DETECTING FACTORS THAT INTERFERE WITH THE STUDENT'S ENGLISH LEARNING

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ENGLISH – FRENCH PROGRAM

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NOTE OF ACCEPTANCE

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Christian Tovar Klinger.

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Magda Lucy Caicedo Vela.

San Juan de Pasto, May 11th, 2001

DEDICATED TO

My father's memory

My mother with all my love

My brothers and sisters

All my relatives.

YUBI

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CONTENTS

LIST OF TABLES

LIST OF FIGURES

Pag.

LIST OF ANNEXES

Pag.

SUMMARY

The objective of this work is to identify some of the main factors that interfere with the learning of English at the eleventh grade at INEM high school in order to propose pedagogical suggestions to improve the level of the English learning. The collection of the information for this non-experimental research was carried out through oral interviews and surveys which were directed to give the students the opportunity to express spontaneously their own expectations and direct class observation which was directed to observe the real school environment where the English teaching learning process was being developed.

After analyzing the results of this investigation, I can conclude that the students' low motivation, the teachers' traditional and mechanical methodology, their lack of creativity, the lack of instructional materials and resources and the bad relationships between teachers and students are some of the main factors that interfere with the students' English learning.

The learning process of a foreign language is asking for varied, creative, dynamic and interesting methods and approaches which must be adapted to meet the real needs of the students and, at the same time, give them the opportunity to embark

on the foreign language by using good audiovisual materials and resources. These approaches must be developed in a pleasant environment which generates a positive attitude between the teachers and the students.

INTRODUCTION

Learning a foreign language is a process that include a set of variables which deal with the learner, the teacher, the subject matter, the aims of learning and instruction and the methodology. The analysis of the same variables in our English school environment reveals that there is an urgent need to transform our English classes into an opened space of life.

Today, the future teachers of our high schools must up date their theoretical foundations and to assume and apply in their English classes the principles which well qualified teachers should be, because teaching is not only a collection of theory; teaching is both an art and a science.

For the porpose of this lecture a will to identify and detect some of themain factors that interfere with the students' learning of English and then, to propose pedagogical suggestions for making an interesting, creative and dynamic English class environment. This study will be carried out at INEM high school with the students of the eleventh grades.

1. INTRODUCTION TO THE PROBLEM

The teaching of English in most high schools, has been developed with the implementation of traditional methods, being one of the most common the grammar-translation method, which has been strongly criticized on its theoretical foundations and its practical results.

It is important to take into account that the present teaching process has been centered on " the teacher " so the production of language on the part of the students has been limited because memoristic and repetition learning has been the only technique imposed through the years.

Another important point that we must take into account is that the principal resources used by teachers have been " the textbooks "; however, those textbooks have been developed in the second language context, in another reality, and they have not given any solution to the real problems that the students have in order to acquire a foreign language.

Frequently, low student's motivation has been observed in the learning of English, and we can realize that there is a deficient English level in high schools; this may be due to some factors mentioned in the previous paragraphs; although the causes have not been exactly defined, the reality is that English learning in high schools has not always given good results. Have you reflected on " what is really happening? What is the cause that contributes to the non-progress of our students?...

1.1 PROBLEM STATEMENT

During the last years, many questions have risen in relation to the quality of English learning, has it been poor, fair, good or excellent? The answers are still the same "there is a deficient English level in high schools". Unfortunately, we have not reflected on some very important factors that contribute to the students' problems and difficulties in the learning of English.

In order to achieve this goal, I will interview some students of the eleventh grade at I. N. E. M. high school, and I will observe the real environment where English is taught, with the purpose of discovering what some of the real factors that interfere with the students' learning of English are and to propose some pedagogical suggestions and recommendations at the end of this research.

1.2 SIGNIFICANCE

Everybody is conscious that the English level in high schools is deficient. I think it is necessary to transform the English learning process by offering the students not only a dynamic, interesting, flexible and participate technique, but also, an affective model of teaching which can give them the opportunity to express spontaneously their skills on the target language learning process according to their needs and expectations by creating an environment which foments good relationships between the students and the teacher.

I invite you to go beyond the application of treatments and techniques that have as their only objective to improve a particular skill. Go beyond a curricular activity. "STOP" and " REFLECT " upon the real students' problem. What is the cause for the deficient English level of our students? This situation suggests to search alternatives and solutions and this can be possible only by focusing the problem nucleus; so, let us attack it.

I am interested in observing the English class environment and interviewing students, so they can express their own opinions referring to this important topic. Suggestions and recommendations will be given to contribute to the English learning after finishing this analysis.

1.3 HYPOTHESIS

The superficial relationship between students and teachers, the low students' motivation, the scarce didactic materials in the teaching process, are some possible factors that interfere with the students learning of English.

The methodological process established by the English teacher in the classroom has not answered the student's expectations.

1.4 OBJECTIVES

1.4.1 General objective. To identify some of the main factors that interfere with the learning of English at the eleventh grade at I. N. E. M. high school in order to propose some suggestions and solutions to improve the English learning.

1.4.2 Specific objectives

- To observe the real environment where English learning is developed

- To discover the real relationship between students and teachers.

- To observe the class activities developed by the English teacher at the eleventh grade at I. N. E. M. high school.

- To inventory the resources used by the English teacher.

- To propose some alternatives of solution and pedagogical suggestions in order to improve the English learning.

1.5 DELIMITATIONS

1.5.1 Conceptually. This research involves several aspects in the learning of English, all aspects of the methodological process depend on the real situation that the students are living around their own English learning.

1.5.2 Chronologically. This research is delimited chronologically; it will be carried out during four months, considering that the application of the interviews will be applied to twenty students whose analysis requires a considerable amount of time in order to give the appropriate suggestions and recommendations.

1.5.3 Geographically. This research will be carried out at I. N. E. M. high school; this school is located in San Juan de Pasto, on the Panamerican avenue, in the Department of Nariño, which is situated in the southern part of Colombia.

1.5.4 Population. This research will be carried out with twenty students of the eleventh grade at I. N. E. M. high school, ten of them are men and ten are women; they are about sixteen and seventeen years old.

Considering that the I. N. E. M high school is a public institution, the students that will participate in this investigation belong to the middle-social class. It s important to notice that some of these students are involved in extra-class activities in order to overcome some academic English difficulties.

1.6 LIMITATIONS

- The utilization of tape recorder in order to interview students can be an interference factor to obtain a valid information.

- Students can or can not give natural cooperation to the information, because they are afraid of the teacher's negative reactions.

- The schematic representation of this investigation does not have an exact design model, because this kind of research is interpreted from a qualitative point of view.

1.7 DEFINITION OF TERMS

Factors: In this investigation the term factors represent the external or internal causes or variables that influence on the normal student's learning of English.

Method: A general plan based on the approach to present the linguistic content in an organized way. It is a system conformed by the approach and techniques.

Approach: A group of beliefs or hypotheses that conform a theory about the nature of language and the process of the language learning.

Techniques: The resources, abilities, and strategies used by the teacher in the classroom for the language teaching; the techniques must be applied according to the method and the approach.

2. REVIEW OF LITERATURE

2.1 THEORETICAL FRAMEWORK

The process of learning a foreign language includes a set of complicated variables which deal with the relationship between the learner and the teacher, the motivation, the aids of learning and instruction and the methodology. The good development of these important variables facilitate an optimal environment that contributes to the easy acquisition of a foreign language.

I am interested in discovering how these variables above mentioned function in the English teaching/ learning process.

2.1.1 The reform of education. There have been many critics who have made condemnations of the schools. Accusations have been made that schools are oppressive places governed by authoritarian rules which suppress spontaneity and creativity and foster   dependency and dehumanization.

During the 1950s and 1960s, Sputnik quoted by Gertrude Moskowitz[1], states that much effort was put into curriculum innovation. The change took the form of updating materials and "retreading" teachers to use them properly. Emphasis was on the content – the cognitive but such curriculum reform did not reform the existing situation.

The post – Sputnik quoted by Gertrude Moskowitz [2], reveals that the unbalanced curriculum does not respond to current social and interpersonal issues. Many students remain disenchanted with school and the subjects they take. Teaching still tends to consist of boring hours of listening and being expected to learn insignificant minutiae. True curriculum reform calls for more than considering the academic side of education and giving lip service to the personal aspect.

Combs, (1970) quoted by Gertrude Moskowitz [3], has wisely pointed this out to educators: "Billions of dollars and billions of man hours are currently being expended in attempts to reform education". Unhappily much of this effort is foredoomed to be wasted because it concentrates on the wrong problem... Teachers have long been expert in providing information... Our major failures do not arise from lack of information. They come from ... Our inability to help students discover the personal meaning of the information we so extravagantly provide them... Our preoccupation

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[1] MOSKOWITZ, Gertrude. Caring and sharing in the foreign language class: a source book on humanistic techniques 1981: P. 9.
[2] Ibid., P.9
[3] Ibid., P.10

with... information... has dehumanized our schools alienated our youth, and produced a system irrelevant for most students.

I think that the organization, and the development of the curriculum in an institution is a very important key and in order to perform it, it is very necessary through the study, the discussion, the reflection, the analysis and the concertation among the distinct members of the educative community, to establish clear and definite conceptions about the education that each school desires to develop, according to the socio -economic, cultural and political conditions of its context.

2.1.1.1 The growth of growth in education. Moskowitz (1981) states that today there is an area of education receiving attention, and its spread seems related to this concern for personal development, self-acceptance, and acceptance by others; in other words, making students more human. The terms used to describe this type of instruction are "affective", "confluent", "psychological", "emotional", or "humanistic" education. All these try to accomplish similar terms: combining the subject matter to be learned with the feelings, emotions, experiences and lives of the learners.

2.1.1.2 Affective models of teaching. Traditionally, education has poured the content into the student. Affective education draws it out of the student. It recognizes that anyone who teaches is automatically dealing whit student's feelings, which are always present. These are bound to affect learning and should

be put to use in teaching. Customarily the feelings of students are overlooked or denied in learning.

Many humanistic programs have been developed in recent years. Miller, (1976) quoted by Gertrude Moskowitz [4], has organized affective teaching into four models, each having a main focus.

2.1.1.2.1 The development model. The teaching strategies are in keeping with the developmental stage of life in which the learner is.

2.1.1.2.2 The self-concept model. Emphasis is on teaching the self-steem and knowledge of one's identity. Such strategies also involve discovering one's values and living according to them. The goal is to enable youngsters to live according to their own expectations and not only those of others: that is, to gain control over their lives.

2.1.1.2.3 The sensitivity and group-orientation models. These work on helping people become more open with and sensitive to others. Communication skills are stressed, as is empathizing with others.

2.1.1.2.4 The consciousness-expansion models. Such models are intended to increase the imaginative, creative, initiative capacities. Some components of these models are: integrating the mind and the body. Sensory awareness, guided imagery, and achieving higher or deeper levels of consciousness.

2.1.1.3 Man's pursuit of becoming human. Moskowitz (1981) summarized her analysis on humanization by using some questions such as: how are we humanizing youth through a foreign language and what is missing in these classes? Why, despite efforts to enhance interest in foreign languages, does this continue?; minicourses, individualizing instructions, cultural approaches, and multi-media courses are examples of efforts to increase student's motivation.

Moskowitz (1981) states that the situation in getto schools has dramatically illustrated the effects on behavior, attitudes and upper-class students, too; they, are less and less willing to learn when they find no interest or value in the subject matter. She suggests that foreign language educators must face the reality that this is indeed a key reason why students discontinue studying foreign languages despite all the efforts at increasing their interest:

Brown, (1975) quoted by Gertrude, Moskowitz [5], has some compelling thoughts on this previous subject:

"Are all these classrooms dead?. No, not all. But too dammed many are... what is the difference between a dead and a live classroom?. In the dead classroom learning is mechanistic, routine, over-ritualized, dull, and boring. The teacher is robotized, and the children are

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[4] Ibid., P. 16
[5] Ibid., P. 17

conceived as containers or / receptacles whose primary function is to receive and hold subject matter... the live classroom ... is full of learning activities in which students are enthusiastically and authentically involved... each student is genuinely respected and treated as a human being by his/ her teacher... the learning involves living."

"WE HAVE MIND. WE HAVE FEELINGS. TO SEPARATE THE TWO IS TO DENY ALL THAT WE ARE. TO INTEGRATE THE TWO IS TO HELP US REALIZE WE MIGHT BE"

BROWN, George. The live classroom. 1975. P. 108

2.1.1.4 Basing humanistic programs on needs. Maslow, (1971) quoted by Gertrude Moskowitz[6], regarded satisfying the basic psychological needs of people as vital. He pointed out that life has to have some meaning and contain peak experiences of joy to be worthwhile. He stressed that schools seem to look down on children having a good time. He affirmed that schools can give students a sense of accomplishment and the teachers should be joyful and self-actualized themselves.

Maslow charged that teachers must not only accept students, but help them learn about values from a knowledge of themselves.

In keeping with the thinking of Maslow, Vallet (1974) quoted by Gertrude Moskowitz[7], feels that humanistic education should start with assessing the basic needs of humans and that these should be the foundation upon which instructional programs are built. He categorizes children's basic needs into six areas:

- Physical security: food, clothing, shelter, good health.

- Love: attention, encouragement, praise, physical contact, warmth, support.

- Creative expression: promoting sensory capacities, gaining pleasure in expressing oneself creatively, exploring new ways of expressing oneself.

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[6] Ibid., P. 18
[7] Ibid., P. 18

- Cognitive mastery: achieving relative competence in basic skills.Social competence : acceptance and interaction with peers, getting to know and relate to peers better.

- Self-worth: strengths stressed and weaknesses played down.

In terms of foreign languages learning, the basic needs advocated by Maslow and Vallet are equally desirable, compatible, and possible to aim for.

2.1.1.5 Humanistic education. Moskowitz (1981) states that the contents included in a humanistic education are related to the experiences, feelings, memories, hopes, aspirations, beliefs, values, needs and fantasies of students. It strives to integrate the subject matter and personal growth dimensions into the curriculum.

Hawley and Hawley, (1972) quoted by Gertrude Moskowitz[8], put it this way:

"Learning cannot be carried on in an emotion-and value-free climate... and personal growth education cannot be carried on in a vacuum of information. The two should be one."

Moskowitz (1981) says that an affective education is effective education. It works on increasing skills in developing and maintaining good relationships, showing concern and support for others, and receiving these in itself, consisting of sharing, caring, acceptance, and interdependence. She says that humanistic is a way of

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[8] Ibid., P. 20

relating that emphasizes self-discovery, introspection, self-esteem, and getting in touch with the strengths and positive qualities of ourselves and others.

2.1.1.5.1 Assumptions of humanistic education. Moskowitz (1981) stated some of the key premises underlying humanistic education which were drawn upon in preparating the materials presented in her book for the foreign language class.

- A principal purpose of education is to provide learning and an environment that facilitate the achievement of the full potential of students.

- Personal growth as well as cognitive growth is a responsibility of the school. Therefore education should deal with both dimensions of humans- the cognitive or intellectual and the affective or emotional.

- For learning to be significant, feelings must be recognized and put to use.

- Significant learning is discovered for oneself.

- Human beigns want to actualize their potential.

- Having healthy relationships between students and teachers is more conducive to learning.

- Learning more about oneself is a motivating factor in learning.

- Increasing one's self-esteem enhances learning.

Moskowitz (1981) states that the point of view taken here is that building language programs along these lines is essential in truly motivating learners and in doing justice to them as human beigns and as individuals.

2.1.1.5.2 Fears about humanistic education. Moskowitz (1981) regarded that a problem in incorporating humanistic activities in foreign language classes is that foreign language teachers are largely untrained and inexperienced in humanistic activities themselves. She says that the whole notion is " foreign " to most foreign language teachers, and so they may have fears and be reluctant about going into this realm, even though it can be a deeper, more satisfying one for all.

Moskowitz (1981) states that some of the fears expressed by the teachers take the form of worrying that the foreign language teacher will take on the role of psychologist. In effect, teachers may already be in that role whether admit to it or not. She adds that we have the power to make others feel better, or worse about themselves, but teachers, in particular, have this power with every sentence they utter. In using self-awareness techniques, teachers try to enhance the student's personal growth along with his growth in the target language.

Jersild, (1952) quoted by Gertrude Moskowitz[9], regards that all teachers as practicing psychologists, whether or not they know it or accept it:

"Every teacher is in his own way a psychologist. Everything he does, says, or teaches has a psychological impact. What he offers helps children to discover their resources and their limitations. He is the central figure in countless situations which can help the learner to realize and accept himself or which may bring humiliation, shame, rejection, or self-disparagement."

Moskowitz (1981) concludes that beign innovative does indeed involve some risk-taking, but the need for innovation in the schools is quite pronounced. She says that generally , schools have not encouraged combining affective experiences with the learning of subject matter, and she adds that this is no doubt one reason why many things that are important to their lives happen.

2.1.1.6 Teachers do make a difference. Moskowitz (1981) states, that often foreign language teachers feel they do not have enough impact on the lives of students. She says that seeing apathy and apparent boredom on students' faces is very discouraging to teachers who are teaching their discipline because of their own love for it.

Moskowitz (1981) was written because of her own conviction that teachers can and do make a difference in the lives of their students. To Moskowitz the trouble is that often teachers are not aware of what students actually have been learning from them, and it may be: it pays to apple-polish and compete; keep your feelings to yourself; school is a boring place where time is wasted; or get the right answers no matter how you do it.

2.1.1.7 Aren't foreign language teachers already humanistic?. According to Moskowitz (1981) there are important questions frequently raised when talking about incorporating humanistic teaching in foreign language classes; they are: Don't we already have many teachers who teach humanistically?, and Don't foreign language teachers already relate the language to their students' lives?, Yes, many foreign language teachers are humanistic in their approach to dealing with students in their classes. But that is quite different from using humanistic exercises and activities to help teach the content of the language.

Moskowtz (1981) says that for some time foreign language teachers recognized the importance of personalizing the content beign learned by asking students related questions about themselves. She says that humanistic education takes this to a deeper level of exploration and that it goes far beyond studying a unit dealing for example: with the family or the house and then asking such questions as: "how many brothers and sisters do you have?, or what forniture is in your bedroom?, in a

[9] Ibid., P. 21

sense, these "personal" questions are impersonal, they share superficial and factual data about students.

Moskowitz (1981) proposes that affective dealing with the previous themes might be: how does it feel to be the oldest, youngest, or middle child? What advantages and disadvantages are there? What special object do you display in your room that gives you pleasant memories? What does it mean to you? What do you think of when you look at it?.

She concludes that the foreign language teacher can provide content that it is necessary talking about their own growth and development, sharing what is important to them, and participating in personally reinforcing interaction seldom found in other parts of the curriculum are valued areas of "communication": the very essence of language learning.

2.1.2 The learner. Strevens, (1978) quoted by Jesus Alirio Bastidas[10], affirmed that every learner is an individual with his/her own profile or characteristics that " mark him as different from all other learners, even though he obviously also shares the universal characteristics of all humans.

2.1.2.1 Learners Roles. Bastidas (1991) suggests that students must perform different roles in communicative approach language teaching, such as: communicators, negotiators of meaning, responsible managers of their own learning, cooperative partners, and above all, active learners.

2.1.2.2 Motivation. Freeman (1986) states that most psychologists feel that some form of motivation is, perhaps, the most important single element in efficient learning. She says that motivation is the springboard that launches you into a condition in which other factors of the learning process may begin to operate and that ultimately will combine to produce learning. She concludes that a student learns what he wants to learn.

Freeman, (1986) states that motivation involves two important things: (1) knowing what is to be learned and (2) understanding why the learning of it is desirable, and she suggests that given both of these elements of motivation, the process of learning is likely to get off to a good start.

Hilgar, (1978) quoted by Alexandra Molina[11], brings out that "the two traits of the conduct that seem to require the development of a concept like that of motivation are":

- "Certain variations in the behavior of the same individual time after time"
- "Certain extreme individual differences that are given in response to the same situation, and that includes some differences in the apparent speed of learning."

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[10] BASTIDAS, Jesus Alirio. From ivory tower to the poorest high school in Colombia. 1991
[11] MOLINA, Alexandra. The verbal behavior of the English teacher in the classroom and the incidence in the motivation for learning. 1996. P. 57

Ausubel, (1983) quoted by Alexandra Molina[12], identified that there are six desires or needs which undergird the construct of motivation.

- " The need for exploration, for seeing " the other side of motivation", for probing the unknown."

- " The need for manipulation, for operating."

- " The need for activity, for movement and exercise, both physical and mental."

- " The need for simulating, the need to be simulated by the environment, by other people or by ideas, thoughts and feelings."

- The need for ego enhancement, for the self to be known and to be accepted and approved by others."

2.1.2.2.1 Motivation for learning. Littlewood, (1984) quoted by Jesus Alirio Bastidas[13], states that motivation is the force which determines whether a learner embarks on a task at all, how much energy he devotes to it, and how long he perseveres.

The effects of motivation on foreign language acquisition have been investigated by various researches. Gardner and Lambert, (1972) quoted by Jesus Alirio

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[12] Ibid., P. 22
[13] BASTIDAS, Jesus Alirio. Op cit. P. 104

Bastidas[14], established two basic kinds of motivation " integrative" and " instrumental". To them a learner with integrative motivation has a genuine interest in the foreign language community. He desires to learn the foreign language to communicate with people who speak that language in order to relate to them and to understand their culture. A learner instrumentally motivated wants to learn the foreign language in order to fulfill a particular objective, gaining a necessary qualification, improving employment, getting a higher degree, etc.

Bastidas (1991) investigated that for our high school teachers, the second major problem is the low students' motivation for learning English. He states that some even affirm that their students do not have any kind of motivation; but the students have a different point of view, which reflects a contradiction to the teacher's assertions.

Personally, I think that it is very important to know if students are really motivated to learn a foreign language and if they have a voluntary motivation and if their teachers use an interesting mechanism of learning. I consider that we must pay attention to the students' motivation , because this topic can be a possible factor that interferes with the students' English learning.

2.1.2.2.2 Conditions for a foreign language learning. Bastidas (1991) states that students will be more motivated to study a foreign language if they feel that:

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[14] Ibid., p. 104

"they are learning to do something useful with the language they study". He says that the students' security is enhanced by the many opportunities for cooperative interactions with their classmates and the teacher, and for sharing their ideas and opinions.

Bastidas (1991) states that some principles of humanistic psychology applied to foreign language learning and teaching support this proposal: " a pleasant and non-threatening atmosphere, a dynamic, flexible and varied methodology; a sense of the essential conditions for providing security, self-assertion, support, affect, understanding, etc. All these conditions will contribute to " lower the students' "affective filter" and consequently to learn the foreign language with better probabilities of success.

2.1.2.2.3 Communicative need for a foreign language. Littlewood, (1984) quoted by Jesus Alirio Bastidas[15], states that the primary motive for learning a language is that it provides a means of communication. He says that a person is therefore most likely to be drawn towards learning a language if he perceives a clear communicative need for it. According to this Bastidas (1991) thinks that the lack of this communicative need in an English foreign language context constitutes a major problem for motivating students to learn English, and he says that they do not have the force to embark on the task of learning another language. He says that another important fact is that the lack of a need to use the language for

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[15] Ibid., P. 106

communication does not facilitate the activation of natural processes and the determination of learning sequences as it happens in a foreign language environment.

2.1.3 The teacher. Bastidas (1991) affirms that the teacher is another component of the learning event which includes a set of complex variables such as: characteristics of the teachers, training and preparation, instructional procedures, personality, age, etc. He analyzes some of them.

2.1.3.1 Training and preparation. Bastidas (1991) states that teachers training includes both initial training and further training. Initial training involves an appropriate combination of principle and theory, methodology and practical skills to teach a foreign language. Further training can be done as " in- service" training, or being withdrawn from teaching in order to be given additional full-time training. In this way, he says that teachers can keep up with new ideas, share their experiences, consider the future, and give a professional dynamism to foreign language teaching.

Strevens, (1978) quoted by Jesus Alirio Bastidas[16], proposes the distinction among the following terms: instructor, teacher and educator.

" It is possible to discern three different stages of language teaching activity... the first is that of the INSTRUCTOR, who is able to

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[16] Ibid., p 110

manipulate the techniques of language instruction, who knows the course-book and materials in use for his particular pupils, and who presents the foreign language material with adequate competence to his or her students. The second is that of the TEACHER, who is a good instructor and more. The good teacher cherises his pupils, knows them, understands their individuality as learners, recognizes their learning preferences and their difficulties, and sees their language learning progress on a time-scale greater than simply that of the class, the week, the semester, or the year. The third is that of the EDUCATOR, who is a good teacher, but whose perspective is wider, who thinks of the students in relation to the whole of their needs for tuition and training, and who is aware of the interrelations between the techniques of language teaching, the contributory disciplines, and the needs of society."

2.1.3.2 Characteristics of the teacher. Bastidas (1991) refers to a crucial variable which contributes to the student's success or failure in learning a foreign language. This variable refers to the teacher's personality. To Bastidas, personality is the total sum of what characterizes someone as an individual. He says that many things make up one's personality: feelings and how one expresses them, values and prejudices, attitudes, temperament, etc. He adds that certain characteristics of the

teacher's personality influence positively or negatively on the student's learning process.

Belyavev, (1964) quoted by Jesus Alirio Bastidas[17], states that the feelings aroused by the teacher's personality are usually transferred to the subject which he teaches, and that pupils will like language classes if they take a liking to the teacher himself. He affirms:

"Pupils like teachers who are themselves very knowledgeable and have a good understanding of the material, who are fair to all their pupils, love their subject, are interested in it and are fond of their work as a teacher".

I agree with Bastidas' appreciations in the sense that many teachers, are not aware of these facts and with their attitude are contributing to the students' failure in learning English, and I think that this is reflected on the students' demotivation to learn English and the deficient level of it, in most high schools.

2.1.3.3 Teacher roles. Bastidas (1991) suggests that the teacher must assume several roles such as: facilitator of the communication process, organizer of resources, researcher and learner, needs analyst, group process manager, curriculum planner, researcher in the classroom, materials designer, dynamic

classroom manager, active and conscious learner and above all, humanistic teacher: facilitator, guide, friend and counselor.

2.1.3.4 Teacher as facilitator of learning. The communicative language teaching gives another perspective in relation with the role of teacher and that of the students.

Littlewood, (1984) quoted by Alexandra Molina[18], shows that: "the teacher

can offer advice or provide necessary language items. He says that the teacher is available as a source of guidance and help, he may be an important psychological support of many learners, he may also decide that a particular error is so important that he must correct it once, to prevent it from becoming fixed in the learner's speech.

Brown, (1975) quoted by Alexandra Molina[19], rests on that:

" the teacher's presence is not perceived as a threat nor is the teacher purpose to impose limits and boundaries, but, rather as a true counselor to center his/her attention on his/her students and their needs".

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[17] Ibid., P. 111
[18] MOLINA, Alexandra. Op cit. P. 14

2.1.4 Instructional materials. Instructional materials constitute useful aids for the success of a foreign language learning. The materials must be selected according to the objectives, the syllabus, the learning activities, the learner and the teacher roles.

Richards and Rodgers, (1986) quoted by Jesus Alirio Bastidas[20] state that the role of instructional materials reflect decisions concerning:

- Their primary goal (e.g. to present content, to facilitate communication between learners, etc.)

- The form of materials (e.g. textbook, audio-visuals, computer, software, etc.)

- The relation of materials to other sources of input (e.g. whether they serve as the major source of input or only as a minor component of it.)

- The teacher's abilities (e.g. their competence in the language or degree of training and experience.)

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[19] Ibid., P. 15
[20] BASTIDAS, Jesus Aliro. Op cit. P. 114-115

2.1.4.1 Role of instructional materials. Bastidas (1991) states that "materials are a way" of influencing the quality of classroom interaction and language use. He states that materials have the primary role of promoting communicative language use.

Bastidas (1991) concludes that there is an urgent need to train our teachers to design, produce and manage with those teaching materials which are cheap, easy to produce and accessible to them. (e.g. charts, flash cards, pictures, worksheets, slides, tape recorders, video and computers). He states that another need is to produce textbooks for our English foreign language context and according to the approach, design and procedure applicable to our setting.

2.1.4.2 The textbook. Bastidas (1991) mentions two problems that teachers face concerning textbooks.

- Students do not get them because of their low socio-economic origin.
- Available textbooks are not interesting for the students because they are not adapted to the English foreign language context

Bastidas (1991) states that most of the textbooks are edited and published in the United States and Great Britain and he says that although these textbooks are basically produced to be used in intensive English second language courses, the editorial business sends them all over the world to be used in any context.

The English textbooks must be adapted to the real environment where English classes are developed, taking into account our own culture, geography, social-class and above all our own reality.

2.1.4.3 Visual aids. Morgan, (1987) quoted by Faney Guerrero and Ana Lucía Jimenez[21], establishes that learning is a complex process and audio-visual aids are a great help to stimulate the learning of a foreign language. He says that students must use their ears as well as their eyes, and that both are the primary channel of learning.

Good audio- visual materials will help maintain the pace of the lesson and the students' motivation.

2.1.4.3.1 Advantages. Morgan, (1987) quoted by Faney Guerrero and Ana Lucía Jimenez[22], proposes some advantages of using audio-visual aids:

- They encourage the learners to lift eyes from their books, which makes it easier and more natural for one to speak to another.

- They allow the teacher to talk less, by diminishing the importance of the verbal stimuli provided by the teacher's voice and allow the students to talk more. This

[21] GUERRERO, Faney and JIMENEZ, Ana. Methodologic processes for English learning in the English-French program of Nariño University and the students expectations. 1998. P. 34

visual rather than verbal approach results in less teacher's talking time and more students' participation.

- They enrich the classroom by bringing in topic from the outside world; they are made real by the pictures.

- The spotlight issues provide a new dimension of dramatic realism and clarifying facts which might pass unnoticed or be quickly forgotten.

- They make a communicative approach to language learning easier and more natural.

- A student with a creative imagination will often find that he learns a new language easily and enjoyably through the use of pictures while he finds it difficult to learn just from a textbook and dictionary.

- They help the teacher to teach listening, speaking, reading and writing and allow him to integrate these skills constructively.
- They provide a variety of topics at all levels of proficiency. A collection of visual aids in the various media centers for all ages of learners and all types of groups from beginners to the most advanced and most highly specialized improves and facilitates the English teaching learning process.

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[22] Ibid., P. 35-38

Faney Guerrero and Ana Lucia Jimenez (1998) state that each type of audio-visual aids is dealt with separately so that the teacher can refer back to the appropriate chapter if necessary when planning a lesson before deciding which aids to use in his lesson plan. However the teacher should consider the following points:

- The purpose of the lesson in relation to the scheme of works and the syllabus.

- The specific learning objectives of the lesson.

- The characteristics of the class members (age, sex, education, background and reasons for wanting to learn the language.)

- Communication problems which might affect the lesson.

- The design of the lesson.

- Available resources.

2.1.4.4 The video. Lonergan, (1985) quoted by Faney Guerrero and Ana Lucía Jimenez, says that the outstanding feature of video films is their ability to present complete communicative situations. The combination of sound and vision is dynamic, immediate and accessible and he adds that this means of communication

can be shown in a context and that many factors in communication can be perceived easily by viewers and language learners.

Faney Guerrero and Ana Lucía Jimenez (1998) suggest that the teacher can choose to present video materials to the learners in the most suitable way for facilitating successful language acquisition.

2.1.4.5 The computer. With the development of the technology the English language has traveled around the world, and therefore, it is necessary to use the technology in order to improve the level of English learning. Today there are many educational English programs that help to develop and to reinforce it.

The computer is another useful aid for the language teacher; it is not a mean to rival or overshadow the teacher, still less replace her or him. By the skillful use of various techniques that modern technology makes available, language teachers can use the computer in order to teach in the most suitable way for facilitating successful language acquisition.

2.1.4.5.1 Advantages.

- The management of the computer is a very important and interesting key in order to motivate students.

- Students have the possibility to choose the topic they want to learn.

- Educational English program's contents are presented by means of dialogues, readings, and there is a combination of many interesting exercises.

- Students have the possibility to practice the main skills: listening, speaking, reading and writing.

- Students can be responsible for their own learning, they can check it by using the multiple questions and tests that the computer English programs have and the teacher only reviews it.

2.1.5 The learning process. There are different views of the second language acquisition proposed by Krashen, (1981) and McLaughlin, (1978) quoted by Elaine Tarone[23], Krashen claims that the key aspect of second language acquisition is an unconscious process resulting from experience in using the language, and that this process is not directly benefited by the conscious learning of, for example, grammatical rules.

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[23] TARONE, Elaine. Focus on the language learner: approaches to identifying and meeting the needs of second language acquisition. 1989. P. 62

The explicit learning of rules during classroom instruction, he argues, only provides a means of "monitoring" output and does not easily convert it into "acquired" or automatic language ability.

In contrast, McLaughlin argues that learning in a conscious way in a classroom setting should not be treated as a peripheral aspect of language acquisition and that learned aspects of the second language acquisition can become automatic processes in the use of the language. Schuman, (1983) observed that Krashen and McLaughlin's views quoted by Elaine Tarone[24], can coexist as two different paintings of the language learning experience, as reality symbolized in two different ways. Neither position is correct; they are simply alternate representations of reality and he added that teachers should recognize the important influence of their own language learning experience on their views of the learning process in general and

also remain aware of the effect that their student's previous language learning experience will have on their views of language learning.

Tarone (1989) states that a learner who is training with producing grammatically correct language may become hesitant, lack fluency and generally sacrifice communicative effectiveness in using the language in order to try to achieve formal accuracy. By implication, then, a learning experience which is dominated by classroom instruction on the rules and correct form of the language may interfere with the ability to actually use the language in an interactive situation.

2.1.5.1 Learner's aims. Widdowson, (1983) quoted by Elaine Tarone[25] describes learner's aims as the need to develop the capacity to creatively exploit, in novel situations, the linguistic knowledge provided in their special training. The notion of learners' aims is complex and for large numbers of language learners, the external purposes for which they are learning the second language may be very poorly defined. The learners may have quite general purposes which will require a variety of language – using skills and consequently the "best" type of learning experience for them cannot always be determined from the perspective of highly specific purposes.

 Tarone (1989) states that the decisions about how to present the "best" learning experience for the students inevitably depend on the individual teacher's ability to work out what those students appear to need, while also remaining aware of what they expect to happen in the learning situation. As Widdowson, (1983) points out, such a teacher may define these students' needs in terms of processes of learning rather than solely in terms of end goals and purposes.

2.1.5.2 Learners' expectations. Tarone (1989) states that teacher's reactions to such learner expectations can take various forms. They can ignore a single student's initial unwillingness to take part and trust that he or she will see the benefit of their methods as the course proceeds. Faced with large group's hostility,

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(24) Ibid., P. 63
(25) Ibid., P. 64

however, teacher may be forced to abandon their planned methods and in a sense give the " customers" what they think they need. These two reactions are an example of what Powell and Tylor, (1977) quoted by Elaine Tarone have termed the "fight em or join em" solutions to this aspect of meeting learner's needs. A third response, called "channel em", is a compromise position in which both teacher and student can fulfill their expectations of what counts as an effective learning experience. The point of this brief consideration of compromise solutions is to try to draw attention to the ways in which the teacher's perception of learner's needs (for example, more flexible use of the spoken language in functional terms) do not have to be seen as conflicting with learners' expectations (for example, analysis of the grammar in formal terms).

2.1.5.3 The nature of language. Finocchiaro, (1964) quoted by Faney Guerrero and Ana Lucía Jimenez[26], demonstrated that students in the first levels retained better, they imitate most accurately and they enjoy talking in the new language. After this study Finocchiaro, (1964) quoted by Faney Guerrero and Ana Lucía Jimenez[27], published the book " teaching children foreign languages" which can be used at the beginning levels, but the teacher of very young children must adapt the material of the book because it is determined for literate children in their native language.

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[26] GUERRERO, Faney and JIMENEZ, Ana. Op cit. P.15
[27] Ibid., P. 15

Finocchiaro, (1964) quoted by Faney Gurerrero and Ana Lucía Jinmenez[28], says that a good foreign language program has to integrate the study of the new language with other areas of the curriculum.

The target language study can reinforce the knowledge obtained in subjects such as: social studies, mathematics, music, art, etc; at the same time it makes particular contributions toward the development of new attitudes and appreciations of different people. I think it is very important to elaborate the foreign language program, taking into account the real environment (social, cultural and geographical aspects) of the students, and the curriculum must be adapted to the students' needs.

Finocchiaro, (1964) quoted by Faney Guerrero and Ana Lucía Jimenez, states that for the preparation of instructional materials it is necessary to take into account that speech is primary, reading and writing are secondary representations of speech. She argues that all children learn first to understand and speak their native language for several years and only after that, they improve their abilities, this same process should be used in the foreign language learning. She adds that the ability for understanding, speaking, reading, and writing can not be acquired in 2 or 3 years, for achieving competence and performance in the target language it is necessary a long sequence of study.

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[28] Ibid., P. 16

2.1.5.3.1 Principles of language learning. Finocchiaro, (1964) quoted by Faney Guerrero and Ana Lucía Jimenez[29], proposes some linguistic, psychological and anthropological bases about foreign language learning.

2.1.5.3.1.1 Principles derived from linguistic science. The language should be practiced in the following order: listening, speaking, reading, and writing.

- At the beginning levels children should have extensive and varied practice as listeners and speakers.

- The sounds of the language should receive priority; it is necessary to teach them in authentic expressions, with normal intonation, rhythm, pauses and stresses.

- The vocabulary should be introduced and practiced in context, in real situations of communication, never in lists of words. At the beginning levels it is not advisable to introduce excessive vocabulary but it is necessary to reinforce it daily with different structures and cultural topics.

- At the beginning levels, it is desirable to introduce words that can be pictures or demonstrated easily. Later, known words can be used for explaining abstract or non-demonstrable concepts and non-picturable words.

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[29]Ibid., P. 19

- The classroom activities should focus on authentic speech situations where two or more children are involved, for example: interchanges, descriptions, role plays, etc.

- The dialogues and other materials should be preferably short but authentic, built around a cultural situation; only the patterns used in real conversation should be presented.

- The new patterns of language should be taught and practiced with vocabulary known by children.

- The new material should be introduced according to needs and abilities of children. It should be practiced in varied activities and different cultural topics.

- Grammar should not be taught. The emphasis should focus on the actual use of language, children will understand the rules or grammatical structures through the numerous examples they hear and say.

- Reading should be introduced only when children have a good knowledge of the sound system and the structures more frequently used.

- Writing should be introduced after reading.

2.1.5.3.1.2 Principles derived from psychological science. According Finocchiaro, (1964) quoted by Faney Guerrero and Ana Lucía Jimenez[30], motivation plays a very important role in the foreign language learning; for this reason it is necessary to create an environment of confidence, achievement, acceptance, sincerity, valuation. Besides, the classroom activities should be varied, pleasant and amusing to maintain children's interest.

- The starting point of a lesson should always be the child himself, his environment and his experience.

- The foreign language should be practiced in normal daily situations which children can easily identify.

2.1.5.3.1.3 Principles derived from anthropological science. Finocchiaro, (1964) quoted by Faney Guerrero and Ana Lucía Jimenez[31], claims the language

is the expression of thoughts, feelings, values, and experiences of a community, for this reason, children should learn to appreciate the customs of children in other countries, they should be aware that there are other ways of communicating which permit them to express the same ideas, the same likes and dislikes, the same needs and desires as well as their native language.

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[30] Ibid., P. 19
[31] Ibid., P. 19-20

- Children should learn to say and to do with gestures and facial expressions what children of the same age would say or do in similar happenings or situations in the foreign country.

- The cultural activities in the foreign language should be introduced taking into account the age and the interest of children; they like to talk about themselves, their school days, their families, their friends, their hobbies, their homes and communities.

2.1.6 Present day teaching methods. Krashen (1987) has summarized an analysis on some approaches to classroom teaching, he has reviewed what are surely the most widely used methods: grammar-translation, audio-lingualism, a version of the direct method and some new approaches; Asher's total physical response method, and Terrell's natural approach.

Krashen (1987) stated that the brief description at the beginning of each analysis is not intended to be a full and adequate description of each method, but, is intended to serve only to inform what Krashen understanding of each method is. It should also be pointed out that this analysis assumes that the methods are used in their pure forms, a situation which, Krashen is sure, does not occur in every classroom.

2.1.6.1 Grammar- translation method.

Characteristics:

- Explanations of a grammar rule, with example sentences.

- Vocabulary presented in the form of a bilingual list.

- Exercises designed to provide practice on the grammar and vocabulary of the lesson.

- Most grammar-translation classes are designed for foreign language instruction and are taught in the student's fist language.

2.1.6.1.1 Requirements for optimal input.

1. **Comprehensible.** The grammar-translation method provides scraps of comprehensible input. The model sentences are usually understandable, but the focus is entirely on form and not meaning, students are forced to read word by word, and consequently rarely focus completely on the message.

2. **Interesting/relevant.** There is usually an attempt specially in recent years, to provide topics of interest in the reading selection, but the usual topics fall far short of the forgetting principle.

3. **Not grammatically sequenced.** Grammar-translation, of course, is grammatically sequenced; the majority of texts attempt to proceed for what the author considers easy rules to more complex rules, the rules dominate the lesson.

4. **Quantity.** Grammar-translation fails to provide a great deal of comprehensible input. The small amount of comprehensible input in the model sentences, the reading, and exercises is, moreover, rarely supplemented by the teacher's talk in the target language.

5. **Affective filter level.** Grammar-translation violates every component of the optimal input, and it is therefore predicted that this method will have the effect of putting the student "on the defensive". Anxiety level, it has been pointed out, is also raised for some students who are less inclined toward grammar study (under-users), as pointed out by Rivers, (1968) quoted by Stephen Krashen[32.]

6. **Tools for conversational management.** Grammar-translation makes no attempt, explicitly or implicitly, to help students manage conversations with native speakers.

7. **Learning.** Grammar-translation implicitly assumes that conscious control of grammar is necessary for mastery. In other words, learning needs to precede acquisition. This assumption necessitates that all target structures be introduced and explained. There is, therefore, no limitation of the set of rules to be learned to those that are learnable, portable, and not yet acquired.

2.1.6.2 Audio- lingual method

Characteristics

- The lesson typically begins with a dialogue.

- The student is expected to mimic the dialogue and eventually memorize it.

- Lado, (1964) quoted by Stephen Krashen[33], notes that audio- lingual pattern drills focus the students' attention away from the new structure.

- Most common drills are repetition, substitution, transformation, and translation.

[32] KRASHEN , Stephen. Principles and practice in second language acquisition. 1987. P.130
[33] Ibid., P.131

2.1.6.3.1 Requirements for optimal input.

1. **Comprehensible.** The dialogues and pattern practice are certainly understandable by most students, although some theorists have said that in early parts of a lesson actual comprehension is not necessary, that purely mechanical drills are useful.

2. **Interesting/ relevant.** While Lado, (1964) quoted by Stephen Krashen[34], advises that the dialogue contain "useful" language, that it be age-appropriate and natural, most dialogues fall far short of the mark of true interest and relevance. Most pattern practice, of course, makes not attempt to meet these requirements.

3. **Not grammatically sequenced.** There is a clear sequence in audio-lingual teaching, based usually on linguistic simplicity, but also influenced by frequency and predictions of difficulty by contrastive analysis. As is the case with grammar-translation, the entire lesson is dominated by the "structure of the day".

4. **Quantity.** Lee, McCune and Patton, (1970) quoted by Stephen Krashen[35], indeed, according to some practitioners, state that the idea behind pattern practice is to avoid meaning altogether. For both dialogues and pattern practice, the entire hour might be spent with just a few sentences or patterns, as compared to the wide variety real communication gives.

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[34] Ibid., P. 131
[35] Ibid., P. 131

5. **Affective filter level.** Audio-lingual teaching violates several aspects of the optimal input. Production is expected immediately. And is expected to be error-free. Over-use of drill and repetition, procedures such as not allowing students access to the written word in early stages may also add to anxiety.

6. **Tools for conversational management.** Audio- Lingual does a slightly better job in this category than does grammar- translation, as the dialogues do contain material that can be used to invite input and to control its quality. The applicability of dialogues to free conversation and to genuine conversational management may be limited. Most dialogues are actually scripts and are not designed to be used to negotiate meaning.

7. **Learning.** Theoretically, conscious learning is not an explicit goal of audio–linguism. The goal, rather, is to have the student overlain a variety of patterns to be used directly in performance in practice, however, audio lingual teaching often results in inductive learning, the students attempting to work out a conscious role on the basis of the dialogue and pattern with the explanation section serving to confirm or disconfirm his guess.

2.1.6.3 The direct method

Characteristics:

- All discussion, all classroom language, is the target language.

- This method includes the language of the exercises and teacher talk used for classroom management.

- The method focuses on inductive teaching of grammar.

- The goal of the instruction is for the students to guess, or work out the rules of the language.

- The teacher asks questions that are hopefully interesting and meaningful and the student's response is then used to provide an example of the target structure.

2.1.6.3.1 Requirements for optimal input.

1. **Comprehensible.** The direct method with its insistence on the use of the target language at all times provides a great deal of comprehensible input. As the case with natural approach, the entire period is filled with target language use with a variety of topics and structures utilized.

2. **Interesting / relevant.** As mentioned above, there is an attempt to make the language use in the classroom of some interest to the students. The goal of the lesson, however, is grammar teaching, and as discussed earlier, this puts heavy

constraints on what can be discussed. Discussion is always meaningful, but is rarely genuinely communicative.

3. **Not grammatically sequenced.** The direct method is strictly sequenced, which distorts efforts at real communication.

4. **Quantity.** As mentioned above, the direct method meets this requirement as well as any classroom method can, filling the entire hour with comprehensible input.

5. **Affective filter level.** The insistence in grammatical accuracy at very early stages, the use of error correction, and the grammatical focus of the course may cause anxiety and a high filter for all but the most dedicated monitor user.

6. **Tools for conversational management.** Students are given the tools for interaction in the classroom in the target language, they are soon able to initiate discussion with the teacher and ask questions about grammar. There is no explicit goal of providing tools for conversation with a more competent native speaker.

7. **Learning.** The direct method presumes that conscious control is necessary for acquisition, that conscious knowledge of grammar can be accessed at all times, and by all students. It demands full control of late-acquired structures in oral

production from the very beginning; and may thus encourage over-use of the grammar.

2.1.6.4   The natural approach method

Characteristics

- Tracy Terrell, (1966) developed the natural approach at the University of California at Irvine for foreign language instruction at the University and high school levels. The method can be described by the following principles.
- Classtime is devoted primarily to providing input for acquisition.
- The teacher speaks only the target language in the classroom.
- Homework may include formal grammar work.
- Error correction is employed in correcting homework.
- The goals of the course are "semantic", activities may involve the use of a certain structure to talk about ideas, perform tasks, and solve problems.

2.1.6.4.1 Requirements for optimal input

1. **Comprehensible.** The entire goal of classroom practice in the natural approach is to provide comprehensible input. Natural approach teachers utilize realia, pictures, and student's previous knowledge to make their speech comprehensible from the first day.

2. **Interesting/relevant.** This is a serious problem for a foreign language class. The natural approach attempts to capture student's interest by using what Terrell, (1966) quoted by Stephen Krashen[36], terms " affective acquisition activities" adapted from Christensen, (1969) that encourage discussion of topics of personal interest to the students. In the early stages of the natural approach, classroom discussion focuses on personal information, the goal being to establish a group feeling. Later, students discuss their past histories, and eventually they are able to talk about their hopes and plans for the future.

3. **Not grammatically sequenced.** The focus of the class is not on the presentation of grammar. There is a tendency for certain structures to be used more often in certain stages, but there is no deliberate sequencing.

4- **Quantity.** Since the entire class period is filled with comprehensible input, the natural approach meets this requirement as well as any foreign language teaching method can.

5. **Affective filter level.** Students do not have to produce in the second language until they feel they are ready. Error correction for form is not done in classroom. Also, an attempt is made to discuss topics that are interesting to students. This predicts lower filter strength than most other methods.

6. **Tools for conversational management.** Some tools for conversational management are provided in the form of very short dialogues, designed to help

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[36] Ibid., P. 139

students converse with native speakers on predictable and frequent topics. Also, students are introduced, right from the beginning, to phrases and expressions that will help them control the teacher's input. (e.g. " I do not understand, what does____ mean ?", etc.).

7. **Learning.** The absence of error correction in the classroom is a recognition that there are constraints on when the conscious grammar is used. While little experimentation has been done with children, second language acquisition theory predicts that younger children would not profit from grammar homework, while older children and adolescents might be able to handle limited amounts.

2.1.6.5 Total physical response method

Characteristics:

This method was developed by James Ashe, (1977). Total physical response consists basically of obeying commands given by the instructor that involve an overt physical response. The instructor for example, says " stand up" and the class stand up. The commands become more complex as the class progresses, and Asher, (1977) quoted by Stephen Krashen[37], claims that it is quite possible to embed vast amounts of syntax into the form of a command. Students speak only whan they are " ready ".

Asher, (1977) quoted by Stephen Krashen[38], lists the three principles of the total physical response system:

- Delay speech from students until understanding of spoken language " has been extensively internalized".

- "Achieve understanding of spoken language through utterances by the instructor in the imperative

- " Expect that, at some point in the understanding of spoken language, students will indicate a "readiness" to talk".

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[37] Ibid., P. 139
[38] Ibid., P. 139

2.1.6.5.1 Requirements for optimal input

1. **Comprehensible.** The total physical response required of the students is, in effect, a manifestation of his comprehension of the teacher's utterance. It can, in fact, be argued that a total physical response is not necessary for comprehension or for progress in second language acquisition, but merely shows that the input has been understood.

2. **Interesting/relevant.** The novelty and freshness of Total physical response, probably does a great deal to make the class experience interesting. It may be difficult to remain interesting if one holds to the requirement of producing imperatives 100% of the time.

3. **Not grammatically sequenced.** According to Asher's description, (1977) each lesson does have a grammatical focus in Total Physical Response. In other words, commands contextualize various points of grammar. There is nothing inherent in the Total Physical Response approach that demands a grammatical focus, however.

4. **Quantity.** Total physical response can fill an entire class period with comprehensible input in the form of commands. It thus has the potential of meeting this requirement fully.

5. **Affective filter level.** Total physical response makes one very important contribution to lowering student anxiety: students are not asked to produce in the second language until they themselves decide they are ready. They are, In other words, allowed a silent period. Asher, (1977) does not state explicitly whether error correction on early student output is required in Total Physical Response; this may vary from teacher to teacher. It has been pointed out, however, that the necessity of producing overt physical responses right away may provoke anxiety in some students.

6. **Tools for conversational management.** There is a not explicit goal of providing tools for conversational management in Asher's papers.

7. **Learning.** The assumption of total physical response is that grammar will be learned inductively, that is, students will work out the correct form of the rule during the class activity. The use of total physical response insures the active participation of students, helps the teacher know when utterances are understood, and also provides contexts to help students understand the language they hear.

2.1.6   Summarizing some other methods and techniques

Richards and Schmidt (1983) summarize some other important methods and techniques such as the following:

2.1.7.1 Community Language Learning

METHOD	CHARACTERISTICS
COMMUNITY LANGUAGE LEARNING	• Charles A. Curran 1970's developed it. • Its objective is to use the second language for communicative purposes. • The student is the "center" of the method. • The teacher must create and maintain a secure environment for learning. • For this method, the affective component and human relations are very important. • Student's needs are considered.

2.1.7.2 Eclectic Method

METHOD	CHARACTERISTICS
ECLECTIC METHOD	• A representative of this method is Sweet • Its objective is to select among the different approaches, methods and techniques the most appropriate and useful, for developing in the classroom.

METHOD	CHARACTERISTICS
	• The teacher must be a good analyst of the social and individual needs of his students.
	• This method imposes great exigencies and responsibilities to the teacher.

2.1.7.3 Learner Centered Teaching

METHOD	CHARACTERISTICS
LEARNER CENTERED TEACHING	• Opposed to the teacher centered
	• Focussed on learner's needs, styles and interests.
	• Technique that gives some control to the students group work.
	• Curriculum that includes consultation: asking students about what they want to learn.
	• Creativity, innovation; this technique enhances students sense of competence, and self-worth.
	• Teacher and the students use always the second language.

2.1.7.4 Interactive Learning

METHOD	CHARACTERISTICS
INTERACTIVE LEARNING	• Based on interactive nature of communication. • Production of language for genuine meaningful communication (negotiation of meaning). • Create genuine opportunities for interaction in the classroom. • Authentic language input, in real world context. • Classroom tasks that prepare the students for actual language use "out-there".

2.1.7.5 Cooperative Learning

METHOD	CHARACTERISTICS
COOPERATIVE LEARNING	• Oxford, (1976) quoted by Richard and Schmidt[39], states some important characteristics of this technique are: • Cooperation implies the absence of competition and the presence of group spirit. • This technique involves a cooperative task structure or a cooperative regard structure, either of which can encourage positive interdependence.

[39] RICHARDS, Jack and SCHMIDT, Richard. Language and communication. 1983. P. 179

	· Mutual support, increased confidence and enjoyment, greater and more rapid achievement, are some advantages of this technique.
	· There is more respect for the teacher, the school and the subject.
	· There are better student and teacher satisfactions. Strong language learning motivation, more language practice opportunities, more feedback about language errors and greater use of different language functions.

2.1.8 Method's assumptions. Kelly, (1969) quoted by Jesus Alirio Bastidas[40], states that the methodology is considered as the most central element of the language learning and teaching event. Bastidas(1991) proposes some real characteristics of the methods as the following:

· They have been conceived and developed in the United States and Europe according to their particular needs and context.

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[40] BASTIDAS, Jesus A. Op cit. P. 112-113

- Most of the methods have been tested in second language context.

- They are based mainly on linguistic, psychological, psycholinguistic, sociolinguistic, pedagogical theoretical principles; available at the time of the conception of each method.

- They have been proposed as a reaction to the preceding method or methods.

Bastidas(1991), states that the success of certain methods has depended on the following conditions:

- Access to amounts of bibliography in order to formulate their theoretical foundations.

- Support to design, experiment and evaluate the results of the method.

- Availability of audio-visual equipment and teaching materials.

- Students' need and motivation for studying a second language.

- Opportunity to use the second language in the community.

- Well qualified teachers.

- Reduced number of students (between 10 and 15) in each group.

- Intensive courses which require students to immerse in the foreign language for 20 or 25 hours per week

3. METHODOLOGY

3.1 DESIGN

This non-experimental research was made by means of the direct class observation and collection of information through interviews and surveys.

The methodological action of this investigation was focused on the factors that interfere with the students' learning of English, for this reason, it is convenient to place it as a **QUALITATIVE STUDY**. The investigation gave a great importance to the analysis and interpretation of the collected information, but also, it took into account the experiences and appreciations of the students and teachers.

3.2 SUBJECTS

This investigation was carried out at I.N.E.M. high school, this institution is located on the Panamericana avenue in San Juan de Pasto.

I worked with twenty students of the eleventh grade; ten men and ten women, they are approximately between sixteen and eighteen years. The students that participated in this investigation belong to middle-social class, their parents are government employees and they only have the possibility to pay their sons and daughters a public school.

3.3 INSTRUMENTATION

For this study it was necessary to use some instruments in order to collect information such as: interviews, surveys and direct class observation.

3.3.1 Interviews. The interviews constituted the most important instrument in this investigation, because it is an effective technique in collecting information. The interviews was applied in oral and written form; in order to perform the first one, I needed a tape recorder to record the information, this material showed a real evidence of the process carried out in this study; the interviews permited a free and spontaneous conversation with the students, it is very important to listen to them.

3.3.2 Surveys. The survey is another very useful instrument to collect information in a formal way. It guaranteed a better organization and classification of the information to analyze it in an easy way.

3.3.3 Direct class observation. The direct class observation was carried out in some English classes of the eleventh grade at I.N.E.M. high school. The observation was directed to observe and to check the real school environment where the English learning is being developed, and to compare the responses of the students in order to obtain a valid information. Attention was given not only to the development of the English classes, but also, to some important aspects such as: the use of didactic materials, the level of student's motivation, and that constitutes the main goal of this investigation, the relationship between the students and the teachers.

3.4 PILOT STUDY

Twenty interviews and surveys was applied to ten students of the following two institutions: Artemio Mendoza and John F. Kennedy high schools, during two days.

3.4.1 Objectives of the pilot study.

- To determine if the application of the interviews and surveys will be easy to understand, to comprehend and respond.

- To pay attention to the student's reactions at the end of the application of the respective interviews and surveys.

- To correct possible errors observed during the application of the pilot study.

3.4.2 Development of the pilot study. On the first day: the application of the ten interviews and surveys took place at Jose Artemio Mendoza high school. The interviews was applied to ten students of the eleventh grade, ten students per day, five men and five women. The stages of the interviews explained in the procedure were put into practice.

The second day the application of the interviews and surveys took place at John F. Kennedy high school by using the methodology above mentioned

3.5 PROCEDURES

The interviews and surveys was applied every day in one week. I chose the students per day and I used the necessary time that each student required.

3.5.1 Stages:

3.5.1.1 The beginning. The beginning was the first moment of the interview in which the meeting between the interviewer and the students took place. It was very important to greet students with sincere and loving words, and give them a warm welcome.

3.5.1.2 The rapport. It was an affective flowing of communication between the interviewer and the students, this stage is called " the stage of the sensibility" because it originated a climate of confidence, spontaneity, and it made students exhibit a natural behavior according to the circumstances.

3.5.1.3 Development. This stage was very important because the information was collected in this moment, the students expressed their own opinions according to the previous explanations.

3.5.1.4 The end. It is very important to have a pleasant final, to this was necessary finish the interviews by thanking to the students with words such as:

- " You have provided me with a very important and useful information".
- " I thank you for sharing with me this important information."
- " This information will be very valuable in order to find some possible solutions to these problems that you have revealed to me."

3.6 DATA ANALYSIS

In this investigation some important instruments were used in order to analyze the collected information such as: tables and figures that permit to organize, classify and order the information in an easy way. First, pictures that show the frequency and the percentage of the responses were designed in order to have a global visualization of the problem, then specific explanations to the data were provided.

3.7 ETHICAL ISSUES

- Some letters were sent to the institution to obtain permission in order to carried out the investigation, the letters were sent to the:

  Principal of the institution

  Chairman of the English department

  Classrooms directors of the eleventh grade

- The social views of this investigation guaranteed that this study was inoffensive to the students and did not cause either physical or psychological damages.

- It is important to notice that the students had freedom to participate in the interviews and surveys, they responded the questions that they wanted.

4. ANALYSIS AND INTERPRETATION OF RESULTS

4.1 ORAL INTERVIEWS

Table 1. Educational grades and sex distribution

Grades	I. N. E. M					
	ELEVENTH GRADE					
	Men		Women		Total	
	f	%	F	%	Frequency	Percentage
11 – 1	1	5	2	10	3	15%
11 – 2	1	5	1	5	2	10%
11 – 3	1	5	1	5	2	10%
11 – 4	1	5	1	5	2	10%
11 – 5	1	5	1	5	2	10%
11 – 6	1	5	1	5	2	10%
11 – 7	2	10	1	5	3	15%
11 – 8	2	10	2	10	4	20%

4.1.1 Educational grades an sex distribution. The students that participated in this oral interview belong to the eleventh grades at I. N. E. M high school. Table 1

gives a general vision of the educational grades and sex distribution in the following way: 20% of the interviewees belongs to the 11-8 grade, 15% of the interviewees belongs to the 11-7 grade, other 15% of them belongs to the 11-1 grade, a 10% of the interviewees belongs to the 11-2 grade, a 10% of the interviewees belongs to the 11-3 grade, a 10% of the interviewees belongs to the 11-4 grade, 10% of the interviewees belongs to the 11-5 grade and another 10% of the interviewees belongs to the 11-6 grade.

According to the sex distribution there is a balance between men (10) and women (10) with a percentage of 50% and 50% respectively, in total 20 students were interviewed.

4.1.2 The study of the English language. 55% of the interviewees says that they like English because today, English is a very important and necessary language. 35% of the students says that they dislike English because they have many difficulties to learn it. Moreover, they add that English is not taught by using materials that motivate their learning, but they would like to learn it. 10% of them affirms that English classes motivate them at the beginning, but at the end they lose motivation because classes become monotonous.
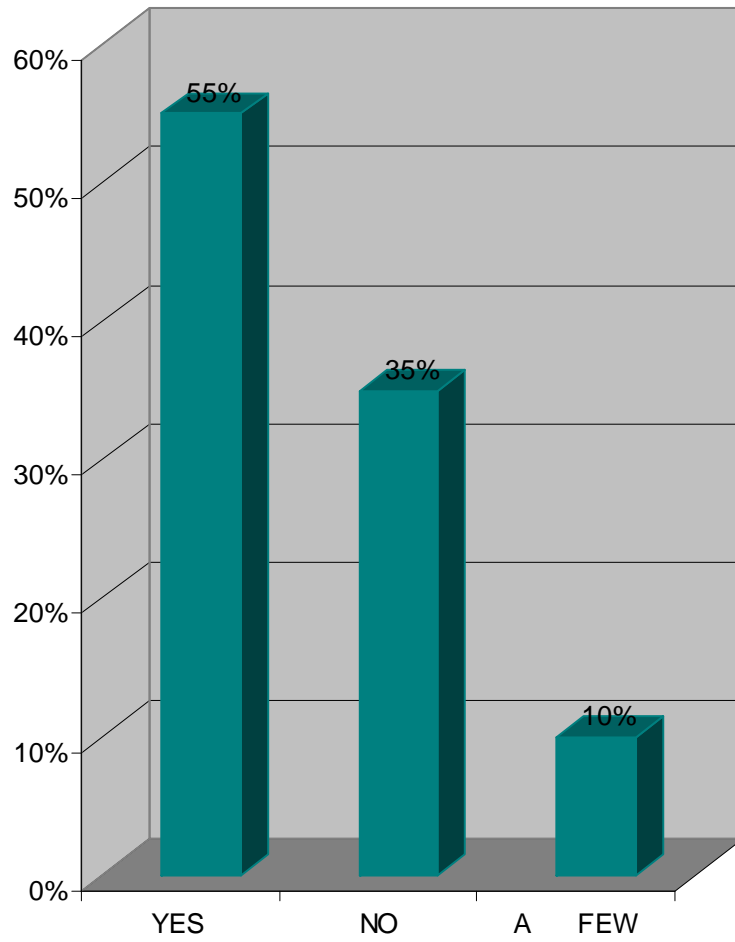
Figure 1. Like for English

Table 2. Advantages of learning English

Student's assertions	Men	Women	Total	
			Frequency	Percentage
Para comunicarse con personas extranjeras	1	2	3	15%
Para viajar alrededor del mundo	1	3	4	20%
Para la vida profesional	2	-	2	10%
Para estudiar cualquier carrera en la Universidad	1	2	3	15%
Para conseguir trabajo	4	2	6	30%
Para aplicaciones tecnológicas y comerciales	1	1	2	10%

Note: The table header includes "I. N. E. M" spanning the top and "ELEVENTH GRADE" below it over the Men/Women/Total columns.

Regarding the advantages of learning English, 30% of the interviewees says that English can give them good opportunities to find a job. 20% of the students says that English is a good tool to travel around the world. 15% of the students says that English is important to communicate with foreign people, the other 15% expresses that English is a good basi in order to study any mayor in the university, and the 10% of the students thinks that English is important to translate and understand the booklets of electrical , commercial and technological machines.
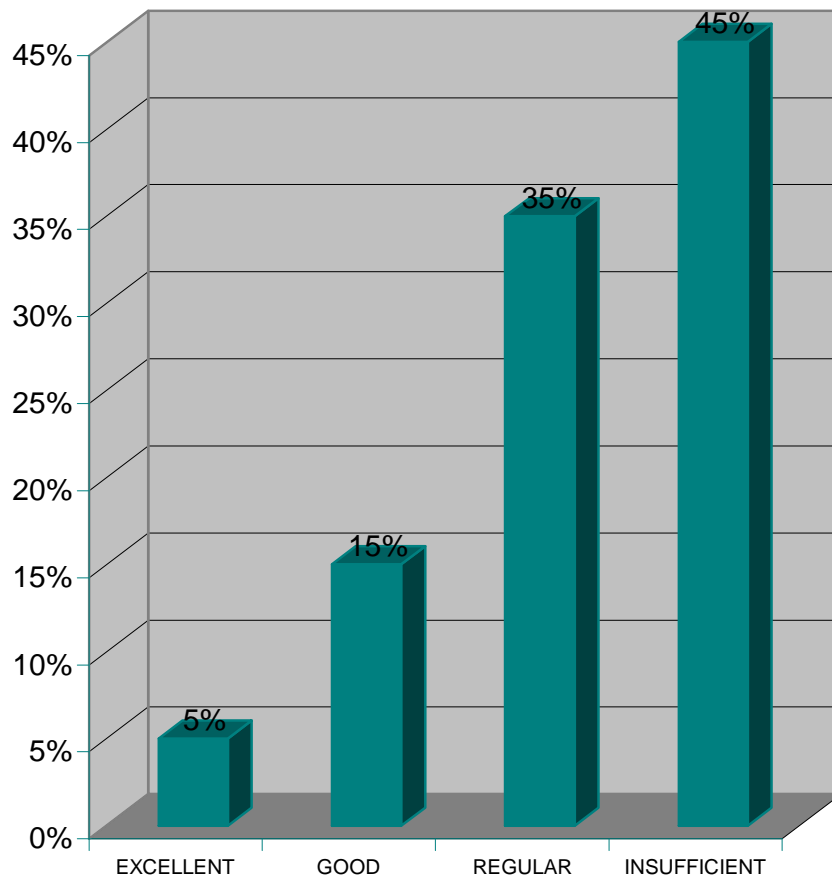
Figure 2. Academic Level of Students

45% of the students interviewed says that their academic level of English   is insufficient (low level). 35% of them says that their English level   is   regular (middle level). 15% of the students says that their English level is good and 5% of them affirms that their English level is excellent.

Table 3. Problems that interfere with the student's learning of English

Student's assertions	I. N. E. M			
	ELEVENTH GRADE			
	Men	Women	Total	
			Frequency	Percentage
Falta de interés del profesor	-	1	1	5%
Clases monótonas y tradicionales	3	3	6	30%
Falta de interés de los alumnos	4	1	5	25%
Falta de materiales	-	3	3	15%
Falta de tiempo para aprender (2 horas por semana)	1	-	1	5%
Mala relación de los estudiantes y profesores	2	2	4	20%

4.1.3 Problems and difficulties in the learning of English and students expectations. With respect to the main problems that interfere with the students learning of English, 30% of the interviewees thinks that the traditional and monotonous classes used by teachers is a remarkable problem that interferes with their learning. 25% expresses that another problem is the lack of students interest in learning a new language. 20% of them thinks that the bad relationship between them and the teachers can also affect the process. 15% of the students

expresses that they consider that another big problem is the lack of instructional materials. 5% of the interviewees thinks that teachers do not have interest in teaching and the other 55% thinks that a remarkable problem is the reduced time appointed to learn English, they add that they only use two hours per week (each period of time of 45 minutes.)

Table 4. Possible general solutions

Student's assertions	I. N. E. M			
	ELEVENTH GRADE			
	Men	Women	Total	
			Frequency	Percentage
Utilizar materiales audiovisuales y tecnológicos	1	3	4	20%
Desarrollar clases activas y dinámicas.	1	4	5	25%
Más tiempo para aprender ingles	2	-	2	10%
Más responsabilidad de los alumnos	2	2	4	20%
Buscar mejores relaciones entre estudiantes y profesores.	4	1	5	25%

According to the students' points of view, 20% of the interviewees thinks that a possible general solution to the previous problem can be the use of audiovisual and technological materials. The other 20% thinks that a good solution can be that students to be conscious of their own learning. 25% thinks that an important solution can be to develop English classes in a pleasant environment of affection and confidence between them and the teachers, the other 25% thinks that they can learn better by developing dynamic, interesting and creative techniques of study. The 10% of the interviewees thinks that increasing the time to study English can be another key solution.

Table 5. Student's contribution to the solution of the main problems

Student's assertions	I. N. E. M			
	ELEVENTH GRADE			
	Men	Women	Total	
			Frequency	Percentage
Poner más atención en clase	4	-	4	20%
Responsabilidad en el aprendizaje	-	1	1	5%
Estudiar y practicar en casa	-	4	4	20%
Participar activamente en clase	2	-	2	10%
Desarrollar proyectos para mejorar el ingles.	-	4	4	20%
Hablar con el profesor para buscar solución a los problemas	3	2	5	25%

Regarding the contributions that the students can make to try to solve the problems previous expressed, 25% of them affirms that they will talk with teachers and the school's authority in order to search and apply possible solutions. 20% of the students says that they will develop English projects to improve their learning, other 20% says that they will pay more attention and interest in the English classes. The other 20% says that they will review English activities at home. 10% of the interviewees says that they will participate actively in classes. 5% of the interviewees says that they will show more responsibility in their English learning.

4.1.4 Methods and materials for English learning. Regarding the methods and materials used by the English teachers the majority of the interviewees, 70% of them affirms that the unique material which they are in contact is the "guide", they affirm that the methodology they use is to develop the activities written down in the guides such us: to translate the readings and develop grammar exercises, they add the they never perform activities such us: dialogues, dynamics.

Dramatizations, role plays, games etc. 15% says that they use the blackboard and the other 15% says that they use the dictionary too.
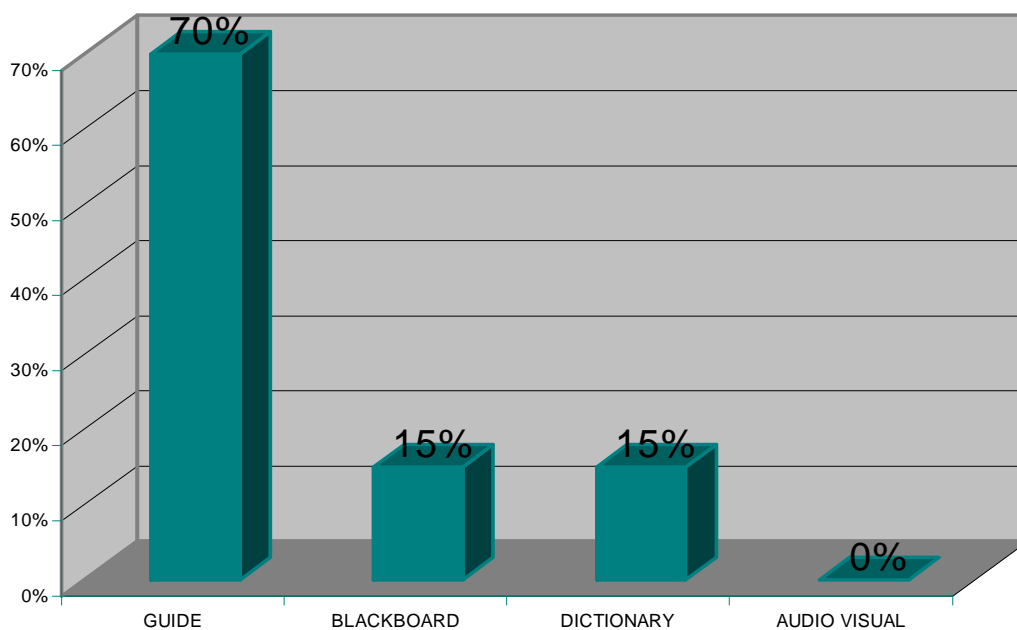
Figure 3. Materials used by English teacher

Table 6. Student's expectations about English class

Student's assertions	Men	Women	Total	
			Frequency	Percentage
Que las clases sean dinámicas y creativas.	4	3	7	35%
Que se utilicen materiales audiovisuales.	4	2	6	30%
Que se adecue la sala de bilingüismo.	2	2	4	20%
Que se utilice la sala de informática.	2	1	3	15%

According to the students' points of view 35% of the interviewees says that they would like English classes to be developed by using interesting and creative activities. 30% of them says that they would like to manipulate others materials different to the guides such us: videos, tape recorders, pictures and computers etc. 20% of the interviewees says that they would like to use the bilinguism room and the other 15% says that they would like to listen to English classes by using the informatic room.

4.1.5 Interaction teacher-student. With respect to the relationship between students and teachers 40% of the interviewees says that they have good relationship with their teachers but they never share pleasant moments with them. 30% of the students says that their relationship with their English teachers is bad, because some teachers discriminate the students' progresses. 25% of the interviewees says that they have a regular relationship with their teachers, they express that the treat is superficial and they add that sometimes teachers are authoritarian. 5% of the students says that they have an excellent relationship with their teachers.
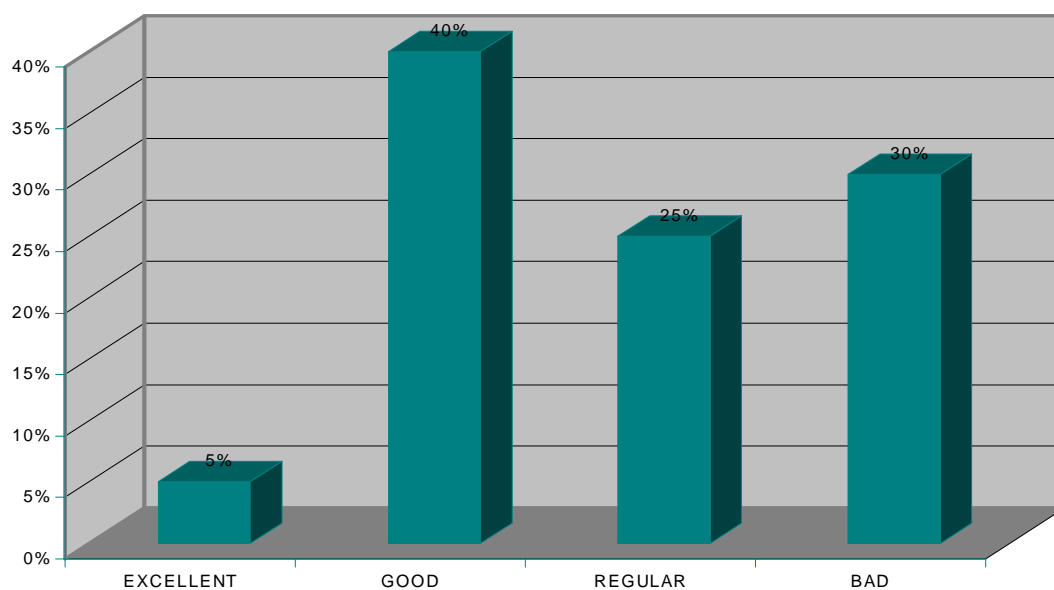
Figure 4. Teachers and students relationship

Table 7.   Student's general suggestions

Student's assertions	I. N. E. M			
	ELEVENTH GRADE			
	Men	Women	Total	
			Frequency	Percentage
Los profesores deben cambiar de actitud y ser amigos.	4	2	6	30%
Los profesores deben entender las necesidades y dificultades de los estudiantes.	1	2	3	15%
Los profesores deben de utilizar mejores materiales.	1	2	3	15%
Los profesores deben desarrollar clases creativas y dinámicas.	1	3	4	20%
Los profesores no deben de discriminar a los estudiantes.	3	1	4	20%

Regarding the students' points of view, 30% of the interviewees would like that teachers change their attitude toward them and together construct a better climate of friendship. 20% of the students would like that teachers do not discriminate anybody and treat all students by equal. Other 20% of them would like that teachers develop dynamic and creative class. 15% of the interviewees would like

that teachers use better materials in order to teach and the other 15% would like

that teachers understand their needs and difficulties to help them solve it.

4.2 SURVEYS

Table 8. Educational grades and sex distribution

Grades	I. N. E. M					
	ELEVENTH GRADE					
	Men		Women		Total	
	f	*%*	*F*	*%*	**Frequency**	**Percentage**
11 – 1	-	-	2	10	2	10%
11 – 2	1	5	1	5	2	10%
11 – 3	1	5	-	-	1	5%
11 – 4	1	5	2	10	3	15%
11 – 5	1	5	-	-	1	5%
11 – 6	2	10	2	10	4	20%
11 – 7	1	5	1	5	2	10%
11 – 8	3	15	2	10	5	25%

4.2.1 Educational grades and sex distribution. The students that participated in these surveys belong to the eleventh grades at I. E. E. M. High school. Table 8 gives a general vision of the educational grades and the sex distribution in the following way: 25% of the interviewees belongs to the 11-8 grade, 20% of the interviewees belongs to the 11-6 grade, 15% of the interviewees belongs to the 11-4 grade, a 10% of the interviewees belongs to the 11-1 grade, a 10% of the

interviewees belongs to the 11-2 grade and another 10% of them belongs to the 11-7 grade, 5% of the interviewees belongs to the 11-3 grade and the other 5% of the interviewees belongs to the 11-5 grade.

According to the sex distribution there is a balance between men (10) and women (10) with a percentage of 50% and 50% respectively, in total 20 students were interviewed.

4.2.2 The study of the English language. With respect to the attitude about English the answers are divided, in spite of the analysis of table 9 and figure 5, this shows that the students are motivated to learn English, 30% of the interviewees says that they are bored, 25% of them is un-motivated, the other 25% affirms that they are motivated and 20% says that they are afraid in the English class.

Table 9. Attitude about English

		I. N. E. M					
		ELEVENTH GRADE					
		MEN		WOMEN		TOTAL	
Question	Alternative	*f*	%	*f*	%	Frequency	Percentage
	a	2	10%	3	15%	5	25%
	b	1	5%	4	20%	5	25%
1	c	6	30%	-	-	6	30%
	d	1	5%	3	15%	4	20%
	another						
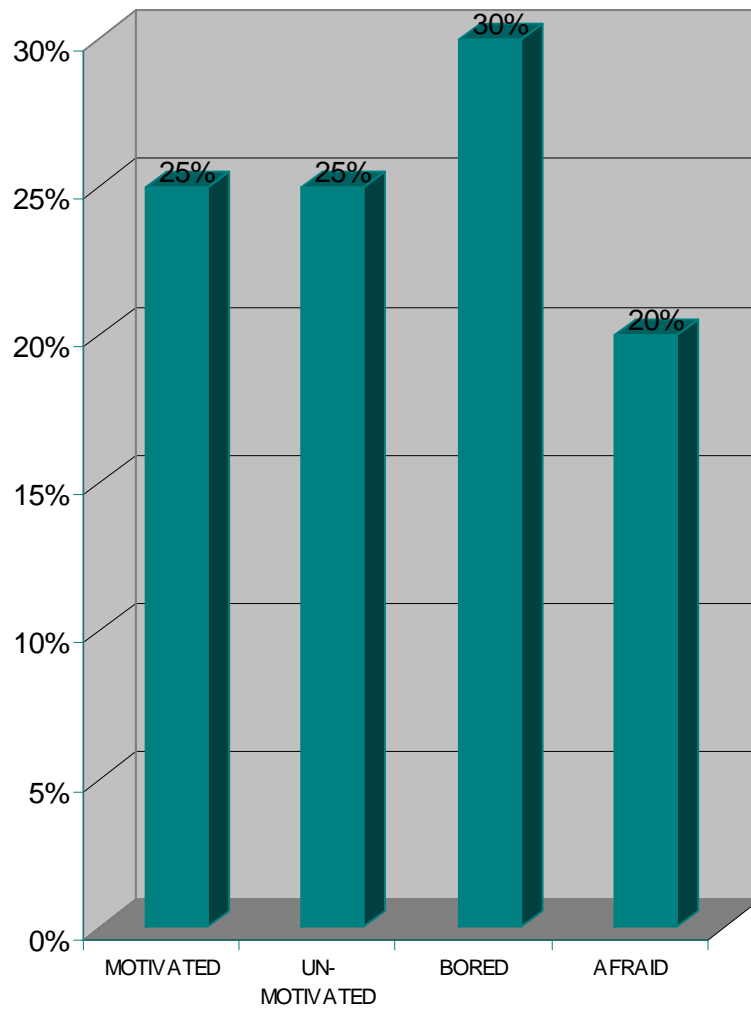
Figure 5. Attitude about English

Table10. Significance of English

Question	Alternative	MEN		WOMEN		TOTAL	
		f	%	*f*	%	Frequency	Percentage
		I. N. E. M					
		ELEVENTH GRADE					
	a	-	-	2	10%	2	10%
	b	6	30%	6	30%	12	60%
2	c	4	20%	1	5%	5	25%
	d	-	-	1	5%	1	5%
	another						

Regarding table 10 and figure 6, The most of the students say that they study English for their professional life, 25% of the interviewees says that they learn English to understand messages in English and for communication purpose, 10% of the students says that they learn English because they like English and only 5% of the interviewees says that they study English because it is an area imposed in the school.
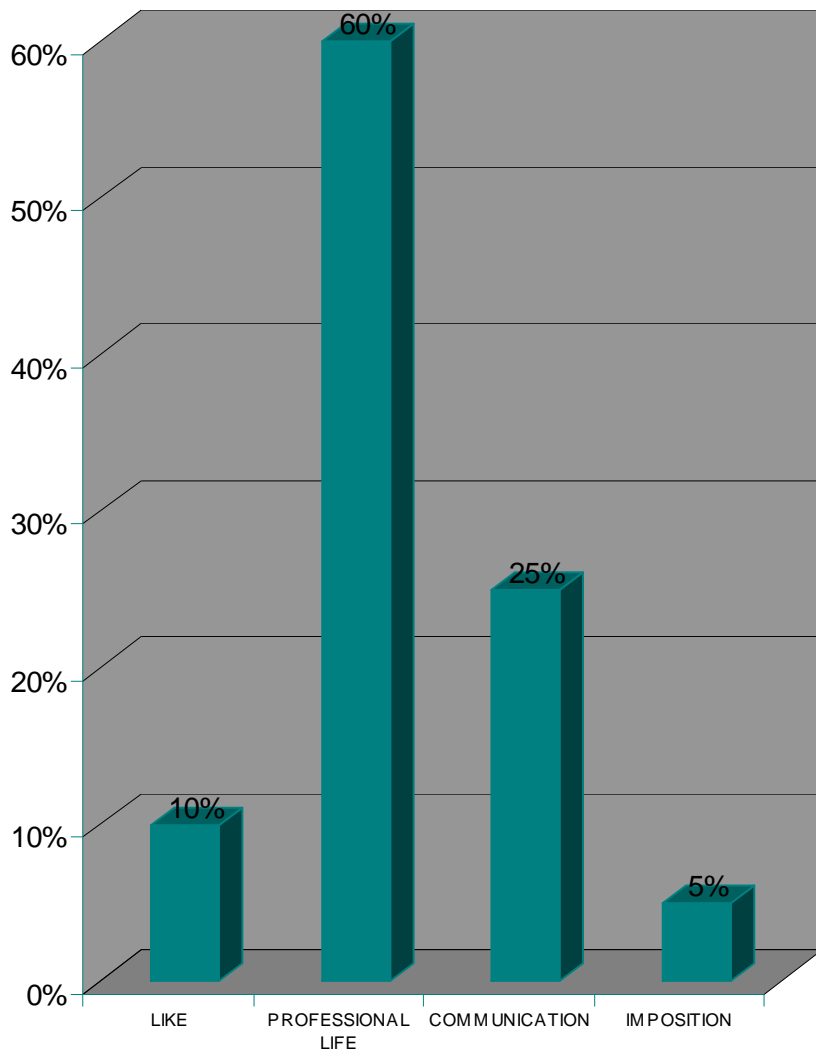
Figure 6. Significance of English

Table 11. Hours per week to teach English

Question	Alternative	I. N. E. M					
		ELEVENTH GRADE					
		MEN		WOMEN		TOTAL	
		F	%	F	%	Frequency	Percentage
3	A	10	50%	10	50%	20	100%
	B						
	C						
	D						
	Another						

Regading table 11 and figure 7, The majority of the students interviewed, 100% say that they only utilize two hours per week, it is important to point out that each period of class have only forty-five minutes.
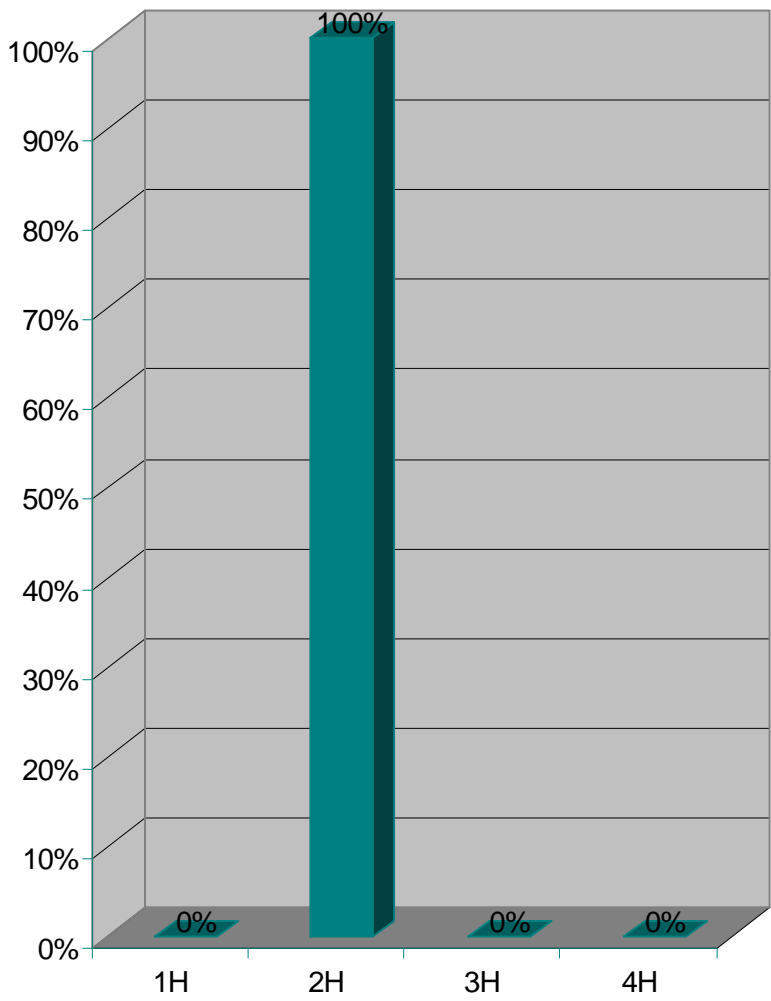
Figure 7.Hours per week to teach English

Table 12. Students contribution to their English learning

		I. N. E. M					
		ELEVENTH GRADE					
		MEN		WOMEN		TOTAL	
Question	Alternative	*F*	%	*f*	%	Frequency	Percentage
	a	-	-	2	10%	2	10%
	b	1	5%	2	10%	3	15%
4	c	2	10%	-	-	2	10%
	d	5	25%	6	30%	11	55%
	another	2	10%			2	10%

With respect to the extra-class activities that the students use to improve their English table 12 and figure 8 show that 55% of the interviewees only reviews the topics developed in class, 15% says that they listen and watch English throught music and movies, 10% says that they develop task at homework, 10% says that they have the opportunity to speak with other people, and the other 10% add that they develop the guides.
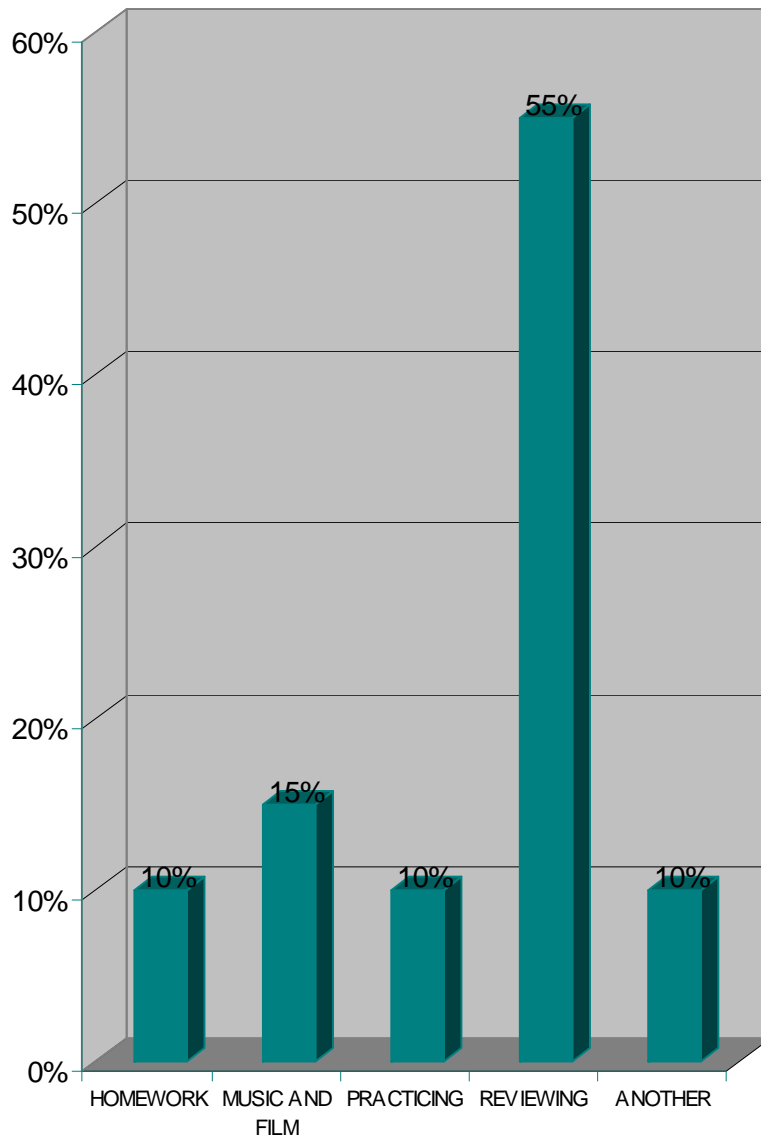
Figure 8.Students contribution to theirEnglish learning

4.2.3 Methods and materials for English learning. According to table 13 and figure 9, the majority of the students, the 70% of the interviewees says that teacher only teaches grammatical structures, 20% of the interviewees says that some teachers explain a topic in different and varied ways and the 10% of them says that the teacher uses memorization in order to teach English.

Table 13. English class activities

		I. N. E. M					
		ELEVENTH GRADE					
		MEN		**WOMEN**		**TOTAL**	
Question	**Alternative**	*f*	**%**	*f*	**%**	**Frequency**	**Percentage**
	A	1	5%	1	5%	2	10%
	B	-	-	-	-	-	0%
5	C	6	40%	8	30%	14	70%
	D	3	5%	1	15%	4	20%
	Another						
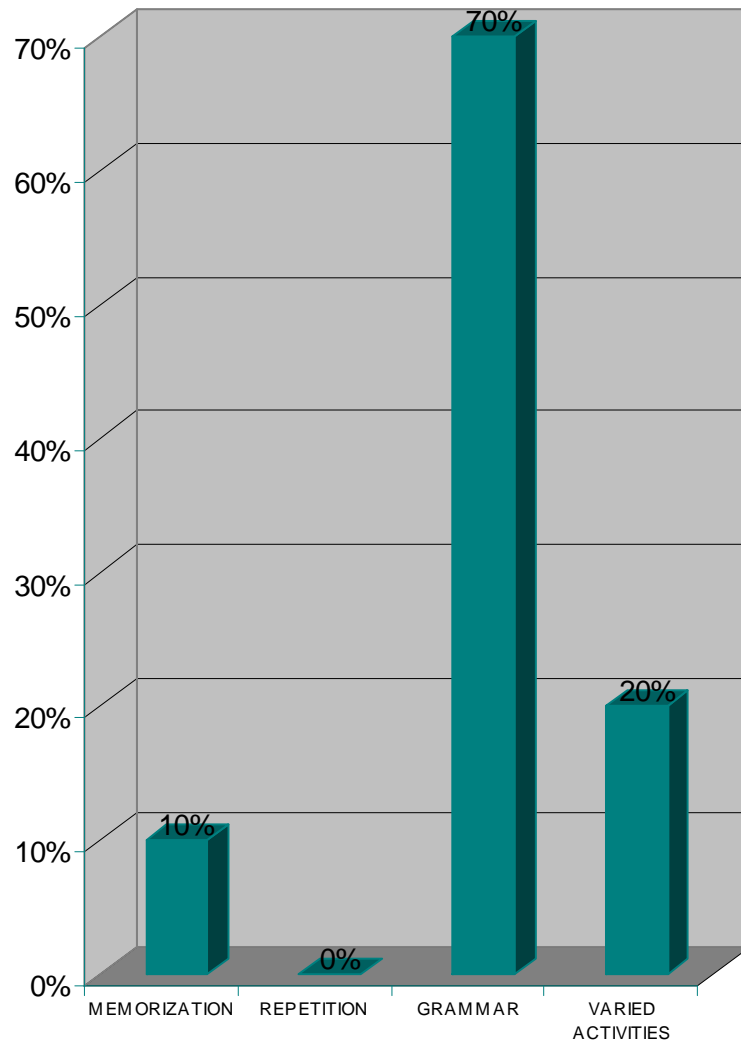
Figure 9. English class activities

Table 14. Abilities performed

Question	Alternative	MEN		WOMEN		TOTAL	
		f	%	*f*	%	Frequency	Percentage
	a	1	5%	-	-	1	5%
	b	1	5%	2	10%	3	15%
6	c	5	-	6	30%	11	55%
	d	3	25%	2	10%	5	25%
	another		15%				

I. N. E. M — ELEVENTH GRADE

According to table 14 and figure 10, The majority of the students interviewed, 55% of them says that teachers always develop writing (grammar) , 25% says that teachers develop reading (comprehension of texts), 15% of them says that they have the opportunity to embark on the English language learning (speaking), and 5% of the interviewees says that they develop listening comprehension.
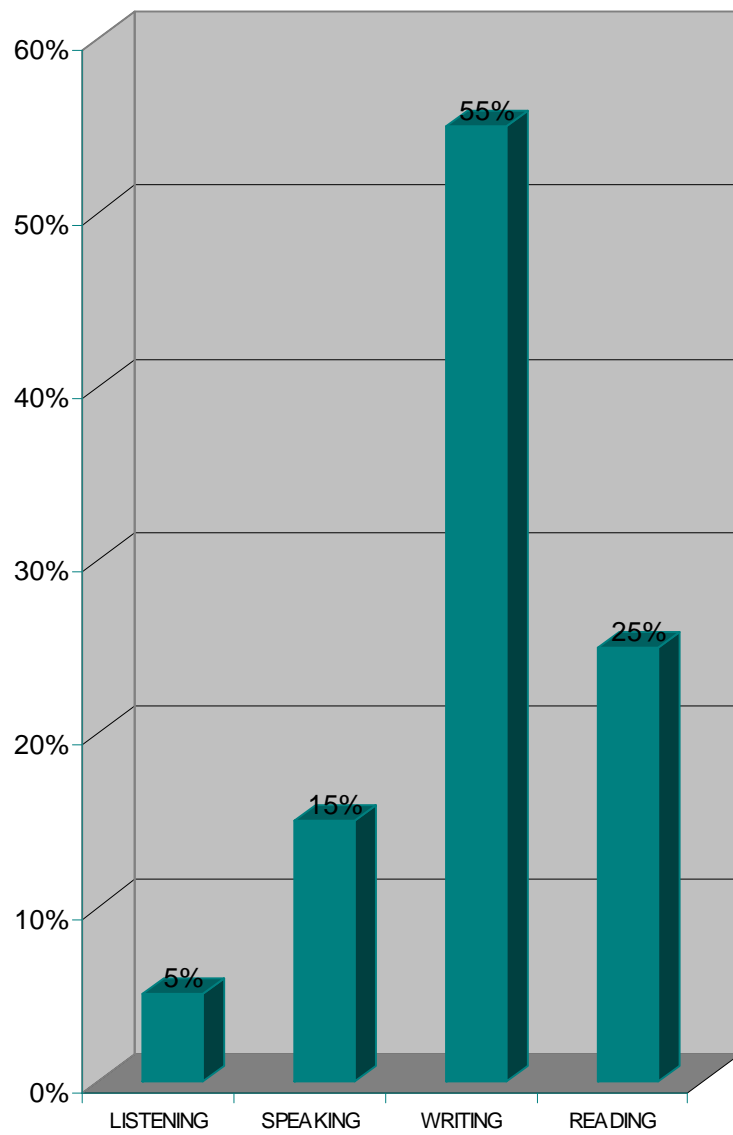
Figure 10. Abilities performed

Table 15. Materials used by English teacher

Question	Alternative	MEN		WOMEN		TOTAL	
		I. N. E. M					
		ELEVENTH GRADE					
		f	%	*f*	%	Frequency	Percentage
	A	-	-	-	-	-	0%
	B	-	-	1	5%	1	5%
7	C	8	40%	3	15%	11	55%
	D	2	10%	6	30%	8	40%
	Another						

According to table 15 and figure 11, the 55% of the students interviewees says that the blackboard is one of the materials more used by English teachers, 40% says that the text is another common material used by English teachers, 5% of the students interviewed says that some teachers perform communicative activities. Those results show clearly that the audio-visual materials which are important in order to improve English are not utilized.
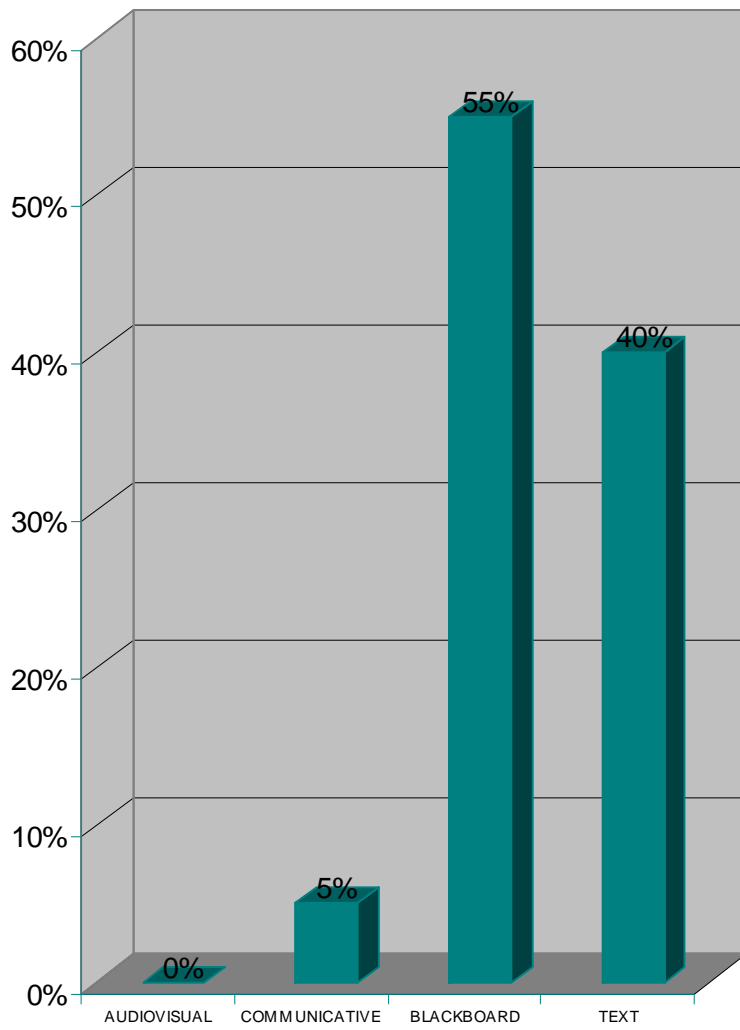
Figure 11.Materials used by English teacher

Table 16. Resources which can improve English learning

Question	Alternative	MEN		WOMEN		TOTAL	
		I. N. E. M					
		ELEVENTH GRADE					
		MEN		WOMEN		TOTAL	
		f	%	f	%	Frequency	Percentage
8	a	1	5%	-	-	1	5%
	b	4	20%	5	25%	9	45%
	c	-	-	2	10%	2	10%
	d	5	25%	3	15%	8	40%
	another						

With respect to the places that can improve English learning table 16 and figure 12 show that the majority of the student, 45% of them thinks that the use of the laboratory can help to improve their English learning, 40% thinks that the network internet is another important not only place, but also; a necessary element that can improve English learning, 10% of the students interviewed says that the informatic room is another element in the English teaching and   5% of the interviewees says that the classroom can help to improve English learning too.
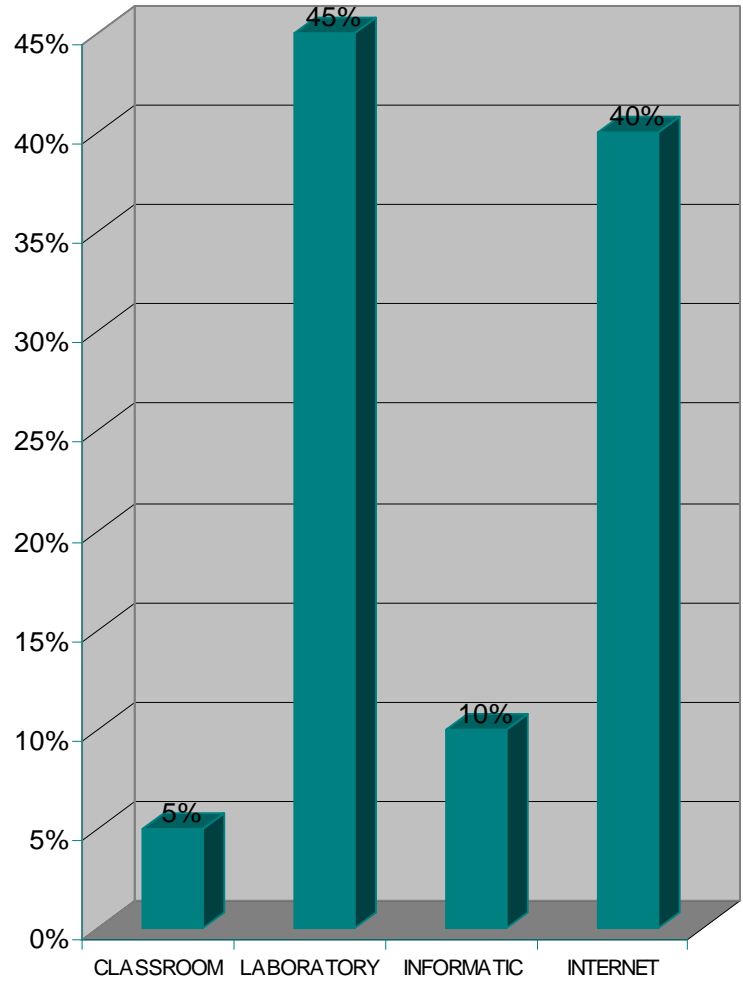
Figure 12. Resources which can improve English learning

Table 17. Instructional resources

Question	Alternative	I. N. E. M					
		ELEVENTH GRADE					
		MEN		WOMEN		TOTAL	
		f	%	*f*	%	Frequency	Percentage
9	a	1	5%	1	5%	2	10%
	b	5	25%	5	25%	10	50%
	c	1	5%	3	15%	4	20%
	d	-	-	1	5%	1	5%
	another	3	15%			3	15%

According to table 17 and figure 13,   50% of the interviewees says that the teachers always imposed dialogues previous designed in the guides, 10% says that they have the opportunity to produce dialogues related with their real life, 5% of them says that they dramatize spontaneously the learned topics and other 15% of the interviewees presents other assertions, they say that the teacher never give them the opportunity to participate in the activities developed in class .
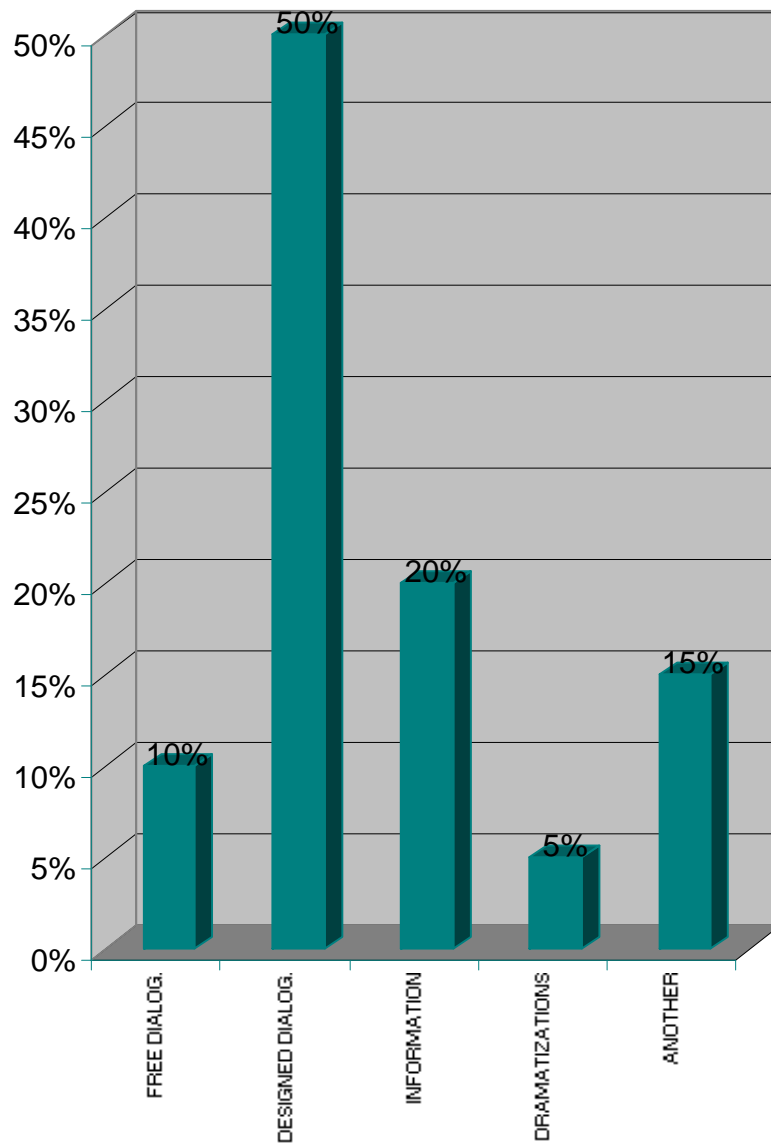
Figure 13. Instructional resources

4.2.4 Interaction teachers-student. According to table 18 and figure 14, 50% of the students interviewed says that they have good relationship with their teachers, 35% says that the relationship with their teachers is regular, 10% of them says that they have bad relationship with their teachers and 5% manifests to have an excellent relationship with their teachers.

Table 18. Teachers and students relationship

Question	Alternative	MEN		WOMEN		TOTAL	
		f	%	f	%	Frequency	Percentage
	a	-	-	1	5%	1	5%
	b	4	20%	3	15%	7	35%
10	c	5	25%	5	25%	10	50%
	d	1	5%	1	5%	2	10%
	another						

I. N. E. M
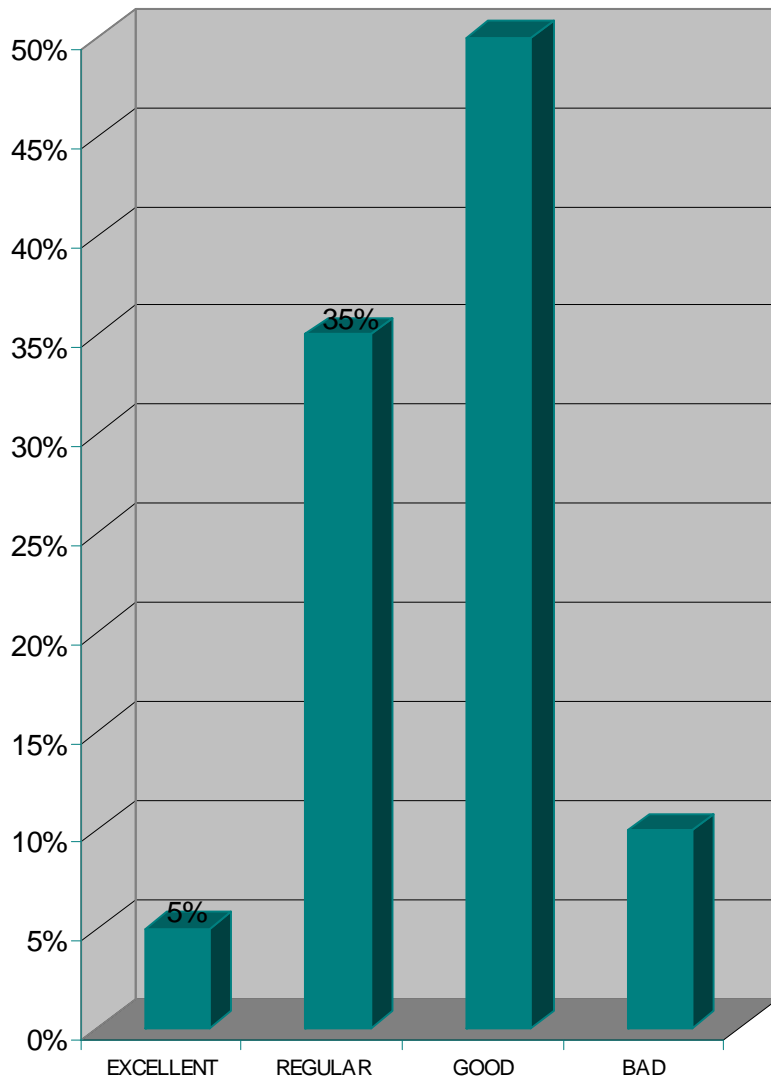
ELEVENTH GRADE

Figure 14. Teachers and students relationship

Table 19. The students' participation

Question	Alternative	MEN		WOMEN		TOTAL	
		f	%	f	%	Frequency	Percentag
11							

According to ... d says that their participati ... s that their participation is ... bad, and the other 5% o ... s.
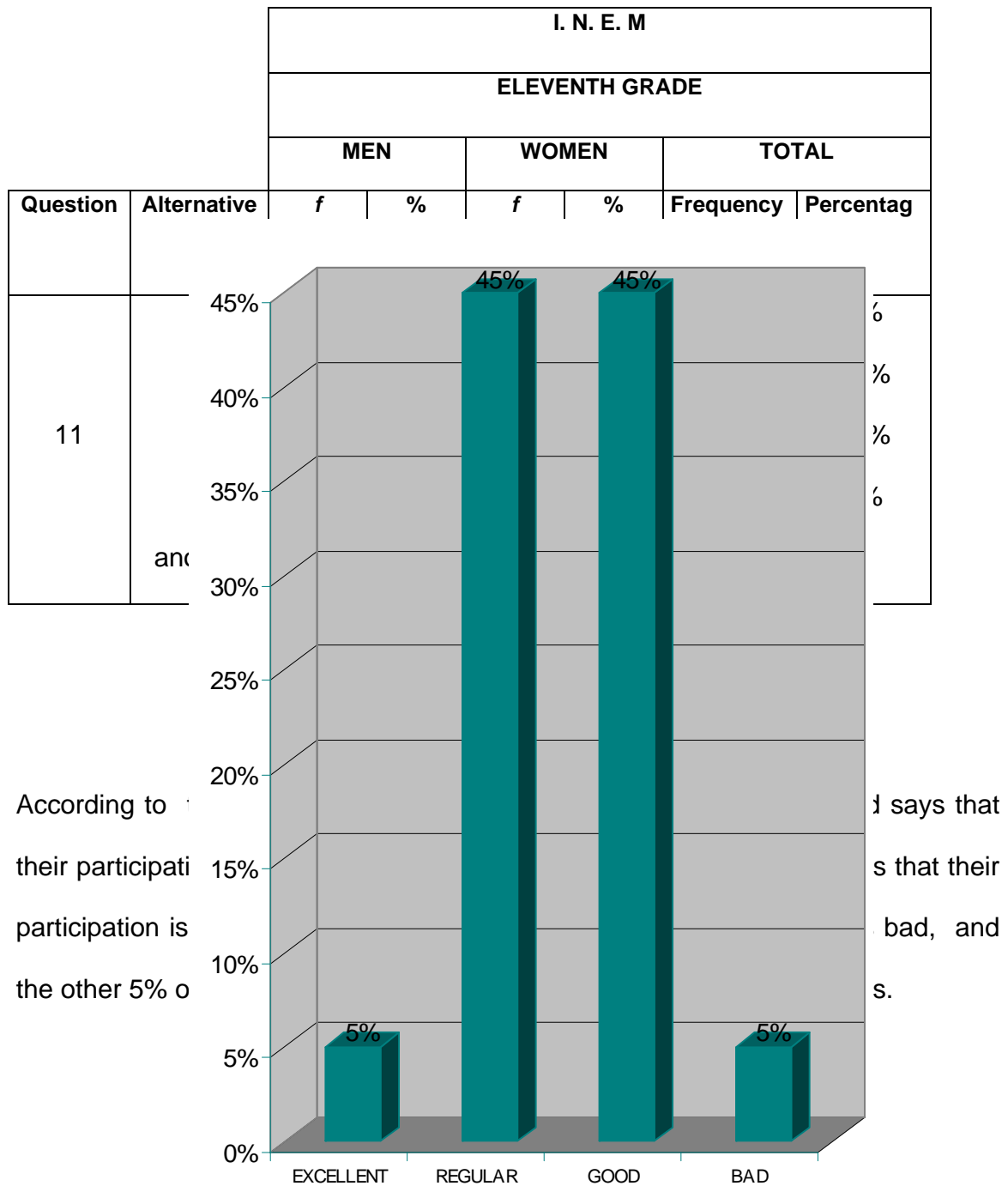
Table 20. The teachers' attitude

Question	Alternative	I. N. E. M					
		ELEVENTH GRADE					
		MEN		WOMEN		TOTAL	
		f	%	*f*	%	Frequency	Percentage
12	a	6	30%	7	35%	13	65%
	b	1	5%	1	5%	2	10%
	c	1	5%	1	5%	2	10%
	d	-	-	-	-	-	0%
	another	2	10%	1	5%	3	15%

Table 20 and figure 16, show that the majority of the students, 65% feels that the teachers express their affects to all their students,   10% of them says that the teachers are friendly with their students, the other 10% manifests that the teacher permits them to participate in class and 15% adds that the teachers correct them in a negative form when they are wrong.

70%

65%

60%

50%

40%

30%

20%

15%

10% **10%** **10%**

0%

0%

AFECTION

FRIENDSHIP

PARTICIPATION

CORRECTION

ANOTHER
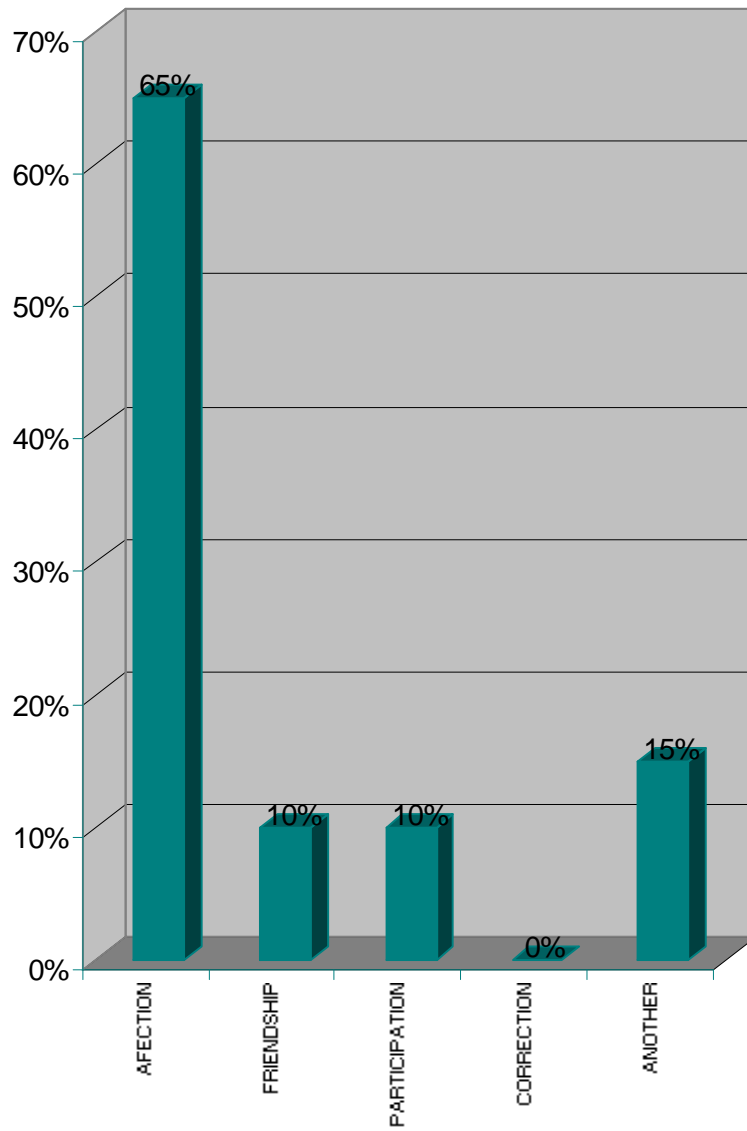
16. Resources which can improve English Learning

4.3 DIRECT CLASS OBSERVATION

According to the results obtained in the direct class observation carried out at eleventh grade at I. N. E. M. High school, I can conclude the following aspects.

4.3.1 Motivation.

- English classes are not motivating, teachers do not show any creativity in order to teach and develop interesting and dynamic classes.

- The real environment where English is developed does not stimulate the students learning of English.

- Students do not have any opportunity for manipulating, operating, exploring, something new, they always develop the same activities.

- Teachers do not take into account the real expectations that students have in order to learn a foreign language.

4.3.2 Development of the class.

4.3.2.1 Class activities.

- The most common methodology used by English teachers is the grammar translation method, althought , today the students are the center of the class, the teachers continue using traditional classes where they only talk and command and the students have a very passive participation. In others words, students are receptors.

- Teachers have limited their responsibility by developing grammar activities written down in the guides such us: model sentences, readings and exercises where grammar rules dominate the lesson.(conf. Annex 6)

- Teachers do not adapt the guide's activities to the real expectations which students need in order to learn English. Most of the readings in the guides are based on foreign cultural topics.

- The techniques used by teachers do not promote the use of dynamics, games, dramatizations, songs, etc.

- The methods used by teachers limit students production of English because they are forced to learn by memorizing

4.3.2.2 Abilities performed.

- Teachers do not develop activities that integrate the four basic skills: listening, speaking, reading and writing.

- The two major skills developed by the students are: writing in a high percentage and reading.

- Teachers always speak in Spanish, students do not have the opportunity to embark on speaking the foreign language.

4.3.3 Evaluation.

- The students are forced to learn by memorization. They do not have the opportunity to express spontaneously wthat they are learning.

- The student's oral production is limited because the principal instrument of evaluating is reduced to answer grammar questions in a written form by using the tests. (conf. Annex 7)

- Reading competence is not evaluated in a good way, teachers do not take into account strategies in order to identify the student's capacity to comprehend and understand a reading text.

4.3.4 Resources and materials.

- The English learning teaching process is supported only by the utilization of "guides" .

- Teachers never utilize audio-visual materials such us: videos, tape recorders, pictures, flashcards, magazines etc. The students do not have access to the informatic room and the bilinguism laboratory that exists in this school.

- Teachers do not have creativity in order to design authentic materials, adapted to our setting and at the same time that maintain student's interest in learning English.

4.3.5 Teachers and students relationship.

4.3.5.1 The students' attitude.

- The relationship between students and teachers is regular, there is not a pleasant climate of confidence and affection, their interaction is limited to the development of class activities only.

- Some teachers limit student's participation because teachers discriminate them, they do not correct students in a good way, they compare students progress at all times.

- It is important to point out that there is a considerable number of students who are not responsible managers of their English learning, they neither work in class nor participate actively in the class activities.

- There are some little students that do not show any class of interest and motivation for learning a new language.

- The students are afraid of asking the teacher any question when they do not understand anything.

4.3.5.2 The teachers' attitude.

- The relationship between teachers and students is very superficial. They do not facilitate students an environment where the students can develop the achievement of their full potential.

- A particular teacher is too authoritarian, he does not accept students' claims and explanations, he does not listen student's assertions, all students are afraid in his classes.

- Teachers do not show interest in talking with their students as friends, they do not try to understand to help to solve their needs and difficulties.

5. PEDAGOGICAL SUGGESTIONS

The analysis and the interpretation of the previous data expressed by the students at eleventh grade at I. N. E. M. High school and regarded through the direct class observation give us real information about the main factors that interfere with the students learning of English such us: the low student's motivation, the utilization of traditional methods, the lack of teaching materials and resources and the superficial relationship between students and teachers. The students express that all these problems need to be solved for improving their learning. Those petitions have their justification in the following paragraphs.

5.1 THE MOTIVATION

The students say:

" Al principio si nos gustan las clases de Inglés, pero luego nos desmotivan porque se vuelven muy monótonas" (estudiantes grados: 11-7, 11-8. 11-1)

I think that it is very important to develop interesting, dynamic, active and creative strategies of teaching in order to maintain the student's interest during all the academic period.

Belayayer, (1964) quoted by Jesus Alirio Bastidas stated that:

" Students often approach the study of a foreign language with great interest because they hope they will soon acquire practical mastery of it, and very often this interest quickly disappears because they do not get any practical result from their study" .

The students say:

" Los profesores no tienen en cuenta nuestras dificultades e intereses para motivarrnos" (estudiantes grados: 11-1, 1-6)

" Los profesores no tienen en cuenta que es lo que realmente le motiva a uno como estudiante." (estudiantes grados: 11-5, 11-3)

It is very important to take into account the real needs and the difficulties that the students have and propose affective and interesting activities where the students can be more motivated to learn a foreign language.

Moskowitz, (1981) said:

"Building language programs is essential in truly motivating learners and in doing justice to them as human beings and as individuals."

" Learning more about oneself is a motivating factor in learning."

5.2 THE METHODOLOGY

According to the oral interviews, the surveys and the direct class observation, I can realize the unique methods used by English teachers is the grammar translation method, they always perform traditional classes.

The students say:

" La metodología que el profesor usa no es dinámica" (estudiantes grados: 11-8, 11-3, 11-6, 11-4)

" La metodología utilizada por el profesor no nos motiva a aprender inglés." (Estudiantes grados: 11-5, 11-7, 11-8, 11-6)

The methodology has been considered as the central element of the foreign language learning, for this reason, it is important to adapt the English syllabus to the real needs and expectations of the students, class activities must be developed in an active, dynamic and varied way.

Richards and Schmidt, (1977) pointed out the following about it:

" A good methodology is based on interactive nature of communication where there are better students and teacher satisfaction, strong language learning motivation, more language practice opportunities, more feedback about language errors and greater use of different language functions"

" The teacher must be a good analyst of the social and individual needs of his students and the curriculum must include consultation asking students about what they want to learn."

The students say:

" El profesor solamente enseña estructuras gramaticales, el siempre enseña lo mismo, los verbos regulares e irregulares, los tiempos verbales etc."

" Las clases son muy monótonas, siempre desarrollamos las mismas actividades"

Finocchiaro, (1964) quoted by Faney Guerrero and Ana Lucia Jimenez stated :

" Grammar should not be taught, the emphasis should focus on the actual and real use of language; children will understand the rules or grammatical structures through the numerous examples they hear and say."

"The classroom activities should focus on authentic speech situations where children are involved; dialogues, interchanges descriptions, role plays,

dramatizations. These activities should be preferably short but authentic, built around a cultural situation."

The students say:

" Nosotros aprendemos el inglés por memorización." (Estudiantes grados: 11-6, 11-8, 11-4)

" No tenemos mucho tiempo para aprender Inglés, solamente dos horas por semana. Cada hora de 45 minutos."

Finocchiaro, (1964) quoted by Faney Guerrero and Ana Lucia Jimenez added:

" The new patterns of language should be taught and practiced with vocabulary known by children, the new vocabulary should be introduced and practiced in context, in real situations of communication, it never in lists."

" The integration of the four skills is a primary concept to recreate what happens with language in use. For the achievement of competence and performance in the target language it is necessary a long sequence of study."

5.3 MATERIALS AND RESOURCES

According to the instruments of the data collection previously mentioned, I can realize that the unique material that teachers use are the " guides".

The students say:

" Los profesores solamente utilizan las guías, y nosotros desarrollamos las actividades que vienen en las guías." (Estudiantes grados: 11-8, 11-6, 11-4)

I consider that a guide is not a sufficient material for the teaching of a foreign language. The lack of instructional material is the major problem in the students learning of English and the absence of these materials demotivate students because classes are boring.

Morgan, (1987) established that:

" The learning is a complex process and audio-visual aids are a great help and stimulating the learning of a foreign language, students must use their ears as well as their eyes and that both are the primary channel of learning; moreover audio-visual materials help maintain student's motivation."

" A student will often find he learns a new language easily and enjoyably through the use of audio- visual materials, while he finds it difficult to learn just from a textbook and dictionary."

The students say:

" Sería bueno que se adecúe y se mejore la sala de bilinguismo para aprender Inglés." (Estudiantes grados: 11-7, 11-1, 11-2, 11-8)

" Sería bueno utilizar los materiales que tiene el colegio como la sala de bilinguismo y la sala de informática." (Estudiantes grados: 11-4. 11-6)

" Si el profesor usara videos en las clases nosotros aprenderíamos mejor." (Estudiantes grados: 11-3, 11-5)

.Finocchiaro, (1964) quoted by Faney Guerrero and Ana Lucia Jimenez said:

" The purpose in using the language laboratory is the same as the purpose in using other techniques to develop listening and speaking ability to change the pace of the lesson, to reinforce learning, to motivate, to stimulate reality and to

breathe more life into our lesson."

Lonergan, (1985) said that:

" The outstanding feature of video films is their ability to present complete communicative situations. The combination of sound and vision is dynamic, immediate and accessible. This means that the communication can be shown in a context and the many factors of communication can be easily perceived by viewers and language learners."

5.4 STUDENTS AND TEACHERS RELATIONSHIP

The students say:

" La relación con nuestro profesor de Inglés no es muy buena, esta relación es estrictamente como profesor y estudiante, pero no hay verdadera amistad." (Estudiantes grados: 11-7, 11-1, 11-2)

" Nuestra relación con el profesor es muy superficial, nosotros no tenemos tiempo para intercambiar momentos agradables diferentes a las actividades de clases." (Estudiantes grados: 11-3, 11-6)

" Algunos profesores se muestran muy autoritarios y por eso nos da miedo conversar espontáneamente con ellos." (Estudiantes grados: 11-8)

Moskowitz, (1981) stated:

" Having healthy relationships between students and teachers is more conducive to learning. For learning to be significant; feelings must be recognized and put to use."

" An affective education is effective education, it works on increasing skills, in developing and maintaining good relationships, showing concern and support for others and receiving these as well. These special type of interaction consisting of sharing, caring acceptance and interdependence."

The students say:

"Nosotros debemos poner más atencion en clases. Dedicarnos más y ser más responsables." (Estudiantes grados: 11-7, 11-1)

" Debemos aceptar que nosotros no demostramos ninguna clase de interés en nuestro aprendizaje." (Estudiantes grados: 11-8, 11-6)

I think that it is very important that students be conscious of the responsibility in their learning because in the reality there are students that do not have any interest in learning English, they never work in class, they never develop guides' exercises, they do not pay attention to the teachers' explanations and for these reasons students do not progress.

Bastidas, (1991) stated :

" Students must perform different roles in the English learning process such us: communicators, negotiators of meaning, responsible managers of their own learning, cooperative partners and above all, active learners."

5.5 SPECIFIC SUGGESTIONS

5.5.1 Motivation for learning

- Teachers should change the environment where English learning is developed by giving the students the opportunity to get interested in the learning of English by developing their creativity in the teaching of English.

- Teachers should give the students the opportunity to be in contact with the foreign language. Teachers can innovate their English syllabus by giving students the opportunity to manipulate, operate, and to explore materials and tools that permit students to get motivated and at the same time that permit students to learn the foreign language in an easy and interesting way.

- Teachers should try to detect the students' difficulties and to plan activities that can help to solve the main problems, for example: if the students do not understand and comprehend a particular English topic, teachers should try to

identify the problem by talking with the students about the real causes of them and finally, teachers should plan and develop activities that permit the students to overcome their main difficulties.

5.5.2 A dynamic methodology is a good tool for the English learning. A dynamic methodology is a very important element for the learning of a foreign language. The results of this investigation revealed that English teachers are more familiarized with traditional methods, for this reason it is very necessary that English teachers take into account some conditions in order to have students success in learning a foreign language. Regarding this, Bastidas, (1991) stablished the following principles:

" Teaching is not only a collection of techniques, teaching is not only theory. Teaching is both an art and a science. Practice is blind without theory and theory is empty without practice."

- High school English teachers need to be aware of the recent developments in teaching English and after this, to formulate, experiment and evaluate a methodology adapted to our context and especially to the students' needs.
- Another important condition for a good English learning is the availability of audio-visual equipment and teaching materials. English teachers should ask to the director of the institution, the implementation of good and technological

resources for the teaching of English, because a "guide" is not an efficient material that guarantees an interesting and dynamic learning of English.

- English teachers should innovate English activities in order to help students to learn English in an easy and at the same time motivating way by promoting the use of dynamics, games, dramatizations, songs, role plays, and free, creative and active dialogues etc. In this way the students can express spontaneously what they are learning. English teachers should avoid that the potential of their students be limited by the application of several tests where the students are forced to memorize a large list of vocabulary, empty readings and grammatical constructions.

"Opportunity to use the foreign language in the community"

- Students will be more motivated to study a foreign language if they feel   they are learning something useful with the language they study. English teachers should give the students many opportunities to develop the "communicative competence" basing their teaching on the particular needs of the target language learners. These necessities should be developed in the skills of reading, listening, speaking and writing. All these activities can give students the opportunity to develop a cooperative interaction with their classmates and the teacher and for sharing their ideas, opinions and expectations.

"Well qualified teachers".

English teachers should be conscious that the teaching of a foreign language is a complex process, for this reason it is important to assume and apply some characteristics of their role as teachers:

- Manipulators to the techniques of language instruction.

- Needs analysts.

- Curriculum planners.

- Researchers in the classroom.

- Material designers.

- Dynamic classroom managers.

- Active and conscious learners.

- Humanist teachers.

- Facilitators, guides, counselors and friends.

"Intensive courses which require students to immerse in the foreign language."

The results of this investigation revealed that the study of English is developed by using only two hours per week, and this frequency of time is not sufficient for the good learning of a foreign language, for this reason it is necessary to ask to the competent authority of the institution to increase the number of hours allotted per week in order to improve the level of English of the students.

5.5.3 In contact with the materials.

- The materials are a way of influencing the quality of the classroom interaction and language use, for this reason there is an urgent need to train the teachers to design, produce and manage teaching materials, which are cheap, easy to produce and accessible to them. For example: billboards, charts, flash cards, pictures, worksheets, slides, magazines, tape recorders and, if possible, videos and computers.

- Teachers and students should ask to the competent authority of the institution through specific projects, the adjustment, the improvement and the utilization of the bilingual room that exists in the school but; unfortunately, at the present time, it is not giving any service to the English community. It is important to notice that a good bilingual room is not only a useful place where students can successfully learn English but also, at the same time can give them the opportunity to get actively motivated and interested to learn a foreign language.

- English teachers should not limit their teaching to develop the activities written down in the textbooks and the guides they work with, because we all know

most of the textbooks are edited and published in the United States and Britain. Although these textbooks are basically produced to be used in intensive English foreign language courses, they are developed in foreign context, for this reason the English textbooks should be adapted to the real environment where English classes are developed taking into account our own geography, culture, social-class and above all our own reality.

5.5.4 Affective education is effective education. The success in the learning of a foreign language depends on a warm friendly environment and a good relationship between the teachers and the students. For this reason, it is very important to apply the following recommendations in order to obtain it:

5.5.4.1 Teachers attitude. Teachers should incorporate strategies and techniques of humanistic education. Here I list some characteristics stated by Moskowitz, (1981) which should be included in the teaching of a foreign language; they are related to the experiences, feelings, memories, hopes, aspirations, beliefs, values, needs and fantasies of students.

- Teachers should give the students an environment of confidence in order to maintain good relationship with their students by promoting extra- class activities where they can share pleasant moments as friends for example: the students' day, the woman' day etc. Humanistic education is a way of relating

what emphasizes self- discovery, introspection, self-steem, and getting in touch with the strengths and positive qualities of ourselves and others.

- English teachers should be humanistic with the students in their classes. Humanistic education goes beyond studying a grammatical unit, for example: an affective approach with a particular theme such as " the family" or " the house" might be: how does it feel to be the oldest, youngest, or middle child? What are the advantages and disadvantages? What special object do you display in your room that gives you pleasant memories? what does it mean to you ? what do you think of it? etc. This technique permits to the students to transform the traditional class in an open space of life where the teachers and their students can work in a climate of confidence and at the same time, the students can lose the fear of participating in class.

- Teachers should not only be instructors but also they should be " friends ", teachers should cherish their pupils, know them, understand their individuality as learners, recognize their learning preferences and their difficulties and stimulate their foreign language learning progress.

5.5.4.1 Students attitude. Students should be responsible managers of their own learning, they should be conscious that they have the responsibility to be active learners and this involves the following requirements:

- Students should have the disposition to learn a foreign language by attending English classes and participating actively in the activities proposed by the English teacher.

- Students should be able to construct themselves their English learning, starting from the instructions of the teacher and continuing their English process by studying at home, developing the activities of the class, investigating out class and practicing English with their classmates.

- Students should be cooperative partners, it is important that the students easily understand the topics studied in class, help their classmates by explaining them in an clear and dynamic way.

- Students should be communicators and negotiators of meaning, they should not limit to copy and repeat what teachers say or do, the students should be dynamic learners. In other words they should be the center of the class.

- Students should love their teachers, too. It is important for the students to respect the teachers in order to obtain a better relationship between them, working in this environment; students and teachers can become better friends and develop the English activities in a warm atmosphere of confidence and friendship.

6. CONCLUSIONS

- It is important to motivate students to learn a foreign language by giving them the opportunity to express spontaneously their expectations and interests to get an efficient and motivating learning, and at the same time give them the necessary tools so that the students can be constructors of their own learning.

- The learning process of a foreign language is claiming for good, interesting, creative and dynamic methods and approaches of teaching, which must be adapted to the real needs of the students for contributing to the improvement of English learning. " When students find that their thoughts, feelings, experiences and needs are regarded as important in school, school becomes important to them."

- The success in learning a foreign language depends on the opportunities that students have to be actively stimulated to learn it; and it is possible only by giving students the chance to be in contact with the foreign language by using good audio-visual and technological materials and resources.

- " An affective education is an effective education". The English course must be developed in a pleasant environment which generates a positive attitude between teachers and students." The teacher purposes must not be to impose limits and boundaries; he must be a true counselor, facilitator, guide but above all a friend". The students must take conscience of the actual role as students and their responsibility of their own learning.

I want to end up these conclusions by pointing out that Gardner and Lambert (1975), quoted by Jesus Alirio Bastidas, said: "A pleasant and non- threatening atmosphere; a dynamic, flexible and varied methodology; a sense of the essential conditions for providing security; self- assertion, support, affect, understanding, etc. all of these conditions will contribute to learn the foreign language, with better probabilities of success."

In general, I can conclude that we are the constructors of the new education and we have the responsibility to integrate and apply in a real situation all these important conclusions previously mentioned in order to improve the learning of English in our schools.

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ANNEXES

ANNEX A

UNIVERSIDAD DE NARIÑO
FACULTAD DE CIENCIAS HUMANAS
PROGRAMA INGLES-FRANCES

FACTORES QUE INTERFIEREN EN EL APRENDIZAJE DE INGLES DE LOS
ESTUDIANTES
2000

Estimado (a) estudiante.

Soy estudiante del último semestre especialidad Inglés – Francés, estoy interesada en detectar los principales problemas y dificultades que interfieren en su aprendizaje del Inglés, para proponer alternativas de solución al problema mencionado; por tal razón le solicito muy comedidamente su colaboración en este trabajo de investigación. Su participación es de gran importancia para el desarrollo del mismo.

Solicito a usted. darme sus respuestas con la mayor sinceridad posible.

Gracias por su colaboración.

ANNEX B

FACTORES QUE INTERFIEREN EN EL APRENDIZAJE DE INGLES DE LOS ESTUDIANTES
ENTREVISTA ORAL

Instrucciones: Conteste las siguientes preguntas de acuerdo a su propio criterio y susténtela.

1. ¿Le gusta el Inglés? Si, No, ¿porqué? Explique.
2. Para usted ¿cuáles cree son las ventajas de aprender Inglés? Explique.
3. ¿Cómo es su rendimiento académico en el área de Inglés?
4. ¿Cuáles cree son los principales problemas que hacen que su rendimiento académico sea: Regular, Bueno, Insuficiente? Explique
5. ¿Para usted como pueden estos problemas ser solucionados?
6. ¿Cómo contribuiría usted con la solución de estos problemas? Explique.
7. ¿Qué métodos y materiales utiliza su profesor de Inglés
8. Cómo le gustaría que fueran las clases de Inglés en su Colegio? Explique
9 ¿Cómo cree usted que deberían ser las relaciones con su profesor de Inglés?
10 ¿Qué sugerencia le da a su profesor de Inglés para mejorar su aprendizaje? Explique.

Gracias por su colaboracion

FACTORES QUE INTERFIEREN EN EL APRENDIZAJE DE INGLES DE LOS ESTUDIANTES
ENTREVISTA ESCRITA

SCHOOL:_____

GRADE: _____SECTION:_____

NAME: _____

DATE: _____

Instrucciones:

Señale con una "equis" (X) la opción que usted cree sea correcta.

1) En clases de Inglés usted se siente:

a) Motivado   ___

b) Desmotivado   ___

c) Aburrido   ___

d) Con temor   ___

Otra: ___

Cual _____

2) El aprendizaje del Inglés es importante para usted porque:

a) A usted le gusta el Inglés   ___

b) El inglés le sirve de base para su futura profesión ___

c) Le sirve para comunicarse con personas extranjeras ___

d) Es un área obligatoria en su colegio ___

Otra ___

Cual_____

3) La intensidad horaria por semana de Inglés en su colegio es:

a) 2h___

b) 3h___

c) 4h___

d) 1h___

Otra ___

Cual_____

4) Usted complementa su aprendizaje de Inglés:

a) Realizando trabajos, talleres y ejercicios fuera de clase ___

b) Escuchando música y mirando vídeos y películas en Inglés ___

c) Practicando inglés fuera de clases ___

d) Repasando los temas de clase ___

Otra ___

Cual_____

5) En la clase de Inglés:

a) El profesor pide memorización de los temas ___

b) El profesor hace repetir una oración ___

c) El profesor enfatiza estructuras gramaticales ___

d) El profesor explica un tema de diferentes maneras ___

Otra ___

Cual_____

6) Durante clase de Inglés, el profesor enfatiza más la:

a) Escritura ___

b) Expresión oral ___

c) Gramática ___

d) Comprensión de textos ___

Otra ___

Cual_____

7) Para enseñar su profesor siempre:

a) Trabaja con ayudas audiovisuales (vídeo, T.V, grabadora, computador etc.)___

b) Realiza actividades comunicativas (diálogos, juegos, dramatización etc) ___

c) Utiliza el tablero ___

d) Se apoya con el texto únicamente ___

Otra ___

Cual_____

8) Entre los siguientes lugares, cuales cree usted que contribuiría al aprendizaje del Inglés:

a) Salón de clase ___

b) Laboratorio ___

c) Sala de informática ___

d) Internet ___

Otra ___

Cual_____

9) En clases de Inglés:

a) El profesor permite a los estudiantes realizar diálogos relacionados con la vida real ___

b) El profesor asigna a los estudiantes el papel que van a desempeñar ___

c) El profesor permite a los estudiantes intercambiar información de diferentes maneras ___

d) El profesor hace dramatizar espontáneamente los temas aprendidos en clase

      ___

Otra   ___

Cual_____

10) La relación con su profesor de Inglés es:
a) Excelente   ___
b) Regular   ___
c) Buena   ___
d) Mala   ___
Otra   ___
Cual_____

11) Su participación en clase de Inglés es:
a) Excelente   ___
b) Buena   ___
c) Regular   ___
d) Mala   ___
Otra   ___
Cual_____

12) Su profesor:
a) Trata por igual a todos los estudiantes   ___
b) Es amable con todos los estudiantes   ___
c) Hace participar a todos los estudiantes   ___
d) Acepta las críticas de sus estudiantes   ___
Otra   ___
Cual_____

GRACIAS POR SU COLABORACION

ANNEX D

UNIVERSIDAD DE NARIÑO

FACULTAD DE CIENCIAS HUMANAS

PROGRAMA INGLES-FRANCES

FACTORES QUE INTERFIEREN EN EL APRENDIZAJE DE INGLES DE LOS ESTUDIANTES

2000

Estimado (a) profesor (a).

Soy estudiante del último semestre Especialidad Inglés - Francés, estoy interesada en identificar el proceso metodológico y la interacción presentada en el aula de clases en los cursos de Inglés; para poder detectar los principales problemas y dificultades que interfieren en el aprendizaje de Inglés de los estudiantes y proponer alternativas de solución al problema mencionado, por tal razón le solicito muy comedidamente su colaboración en este trabajo de investigación ya que es de gran importancia para el desarrollo del mismo.

Gracias por su colaboración.

ANNEX E

FACTORES QUE INTERFIEREN EN EL APRENDIZAJE DE INGLES DE LOS ESTUDIANTES
OBSERVACION DIRECTA DE CLASES

COLEGIO:_____ GRADO:_____ SECCION:_____

RESPONSABLE DE LA CLASE:_____

FECHA:_____

MOTIVATION:

_____

_____

1. DEVELOPMEN OF THE CLASS:

1.1 CLASS ACTIVITIES:

_____

_____

1.2 ABILITIES PERFORMED:

_____

_____

2.3 EVALUATION:

_____

_____

2. RESOURSES AND MATERIALS:

_____

_____

3. TEACHERS AND STUDENTS RELATIONSHIP:

_____

_____

3.1 STUDENTS PARTICIPATION:

_____

_____

 TEACHERS ATTITUDE:_____

_____