knowledge and the skills to be gained by the learner, to the processes through which knowledge and skills might be gained." Thus, a process syllabus was proposed by Breen in 1980. Its main tenets are based on humanistic approach. For this reason, this model of syllabus integrates learners as the centre of the learning process. Thus, learners and teachers collaborate with each other in order to accomplish the learning goals.

This syllabus has been considered an infrastructure rather than a learning plan. One important characteristic of

this syllabus is its flexibility. According to the needs of the students, this could be changed in order to improve their learning. For this reason, it is more important the process and the procedure rather than real results.

However, the process syllabus has some disadvantages such as the lack of a formal evaluation. Also, it is complicated to be applied because it is not "pre-set", the content is negotiated with the students to achieve the goals in the course. A big limitation of this syllabus is the audience. Taking into account that it is based on the process, and then it requires a conscious compromise on the part of the students. In this case, it is just useful for adults.

Finally, this kind of syllabus is a new model which gives important contributions to the English teaching field due to the fact that it makes teachers and students aware of learning as a process which involves a serious compromise.

Task-based syllabus

According to Nunan (2001) "Task- based syllabuses represent a particular realization of communicative language teaching. Instead of beginning the design process with a list of grammatical, notional -functional, and other items, the designer conducts needs analysis which yields a list of the target tasks that the targeted learners will need to

carry out in the real world outside the classroom." Those tasks are different from other ones due to the fact that these kinds of activities have a noninstructional objective and a measurable outcome. Krahnke (1987:57) says that "the tasks become a way of bringing the real world into the classroom". In this case the teaching of the target language involves the use of authentic language in real contexts. The Task- based syllabuses tend to use the real needs of the students as learning experiences which provide motivation through immediacy.

According to Krahnke (1987:59) "The primary theory of learning underlying task-based instruction is Krashen's acquisition theory." The theory of Krashen claims that the students get the ability to use the language when they are both exposed to the target language and participate by using it.

Besides, this theory affirms that training is not necessary. In addition, important concepts like communicative and discourse competence are considered in this type of syllabus due to the fact that this syllabus is focused on tasks, then, there is a criterion for selecting them.

Krahnke states that "tasks can be selected according to the students' cognitive and linguistic readiness for

particular tasks, their need for the particular discourse or interactional type, and availability of resources for carrying out the tasks."

It is relevant to think about the positive features of this syllabus. First of all, this syllabus could be suitable for learners of all ages and backgrounds. For this reason, it is very widely applicable. On the other hand, there are negative characteristics presented when using this syllabus. One disadvantage has to do with the teacher. The implementation of this syllabus in teaching could bring some problems to the teachers if they do not have a high level of creativity and initiative.

Besides, the use of this syllabus requires authentic material and it is very difficult to combine it with didactic material. It is necessary to remember that in task-based instruction, teacher is not centered. It means that students must be responsible and conscious of their learning process.

Also, the design of this syllabus considers needs and characteristics of the group that will be taught. Then, it must be original for each group. However, it is important to have an idea of this type of syllabus. Thus, the following is an example of a task- based syllabus taken from Krahnke, (1987:60).

Beginning level: Preparing profiles of class members for other classes or administrators or teachers, planning, and carrying out a class outing or picnic or dinner.

Intermediate level: Preparing a handbook to the school to be used by other students,

Producing an employment procedure guide – where to go, what to do, who to talk to,

Writing various types of letters – requests for information, applications, complains.

Advanced level: Writing term papers for other content classes, doing a price comparison survey of food store, producing collections of the learners' community folklore and folkways.

Content based syllabus

Content based syllabus is the result of the analytic movement in syllabus design. According to Krahnke, (1987: 65),a content based syllabus is "the teaching of content or information in the language being learned with little or no direct or explicit effort to teach the language itself separately from the content being taught." This type of syllabus is commonly found in ESL (English as a second language) environments and also there are some research projects proving that learners apprehend both the target language and the content. This type of syllabus differs from

the others in the fact that the teaching of the target language is done through the instruction of a specific academic subject. Thus, one can realize that its field of application is too reduced.

In contrast, in EFL (English as a foreign language) settings this type of syllabus is not easy to implement due to many reasons. First, students need to be immersed in the target language for long periods of time. Second, it is required that teachers have an excellent command of the target language and good skills in other subjects.

Finally, the field of application is too limited, thus, this type of syllabus is not suitable for children and young adults.

In order to give an example of this type of syllabus one can consider the arguments by Krahnke who presents the following definition. “Any content-based syllabus is by definition identical to the syllabus of a content course at any level in sciences, social studies, or any other school subject.”

The previous analysis and description of each type of existent syllabus in the English teaching field were done with the purpose of having an extended overview about them.

This theoretical background will give the basis for the descriptive analysis of the research problem which is being considered in this research project.

Finally, along this chapter were considered the descriptions and analyses of the theories of second language acquisition with the purpose of clarifying the learning processes of the students; and a complete dissertation of the language and teaching theory in order to understand the real context in which English language is now being taught was also presented.

This part of the research project constitutes the basis for the next chapter which is the method. Thus, taking the supported ideas and contributions from the cited authors the researchers are going to apply the design of the project.

THE METHOD

Once an extended analysis of the literature found in relation to our proposal was made it is important to establish the process used in order to accomplish the goals planned in this research project. Thus, in this chapter, main aspects related to methodology were found. First, there was a description of the design and the type of investigation that was carried out. Second, one can find an explanation of the participants, the setting, and the sample. Also, the procedure for collecting the data was described. Finally, an elucidation on ethical issues was given.

Design.

A qualitative design was mainly applied in the development of this research project. It is said that a qualitative research is characterized by textual collection of information. This is corroborated by Wallace, (1998), who states that "a qualitative approach is used to describe data which are not amenable to be counted or measured in an objective way, and are therefore subjective". Also, it is important to consider the meaning of a quantitative approach. Then according to Wallace, (1998) "It is broadly used to describe what can be counted or measured and can therefore be considered objective". Thus, in this design, the use of interviews, questionnaires and class observation were important resources in order to collect the data.

Next, the gathered data was described in terms of phrases, paragraphs, and texts. At the end, these results were analyzed not only qualitatively but also quantitatively. Due to the fact that the researchers need to measure the results in order to analyze and interpret them correctly.

In addition, considering the fact that our research project was carried out in an educational institution and the participants were human beings, then, this investigation studied and analyzed a phenomenon with social characteristics.

Finally, this research was described as qualitative because its main goal was to understand the problematic situation found in the English teaching field.

Type of research.

The type of investigation that was carried out in this project was characterized as descriptive. According to Escalante, (1987: 12) "a descriptive research is the kind of investigation which describes in a systematic way the characteristics of a population, situation, or area of interest. Also, it is not interested in explaining facts."

For this reason, in our research project the problematic situation was described. Then, some instruments for collecting the data were applied. Finally, the results were analyzed and described.

In addition, this type of research was the appropriate for our study because we were dealing with people, social phenomenon, and description of the particular situation.

Participants, Setting, and Sample.

Participants.

The participants considered for the development of this research project consisted of students of eleventh grades of the morning shift at two public high schools in Nariño who belonged to a middle class. The number of students was about

twenty (girls and boys) and their ages ranged from fourteen to sixteen years old and

In addition, the other group of participants was formed by four teachers (two men and two women) of these public high schools whose ages ranged between thirty and forty years old and who also belonged to a middle class.

Setting.

Two public high schools were chosen in order to carry out this research project. The first public high school is located in the south east of San Juan de Pasto. This high school is situated in an urban area and belongs to a middle class level. Although the construction of the building is not sophisticated enough, it has enough resources for accomplishing this study.

The second public high school is situated in an urban area of a town in the north of Nariño.

Sample

In this research project a significant sample was considered. It consisted of four teachers (two men and two women). Thus, the methodology proposed was carried out with this sample with the purpose of getting useful information for our investigation.

Procedure

Variables

Dependent Variable

The current level of English proficiency of the students in some public high schools in Nariño.

Independent Variable

Type of syllabus implemented and its possible incidence on the proficiency level of the eleventh grades.

Data Collection

In order to accomplish success in this project, different techniques for the collection of data were performed. These techniques were: the use of the interviews, questionnaires, and classroom observations. Also, the researchers made use of some useful tools for obtaining the data which were: tape recorders, filming cameras if it is possible.

We have considered these techniques because we need to collect useful and reliable information in order to analyze the results and to draw precise conclusions.

Description of the procedure

It is important to establish a procedure with the purpose of making a systematic and organized plan for this research. First of all, the researchers performed a previous observation of the chosen high schools. Second, in order to make the application of this research, it was required to ask for permissions in the same institution.

Besides, the researchers had a compromise of confidentiality with the participants in relation to the collected information. Third, once we have been given the right permissions we applied the instruments such as interviews, questionnaires, and classroom observations in order to gather the data.

After we finished the whole process of research we went back to the school to show the results of this project.

Validation criteria

The instruments that were used in this research were the use of interviews, questionnaires, and classroom observations. The obtained information from these resources showed a high level of confidentiality because we considered some parameters that support this issue. According to Wallace, (1998) one aspect to be taken into account when collecting the data is reliability. Then, the researcher must convince the audience by providing credible, explicit, and original data. For this reason, the transcripts of the interviews were added as appendices. Also, the procedure called triangulation was carried out. The researchers not only performed the interview to the teachers but also did an observation of the class.

In addition, the concept of validity was important in this investigation. Considering the fact that we used

questionnaires, we reflected on the real aspects that were tested in order to avoid the collection of irrelevant data.

Finally, these instruments were analyzed statistically with the purpose of making them suitable to be applied.

Data analysis.

Based on the assertions of Bastidas (2001) the data analysis in the qualitative research is a process in which first the researchers find and collect the useful information from the source, then, this data is the starting point for comprehension, interpretation, and generation of hypothesis or theories. This procedure can be done either during the collection of the data or after it.

In addition, there were some stages that needed to be considered for this analysis. They were: organization of the data, identification of preliminary ideas, establishment of categories, themes or patterns, proof of the emergent hypotheses, interpretation of the data, and final written report of the results. Thus, this systematic procedure helped researchers being organized and satisfied with their investigation.

Ethical issues.

In order to accomplish success in our research study, some important ethical issues were considered. First of all, committees and authorities were consulted in advance and

also informed about the development of this research project.

Next, permissions were asked in the right public educative institutions. Besides, it is important to consider that explicit authorization was requested when asking for both documentation and files. Participants were granted that all information gathered from the instruments was confidential if they required it.

Also, the use of quotations was carefully managed. The researchers accepted confidentiality and responsibility. It is important to know that the research study did not affect the actors involved in this process. At the end, the researchers gave a report of the results from the study.

In conclusion, throughout this chapter outstanding elements were considered in relation to the whole process of the research project. Thus, it was illustrated important concepts of the design, also, a detailed description of the participants and the environment, a meticulous analysis of the procedure and the instruments, and finally the establishment of significant ethical issues were carried out. With the elaboration of this part of the investigation the researchers have the capacity to perform the application of the chosen design and later on find the results that were analyzed and concluded in the next chapter.

RESULTS AND DISCUSSION

Along this chapter a complete analysis of the data and a description of the results will be presented with the purpose of accomplishing the goals proposed in the first chapter. Thus, in order to collect the data the researchers made use of three instruments: questionnaires, interviews and classroom observations.

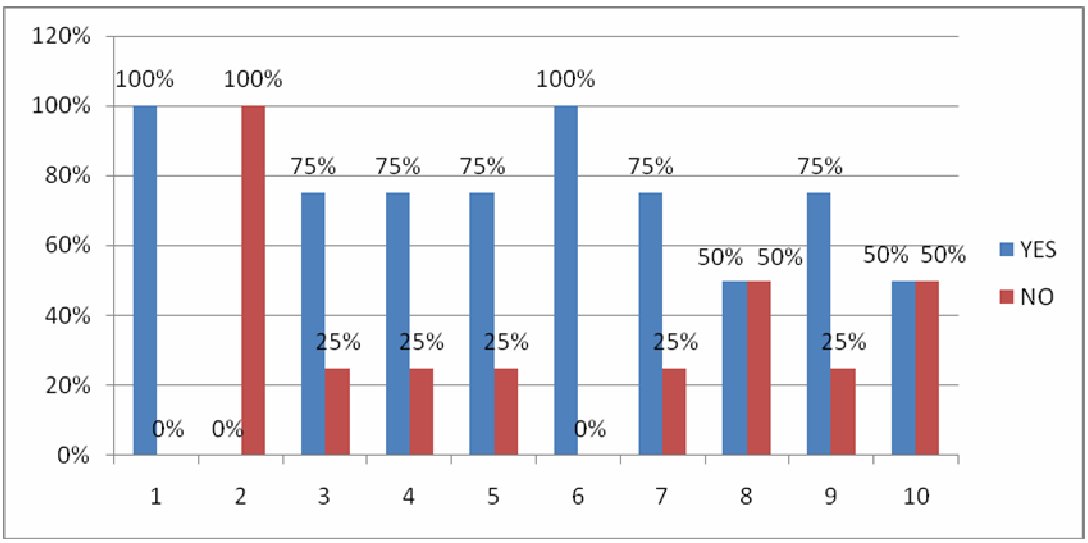
First of all a questionnaire was applied; it consisted of ten items designed in order to identify the existence of an English syllabus inside the two high schools for the

teaching and learning of English. It is important to say that a translation into the mother tongue was required to clarify meaning for the people being interviewed.

Another instrument used to collect the data was an interview in which ten questions were included. Besides, the gotten information from these instruments was corroborated with the application of classroom observations.

Finally, in order for readers to better understand the proposed analysis ten categories have been organized. Thus, each category includes the questions that are presented in the instruments and their analysis. After having applied the instruments to the selected population the following results were obtained.

Table 1 indicates the results obtained in the questionnaire.



Questionnaire table 1

To start with this analysis a first category is established: Knowledge about Syllabus. First of all, Teachers were asked about their knowledge in relation to the concept of syllabus. The first question was: Do you know about the concept of syllabus?

As it can be seen in table 1, 100% of the teachers responded not to have any knowledge about it. They confused the term syllabus with existing methods for teaching English. For this reason, it was required to translate this term into the mother tongue.

Besides, it was necessary to provide teachers with a brief explanation of it. Thus, they were told that according to Ur, P. (1996), a syllabus is a public document which consists essentially, of a list which specifies all the things that are to be taught in the course. Besides, teachers were informed that the components of this document can be content, it means words, structures, or topics in general, or process, that is to say, tasks or methods.

Also, some characteristics of a syllabus such as: clear and attainable objectives to be achieved along the language course, time schedule which allows teachers to organize their classes in weeks or months were given.

Teachers knew that in a syllabus, the methodology or approach of teaching must be clearly established. Thus,

teachers and students are well prepared about lessons and tasks through the teaching course. In addition, teachers were informed that a syllabus can be supervised by other teachers, administrators or even by the students.

In addition, all teachers agreed that a syllabus is a synonym of what they call "Plan De Estudios". According to them, it is the normal program that the "Ministry of Education" suggests them for their classes. Thus, they have to adapt it to each course. Then, they were asked to show this document, which was written in Spanish. In this document, the grade, and a list of the topics to be carried out along the course such as "Tiempos verbales, voz activa y pasiva de los verbos, identificación de las funciones gramaticales de las palabras, manifestación de una adecuada relación entre el gesto, la modulación de la voz y lo que expresa oralmente, participación activa en el desarrollo de talleres estilo prueba ICFES", oraciones condicionales, uso de conectores complemento directo e indirecto, uso de modales, pronombres indefinidos(anyone, anybody, anything, everything, nothing, someone, something, everyone, none), verbos de dos palabras, WH con auxiliares, grados comparativo y superlativo de los adjetivos, palabras de relación: either, neither, all, both, too, sufijos: y, ful, ly, and some activities like the following ones were

present: “Dramatizaciones sobre situaciones reales de comunicación, descripción de características físicas, sociales y culturales de su país, producción de avisos clasificados”, creación de oraciones ordenando palabras, creación de párrafos ordenando oraciones, transformación de oraciones de voz activa a voz pasiva y viceversa, creación de textos auténticos, interpretación de gráficas en forma escrita”, among others. This “Plan De Estudios” was taken from the Centro Educativo Integral Santa Bárbara; this document was found in “Propuesta pedagógica en la enseñanza de los idiomas extranjeros” by Yolanda Lucero.

It could be seen that this “plan de estudios” lacked clear objectives, the methodology was not specified, the schedule was unknown, materials were not mentioned and evaluation and assessment were not found. In addition, one of the teachers clarified that some of the things that appeared in the document are not accomplished because, according to her, it is almost impossible to cover all the content present in it. For example, students have never created an authentic text as it is proposed in the syllabus. According to her it is the ideal goal, but students are not able to do this because time available for the English area is not enough.

Thus, the main emphasis of the document that teachers had to follow was on teaching grammatical structures, vocabulary and translation. In this case it seems to be that a traditional methodology is still being used.

Here, it could be observed that a procedural syllabus is not being implemented because according to Prabhu and Ramani (1960) the basis of this kind of syllabus is the focus on meaning rather than structures and this is not what happens in real life.

In another document that was provided, it was found that the organization of the "Plan De Estudios" was similar to the previous one. It consists of a list of topics such as the past perfect, future tense, review of simple present and simple past tense, some adverbs of frequency, tag questions, exercises for ICFES test, comparatives and superlatives of adjectives, the pronouns, active and passive voice. Also, there are some activities like readings to work in reading comprehension. Besides, these will be translated by the students, dialogues to be performed in an oral way, and a general review for the ICFES test.

After having given an additional explanation about the concept of "Syllabus", in the interview teachers were asked about the existing types of syllabus. Three of the interviewed teachers said not to know about types of

syllabus. One of the teachers said "We take into account the regular program that the Ministry of Education gives us. Later we adapt this program to the necessities of each school and also each teacher adapts it according to the environment in which we are going to teach. The program we create is done taking into consideration the abilities of the students, the environment in which we work. Thus, we realize what the most useful content to be taught is." Due to the fact that the question was not answered completely, an additional explanation was necessary. Teachers were informed about the different kinds of existing syllabuses such as grammatical, lexical, notional-functional, process, procedural, multi-strand among others, and some of the most relevant characteristics of each one were given too.

With this brief clarification one teacher said to have heard about two types of syllabus before such as grammatical and notional-functional, but he was not familiar with this concept.

Another teacher was clear when affirming that he did not have any idea about kinds of syllabus.

The third teacher said that they were working on a different methodology which is learning through "scenarios" where the topics that students learn are carried out in a real context. It means by using dramatizations, and

according to her, there they make use of all their knowledge and put into practice the previous learned topics. Besides, she said that she is trying to use a communicative methodology. Therefore, they are implementing a communicative syllabus, but, in the classroom observation it was seen that the teacher focused on the explanation of grammar structures. For example, the teacher explained the rules for using the perfect progressive tense.

Finally, along the analysis of this category important aspects have been described. The concept of syllabus is unknown for teachers. Besides, the existence of different types of syllabus is new to them. Instead of creating a specific type of syllabus for each course, teachers create a "Plan De Estudios."

The second category of this analysis is: The textbook as the main basis for creating the syllabus. The second question from the questionnaire was: When planning your syllabus, the only choice that you consider is the English textbook? Table 1 shows the results obtained regarding this.

First of all, in relation to this question 100% of the teachers affirmed not to consider the textbook as a main source for constructing the syllabus. In contrast, they search out additional material. Important opinions about this topic were given by two teachers: The first teacher

said that "books are incomplete and decontextualized. For this reason, the fact of following just the textbook causes demotivation on both teachers and students. Besides, the content found in the books is too general and it does not fulfill the students' needs.

Moreover, the layout of the books is presented with foreign pictures and foreign people. This fact makes teachers and students feel uncomfortable with this situation. For example, when listening to a dialogue from the book, it is found that many names of people or places are totally unknown to students. Then, they are not concerned about the real content of the reading. For this reason, she considers that it is not convenient to see the textbook as the only choice because this could make the learning process more difficult."

Besides, they stated that the finding of other resources can be more useful for students. Also, teachers sometimes create their own material using a comprehensible language.

One of the teachers affirmed that the use of textbooks has been prohibited by the government. According to her, for some time now, teachers and students have been working just with photocopies. The teacher stated that this material sometimes can cause confusion among students since the

photocopies are not clear enough. For this reason, some important activities found in them have to be replaced. The last interviewed teacher said he was not comfortable using the textbook, but he did not provide any additional explanation.

As a conclusion it could be said that teachers do not use a textbook when they create this document. Besides, they feel uncomfortable when using the book.

To continue with this analysis a third category is posed which is the emphasis on the use of English grammar structures. The third question from the questionnaire was: When developing your syllabus through the course, do you emphasize on English grammar structures?

The most prevailing answer in relation to this issue was affirmative. The occurrence of this phenomenon was in a 75%. One of the teachers interviewed saw grammar as the basis for building up the learning process. He also considers grammar as an essential part for developing accuracy. That is to say, when students show strength in the use of grammatical structures, they can be able to produce coherent and right utterances. However, he has tried to implement different things with the purpose of leading students to develop both accuracy and fluency. In this case, he claimed that it is difficult to accomplish it

due to the fact that classrooms are packed with students. In consequence, interaction among them does not take place.

In addition, the fact that teachers emphasize their teaching practice on grammar structures was seen in the document "Plan De Estudios." This is a list of grammatical items to be taught along the English course.

Another teacher claimed that the time devoted to teaching English is too short; for this reason they have to make the most out of it by making students aware of the importance of learning the rules of some verb tenses, vocabulary, and so on. This was corroborated when the classroom observation was made, students were asked to provide their own responses but when they made a mistake, they were asked to self-correct by remembering the plural form of some irregular nouns such as "child". Some of them wrote and produced "Childs". In this case it was seen that the teacher asked students to memorize the rules for forming them. In this part it can be suggested that the majority of the teachers implement a type of syllabus in which grammar is present in most of the classes. Besides, there is an overuse of traditional pedagogy in relation to the teaching of English.

Teachers agreed in saying that students forget contents easily, when they go on vacation or long holidays. This fact

leads teachers to be repetitive and to reinforce the knowledge of the grammar structures instead of making progress. According to them the main focus is on the "verb to be" because this is an important verb for them.

Teachers considered important for students to learn grammar rules. This indicates that the target language is being taught in terms of grammatical items such as: the verb to be, the simple present tense, the past progressive, the present perfect, and so on.

In addition, one of the teachers stated that the best option to teach a language is by teaching them easy things and later moving onto difficult ones. Thus, when they reinforce on each grammatical item, they are more productive. Also, they say that it is compulsory to follow the parameters of the "Ministry of Education" in relation to "achievements and competences." Thus, they have chosen to implement an accessible methodology that allows them to overcome this fact. For this reason, the main emphasis is on making students learn vocabulary and sentences without any error. This information was corroborated at the moment of observing the classes. In one of these observations some students were asked to make a sentence in simple present tense. Two students made mistakes with the "s" of the third person singular. One of them wrote the sentence "she eat

apples" and next he read it. In this example the teacher made the student aware of the fact that something was wrong with the sentence by reminding him the rule for correctly forming it.

Table 1 also displays the different answers teachers gave and the number of occurrences in relation to the fourth question from the questionnaire: Do you provide your students with a set of grammatical rules?

As it can be seen, 75% of the interviewed teachers answered affirmatively. In this case it can be suggested that there is a strong influence of traditional methodology and furthermore there is little knowledge of the current options to create and adapt syllabi.

The occurrence of this phenomenon was seen inside the classroom. Teachers emphasized on explaining students the correct use of the auxiliaries like "do" and "does" thus, it was perceived that students refuse to use the target language for communicating. They were afraid of eliciting a response because the teacher could scold them for making mistakes. As it was analyzed in the literature review learners must be able to describe language. It means that they should know and learn all the grammatical rules. This indicates that a strong traditional trend is present.

Finally, it was seen that a grammatical syllabus is present. Teachers organize a list of grammatical items to be taught along the course and they conduct their classes by using a grammar translation methodology.

At this point of the analysis it is convenient to establish the fourth category: The language is taught step by step. The fifth question from the questionnaire was: Do you teach the language separately and step by step?

75% of the interviewees answered affirmatively. One of the teachers argued that it is advisable to teach the language in a separate way and step by step because he considers that if students are taught many different things, they get confused and the learning process tends to fail. He also said that according to his experience, it is better to facilitate the knowledge of the students by teaching them each verb tense isolatedly.

In this part of the analysis it can be said that one of the characteristics of a grammatical syllabus is present.

According to Palmer (1950) cited by Khranke (1987) In a grammatical syllabus the main focus of attention is the study and command of the sentence. Thus, students are supposed to learn a language by studying isolated sentences and phrases and also they must be able to translate them into the native language.

In short, it can be said that teachers prefer to provide their students with isolated chunks of grammar arguing that in this way students improve their learning process.

The fifth category has to do with the relevance of the context. The sixth question from the questionnaire was: Do you teach the language in context?

Table 1 indicates the results obtained from the questionnaire. 100% of the teachers agreed affirming that the context is a very relevant part when teaching the target language. Books and other pedagogical aids need to be adapted to the environment in which students are exposed to. Teachers said that they must teach English in a real context. Thus, students must relate the learning of the target language to their environment, their family, their friends and what they love the most. Usually there are places, names or different kinds of situations which are unknown by the students. Through the classroom observations it could be analyzed that there was an emphasis on translation rather than explaining them the meanings of the foreign words in the L2. For instance, in one eleventh grade class, a dialogue about a child who had an accident was introduced. The students were asked to read it; next, the teacher was worried about the translation of each word.

At the same time, he reminded students the right structure to form the past perfect tense.

Besides, two teachers coincided in saying that the fact that they ignore many of the words found in the materials, could cause a huge demotivation on the part of the students. For this reason, it was noted that people's names, places, and so on were changed into familiar ones.

In this part of the analysis it is important to say that a predisposition on the part of the teachers for considering this fact was seen. That is to say, one of the teachers said not to feel very comfortable when he finds these kinds of problems. As it was found, the context is an outstanding issue for all teachers. For this reason, the majority of them always try to make students create dialogues among them. In this way, the names of their classmates will be used; the places and the daily situations will be known by them. According to them, this is a good way for students to work better because through these kinds of activities they will be involved in their own learning. Thus, when there is a good disposition from the students, their development will be satisfactory.

However, at the moment of observing classes, in one of the observations it was seen that students were performing some presentations in groups by using wall charts which had

as main purpose the explanation of some grammatical items such as: the simple present tense: theoretical aspects, rules, and examples to be translated; the adverb: theoretical aspects and examples to be translated into the mother tongue. Besides, the examples that students provided were totally decontextualized. That is to say, the sentences had both foreign names and places. Besides, it was observed that students were extremely concerned about the correct translation into the mother tongue.

In addition, the teachers were interviewed about the significance of the context, the question from the survey was: Do you think that the context is relevant when teaching English? Why?

Regarding this question, all teachers agreed in saying that context is an essential part on the learning practice. One of the teachers stated that the context could be one of the most important aspects in his teaching. For this reason, he always tries to adapt the dialogues, the readings to the region including names of the students or people known by them. The second teacher was aware of the fact that teachers must teach English in a real context. Thus, students will relate the learning of the target language to their environment, their family, their likes and dislikes. Besides, he said that this adaptation of the facts could

help students to better understand the contents taught and feel more comfortable. Therefore, it could facilitate the learning process.

In addition, one teacher thought that due to the context in which the English is taught, most of students think that learning English is useless. For this reason, a predisposition on the part of the students is seen.

In this part of the analysis, it can be established that there is no coherence between what teachers say about the importance of the context and what they really do inside the classroom.

The sixth category in relation to this analysis is the use of the mother tongue for the teaching practice. A seventh question from the questionnaire was posed: In your teaching practice is the L1 a vehicle for teaching?

Table 1, shows that 75% of the teachers use their mother tongue as a vehicle for teaching English. In this part of the analysis it is important to say that teachers do not feel confident when using the L2 for communication. This fact was corroborated in the moment of the interview. At the beginning of the questionnaire and the interview, the researchers were asked to provide the questions in L1. In the same way, all teachers answered them using their mother tongue.

English Teaching practice was a suitable topic for discussing with all the teachers. One of them said that in the environment in which he worked, it was almost impossible to conduct the class in the target language. First, the negative attitude of the students toward the English area has always been evident. Also, the teacher argued that when he began to work, his purpose was to conduct the class in the target language. But it was an extremely difficult situation. The students complained about this, they reported not to understand what the teacher said. The parents of students asked him to continue with the methodology implemented before. For this reason, according to the principal of the high school, he had to change his style. Since then, the foreign language is used just for both greetings and few commands.

When another teacher was asked about it, she preferred to say that their classes were always conducted in L1. The teacher was aware of the fact that the best way to learn English is through practice. But she was not able to do it because as she claimed, she has never felt confident. In spite of that, the teacher admits she would like to implement this methodology in her English practice.

On the other hand, one of them responded that the class is developed in the L2, according to her, in the English

classes the mother tongue is used just when it is necessary to clarify some concepts or give some extra explanation. In addition, the teacher said that she always tries to avoid translation. When a word is unknown by the students, a definition or a description of it is given, in this way, students can understand its real meaning.

And the researchers were told that the activities of translation are not present in her class. For instance, when a reading is given, the ideal goal is to make students understand it and look for the main idea of the text.

For corroborating these affirmations, some classroom observations were carried out. Considering the fact that English teaching is taught in an EFL environment, it is necessary to say that after having performed the classroom observations, it was found that both students and teachers had a big influence of the mother tongue because when students were asked to write a word and he/she did not remember its right spelling, he/she wrote a word that was similar to Spanish changing only a few letters.

Finally, at this point of the analysis the researchers found that the mother tongue is the means for teaching English. It also can be said that students learn about the target language instead of learning the language for communication.

The seventh category is titled: Communicative goals at the end of the course in which the eighth question from the questionnaire was: Are communicative abilities seen as a result at the end of the course?

50% of the teachers answered positively to this question. In this part, it is necessary to say that it was found no relation among these answers. As it was seen in the last responses, most of teachers coincided in affirming that their students did not feel confident when using the L2 for communication. In addition, one of them had stated that the classes were taught in the native language because students had a huge demotivation and a negative attitude regarding the teaching learning practice.

Another teacher had affirmed that the L2 had been used inside the classroom for greetings and for some commands.

Regarding this question, it was seen that only one of the teachers who responded negatively coincided with her last answers because as she said" I really lack confidence to use English". For this reason, according to her, if a student does not practice the language, it is impossible to say that this person will be proficient in the language. These responses provided the researchers with the tools for affirming that students at the end of the course mastered

grammar structures and translation rather than fluency and communication.

In this category it was corroborated that communicative goals are not present at the end the course. Students are unable to produce any utterance in the target language.

The eighth category is related to the implementation of authentic materials. Teachers were asked: Do you make use of authentic materials inside the classroom? Teachers did not understand this question. For this reason, it was necessary to give some examples in order to clarify teachers' responses. 75% of the teachers agreed in saying that authentic materials were used. Some of them stated that it is a very important element in order to lead students to know more about cultural aspects.

In addition, they said they used some material from internet, videos, and sets of textbooks and cassettes. In this case, it can be seen that there is a misunderstanding of the concept of authentic material. For this reason, an explanation about authentic material was given.

On the other hand, one of the teachers claimed that in the high school it is difficult to work with those types of materials, because there is a lack of this kind of resources. The stuff in the institution is limited and this situation makes the implementation of materials inside the

classroom difficult. When teachers try to use material for reinforcing listening, it is always found that there is not adequate equipment such as tape recorders. Besides, taking into account that there are a lot of students, it is necessary to have an appropriate place like an English laboratory where the right elements for practicing are present.

Also, another teacher affirmed that some material found in the institution is old fashioned. For this reason teachers do not make use of it. Moreover, one teacher affirmed not to use this material because there is a lot of new vocabulary in it. For this reason, he prefers to use material adapted to students like some books or some material created by him.

It was seen that all teachers coincided in affirming that the authentic material is a useful tool for both teachers and students. It is necessary to retake some ideas of Strevens (1977:26) in relation to materials construction. Teachers must be able to select a wide range of material. Also realistic, relevant, interesting, encouraging, and compatible are characteristics to be considered when choosing materials.

Besides, in the literature review it was established that one of the main characteristics of the notional-

functional syllabus is the use of authentic materials for teaching instruction, then, in some cases due to many factors it is impossible to get them. The fact that teachers are implementing a notional functional syllabus is rule out. This phenomenon was also corroborated when doing the classroom observations. The use of videos, newspapers or magazines in English was not seen.

In this category it can be analyzed that teachers do not make use of any authentic material in their English teaching activities. For this reason, it is possible that students show a negative attitude toward the learning process.

Continuing with the analysis of this part, teachers also were asked: Do most of your teaching activities lead your students to develop communicative abilities?

In relation to this question it was found that 50% of the teachers stated that most of the activities do lead their students to develop communicative abilities. The question implies that the teacher sees at the end of the course results regarding communication. But, analyzing the documents "Plan De Estudios" that were provided, it could be seen that most of the activities found in it do not allow students to communicate effectively. Besides, taking into account that our environment is an EFL (English as a foreign

language) setting, it will be necessary to create different activities so that students can practice it. But these kinds of activities are not shown in the "Plan De Estudios".

However, one of the teachers informed that he had an idea to be implemented in the institution in which he works in order to improve the English learning process. It consisted in applying a day called "Miércoles, solo Inglés". The idea was that along this day, all teachers and students had to speak English in different situations inside the institution. He also said that the head of the institution agreed with this plan, but it has not been carried out. It was seen that most of the activities programmed have to do with rules, structures, grammar, vocabulary and verbal tenses. However, 50% of the teachers when were asked about it gave a positive answer. In this case, it can be seen that there is not a relationship among their responses.

To sum up it is noted that at the end of the English course students do not show any improvement in relation to communicative purposes. Teachers focus their attention on explaining grammar rules to their students.

The ninth category is focused on the goals that teachers expect to achieve at the end of the course. The

second question from the survey was: What goals are you expecting to achieve at the end of the course?

One of the responses of the teachers was "The goals we expect to achieve at the end of the course are that students can be able to understand the language, to develop reading skills, and to create their own texts in the target language".

Another teacher stated that her main goal is that students can create their own texts in the target language. However, it is difficult to accomplish it due to different factors that interfere with the learning process. Another relevant aim is to make students able to use the L2 outside the classroom. For instance, according to her, it was expected that students could be able to watch a film and understand it without looking at the captions. But, she is aware of the fact that it is an ambitious goal, because in spite of the time she has been teaching English, she often needs the captions to understand it better. In relation to this question, another teacher claimed that her main aim is that students master some English structures. Besides, they can be able to communicate at an elementary level. That is to say, by giving personal information, asking and giving directions, and so on.

One teacher stated that as well as the good results in the ICFES test, one of the most relevant objectives is that students understand 60% of the contents proposed along the course. It means, they know about verbal tenses, grammatical structures, rules, and vocabulary. Also, the teacher hopes that students can finish the eleventh course successfully.

Furthermore, as well as a questionnaire, an interview was used in order to corroborate the answers of the teachers. The teachers made reference about the goals that they were expecting to achieve at the end of the course. Taking into account that this research project was developed in eleventh grades, the most common answer was that the immediate goal is for students to be able to develop reading skills in order to master the understanding of the questions that will be found in the ICFES test. Also, they assert that the needs of the students must be considered, thus, the main goal in the short term is the training of the students in order to get satisfactory results in the ICFES test.

All of the teachers are of the same mind that students will succeed in the ICFES test if they have a strong knowledge of grammar rules. Taking into account that this research project was developed in eleventh grades, this fact was verified when observing classes. Teachers were devoting their classes to prepare their students for this test. Some

of the exercises performed along the class had to do with completing some sentences according to the auxiliaries "Do, Does, and Did". Moreover, students were given some readings and some titles. Thus, students had to choose the best option for each reading. In addition, some vocabulary with a short definition was given. They had to match the word with its right definition. It was performed in the real time provided for the ICFES test. When the test was handed in, the teacher showed them the right answers. It was seen that the students got unsatisfactory results. For this reason, students considered themselves unskilled at English. Some of them stated not to care about the real results of this test, because it was not considered in the general score of the exam.

However, one of the teachers interviewed affirmed that nowadays, the English area is considered as an important part in these standardized tests. Besides, according to him, the teachers will be evaluated in relation to the results of the students. Thus, teachers are in charge of preparing students for obtaining the best results. Also, he said that the principal of the institution forces them to improve the quality of the English area because depending on these results, the institution will be evaluated.

Besides, the teacher interviewed said that it is important the preparation of all teachers and at the same time of all students because the government proposed the program "Colombia Bilingue." It means that in 2019 teachers and students will speak English. For this reason, the teacher insisted on having a better preparation of English teachers.

In this category it was found that teachers do not have a clear idea about the goals to achieve at the end of the courses. Besides, they do not have them written in the document "Plan De Estudios" this fact made the researchers establish that teachers only consider to achieving excellent results in the ICFES test as the main goal.

The tenth category to be analyzed is: Language prioritized skills. The teachers were posed the following question from the survey: What abilities do you prioritize?

Regarding this question, the most common occurrence was listening. According to them, listening is the most outstanding ability. For this reason, their main focus is on it. In this case, it can be seen an incoherence. One of the teachers who claimed that she focused on listening but she had complained before about the lack of resources like: tape recorders or a TV set in the institution. She referred

especially to useful materials for improving this relevant skill.

Another ability mentioned by half of the teachers interviewed as one of the most important is speaking. One teacher argued that she focused on it throughout games. According to him, he tries to make students practice this ability. He also considered that writing is a relevant skill in English teaching practice because if students do not write, they will not be able to speak. Thus, he corroborated that grammar is very important in the learning process because it is the first step for introducing a foreign language.

Another teacher said that as well as listening, reading is an important skill. As it was seen before, their immediate objective was that students can obtain high scores in the ICFES test. For this reason, he emphasized on readings with the purpose of making students answer the questions successfully in this test. And at the same time, he asserted that he introduces vocabulary to facilitate the comprehension of the texts. In addition, he stated that listening is not his main purpose because ICFES does not consider it.

In this part it is relevant to say that most of the teachers have different points of view in relation to the

abilities of the language. It was observed that written production was widely developed along the course as well as listening. It can be seen that there is no organization when teaching because they are focusing on just one productive skill which is writing.

To complement this part, another question was made. The researchers wanted to know if teachers developed the four skills as a whole or if they focused on a specific one. The question was: Do you develop the four skills as a whole or do you focus on a specific one? Different responses were given.

The first teacher claimed that he focused on listening, later speaking and next, reading and writing.
On the other hand, the second teacher stated that he emphasized on writing. In this part, it is necessary to specify that when observing classes it was seen that the writing ability was developed by making students produce and translate mere sentences into the mother tongue. For instance, there were some sentences on the board; students had to create two or three sentences following the structure of the sentences already written. Thus, the students just changed the verb and the complement. When the sentences were created, the student had to translate them into the mother tongue.

Besides, he also argued: "As I said before, I almost never work on listening due to different reasons already mentioned for example the lack of aids for practicing."

Another interviewed teacher said that in some classes, she has tried to focus on listening or reading. Besides, she argued that she almost never works on speaking because students do not feel very comfortable with this type of practice.

The fourth teacher asserted that in his case, he always tries to focus on developing the reading skill in order for students to understand the exercises proposed in ICFES test. Besides, he said that through reading, students are learning grammar and vocabulary. For this reason, he always emphasizes on this important skill because there are additional aspects involved in it.

Finally, it was observed an incoherence between what teachers said and what really happened inside the classroom. According to them listening is the skill they prioritize but it was not seen any activity that fosters this ability. Thus, the teaching practice was focused on the learning of grammar rules and translation of isolated sentences.

The eleventh category is about the Knowledge of a psychological basis. In this part, the researchers wanted to know about the psychological basis implemented by teachers

in their methodology. Consequently, the following question from the survey was posed: Do you consider a psychological basis required for teaching?

It was found that all teachers were confused. They did not remember any theory about it. Some of them claimed that it was interesting for them when they were students. But nowadays after becoming teachers, this aspect was not implemented in their teaching practice any longer.

The other 50% of teachers talked about motivation as the basis for their methodology. One of them asserted that a week is devoted to making her students aware of the fact that English is an important subject to be learned and they also pay attention to extrinsic motivation arguing that it is an essential part of their learning. Besides, the teacher claimed that through the different activities she is always trying to motivate them. Another teacher answered positively to this question. But she did not give any explanation to her response.

To end this part it could be said that after having heard all teachers` affirmations, it could be said that they do not have a clear knowledge about this aspect.

The twelfth category is based on the Aspects considered by teachers when creating their syllabus. Continuing with the interview, the researchers were interested in knowing

the aspects considered by teachers at the moment of planning their syllabus. For this reason, they were asked: When planning your syllabus, do you consider Learning Tasks?

A big misunderstanding was seen regarding this term, they confused learning tasks with activities or homework. For this reason, this question required an extra explanation on the part of the researchers.

The teachers were informed that according to Khranke (1987:57) those tasks are different from other ones due to the fact that these kinds of activities have a noninstructional objective and a measurable outcome. Also, teachers were said that Khranke claims that "The tasks become a way of bringing the real world into the classroom."

One teacher's response was "We plan in advance all the activities. However, it is possible that inside the classroom everything changes. But, we are sure about what to teach and how to teach it." Another teacher claimed that she is aware of preparing well the activities to be taught inside the classroom.

The third teacher gave a short answer to this question. He just responded "Yes", "of course", but when he was asked why? He answered that it was important in the learning process.

Taking into account their responses, it is possible to say that they do not use a task-based syllabus because learning tasks are an essential part of this. Consequently Nunan (2001) establishes that "Task- based syllabuses represent a particular realization of communicative language teaching. Instead of beginning the design process with a list of grammatical, notional -functional, and other items, the designer conducts needs analysis which yields a list of the target tasks that the targeted learners will need to carry out in the real world outside the classroom."

In this part of the analysis a misunderstanding regarding the concept of learning tasks was found.

The thirteenth category to be described in this analysis is: when and how do the teachers create their own syllabus? A question was posed with the purpose of knowing the time devoted to creating the syllabus in every institution. Thus, the question from the survey was: do you create the syllabus at the beginning of the course or during it according to the needs of the students?

All teachers coincided in their responses.
The creation of the syllabus is carried out at the beginning of the course because it is a requirement from the institution; the "Plan De Estudios" is created before starting the classes. According to them, this document must

be elaborated every year; contrary to this, one of the "Plan De Estudios" provided to this research project was dated 2003. This allows the researchers to analyze that the teachers have been using the same document for four years.

Also, one of the teachers argued that they get together in a two-week meeting called "Planeación Institucional". This meeting is usually carried out at the end of August or in early September. There, teachers of the English area choose the contents which are essentially grammatical to be taught and write them in a public document which is presented to the principal of the institution. Besides, they affirmed that this document could be modified along the course. In this case, it could be said that they are applying a process syllabus. However, it was seen that the main goal in the English area is to achieve high scores at the end of the course. For this reason, the previous option could be discarded. It is corroborated by Nunan (1988:40) when he says that in a process syllabus it is more important the process and procedure rather than real results.

After having asked about the goals expected, the teachers asserted that at the moment of planning their syllabus, they almost always look for easiness especially for students. One of the teachers made a relation between easiness and motivation. She claimed that sometimes, if

things are not complicated for students, they can feel more motivated towards the learning process.

Another teacher said that when he creates his syllabus he always tried to follow some parameters which are imposed by the Ministry of Education. Normally, in the institution, a “Plan De Estudios” is created taking into account the contents considered advisable for each course.

For instance, first, they begin with the verb to be, next they move onto some verbal tenses. Later some aspects of the language which have some degree of difficulty are introduced such as: “creación de textos con temas específicos, creación de textos utilizando adecuadamente los tiempos verbales tales como: simples, progresivos, perfectos simples, y perfectos progresivos.” In this case it can be seen that there is an emphasis on the written production rather than on the oral production. Also, this leads to consider the fact that there is a predominance of the grammar component for teaching English.

After having interviewed teachers about the different aspects considered when planning the syllabus, they were asked to choose between two options, create their own syllabus or follow a textbook.

It is necessary to remark that “syllabus” is a term that they considered as “Plan De Estudios”. All teachers

chose the first option, they agreed in saying that it was easier to create it and not to follow a textbook. One of the reasons given was that textbooks have many unknown word expressions and this fact causes boredom to both teachers and students.

Another teacher claimed that it is more useful to create a "Plan De Estudios" because they can take into account what students really need to learn. Furthermore, there are some topics included in textbooks which have not been covered totally. Thus, the students could get confused. Another reason for preferring to create their own syllabus was given by a teacher who claimed that some textbooks are incomplete and she has to look for different resources to complement what is missing in the book.

Another teacher stated that although following a textbook could be easier for teachers, she is not able to do this because she knows that using a textbook for teaching causes demotivation to students. In addition, she said that it is necessary to use additional materials inside the classroom.

Moreover, some textbooks just limit students to complete different sentences. And many of the textbooks have the answers of the questions on their last pages. So, this is an inappropriate tool for teachers.

In addition, as it was said before, there are some high schools which do not follow a textbook. So, in this case, teachers always have to create their own syllabus.

To conclude this part, this category provided us with the tools for affirming that teachers create a document called “Plan De Estudios” in which they include a list of grammatical items to be taught along the course. Teachers also plan this at the beginning of the course. Finally, this paper does not have all the requirements that a syllabus should have.

Along this chapter the useful information gotten from the instruments was systematized, analyzed and described in order to accomplish the main goal proposed in this research paper.

CONCLUSIONS

In this section of the research project conclusions are drawn in order to bring this analysis to an end.
In the first chapter the general objective and the specific objectives were postulated.

The general objective was to determine the kind of syllabus implemented and its incidence on the proficiency level of the students of eleventh grade at two public high schools in Nariño. Thus, It was seen the existence of a public document called “Plan de Estudios”. However, this did not have all the requirements of a syllabus, as it was stated in the literature review. Ur, P (1998) says that a “syllabus is a document which consists, essentially, of a list. This list specifies all the things that are to be taught in the course.” The components of this list can be content in which it is included words, structures, or topics in general. Or it can be process in which it is included tasks or methods. A syllabus must have clear and attainable objectives that will be achieved through the language course and a time schedule.

However, it was seen that Teachers are forced to accomplish general standards which are imposed by the “Ministry of Education.” In this aspect they are not considering individualities or interests of the students.

This was corroborated in the document called “Plan De Estudios” provided by them. It displays a list of grammatical items which are the same for almost every English course.

It could be concluded that the use of a syllabus, allows teachers to organize their classes in weeks or months. Thus, teachers and students are well prepared about lessons and tasks through the teaching course.

Another important element to be concluded is that a misunderstanding regarding the concept of syllabus design was found. That is to say, when teachers create the syllabus they do not have a clear definition of this term. On the other hand, it was established that the only similar aspect between both documents “syllabus” and “Plan De Estudios” is the organization in relation to a list of contents.

Besides, the other variable that was considered in this research project was the incidence of syllabi on the proficiency level of eleventh grades. Regarding this aspect it was concluded that students showed a low level of proficiency in the target language. Also the way in which teachers have organized their contents to be taught is directly affecting students’ learning progress.

After having analyzed the classroom observations, it was seen that students lacked extrinsic motivation toward

the English learning due to the fact that students were taught grammatical items in Spanish. As it was mentioned in the previous chapter where some students stated that the English area is the most unpleasant subject.

Besides, it was corroborated when the classroom observations were carried out. Students who were forced to speak were uncomfortable doing that.

Moreover, teachers stated not to feel confident directing their classes in the target language. For this reason, students perceived the English area as an additional subject without relevance. This fact was supported when performing the classroom observations. Students were asked to produce an utterance in the target language, but, they refused to do that arguing not to have sufficient vocabulary to create a sentence.

Besides, it was concluded that communicative purposes were not present inside the classroom. Thus, both teachers and students showed a minimal usage of the target language. In the document provided by teachers some activities that fostered students to develop communicative competence were present. However, as they claimed, these kinds of activities are not accomplished due to the fact that there is a negative attitude on the part of the students toward the English learning.

Another important conclusion gotten from this research project was the incoherence between what teachers answered in the questionnaires and the interviews and what was observed in their classes. This fact is related to relevant aspects like the abilities they prioritized, resources and the way they conduct their classes.

Taking into account that this research project was carried out in eleventh grades of two public high schools in Nariño, it was seen that in these grades students are trained to take the ICFES test. For this reason, it was concluded that teachers focused their teaching practice on one receptive skill which is reading and a productive one that is writing due to the fact that these abilities are the ones to be assessed in the test previously mentioned.

Teachers also paid little attention to important skills such as speaking and listening. In this case a main emphasis on getting general good results on the test was the principal concern.

In addition, it can be concluded that teachers continue practicing traditional methodologies. That is to say, there is an emphasis on both translation and explanation of grammar structures.

In can be concluded that teachers do not apply a specific type of syllabus in their teaching practice, for

this reason, non appropriate time management, disorganization, and repetition of topics are present in their classes.

Finally, it was seen that teachers make a huge emphasis on translation rather than on communication or interaction as ways of learning.

RECOMMENDATIONS

Once the analysis of the collected data was finished, it is important to consider some aspects that are useful in order to enhance the conditions for the English learning-teaching practice.

First of all, it is relevant that teachers be aware of the fact that pedagogy is always changing. For this reason, it is advisable that teachers continue with their process of self actualization in relation to methodology. It was seen that most of teachers based their teaching practice in traditional aspects. Besides, the teachers should attend different seminars where they have the opportunity to update their knowledge in relation to outstanding topics.

In addition, teachers may start forcing themselves to produce English inside the classroom. In this way, students would be exposed to the target language and furthermore, they would be motivated to produce some utterances.

It is said that a syllabus is a public document in which teachers establish the goals to be achieved along the

course. For this reason, teachers should write down the general objective and the specific ones according to what they are going to teach. This aspect is useful for teachers because they can observe an academic progress in the students and also teachers can assess and identify those weak aspects to be improved in the near future. As it was said before the syllabus as a document must be public. In this case it can be examined by people involved in the learning teaching process. This might help teachers and students have a clear idea about what they are teaching and learning. If teachers have a clear idea about which goals are implemented they can assess their students in a more reliable way.

Besides, the methodology must be included in a syllabus. It is important that teachers can specify the method that will be used in the teaching practice. The method must be coherent with what is being taught along the course.

Another aspect that teachers must take into account when creating a syllabus is to indicate the types of materials that will reinforce their roles as teachers. This is a significant element for teachers. They can prepare in advance all the sources such as: textbooks, worksheets, tape recorders, videos, authentic material, and so on. Also,

this allows teachers to innovate their materials because some of them focus their attention just on the textbook or photocopies.

Besides, teachers must know that every course is different and for this reason, the materials to be presented must be related to the type of audience that the teacher faces.

Time schedule is a component seen in the syllabus. This permits teachers to organize their work in weeks or months; also it helps them to arrange the tasks or activities, the contents, and the assessment.

Evaluation is present in every language course. In a syllabus this part must be clearly specified in order to avoid students' complaints. In this case teachers can be sure about what, when and how to asses.

In addition, according to what was analyzed in the previous chapter, a combination of a grammatical syllabus and a notional –functional syllabus can be a good option for teachers to accomplish their goals in the learning process due to the fact that these types of syllabus are the ones which best fit in an EFL setting.

Finally, as it was analyzed the high schools do not have enough resources for developing the English teaching practice successfully. For this reason, these two models of

syllabi provide teachers with the tools for developing both accuracy and fluency.

APPENDIXES

A

QUESTIONNAIRE

University of Nariño

Linguistics and Language Department

English and French program

Name: _____

The information gotten from this questionnaire will be confidential.

1. Do you know about the concept of syllabus?

Yes. ☐

Why_____

_____

☐

No. Why

_____

_____

2. When planning your syllabus, the only choice that you consider is your English textbook?

Yes. ☐

Why_____

_____

No. ☐

Why_____

---

3. When developing your syllabus through the course, do you emphasize on English grammar structures?

Yes. ☐

Why_____

_____

No.

☐

Why_____

---

4. Do you provide your students with a set of grammatical rules?

Yes.

Why_____

_____

No. ☐

Why_____

_____

5. Do you teach the language separately and step by step?

Yes. ☐

Why_____

_____

No. ☐

Why_____

---

6. Do you teach the language in context?

☐

Yes.

Why_____

_____

No. ☐

Why_____

_____

7. In your teaching practice, is the L1 a vehicle for teaching?

Yes. ☐

Why_____

_____

No. ☐

Why_____

8. Are communicative abilities seen as a result at the end of the course?

Yes.

Why_____

_____

No. ☐

Why_____

_____

9. Do you make use of authentic materials inside the classroom?

Yes. ☐

Why_____

No. ☐

Why_____

10. Do Most of your teaching activities lead your students to develop communicative abilities?

Yes. ☐

Why_____

☐

No.

Why_____

Thanks for your cooperation.

University of Nariño B

Linguistics and Languages Department

English and French program

CLASSROOM OBSERVATION

E= Excellent G= Good P= Poor B= Bad

1. The use of the L2 is extensive during the whole class.
2. Grammar was integrated in communicative activities.
3. The development of the four skills was seen throughout different activities.
4. Students are confident when using the L2 for communication.
5. The target Language is taught inside the classroom.
6. There is use of authentic material in addition to the textbook.
7. Learning tasks are given with pedagogical purposes.
8. Dialogues are created by students with real meaning.
9. Students are totally involved in the class.
10. The attitude of the students toward the English learning process.

University of Nariño
Linguistics and Language Department C
English and French program
Name:_____

The information gotten from this survey will be confidential.

SURVEY

1. Do you know about the different types of syllabus for teaching English?
2. What goals are you expecting to achieve at the end of the course?
3. When planning your syllabus, do you look for easiness?
4. What abilities do you prioritise?
5. Do you consider the psychological basis required for teaching?
6. When planning your syllabus, do you consider learning tasks?
7. Do you think that the context is relevant when teaching English? Why?
8. Is it easier for you to create your own syllabus or to follow a textbook?
9. Do you develop the four skills as a whole or do you focus on a specific one?
10. Do you create the syllabus at the beginning of the course or during it according to the needs of the students?

BUDGET

D

The assigned budget for the present research is: $1.000.000

OWN RESOURCES

Every researcher will make a contribution to get the general total which is $1,000,000.

This contribution will be distributed like this:

Leydi Diana Muñoz O.	$500.000
Cristina Pérez Botina	$500.000
DETAIL	
Use of the computer	$200.000
Internet hours	$100.000
MATERIALS	
Paper	$200.000
Transportation	$200.000
Photocopies	$50.000
Others	$120.000
TECHNICAL RESOURCES	
Tape Recorder	$50.000
Diskettes and CDs.	$8000

CHRONOGRAM

E

January 19th– 22nd /2006	Second Language acquisition theories
January 23rd– 27th	analysis of the theories
January 30th– February 3rd	teaching and learning theories.
February 6th– 10th	analysis of the theories.
February 13th– 17th	syllabus Design readings.
February 20th– 24th	literature review about syllabus Design.
February 27th– March 3rd	Editing and handing in the first draft of the 2nd chapter.
March 6th– 17th	the research problem
March 21st– 24th	second draft 1st chapter.
March 27th–31st	editing chapter 2.
April 3rd– 7th	Editing and handing in the 2nd draft chapter 1.
April 10th– 21st	Editing and handing in the 2nd draft chapter 2
April 24th–28th	editing and handing in the 1st chapter and wok on the 1st draft of the 3rd chapter.
May 2nd– 12th	editing and handing in the 3rd chapter.
May 15th–31st	editing all chapters and presenting final version.

June 1st- 9th	prepare oral defense of the proposal
June 12th-23r	editing the all chapters
June 27th- July 14th	design of instruments
July 1st - 31st	final edition of the chapters
August, 1st	hand in the chapters to the advisor
September	application of the method
October	Applying surveys, questionnaires and class Observation
November	Study the results of the instruments
January 2007	collecting all the information of the proposal.
February 2007	handing in the results of the survey and the observation report.
March 2007	Editing the entire proposal and get final conclusions.
April 2007	prepare final oral defense of all the research study

F

San Juan de Pasto, marzo 20 de 2007

Señor
Carlos Muñoz
Coordinador
Institución Educativa Santa Bárbara
San Juan de Pasto

Cordial saludo

Las estudiantes de décimo semestre de licenciatura en ingles francés de la universidad de Nariño, Leydi Diana Muñoz Ordóñez y Ana Cristina Pérez Botina, nos dirigimos a usted para solicitarle muy comedidamente se nos permita llevar a cabo la aplicación de nuestro proyecto de grado titulado "THE INCIDENCE OF SYLLABI ON THE PROFICIENCY LEVEL OF THE ELEVENTH GRADES AT TWO PUBLIC HIGH SCHOOLS IN NARIÑO" el cual requiere la participación de los profesores de ingles y los estudiantes de grado once a quienes se las aplicará los instrumentos pertinentes (entrevista, cuestionario y observación de clase).

Agradecemos su valiosa colaboración,

LEYDI DIANA MUÑOZ ANA CRISTINA PÉREZ

G

San Juan de Pasto, marzo 20 de 2007

Señor
Luis Antonio paredes
Rector
Institución Educativa Santa Bárbara
San Juan de Pasto

Cordial saludo

Las estudiantes de décimo semestre de licenciatura en ingles francés de la universidad de Nariño, Leydi Diana Muñoz Ordóñez y Ana Cristina Pérez Botina, nos dirigimos a usted para solicitarle muy comedidamente se nos permita llevar a cabo la aplicación de nuestro proyecto de grado titulado "THE INCIDENCE OF SYLLABI ON THE PROFICIENCY LEVEL OF THE ELEVENTH GRADES AT TWO PUBLIC HIGH SCHOOLS IN NARIÑO" el cual requiere la participación de los profesores de ingles y los estudiantes de grado once a quienes se las aplicará los instrumentos pertinentes (entrevista, cuestionario y observación de clase).

Agradecemos su valiosa colaboración,

LEYDI DIANA MUÑOZ

ANA CRISTINA PÉREZ

H

Las Mesas, marzo 20 de 2007

Señor
Rómulo Viveros
Rector
Las Mesas, Nariño

Cordial saludo

Las estudiantes de décimo semestre de licenciatura en ingles francés de la universidad de Nariño, Leydi Diana Muñoz Ordóñez y Ana Cristina Pérez Botina, nos dirigimos a usted para solicitarle muy comedidamente se nos permita llevar a cabo la aplicación de nuestro proyecto de grado titulado “THE INCIDENCE OF SYLLABI ON THE PROFICIENCY LEVEL OF THE ELEVENTH GRADES AT TWO PUBLIC HIGH SCHOOLS IN NARIÑO” el cual requiere la participación de los profesores de ingles y los estudiantes de grado once a quienes se las aplicará los instrumentos pertinentes (entrevista, cuestionario y observación de clase).

Agradecemos su valiosa colaboración,

LEYDI DIANA MUÑOZ ANA CRISTINA PÉREZ

_____ _____

I

PROPUESTA PEDAGÓGICA EN LA ENSEÑANZA DE LOS IDIOMAS EXTRANJEROS

PROYECTO DEL ÁREA DE HUMANIDADES
ASIGNATURA INGLES

GRADO ONCE

EJE TEMÁTICO: CONFIGURACIÓN Y SENTIDO GLOBAL DE LA EXPRESIÓN ORAL.
ÁMBITOS CONCEPTUALES:

- Dramatizaciones sobre situaciones reales de comunicación.
- Producción de avisos clasificados.
- Descripción de características físicas, sociales y culturales de su país.
- Lecturas y comprensión de diferentes textos estilo pruebas ICFES.
- Interpretación de diferentes códigos.
- Manifestación de una adecuada relación entre el gesto, la modulación de la voz y lo que expresa oralmente.
- Participación activa en el desarrollo de talleres estilo pruebas ICFES.

EJE TEMÁTICO: IDENTIFICACIÓN Y FUNCIÓN DE ELEMENTOS SEMANTICOS.
ÁMBITOS CONCEPTUALES:

- Tiempos verbales:

Tiempos simples.
Tiempos progresivos.
Tiempos perfectos simples.
Tiempos perfectos progresivos.
Tiempos compuestos.

- Preguntas de reafirmación: tag questions (con auxiliares)
- Voz activa y pasiva de los verbos.
- Revisión y empleo de conectores.
- Uso de modales: must, might, World, should, and so on.
- Pronombres indefinidos: anyone, anybody, anything, everything, nothing, someone, something, everyone, none.
- Verbos de dos palabras.
- Uso de pronombres relativos: one, ones, other, the other, another, others.
- Uso de: ever, never, just, for, still, yet, already.
- Palabras de relación: either, neither, all, both, too.
- Empleo de pronombres: objeto, posesivos, demostrativos, reflexivos, relativos indefinidos.
- WH con auxiliares.
- Sufijos: y, ful, ly.
- Grados comparativos y superlativos de los adjetivos.
- Identificación de las funciones gramaticales de las palabras.

EJE TEMÁTICO: DEL SENTIDO DEL TEXTO HACIA LA EXPRESIÓN ESCRITA.
ÁMBITOS CONCEPTUALES:

- Desarrollo de talleres estilo ICFES.
- Creación de párrafos ordenando oraciones.
- Creación de oraciones ordenando palabras.
- Interpretación de graficas en forma escrita.
- Transformación de oraciones de voz activa a pasiva y viceversa.
- Creación de textos auténticos, utilizando tiempos verbales.
- Narración escrita de hechos identificando tiempos verbales.
- Relación de hechos empleando verbos de dos palabras.
- Identificación de conectores en textos escritos.

J

University of Nariño

Linguistics and language Department

English and French program

Name:_____

The information gotten from this survey will be confidential.

SURVEY

1- Do you know about the different types of syllabus for teaching English?

Translation:

¿Conoce usted sobre el concepto de syllabus y que tipos de syllabus hay?

Teacher 1: "pues el programa normal que da el ministerio, el programa que……., y teniendo en cuenta ese programa cada profesor o cada institución hace el programa de acuerdo al medio en el que uno trabaja. (El profesor es informado acerca de los diferentes tipos de syllabus que hay). Si es que el profesor hace el programa de acuerdo a las capacidades que tienen los estudiantes y al medio donde uno trabaja. Y uno ve que es lo mas necesario que seria los mas importante que los estudiantes necesitan entonces uno teniendo en cuenta como base el programa del ministerio".
Teacher 2: "métodos de enseñaza? (El profesor es informado acerca de los diferentes tipos de syllabus que hay) ¿como así?, no entiendo. ……(la planeación del programa que se va a seguir durante el curso) nosotros planeamos en el primer periodo que actividades vamos a hacer y como aquí estamos trabajando con un método nuevo, osea no se les trabaja memoria, nada de eso sino que se crea un ambiente, un escenario en el cual ellos van a actuar. Entonces los temas que fueron planeados para el primer periodo son llevados a un escenario real, por decir algo como una dramatización, entonces ellos ahí van aplicando todo lo que han aprendido en ese lapso de tiempo".

2- What goals are you expecting to achieve at the end of the course?

Translation:

¿Que objetivos espera alcanzar al final del curso?

Teacher 1: “Pues, como todos los profesores de ingles los objetivos seria que el estudiante entienda, que el estudiante pueda leer un texto en ingles. Que pudiera el estudiante analizarlo con los compañeros en el curso, que pudieran crear en base a un texto en ingles, que pudiera crear otro de acuerdo a su realidad no?.....pero es difícil en este tiempo no lo hacen los estudiantes. Pero es lo que uno pretende no?.... que los estudiantes por ejemplo vayan a cine y vean películas en ingles y entiendan una película en ingles”.

Teacher 2: “por ejemplo que los muchachos dominen algunas estructuras en ingles, puedan comunicarse en la forma mas elemental. Presentarse, dar información personal, entender todas las instrucciones que el profesor les da en ingles, ejecutarlas. Osea que sobre todo en este nivel se aspira a que vayan educando el oído y practiquen la parte oral más que la escrita”.

3- When planning your syllabus, do you look for easiness?

Translation:

¿Al planear su syllabus, busca usted que sea fácil?

Teacher 1: “Si, que sea acsequible, fácil para los estudiantes”.

Teacher 2: “Si, por ejemplo, que sea lo mas, como le digo……. Que los estudiantes se sientan como un poquito felices, que les llame la atención el tema, porque hay temas que les aburren a ellos”.

4- What abilities do you prioritise?

¿A Que habilidades usted le da mayor prioridad?

Teacher 1: “Listening and writing……no?”

Teacher 2: “al oral, a la escucha y a la producción oral”.

5- Do you consider the psychological basis required for teaching?

¿Usted considera algunas bases psicológicas que se requieren en la enseñanza?

Teacher: “Si, vera nosotros aquí en le colegio trabajamos unas jornadas pedagógicas en las que se tienen en cuenta muchísimos aspectos de estos temas psicológicos como los grandes escritores de antes han hechos sus investigaciones para sea mas acsequible el aprendizaje de los idiomas con los estudiantes”.

Teacher 2: “claro, por ejemplo, yo sobre todo dedico una semana entera o dos a, que se llama esto, como una especie de,….. a que ellos entiendan realmente porque el ingles es importante aprender, para que les va a servir, que es algo bonito, llamativo, que es nuevo, entonces a eso se le dedican unas dos semanas. Ellos construyen sus……. Hacen sus

redacciones diciendo ellos mismos porque es importante, porque les gustaría aprender".

6- When planning your syllabus, do you consider learning tasks?

¿Cuando planea su syllabus usted considera tareas de aprendizaje?

Teacher 1: "Es que uno planea la clase, o programa la clase, o sabe lo que va a dictar, o lo que sigue pero muchas veces en el desarrollo de la clase, en el curso con los estudiantes se le cambia completamente lo que uno lleva preparado o lo que uno tiene preparado. Y se programan otras cosas y se hacen otras actividades pero generalmente uno sabe que tareas o que actividades tiene que realizar de acuerdo a los temas que se dicta".

Teacher 2: "claro, porque yo ya las traigo listas de la casa Por ejemplo yo ya traigo, si voy a hacer un taller que va a ser oral ya lo traigo bien explicadito, si va a ser un taller escrito ya lo traigo elaborado de mi casa. Entonces yo si los preparo bien".

7- Do you think that the context is relevant when teaching English? Why?

¿Cree usted que el contexto es importante cuando se enseña ingles por que?

Teacher 1: "Claro, es que vera no? Hay momentos en que a los estudiantes no les interesa para nada el ingles, y sobretodo en nuestro medio antes por el contrario, eso dicen: para que, para que nos amargan la vida, para que! Si nadie nos vamos a ir a aprender ingles, si nadie nos vamos a ir a estados unidos, entonces por ejemplo yo les digo vea uno no sabe las oportunidades que va a tener en la vida, quien quita que el día de mañana le aparezca a usted la oportunidad de que le toque viajar por una enfermedad, que se gano una beca, porque se ganó un concurso, porque se lo llevaron, y le toque quedarse y le toque vivir en otro país de habla inglesa, y tenga ya unas mejores oportunidades para su vida, uno no sabe y ustedes desperdician su tiempo que aquí procuramos darles unas bases que aprendan o algo no? Entonces uno trata de meterles como esas cosas a los estudiantes de hacerles ver la importancia del ingles máxime ahorita y ahorita los estudiantes con el avance tecnológico en el mundo entero pues les llama la atención un poquito por lo de los computadores. Les llama la atención un poquito a los estudiantes. (Aclaración sobre este termino) lógicamente eso…… por ejemplo uno les lleva una lectura y en esa lectura tiene que ver la hoja de vida de una persona y entonces donde esta la dirección eso toca acomodarlo a la dirección de aquí, del barrio de la cuadra, de todo esto

toca acondicionarlo, porque que les va a enseñar uno una dirección en Oklahoma? Si el estudiante vive en santa bárbara?".

Teacher 2: "claro, porque osea uno el ingles tiene que llevarlo a la vida real, entonces tiene que estar dentro del ambiente donde ellos se mueven. Sus amigos, sus familiares, las cosas que más quieren, las comidas que les gustan, el medio donde comparten ellos, entonces es lo más necesario".

8- It is easier for you to create your own syllabus or to follow a textbook?

¿Para usted es más fácil crear su propio syllabus o seguir el libro?

Teacher 1: "No, hay que hacerlo el programa, no se puede seguir un solo texto, no todos los textos tienen todo lo que uno necesita enseñarles a los estudiantes, entonces uno de varios textos organiza su propio syllabus".

Teacher 2: "no mas fácil es crearlo porque hay que adaptarlo a las necesidades de los estudiantes, a los que ellos tienen, a las ayudas que yo tengo, entonces mas fácil es que yo lo cree".

9- Do you develop the four skills as a whole or do you focus in a specific one?

¿Usted desarrolla las cuatro habilidades como un todo o por el contrario se enfoca en una sola?

Teacher 1: “No, en algunas clases, se hace únicamente listening, se hace reading, en algunas clases, pero generalmente mas listening, listenig”.

Teacher 2: “osea, mas prioridad al listening, luego ya va el speaking después de eso si ya sigue a la lectura, después ya escriben”.

10- Do you create the syllabus at the beginning of the course or during it according to the needs of the students? ¿Crea usted su syllabus al principio del curso o durante este de acuerdo a las necesidades de los estudiantes?

Teacher 1: “no, al principio siempre, todos los profesores hacemos el programa en planeación, la semana de planeación institucional y uno organiza y entrega lo que es la ley, entregarla a coordinación, como requisito”.

Teacher 2: “osea, nosotros lo creamos en planeación lo entregamos todo, pero entonces después en el transcurso del año escolar toca irle haciendo ciertas modificaciones de acuerdo a las necesidades. Por decir algo apareció un tema que necesitaba enseñarlo, pero no está en el programa entonces hay que incluirlo por lo general todos los años toca empezar de ceros, aquí parece que se…….. Por ejemplo hay vacaciones y viene otra vez en ceros, entonces toca empezar con el verbo “To Be” lo mas básico y de ahí saltar a lo un poquito mas difícil”.

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