

Running Head: TRAINING AND UPDATING.

English teacher's training and updating

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Abstract

According to ICFES exam, the high-school students' lowest results are presented in the specific foreign language subject. This fact impelled us to study a topic which not only has to do with the problematic presented, but also with our same professional field; the English teacher's training and updating. This one has two main categories; the training and updating processes and the communicative competence concept which influence the English teaching through the in – class applying of a complex framework containing the teaching ideology and the linguistic competence of the teacher. In summary, we will try to research how training and updating processes and the communicative competence concept of teachers can influence the students' English proficiency.

We did not try to prove some hypothesis or make predictions through our investigation, but we just tried to contribute to improve the L2 teaching –learning process in the high schools of Pasto by developing a qualitative study allowing us to present clear results which don't affect the research subjects' image. Taking into account the final results of this project a recommendations chapter was included whose ideas we hope that can be useful for our society.

ENGLISH TEACHER'S TRAINING AND UPDATING

The Research Problem

In this chapter you will find the description of the research problem which has been divided into sections such as; Problem description; problem statement; objectives; significance of the study; limitations and delimitations of the study; and budget. Besides it is presented a brief concluding paragraph that makes a very precise summary of this chapter in order to achieve a better cohesion for the reading of this project.

Problem Description

According to the article 'EFL' in the Colombia high schools: 'From the ivory tower to the poorest high school in Colombia' (Bastidas 2002) and our experience as students, we can say that there are many facts which influence the teaching – learning process in the high schools and influence negatively the ICFES exam results of the high school students. Concerning teaching which must be guided by the English teacher, we could recognize facts such as: the methodology implemented in the classes and the teacher's training and updating. We think that the most common methods used by the English teachers are: direct method and the grammar - translation method which impede the development of skills such as; listening and speaking because they focus on grammar and vocabulary and cause faults in the student's oral and aural proficiency of the English language. If we think about this fact we realize that it has a direct relationship with the English teacher's training and updating because he/she teaches according to knowledge learnt from the university which could reflect faults in the teacher training during his/ her degree studies or a low interest in doing a current basic knowledge updating by the English teacher. In regards to student learning, we could recognize facts which could affect it such as: the students' socioeconomic level and the motivation for learning a second language.

The first one affects student learning when it imposes barriers impeding students getting learning materials because of his/ her low socio economic level. The second one according to Gardner & Lambert (2002) affects student's learning when he/she focuses on extrinsic or particular objectives because of an Instrumental motivation.

Besides we recognized some facts which have to do with the national education system such as the national policies and the administration and organization of the educational system which have not contributed to obtain right standards of language learning in Colombia due to a negative attitude of some administrators towards foreign languages by arguing that; "the English subject is not important."

Finally, we would like to speak a little more about the English teacher's training and updating which is the micro problem of this research. We believe that if a student learns from classes guided by a teacher who does not have an adequate methodological and academic training and does not worry about doing a current updating of his/her knowledge, that student's ICFES exam results in the English subject will be low because of the bad foreign language education received in the high school, a fact that from our point of view has to be researched. After studying the different implications of this problem which we have already lived, we present the final research problem.

Problem Statement

How does English teachers' training and updating influence on the level of achievement in English by last level students of public high schools of Pasto?

Problem Evaluation

a. After consciously studying the problem statement we considered that it is not trivial. We argue this by saying that there is a direct relationship between the English teacher's training and updating and a bad L2 proficiency in the high school students which is supported by the low ICFES test results in the English subject. We believe that this research problem and its study will give a clear idea about the current English teacher's training and updating level whose information would help to improve the L2 teaching –learning process in the high schools of Pasto.

b. We developed a serious and well organized researching work which facilitated to collect the necessary information in order to achieve the objectives proposed.

c. Finally, we had enough time to plan the research, collect the data required and analyze it, people who was involved in this research had a genuine interest for helping to develop it and the high schools selected for this study did not impose any barrier in order to develop our research.

General Objective

To analyze the English teachers' training and updating and its possible influence on the level of achievement in English by last level students of public high schools of Pasto.

Specific objectives

1. To determine how teachers' training and updating processes affect English teaching
2. To analyze how teachers' communicative competence concept influences the English teaching –learning process.

Significance of the Study

We thought that this was an important research because it represents not only the need of the novice language teachers for knowing about possible problems that they will have to face and help to resolve from the beginning of his/her professional life, but also because it represents the need of the expert English teachers for recognizing their weaknesses and to understand how these can be affecting the foreign language proficiency of the high school students.

There are some other related researchers and a lot of literature about this topic which clearly reflects its importance. This one was focused on researching the effect of our study item in the English proficiency of the high schools' last level students which according to the ICFES exam results is very low. As we can see this was a research that looks not only to identify possible problems in the English teaching-learning process, but also encourages the implementation of solutions in order to improve the English teaching which will be useful in the future for students, teachers, parents, etc. Finally, we believe that according to the last Colombian economical project, TLC, the English language tends to become a second language in our country which makes necessary researches like this which looks for a better foreign language teaching in the high schools.

Limitations and Delimitations of the Study

Fortunately, there were not limitations to this study:

1. Teachers gave sincere answers about questions done in the questionnaires which helped to obtain good final results.
2. Teachers provided the necessary time in order to carry out the study. Besides, they agreed with participate in it.

Conceptual Definitions

Training. (According to Longman Dictionary) to teach someone the skills of a particular job or activity, or to be taught these skills. Stewart (1982) states that this concept involves all the preparation taken by a person from a course.

Updating. (According to Longman Dictionary) the most recent news or information about something , Hadi (2004) claims that this concept involves all the preparation taken by a person from additional courses or studies after finishing his her degree.

Population

The study was done with 3 teachers whose ages are between 25 to 50 years and 15 students of the both male and female in the final course who belong to a medium socio-economic level.

Geographical Delimitation

The study was conducted in 2 public high schools located in the city of Pasto

After having studied this chapter and have clarified very important parts of this project such as; the research problem, objectives or the significance of the study, you understand better the study that we developed and the contribution that we wanted to make to our society. Now we will study the literature review of this project which will reveal what important authors think about our research. The next chapter is one of the most important parts of the investigation and supports everything that we have already propounded in the first chapter.

The literature Review.

In this chapter you will find the main literature review related to this study which will make easier to understand the problematic situation. Everything is into five important parts which are; teacher's training and updating, teacher's communicative competence; L2 learning theories, the teacher and related research. There is also a concluding paragraph which will make a brief summary of the ideas presented in this chapter.

English Teacher's Training and Updating

English teacher's training and updating topic has been studied by many authors, Bastidas' study (2001) found the following:

Teacher 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 by being withdrawn from teaching in order to be given additional fulltime training. In this way, teachers can keep up with new ideas, share their experience, reflect on their future, and give a professional dynamism to foreign language teaching." (p. 144).

All this means that a person who studies a foreign language in order to teach it not only has to worry about his/her training at the university, but also out of it. An explication for this fact is that the teaching field changes everyday thanks to many researches developed about it which make compels teachers to develop their skills currently. Galeano (1980) argues that even though an English teacher has a basic knowledge about the L2 and how to teach it, the foreign language teaching process is unlimited which makes compulsory for teachers to be immersed in a "self-actualization" culture promoting the improvement of the educational process.

The English Teacher's Training

Stevens' model (1964) claims that effectiveness of the teaching language depends on the nature and quality of the training which teachers undergo before entering their profession because the training concept involves all the preparation taken by the English teacher from the University degree. This is an academic preparation in the L2 which demands the developing of two main groups of linguistic skills: reading and writing - listening and speaking and a methodological preparation which basically has to do with a series of methods in how to teach it. Stewart (1982) argues that one of the reasons why high school graduates do not know grammar, cannot write well, have trouble thinking logically, and seem shallow and ill informed about literature is that English teachers training is based on traditional and old fashioned teaching methods which could make necessary to evaluate the University degrees in a L2 setting taking into account their syllabi design and the proficiency level of the teachers. Besides Stewart (1982) argues that an English teacher not only has to have a good communicative competence level at the end of her or his University degree, but must master the following:

Methodological knowledge. It differentiates a specific language native speaker from a teacher of the same language. The teacher not only has to have a good communicative competence about the L2 taught, but also has to know how to teach it. This last condition implies a complicated and depth studying of teaching methods and activities which lead teacher to develop his/her classes taking into account variables such as; learners age, teaching proposal, available time for the classes, teaching materials, e.t.c. in summary, a good methodological knowledge is represented by the ability of choosing and developing the right L2 teaching method for every single context given.

The English teacher training is important but not enough in order to lead a L2 class. Training must be updated because not only theories about languages teaching have a current development, but also morphological, semantic or syntactic changes are presented in languages everyday. The development of updating process is one of the most important professional tasks of a L2.

Knowledge updating processes improve an L2 class, that's why you will find them explained in the following section.

The English Teacher's Updating

This concept involves all the preparation taken by the English teacher after finishing his or her University degree. Generally this type of preparation has an intrinsic motivation which seeks to maintain a current preparation about the L2 teaching knowledge. Taking into account the nature of the updating processes of an English teacher you say that these ones can be seen not only like formal courses such as: seminars or masters, but also like the development of informal events such as: English immersion programs or the current reading of English teaching methodology books where the L2 teacher can learn from whatever type of updated concepts helping to improve his/her classes. Hadi (2004) proposes a subsidiary category for explaining the concept of updating by associating it with the professional conduct that L2 teachers should show during their professional lives;

Professional Conduct. Updating process of training received from college studies never ends. That's why an English teacher has to modify his/her approach to fit the ever-changing factors in order to acquire real professional factors in the fields of learning and teaching which validates his/her professional proficiency. Modifications done by a L2 teacher must be the result of a depth

and large process of knowledge updating which reflects an intrinsic motivation for improving his/her classes. Updating processes development is a Teachers professional duty whose main objective must be to analyze students' needs according to the context given to assure the educational process success. In summary, a good professional conduct does not only mean to accomplish tasks of a job, but also to evaluate them through a related and updated framework that leads to their perfection.

As we can see training has to be associated to updating for assuring the English teacher classes success. Updating involves not only the current development of the teacher' skills, but also a methodological preparation which must be revised everyday because of its uninterrupted changes. We have already talked about training and updating, now we are going to study a very important variable being one of the most important bases of the teacher knowledge framework; the teacher's communicative competence.

Teacher's Communicative Competence

The term of communicative competence is very used into the language teaching literature which has promoted lots of interpretation of its meaning. This fact has caused a big confusion among people researching about it. At first, the term was related to a symbol for everything that audiolingualism could not be flexible, creative or responsive to learners needs. Later methodologists tried to focus it on one or another facet of what can best be called a philosophy of language rather than a method, but now you think that if we take just some pieces from every interpretation and put them together we obtain a coherent meaning.

According to Savignon (1983) “None of interpretations about communicative competence is necessarily all wrong; each is only partially right.” (p. 18). In regards to the preceding considerations we have to think that Communication is a continuous process of expression, interpretation and negotiation of meaning (especially in English where the word takes its meaning according to the context) whose competence is based on a deep knowledge about whatever type of linguistic signs used in it. This statement is well supported by Savignon (1972) who not only defines the term communicative competence like this:

It is the ability to function in a truly communicative setting – that is, in a dynamic exchange in which linguistic competence must adapt itself to the total informational input, both Linguistic and paralinguistic, of one or more interlocutor success in communicative tasks depends largely on the individual’s willingness to express himself in the foreign language on his resourcefulness in making use of the lexical and syntactical items which he has at his command, and on his knowledge of the paralinguistic and kinesic features of the language; intonation, facial expression, gestures, and so on- which contribute to communication. (p. 24)

but also presents the following characteristics of competence in communication:

Communicative competence is a dynamic rather than a static concept. It depends on the negotiation of meaning between two or more persons who share to some degree the same symbolic system. In this sense, then, communicative competence can be said to be an interpersonal rather than intrapersonal trait.

Communicative competence applies to both written and spoken language, as well as too many symbolic systems.

Communication takes place in an infinite variety of situations, and success in a particular role depends on one understanding of the context and on prior experience of a similar kind.

It requires making appropriate choices of register and style in terms of the situation and the other participants.

There is a theoretical difference between competence and performance. Competence is defined as a presumed underlying ability, and performance as the overt manifestation of that ability. Competence is what one knows. Performance is what one does. Only performance is observable, however, and it is only through performance that competence can be developed, maintained, and evaluated. Communicative competence is relative, not absolute, and depends on the cooperation of all the participants involved. It makes sense, then, to speak of degrees of communicative competence.

By analyzing what experts say about communicative competence you can clearly see that it represents more than the speech ability. It has to do with interdisciplinary fields such as: the linguistic or the sociolinguistic which have to be associated by the English teacher in order to face to a real communicative class. You can see as well their roles as active pieces of the English teacher proficiency which makes indispensable for this research to study it in depth in the following section.

The Components of a Real Communicative Competence

When people hear something about communication most of the time they think of speaking. As we said before this conception is neither wrong nor right because even the speech skill is one of the most important parts of it communication is much more complex. Savignon (1983) argues that there are a series of components which have to work together in order to build an ideal concept of communicative competence, those components could be defined like this:

Grammatical Competence. It's the mastery of the linguistic code which could be represented through the ability of recognizing all the syntactic, morphological, lexical, and phonological

features of a specific language to form meaningful words and sentences. Having a grammatical competence is to use linguistic rules implicitly, not state them.

Sociolinguistic Competence. It's the ability of mastering the social rules of language use. These rules are learnt through a complex process which demands not only the studying of words and their corresponding synonyms, but also the studying of different social context where they can be used. It's to know what to say in a specific situation and to know how to say it in order to assure the comprehension of the message sent.

Discourse Competence. It's the ability to successfully interpret and associate a series of sentences or utterances in order to find the meaningful whole and to achieve coherent texts that are relevant to a given context. Sometimes, the connections between sentences are not explicit ,so a person discourse competence is demonstrated when he/she is able to establish a global meaning of a passage, conversation or book, by using his/her capacity to focus the interpretation of every sentence of the text through a complete and coherent meaning which explains everything.

Strategic Competence. It's the ability to use what we do know associated to the experience acquired of the contexts we have experienced in order to get our message across. Common life is full of dialogues where human beings have to use their oral and aural skills to interact with each other, the question is how can a L2 learner keep alive his dialogue when he doesn't understand a sentence or doesn't find a specific word to convey his/her message? The answer is the use of strategies of communication such as paraphrasing, repetition, hesitation, and guessing which must be master by the learner in order to avoid possible communication misconceptions.

These components must be known by every single L2 teacher because they suggest a model of communicative competence as a basis for curriculum design and classroom practice. They show that methodological training learnt by teachers at the university must be supported by a

communicative competence giving them confidence to develop a professional work whose L2 teaching can be developed through communicative activities where students learn and improve all the language skills; listening, speaking, writing, and reading.

We have already studied concepts such as: training, updating or communicative competences which have to do with the English teacher knowledge framework, now we are going to study variable such as: L2 learning theories; the teacher or related research which look for complementing all the things so far explained.

L2 Learning Theories

After studying all L2 learning theories, we have concluded that there are two of them having a direct relationship with the research item; the monitor hypothesis and the connectionism.

The Monitor Hypothesis by Stephen Krashen.

Stephen Krashen's study (as cited by Lightbown & Spada, 1999), has developed a principal theory which is based on five central hypotheses.

1. *The Acquisition / Learning Hypothesis.* According to Krashen there are two ways to acquire a language. These are: acquisition (when we are in interaction with the language which we understand) and learning (when we form learning rules as a way of conscious study). On the other hand, Krashen argues that learning can not turn into acquisition.

2. *The Monitor Hypothesis.* It argues that the human being's brain is prepared in order to work as a monitor or editor that checks and repairs the output of the learning system. According to Krashen there are three conditions to the successful use of the monitor; sufficient time, focus on form and knowledge of the rules. Thus, writing is more conducive to monitor use than is speaking, where the focus is on content and not on form.

3. *The Natural Order Hypothesis*. Krashen argues that the acquisition of grammatical structures follows a predictable sequence. This means that there is always an evolution in the learning process for learners which start from the easiest rules to hardest ones.

4. *The Input Hypothesis*. According to Krashen a learner can acquire the language with the exposure to comprehensible input. That means to understand messages in which they are exposed. The language can be comprehensible in part because of clues such as gestures, situations or prior information.

5. *The Affective Filter Hypothesis*. According to Krashen everything has to do with the emotional state or the attitudes of learners. He argues that there is an imaginary barrier that many times impedes the necessary input in order to acquire a language. It will be “up” when learner is stressed, unmotivated, or uncomfortable and it will become “down” when learner is relaxed and motivated.

Even Krashen’s theory has been criticized by some authors such as McLaughlin or Gass, we believe that nobody can disregard its importance for the language learning study. We think that some of the hypothesis such as the affective filter or the monitor are very important because explain properly some of the facts that in reality could influence the second language learning by making it successful or not. Besides we could say that the Krashen’s idea of divided “monitor model” in five central hypothesis makes it more comprehensible and easier to analyze.

Connectionism

According to Lightbown & Spada (1999) connectionists argue that there is a need to hypothesize the existence of a neurological device that is designed for language acquisition alone. This theory gives a greater importance to the role of the environment than to any innate

knowledge in the learner by saying that there is just one innate thing which is the capacity to learn.

This theory emphasizes that a student builds gradually his/her knowledge of language thanks to exposure to a lot of instances of the linguistic features he/she eventually learns. So while innatism theory sees the language input in the environment as a “trigger” to activate innate knowledge, connectionists argue that input is the main source of linguistic knowledge. To listen to meaningful and contextualized phrases and sentences many times in the foreign language gives students the opportunity to develop their language skills and to create little by little mental or neurological “connections” among linguistic elements which activate each other in the learner’s mind.

We have included this theory because it supports one of the main tasks of the L2 teacher; the creation of an adequate learning environment inside the classroom through the usage of a meaningful and current language input. We do believe that the only way to polish oral and aural skills is to practice, however from our point of view the student not only must hear language features again and again, but also he /she must read and write them in order to achieve a complete linguistic learning.

The Teacher

The teacher takes a principal role in the teaching-learning process and because of this fact we can say that his or her role, beliefs and personality affect directly this process.

The teacher’s role

As we can see the teacher is an active part of the teaching –learning process, this concept is reaffirmed by Richards & Rogers (1982) who argues that there are multiple components in this

process such as the teacher's beliefs and the teacher's personality which can influence "the classroom environment" by promoting the success or not of the course. This last opinion is supported by Hadi (2004) who argues that the teacher must develop an integrate work in which the implementation of a curriculum and method according to the type of students and their environment is compulsory. On the other hand, according to the authors' points of view the teacher must give her/his best in order to make an interesting class by allowing an adequate student-teacher interaction supported by extra material chosen or designed by him/her.

Teacher's Beliefs

This concept has to do with what a teacher thinks about curriculum, learning and language teaching as a profession. The teaching process is a personal activity which could explain why some teachers prefer a specific method to develop their classes.

Obviously some of these beliefs depend on facts such as; Teacher's age or his/her psychological characteristics which could be a possible reason in order to explain why traditional methods like GTM are so common in the development of the English classes at public high schools. However, English teacher's beliefs can change if the teacher realizes that he/she has to do it and knows how to do it. This is a fact which can be impelled by the same learner's complaints or an intrinsic teacher's wish for recognizing possible mistakes in his / her beliefs.

The teacher's Personality

According to Bastidas (2002) the characteristics of the teacher take an essential role in the teaching-learning process. This author explains the teacher's personality as "what characterizes someone as an individual." (P.146). All this means that the effectiveness of the teacher's work sometimes depends on the personality because it can improve the learning environment and give themselves the opportunity of getting the student confidence. This concept is supported by

Hadi (2004) who argues that “Students want to be treated today as partners in learning, not subordinates of bossy or overly self-confident or authoritarian teachers” (p. 2)

Related Researches

According to the item of research called Training and Updating of the L2 teacher, two related researches have been found which could be taken into account in this literature review.

There is a first research called “High school teacher’s preparation and updating in Pasto” by Claudia Andrea Cárdenas (2002), where it was analyzed the level of knowledge and updating in the L2 taught by the teacher. The target of this research is to recognize the possible weaknesses of the teacher which can affect negatively the learning process of a L2 like English.

The descriptive methodology was used in order to develop this research which means that there was a systematic description which involves specific information about the area of investigation and the population researched. This process of descriptive research was developed through questionnaires and the researched population was taken from the English teachers group of almost all public high school of Pasto. The results show that 93% of the teachers had a degree as an English teacher and just 23% of them studied a master. Some percentages also show that just 51.1% of the English teachers had taken courses in the last five years taken into account the date of this research. It is also relevant to point out that just 46% of the English teachers think that the methodology learning acquired at the university was suitable. While 53% of them think that it was not enough. According to this research, after studying its results, a logical conclusion is that if there is not a correct preparation of L2 teachers from the university we can not think about the updating of it. Besides, the author of this research gives some final recommendations: First, the English teacher must improve their preparation through some type of specialized study

in the foreign language taught. Second, teachers must worry about their own updating which means that they have to make an effort in order to learn actualized knowledge about their subject.

The name in Spanish of the second research found is “Capacitación y Actualización docente de profesores de Ingles en escuelas publicas de Pasto” (2003). This research emphasizes the need of a regular training and updating in the L2 taught by the English teachers in order to face up properly the government demands which through some laws such as “ley 115 de 1994 ” compels the English teaching from early stages in order to achieve that English language becomes a second language for young people.

The descriptive methodology used in this research is based on questionnaires answered by the population involved in the research; these questionnaires show the final results.

According to the authors the objective of implementing this methodology is not only to describe systematically the area of investigation, but also to get data about the item.

This research analyzes the level of training in the L2 taught by the teacher and studies if there is or not a regular updating of it in order to find variables that can influence negatively the English teaching in the public high schools of Pasto. Some of the results show that 65.5% of the English teachers studied a specialization related to foreign languages and 63.3% of them think that there was not a good pedagogical preparation at the university. Besides this research shows that just 30% practice orally what they teach with their students.

In regards to updating the percentages show that just 16.6% of the English teachers take regularly updating courses and that 96.6 % of them are not linked to some Academic Association of English.

After studying the results a conclusion is that teachers do not worry about their updating which causes the use of traditional methods in the classroom impeding the developing of oral and aural skills. According to the authors of this research some final recommendations could be; first, to create specialized studies in the Universities of Nariño in order to facilitate the English teacher training; Second, to implement periodic exams which evaluate the teacher proficiency.

After analyzing the related researches we realize that authors of them did not apply our same research design. We highlight that these researches have focused on studying the English teacher weaknesses and its negative impact in the L2 teaching-learning process which differs from our research one in that we will focus on analyzing the influence of our study item in the students' low English proficiency at the end of the high school taking into account their ICFES exam deficient results. Finally we have to say we do not agree with the presentation form of the research study called "Capacitación y Actualización docente de profesores de Ingles en escuelas publicas de Pasto" (2003), because we believe that if you want to develop an investigation related with a foreign language teaching-learning process, this one has to be written in that same language in order to demonstrate the sufficiency and authority of the author for speaking about the item.

We have already studied the literature related with this research and as you can see according to many authors, English teacher training and updating influence the L2 teaching-learning process because of the primary role taken by the language teachers who not only has to apply properly all the knowledge acquired from the university training, but also has to maintain a current updating about it so that students get good results from his/her classes. Besides, in this chapter we had the chance of reviewing some important theories about the teaching and learning of a second language and we studied carefully the design, the literature review, the problem

statement and the results of some other related studies which gave us a preliminary vision about what the final results of this research.

The Methodology

After having studied the research problem and have presented what many authors think about our study item, in this chapter we are going to explain how this research was developed. The methodology chapter has been divided into sections such as: the design; subjects, setting and sample; procedure; validation criteria; data analysis; pilot study and ethical issues which gives this chapter a good organization and explains properly the set of steps that we had to follow in order to develop this research.

The Design

In the study of the different kinds of research, we decided to develop a qualitative study because through it we could explain the events and discoveries of our research not only in an easier way but also in a more appropriate one. Goete & Lecompte (1988) argues that the qualitative research consists on making a holistic description of the natural interaction of a group in a specific time period which represents clearly the points of view of the research participants by contributing important data about their own activities and beliefs.

Data was collected through open question questionnaires to teachers and students whose analysis was presented through comprehensible paragraphs. In this analysis we ignored the preconcepts and prejudices about the theme investigated in order to collect the real meaning of the information gotten through the data collection techniques.

Open questions were formulated through a questionnaire made by the researchers to research subjects, in this case teachers and students. The results were obtained through a process called “triangulation” by allowing us to present a complete and professional study.

We applied this type of research, because we described some L2 teaching –learning process characteristics that had to do with the English teacher’s training and updating. This means that we did not try to prove some hypothesis or make predictions.

Subject, setting and sample

English teachers and students from two public high schools in the city of Pasto participated in the development of this research. All teachers were men and women whose ages are between 30 to 50 years old, who belonged to a medium socio-economic level and 15 students of the both male and female in the final course who belonged to a low socio-economic level.

The questionnaires were carried out in two public high schools which are located in the southwest of Pasto. These ones had the necessary resources for education, but this institution belongs to an average socio-economic level. The places where the research was carried out have a good infrastructure, areas of recreation and big offices where teachers comfortably work, however the classrooms are completely full.

Procedure

Data collection techniques and materials

Taking into account the characteristics of our research we considered the use of the following data collection technique:

Open questions questionnaire. This is a professional and very practical research technique which consists on a series of written questions which were answered by the subjects in their own words. We used this type of technique in order to obtain truthful written data which facilitated the process of triangulation

Description of the procedure

As we know every research project must follow an organized series of steps to be developed.

In this case the following stages were taken:

1. We designed the questionnaires of the data collection technique
2. A pilot study was developed in order to evaluate the data collection technique designed.
3. Permission was asked to the head of the school for developing the research.
4. Data collection techniques were developed with teachers and students in order to collect the data needed.
5. We checked the data truthfulness through a process called “triangulation”
5. We analyzed the results obtained through the research literature review.
6. Final results were presented through an oral defense to the judge of this research study.

Validation criteria

After evaluating the ways in which we could validate our collection techniques, we decided to do a process called “Triangulation.” This process is well defined by Denzin (1978) who says that “Triangulation is the combination of methods in the study of a same phenomenon.” (p. 47). This process is a technique developed through a blank matrix which compares results obtained in the qualitative research in order to verify the truthfulness of them. In this specific case we affirm that a “Triangulation” was done through the data collected from the following techniques:

1. Questionnaires to teachers.
2. Questionnaires to students

We crossed all the data collected through these techniques and their analyses in order to compare all the final results which helped us to prove the effectiveness and credibility of our research project. This process could effectively join the different data collection techniques so that research item was well supported, which generally can not be done through just one. The following is an example of the blank matrix that was used in this process;

Questions	Teachers' statements	Students' statements	Group statements Analysis

Data analysis

Taking into account the type of research chosen for our research we designed some matrices in order to analyze all the data acquired properly.

Blank matrices analyzed data gotten through a complex process which demanded results in statements groups which were analyzed through a triangulation matrix whose final results were the analysis presented in the following chapter. This is an example of the blank matrix that we used in this process:

Questions	Category	Information	Group statements

We studied through these matrices all the data acquired in order to select the appropriate one for being analyzed and shown in the investigation. This process allowed us to evaluate how well connected the authors points of view were presented in the theoretical framework to the findings of this research.

Pilot study

Before beginning the real investigation we evaluated the effectiveness of the data collection techniques. This process was developed through a pilot study which followed a specific series of steps. First of all we found a small sample of teachers who had a good disposition for helping to develop this exercise, later a questionnaire sample containing control questions was handed

over to them. Finally data collected were analyzed for clarifying some possible cases of ambiguity which demonstrated at the end of the test that was not any problem with the kind of technique chosen.

Ethical issues

In the development of this work some important ethical issues were taken into account:

- Authorities and relevant persons were consulted and informed with the necessary permission, to get the approval and thus, to carry out properly the research study.
- Permission was sent to the public high schools teachers to clarify that they were volunteer participants in the different aspects of the research.
- Teachers that participated in the research did not suffer any psychological or physical damage in the development of this research.
- There was confidentiality for research subjects which means that participants took a letters such as X; Y or Z during the development of the research.

In gratefulness the public high schools teachers that participate in this research received a copy of the research paper.

This chapter explains what type of research design was implemented by the authors in order to develop this investigation by making a complete explanation about why it was chosen. We could clarify the importance of the data collection techniques and materials or the subject, setting and sample which took an indispensable role in the research process. Finally, we can say that it has been done through these last chapters a systematic study about important parts of this research such as the research problem, the literature review and the research design which we believe that have explained what we researched, how was researched and how was supported.

Analysis

This chapter is one of the most important sections of the research project because we will finally apply what we proposed as theoretical framework and methodology for this investigation. This process will be done in order to analyze the possible influence of the English teacher's training and updating on the level of achievement by the students in this subject.

The data collected through the questionnaires designed to teachers and students will be presented through qualitative concepts from blank matrices developed by the researchers who will ignore the preconcepts and prejudices about the theme investigated in order to get the real meaning of the information gotten. In order to organize this information the researchers will present the results by using subcategories and objectives related to the research. Besides, the questions which were answered by three teachers and fifteen students of eleventh grade in two public high schools of Pasto will be presented for supporting the fulfillment of objectives.

Subcategories Analysis

As we already said some subcategories have been proposed by the researchers in order to develop this investigation. These ones will be associated with the specific objectives in order to do the analysis of the answers obtained.

Methodological Knowledge

To analyze this subcategory it is necessary to mention the first specific object "To determine how teachers' training and updating processes affect English teaching" and the following related questions:

Question 1: Explique en forma clara y precisa que actividades, materiales u otros factores se toman en cuenta en el desarrollo de las clases de Ingles.

After developing the process of triangulation and analyze the answers presented to this question we can say that even most of the teachers and students' opinions agreed in regards to activities or materials used in the English class by saying that the main ones are the writing and reading exercises developed through materials such as dictionary, text book, workshops and the computer software. We believe that a part of the statement presented by Teacher (a): "Aporto el conocimiento a transmitir en guías las cuales son analizadas y estudiadas por mis alumnos, de esta manera trabajo individualmente en cada grupo explicando lo que se les dificulta. Además desarrollo actividades de escucha, escritura y lectura. El resto de clase se desarrolla normalmente a través del uso del tablero, el diccionario o el texto." which has to do with the use of listening activities can not be validated because any student talked about it in the questionnaires and its author didn't argue the use of materials to develop them. This idea is supported by Stewart (1982) who argues that a language teacher can not propose the activities of a course if he /she does not design the kind of instructional material which is going to be use to support them.

We conclude that teachers develop activities which encourage the development of writing and reading comprehension skills. The activities are simple and they do not demand a serious researching work which can explain the use of basic material for develop them, in addition it is important to highlight the use in some cases of technical devices such as the computer which facilitates and makes the teaching –learning process more active.

Question 2: ¿Que objetivos se intenta alcanzar en el curso de Ingles?

After doing the process of triangulation and analyzing all the answers presented to this question, we can argue that even most of the teachers and students' opinions agreed by saying that the objects of the English course were the developing of reading and writing skills, however we believe that the statement of teacher (a): "El objetivo no solo es comprender y crear un texto a su nivel de estudiantes de último año sino aprender a hablar cosas básicas en Inglés a través de la competencia gramática,. Comprender el significado de un texto que contenga las estructuras gramaticales y vocabulario estudiados", can not be completely validated because any student talked about objectives which have to do with the development of the speaking skill.

Besides, we believe that the development of the oral ability has to be supported by the aural one which means that the statement is not completed because according to Strevens (1964) a L2 teaching- learning process must be developed through an outline which takes into account two basic groups of linguistic skills; listening and speaking – reading and writing whose elements interact with each other in order to achieve the successful of the course.

We conclude that the main objectives for the English courses at the high school are development of linguistic skills such as reading and writing demonstrating that oral and aural ones are not important for classes which negatively affects the students proficiency because validates just 50% of the objectives in a real L2 teaching – learning process.

Question 3: ¿Qué metodología se practica actualmente en las clases de Inglés?

After analyzing all the propositions presented to this question we can say that teachers' statements are true. We believe that students' answers properly describe the teaching methods applied in the English classes that according to the teachers are developed in Spanish and

emphasize the use of different individual and group activities supported by them who try to help students as much as possible in their problems.

The following are some of the explicit answers:

Teacher (b): “Aunque no hablo generalmente en Ingles utilizo un método de enseñanza comunitario el cual demanda del trabajo y participación de todos los estudiantes. Hago actividades grupales e individuales en cada clase motivo y ayudo a mis estudiantes a continuar con el siguiente tema a través de explicaciones participativas.”

Student (h): “Nuestra profesora utiliza un método sencillo pero comprensible, cuando no se entiende algo hace actividades en grupo para explicarnos mejor, además es muy buena gente y por eso no tenemos dudas en su materia.”

Method applying is a specific teachers business which has to do with two main facts; the first one is the methodological knowledge, through which English teachers evaluate contexts where classes will be developed, and the second one is the teachers’ personalities, which has to do with the human being conceptions in regards to select a specific way to convey his knowledge. This idea is supported by Richards & Rogers (1982) who expose that teaching process is a personal activity which could explain why some teachers prefer a specific method to develop their classes.

According to this we conclude that even teachers’ personalities improve learning environment, they are applying traditional methods such as: the reading method or grammar translation method which have been criticized on their theoretical foundations because of their unsatisfactory results which do not take into account the developing of oral and aural skills affecting the students’ linguistic proficiency.

We have studied so far the answers presented to the first three questions which are related to the subcategory: “Methodological Knowledge.” Taking into account their analysis and the specific objective “To determine how teachers’ training and updating processes affect English teaching”, we can affirm that training processes do affect the student’s proficiency because the method, the objectives, the activities and the materials applied in the English classes by the teachers are basic and they are not developing 2 of 4 linguistic skills; oral and aural ones.

Professional Conduct

To analyze this subcategory it is necessary to mention the same first specific object “To determine how teachers’ training and updating processes affect English teaching” and the following related questions:

Question 4: ¿Que concepción se tiene sobre la actualización profesional del docente de Ingles y como se refleja en las clases?

After analyzing all the propositions presented by teachers and students to this question we can say that teachers’ statements are true. Despite knowing about the updating processes importance, most of the teachers do not develop them adequately because of personal reasons which avoid the improvement of their classes according to the students.

The following are some of the research subjects’ explicit answers:

Teacher (c): “Me parece muy importante porque a través de la actualización uno se mantiene al tanto de lo que pasa en nuestro contexto de profesores de una segunda lengua, personalmente leo artículos y libros en mi casa sin embargo, es difícil muchas veces mantener un contacto directo con congresos desarrollados por la universidad debido a la falta de tiempo.”

Student (k): “yo opino que la actualización más fundamental es investigar en las pruebas de estado para así prepararnos mejor sin embargo, pienso que la profesora no se actualiza porque siempre ha enseñado de la misma manera y nunca ha traído cosas nuevas a la clase.”

We believe that updating processes are very important for teachers because they provide new and useful ideas about how to improve their knowledge. Despite updating can be done through current reading of English teaching methodology books where the L2 teacher can learn from whatever type of updated concepts helping to improve his/her classes, it is more important a direct contact to congresses or seminars having to do with the teaching field. The development of these processes, despite having an intrinsic motivation, it is an active part of the teachers' role, who must demonstrate their professional conduct through the implementation of curricula and methods updated. This idea is supported by Hadi (2004) who argues that updating process of training received from college studies never ends because the English teacher has to modify his/her approach to fit the ever-changing factors in the fields of learning and teaching.

According to this, we conclude that even the updating process concept is well known by the teacher, it is not well developed because of reasons such as “the lack of time” which are not consistent. Most of the teachers develop self-actualization processes through books and articles reading which are very important but not enough to be updated in the teaching field. Teachers have to assist to events such as congresses or seminars where not only is possible to improve methodological knowledge, but interchange experiences with colleagues in the language taught.

Question 5: ¿A qué se debe el desempeño de los estudiantes en el área de inglés en el examen del ICFES?

After developing the process of triangulation and analyze the answers presented to this question we can say that even most of the teachers and students' opinions agreed in regards to students performance in the ICFES exam by saying that it was not good due to the high schools unselfishness for developing the English subject and a bad learners attitude to study it. It's important consider a fact exposed by the students; the type of methods used by the teachers.

Concerning this, student (a) affirms: "Creo que no es muy buena puesto que en el ICFES aparece vocabulario desconocido por lo cual toca guiarse por las imágenes o adivinar y así contestar lo que se crea más conveniente. Yo opino que influye mucho la metodología en que se enseñan los temas, las pocas horas de estudio y la falta de interés por la materia."

The ICFES exam questions and exercises change every year according to updated topics reflecting the reality of our society. This fact demands the development of updating processes by English teachers whose main professional duty is to polish classes in order to create work environments closer to linguistic concepts of nowadays. This idea is supported by Hadi (2004) who states that updating processes development is a Teachers professional duty whose main objective must be to analyze students' needs according to a context given to assure the educational process success.

We conclude that there are 3 facts having to do with the low level of achievement in English by students in the ICFES exam; the high schools unselfishness for developing the English subject; a bad learner's attitude to study it and the use of archaic methods to teach it. Concerning this research, we consider that the last one is the most important one because it reflects a bad professional conduct by the teachers who have not worried about improving or changing their methods which is affecting the students' proficiency in English.

We have studied answers presented to questions which are related to the subcategory: “Professional Conduct.” Taking into account their analysis and the specific objective “To determine how teachers’ training and updating processes affect English teaching”, we can affirm that teachers’ updating does affect the English teaching because even teachers develop a self-actualization process, this is not enough to improve classes that according to the students are being developed through archaic methods which should have been improved or changed long time ago.

To analyze the following four subcategories and their corresponding question is necessary to mention this specific objective: “To analyze how teachers’ communicative competence concept influences the English teaching –learning process.”

Grammatical Competence

Question 6: ¿Que tan importante es para la clase de Ingles la inclusión de aspectos lexicales, morfológicos, y sintácticos para la construcción de oraciones y textos comprensivos en ingles?

After developing the process of triangulation and analyze the answers presented to this question we can say that teachers’ statements are true. To include lexical, morphological, and syntactical aspects is important because through these ones students can develop essential features to develop writing skills.

Concerning this, the student (g) said: “Es importante para el profesor porque a través de las oraciones se aprende a utilizar nuevo vocabulario y en el texto la gramática lo cual nos ayuda a desarrollar las habilidades de escritura y producción en el idioma Ingles”

Besides, one teacher affirms: “Muy importante porque son estos mismos la base de un buen discurso escrito en Ingles. Aquí se aplican aspectos de fondo como el significado de las palabras sino que también de forma como la gramática.”

We believe that theory must be used. English Knowledge not only has to be demonstrated by stating grammatical rules or translating words, but also applying them in comprehensible texts. This idea is supported by Savignon (1983) who states that teachers must have the mastery of a linguistic code represented through syntactic, morphological, lexical and phonological features of a specific language to form meaningful words and sentences which not only has to be taught, but encouraged to use in real contexts by their students.”

After analyzing the answers we conclude that teacher’s concept about grammatical competence does not affect the student’s proficiency because this type of competence is considered as a very important part in the teaching-learning process which is looking for teaching a linguistic code not for stating grammatical rules, but apply them in real context through the development of short passages by the students.

Sociolinguistic competence

Question 7: ¿Que tan importante es para la clase la inclusión de actividades que promuevan la capacidad de diferenciar y crear discursos formales e informales?

After developing the process of triangulation and analyze the answers presented to this question we can say that even most of the teachers consider that it is important to include these type of activities in their classes because they help students to difference lexicon used according to the texts. Teachers’ concepts are false because students do not validate them.

Teacher (c) affirms: “Muy importante la inclusión de actividades de este tipo. Considero que es una manera de hacerle entender al estudiante cuan importante es el hecho de utilizar el léxico adecuado dependiendo del contexto presentado”

Student (k) affirms: “La profesora no aclara casos de tipos de palabras en un contexto diferente.”

We believe that sociolinguistic competence is very important because through its development students can not only clearly understand written and spoken discourses, but using the adequate lexicon to create them according to the contexts given. This concept is supported by Savignon (1983) who argues that it is important to know how to apply the right words in the right contexts through the use of linguistic features such as the synonyms because they assure the comprehension of the message.

After analyzing the answers we conclude that sociolinguistic competence importance is well known by teachers but it is not developed in English classes which do affect students’ proficiency. It is necessary to know how to compare the linguistic features of a language according to the context to have success in the communicative process. We think that teachers must design activities dealing with this kind of competence in order to promote the English understanding in formal and informal situations which prepares students to face linguistic challenges in real English contexts.

Discourse Competence

Question 8: ¿Cómo se mide en clase la habilidad de un estudiante de determinar la coherencia de un texto en Inglés?

After analyzing all the propositions presented by teachers and students to this question we can say that teachers’ statements are true. All the subjects answered that the main activity developed by teachers in order to measure this ability is the readings analysis.

The following are some explicit answers:

Student (b): “La profesora hace actividades de traducción para analizar textos y además nos hace crear m trabajos.”

Teacher (b): “Cuando entiende y analiza lecturas que se hayan estudiado desde todos los niveles de bachillerato, desde 6to hasta 11avo grado.”

Even most of the people associate discourse competence with speech ability, it has to do with how well a human being interprets the discourse to give a correct response to it. This idea is shared by Savignon (1983) who argues that the coherence in a text is based on, to interpret and to associate series of sentences in order to find a meaningful whole. Besides, it could measure when the student establishes a global meaning in a book, using interpretation abilities of every sentence of a text.

We conclude that discourse competence ability is important for teachers who develop and measure it through an acceptable way which is the reading analysis. This concept does not affect student’s proficiency because teachers are looking for establishing a good level of interpretation by students which is an indispensable part in the communicative process.

Strategic Competence

Question 9: ¿Qué hace el profesor de ingles cuando alguno de sus estudiantes no entiende una de sus preguntas?

After developing the process of triangulation and analyze the answers presented to this question we can say that most of the teachers and students agreed by saying that in order to avoid some possible problems with teachers’ questions. These are explained as much as possible through simple examples easier to understand by the students.

Student (j) said: “La profesora no tiene ninguna dificultad en explicar con ejemplos más claros y si es necesario repetir la explicación lo hace.

Teacher (c) said: “Se debe explicar cuantas veces sea necesario usando pasando desde la pregunta explicita hasta el uso de gestos para lograr que el estudiante entienda.”

We believe that strategic competence development is important because it looks for a specific objective; to convey linguistic messages. If a student can not find the right words to explain what he wants to say, there are ways such as paraphrasing or hesitation which can be useful to do it. This concept is shared by Savignon (1983) who says strategies of communication such as: paraphrase, circumlocution, repetition, hesitation, and guessing are valid when a person wants to understand and convey a message successfully.

Taking into account this, we conclude that teachers' conception about strategic competence is not clear enough. The human being has tools such as: paraphrasing or hesitation which are useful to understand and to convey information. However, we think that they are not being developed by the teachers who prefer to do an explicit explanation which affects negatively the students' proficiency.

To reinforce this subcategory, this following question was asked:

Question 10: ¿Que actitud toma el profesor cuando uno de sus estudiantes no consigue transmitir exitosamente sus mensajes lingüísticos en Ingles?

The answers to this question were very similar to the last one. Teachers develop explicit explanation and sometimes encourage the use of synonyms to convey information. This demonstrates that teachers don't have a good strategic competence concept which affect negatively student's linguistic proficiency.

We have already developed the analysis of the information gotten and according to the subcategories and their corresponding objectives proposed we can say that English teachers' training and updating do affect on the level of achievement in English by last level students of public high schools of Pasto. Teachers have a methodology conception which is basically related to old fashioned methods which affects the development of oral and aural skills. Teachers limit their knowledge updating to self –actualization processes which are good but not enough to improve English classes.

Teachers' communicative competence concept is basically based on grammar and discourse management which is very important for students because develop reading and writing abilities. However sociolinguistic and strategic competence concepts are not clear for teachers which causes misconceptions about formal or informal contexts words and an involution of the human being linguistic tools used to understand and convey ideas.

Taking into account the research results we are going to expose some conclusions and a series of basic recommendations in the following two chapters.

Conclusions

After carrying out a complex qualitative process in order to find out how English teachers' training and updating influence on the level of achievement in English by last level students of public high schools of Pasto, These are the conclusions of this:

Taking into account the specific objective "To determine how teachers' training and updating processes affect English teaching", we can affirm that training processes do affect the student's proficiency because the method, the objectives, the activities and the materials applied in the English classes are so basic and they are not developing linguistic skills such as the oral and aural ones. These linguistic skills are indispensable in the teaching- learning process because they represent the human beings capacity to interact orally. This fact shows that teachers' methodological conception learned from the training process at the university courses is archaic which is demonstrated through the use of methods whose syllabus create problems in the students' English proficiency.

In regards to teachers' updating we can conclude that although there is a self actualization through the reading of articles and books related to the teaching field by teachers, this is not enough. Most of the teachers are not taking professional courses such as congresses or seminars which cause that classes are led through traditional methods which according to the students should have been improved or changed long time ago. The lack of adequate updating processes affects student's proficiency negatively because teachers do not have enough information to evaluate their professional conduct which according to the results of this research it's not so good. This fact represents one of the main reasons why ICFES exam results in the English subject are some of the lowest ones.

Taking into account the specific objective: “To analyze how teachers’ communicative competence concept influences the English teaching –learning process” we conclude that Teacher’s concept about grammatical competence does not affect the student’s proficiency because this type of competence is considered as a very important part in the teaching-learning process which is looking for teaching a linguistic code not only for stating grammatical rules, but also to apply them in real context through the development of short passages by the students. This validates English teachers objectives which basically have to do with reading and writing skills development.

Sociolinguistic competence importance is well known by teachers but it is not developed in English classes which do affect students’ proficiency. It is necessary to know how to compare the linguistic features of a language according to the context to have success in the communicative process. We think that teachers must design activities dealing with this kind of competence in order to promote the English understanding in formal and informal situations which prepares students to face real linguistic challenges.

We conclude that discourse competence ability is important for teachers who develop and measure it through an acceptable way which is the reading analysis. This concept reflects that teachers understand that a good discourse is not only based on speech or written acts, but on the global coherence that a person can obtain from a text or short conversation. It does not affect student’s proficiency because teachers are looking for establishing a good level of interpretation by students which is an indispensable part in the communicative process.

Teachers’ conception about strategic competence is not clear enough. The human being has tools such as: paraphrasing or hesitation which are useful to understand and to convey

information. However, we think that they are not being developed by the teachers who prefer to do an explicit explanation which affects negatively the students' proficiency.

According to the results obtained we conclude that the General objective was achieved because we proved that English teachers' training and updating affect on the level of achievement in English by last level students of public high schools of Pasto. Teachers have a methodology conception which is basically related to old fashioned methods which affects the development of oral and aural skills. Besides, teachers limit their knowledge updating to self-actualization processes which are good but not enough to improve English classes.

Teachers' communicative competence concept is basically based on grammar and discourse management which is very important for students because they develop reading and writing abilities. However sociolinguistic and strategic competence concepts are not clear for teachers which causes misconceptions about the formal or informal context of the words and does not encourage the evolution of the human being linguistic tools used to understand and convey ideas.

Recommendations

After obtaining the final conclusions of this research we believe that the following recommendations should be taken into account by public high school English teachers:

The development of Reading and writing skills is as important as listening and speaking ones. This means that traditional methods proposed by teachers have to be seriously evaluated in order to change or to improve facts such as activities, course objectives or instructional materials which have to be focused on all linguistic abilities.

Teachers have to design new and interesting activities in order to avoid classes get monotonous. It would be good to implement CALL activities through computers labs of the schools. This kind of activities allows the use of authentic material and makes the English class more dynamic.

Teachers must improve oral and aural skills through updating processes in order to explain English classes in English not in Spanish. Through teachers' oral discourse, students not only develop speaking and listening abilities, but they get important information about grammar and vocabulary.

Even self-actualization is very useful it is not enough. Teachers must ignore whatever prejudice about professional updating courses such as congresses or seminars because they represent a real chance of getting updated information about the teaching field and interacting in English with native speakers or colleagues.

Activities for sociolinguistic developing must be designed by teachers because informal and formal contexts are always presented in an English native environment. It would be a good idea to plan role plays and writing of letters activities to get students understand and apply this type of competence.

Strategic competence has to be encouraged through interesting activities such as: dynamics, games, songs and puzzles. They motivate students to find different ways to understand and say what they need and make classes less monotonous.

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Appendix A.

Data collection questionnaire.

*Universidad de Nariño.
Facultad de ciencias Humanas
Programa de Licenciatura en Lenguas Modernas.*

*Cuestionario de recolección de
datos cualitativos del estudio de
Pregrado; Preparación y
Actualización de los profesores
de Inglés.*

Jesús Alirio Bastidas A., Ph.D
Christian C. Quiroz, 2007
Oscar A. Rosero, 2007

Objetivo:

Estudiar el nivel de preparación y actualización de los profesores de Inglés e identificar su influencia en el nivel de desempeño en esta materia por parte de los estudiantes al presentar los exámenes de estado ICFES con el fin de identificar posibles áreas de actualización para el futuro del profesorado de lenguas extranjeras.

Instrucciones:

Usted encontrará a continuación una serie de preguntas abiertas sin limitación de respuesta, por favor lea cuidadosamente todo el cuestionario y contéstelo con oraciones comprensibles en una forma veraz y objetiva.

Procesos de Estudio y Actualización del profesor.

1. Explique en forma clara y precisa que actividades, materiales u otros factores se toman en cuenta en el desarrollo de las clases de Inglés.

2. ¿Que objetivos se intenta alcanzar en el curso de Inglés?

3 ¿Qué metodología se practica actualmente en las clases de Inglés?

4. ¿Que concepción se tiene sobre la actualización profesional del docente de Inglés y como se refleja en las clases?

5. ¿A que se debe el desempeño de los estudiantes en el área de ingles en el examen del ICFES? Sustente su respuesta por favor

6. ¿Que tan importante es para la clase de Inglés la inclusión de aspectos lexicales, morfológicos, y sintácticos para la construcción de oraciones y textos comprensivos en ingles?

7. ¿Que tan importante es para la clase la inclusión de actividades que promuevan la capacidad diferenciar y crear discursos formales e informales?

8. Según su opinión ¿Cómo se mide en clase la habilidad de un estudiante de determinar la coherencia de un texto en Inglés?

9. ¿Qué hace el profesor de inglés cuando alguno de sus estudiantes no entiende una de sus preguntas?

10. ¿Que actitud toma el profesor cuando uno de sus estudiantes no consigue transmitir exitosamente sus mensajes lingüísticos en Inglés?

Annexes

Universidad de Nariño
 Departamento de lingüística e idiomas
 Programa de Licenciatura en Lenguas Modernas
 Trabajo de grado “English teachers’ Training and Updating”
 Matriz de vaciado para información de Profesores.

PREGUNTAS	CATEGORIAS	INFORMACION	PROPOSICIONES AGRUPADAS.
<p>1. Explique en forma clara y precisa que actividades, materiales u otros factores se toman en cuenta en el desarrollo de las clases de Ingles.</p>	<p>Procesos de capacitación y actualización</p>	<p>a. Aporto el conocimiento a transmitir en guías las cuales son analizadas y estudiadas por mis alumnos, de esta manera trabajo individualmente en cada grupo explicando lo que se les dificulta. Además desarrollo actividades de escucha, escritura y lectura. El resto de clase se desarrolla normalmente a través del uso del tablero, el diccionario o el texto,.</p> <p>b. Utilizo un programa multimedia llamado “English discoveries” en mis clases además, uso frecuentemente guías de ejercicios y diferentes materiales didactos en actividades individuales y grupales lo cual busca desarrollar el léxico y la comprensión de lectura de mis alumnos.</p> <p>c. Trato de implementar actividades que se rijan al plan de estudios de la institución como análisis, ejercicios y en algunas veces traducciones a través del uso de materiales básicos para el aprendizaje del ingles ej: Diccionario, texto guía, tablero de explicación</p>	<p>Aunque los 3 sujetos coinciden en afirmar que las actividades se enfocan en actividades de comprensión de lectura y ejercicios de escritura y uno de ellos afirma incluir también actividades de escucha. Los materiales usados son principalmente el diccionario, el texto, guías de ejercicios , el tablero y el computador</p>
<p>2. ¿Que objetivos se intenta</p>		<p>a. El objetivo no solo es comprender y crear un texto</p>	<p>Aunque todos los profesores coinciden en</p>

<p>alcanzar en el curso de Ingles?</p>		<p>a su nivel de estudiantes de último año sino aprender a hablar cosas básicas en Ingles a través de la competencia gramática, - Comprender el significado de un texto que contenga las estructuras gramaticales y vocabulario estudiados. b. Adquirir el conocimiento necesario del Ingles en competencias como: la comprensión de lectura, escritura a su nivel, la aplicación de la gramática estudiada. Interpretar gráficos – reordenar ideas. c. El desarrollo de habilidades lingüísticas como la escritura y la comprensión de lectura para su crecimiento intelectual y la obtención de buenos resultados en el ICFES.</p>	<p>afirmar que los objetivos que se intenta alcanzar son el desarrollo competencias lingüísticas como la escritura o la lectura, uno de ellos afirma incluir el desarrollo del habla en Ingles.</p>
<p>3 ¿Qué metodología se practica actualmente en las clases de Ingles?</p>		<p>a. Utilizo el método ecléctico, pues considero que todos los métodos tienen cosas buenas las cuales desde mi punto de vista pueden ser desarrolladas en grupos de trabajo y exposiciones donde los alumnos compartan su conocimiento bajo mi supervisión y ayuda. b. Aunque no hablo generalmente en Ingles utilizo un método de enseñanza comunitario el cual demanda del trabajo y participación de todos los estudiantes. Hago actividades grupales e individuales en cada clase motivo y ayudo a mis</p>	<p>Todos los sujetos coinciden en afirmar que ayudan lo que mas pueden a sus alumnos. Dos de los sujetos coinciden en un tipo de metodología que se desarrolla a través de actividades grupales y de participación de los alumnos. Uno de los sujetos afirma desarrollar un método de traducción y gramática.</p>

<p>4. ¿Que concepción se tiene sobre la actualización profesional del docente de Ingles y como se refleja en las clases?</p>		<p>estudiantes a continuar con el siguiente tema a través de explicaciones participativas.</p> <p>c. Utilizo el método de gramática y traducción porque desafortunadamente las condiciones de tiempo no me permiten aplicar un método más acorde con las necesidades actuales, sin embargo hago mi mejor esfuerzo y ayudo a los chicos en lo que necesiten.</p> <p>a. Me parece que tiene una gran importancia ya que así se pueden aplicar nuevas y más eficaces formas de enseñanza, además pienso que la principal fuente de actualización es la universidad la cual se preocupa por sus egresados y por medio de seminarios, congresos, etc. Nos mantiene al tanto de las cosas.</p> <p>b. Importante y necesario, pero en cuanto a mi experiencia personal debo decir que infortunadamente me toca desarrollar una auto actualización a través de libros o artículos porque he sentido indiferencia y rechazo por parte de profesores de la Universidad cuando he tratado de asistir a un congreso o cosas así me ha tocado arreglármelas sola y evito contacto con la universidad.</p> <p>c. Me parece muy importante porque a través de la actualización uno se mantiene al tanto de lo que pasa en nuestro contexto de</p>	<p>Aunque todos los sujetos coinciden en pensar que la actualización es muy importante. Tan solo 1 profesor dice preocuparse por desarrollar este proceso, los otros dos sujetos afirman no poder hacerlo por motivos personales.</p>
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<p>5. ¿A que se debe el desempeño de los estudiantes en el área de ingles en el examen del ICFES?</p>		<p>profesores de una segunda lengua, personalmente leo artículos y libros en mi casa sin embargo, es difícil muchas veces mantener un contacto directo con congresos desarrollados por la universidad debido a la falta de tiempo.</p> <p>a. Considero que el desempeño es bueno, sin embargo pudiera mejorar si por parte de los estudiantes existiera motivación, interés y trabajo. La mayoría no lo consideran necesario ya que no continúan la universidad.</p> <p>b. Regular, se ubican en un 50% del nivel esperado, sin embargo mejoraron 3 puntos en relación a los años anteriores. Este nivel se podría ser el resultado de no haber insistido con trabajos de comprensión y traducción de textos o no implementar bastantes actividades tipo ICFES</p> <p>c. Pienso que no es muy bueno, debido a la falta de compromiso por parte de los estudiantes y a las malas políticas por parte del gobierno sobre una materia que ha sido menospreciada por mucho tiempo y ahora que toma auge muestra las consecuencias de su desatención en niveles muy bajos cuando los alumnos presentan el ICFES.</p>	<p>Se considera que el nivel de los estudiantes es regular debido a la falta de responsabilidad de los mismos y a las malas políticas educativas del gobierno.</p>
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<p>6. ¿Que tan importante es para la clase de Ingles la inclusión de aspectos lexicales, morfológicos, y sintácticos para la construcción de oraciones y textos comprensivos en ingles?</p> <p>7. ¿Que tan importante es para la clase la inclusión de actividades que promuevan la capacidad diferenciar y crear discursos formales e informales?</p>	<p>Concepto de Competencia comunicativa</p>	<p>a. lo considero de suma importancia. La construcción de oraciones es la base fundamental para llegar a un buen discurso en general.</p> <p>b. Es importante pero sin exagerar, esto es tan solo una parte del proceso porque considero que hay aspectos como el de la comprensión de lectura que son más vitales para los alumnos, sobre todo cuando deben tomar un examen como el del ICFES.</p> <p>c. Muy importante porque son estos mismos la base de un buen discurso escrito en Ingles. Aquí se aplican aspectos de fondo como el significado de las palabras sino que también de forma como la gramática.</p> <p>a. Son muy importantes porque a través de ellas se logra evaluar si el estudiante maneja un léxico adecuado según la situación a la que se vea expuesto, personalmente diseño las actividades para que estas sean de interés para el estudiante.</p> <p>b. Muy importante ya que a través de ellas se logra que el estudiante adquiera una buena comprensión de lectura.</p> <p>c. Muy importante la inclusión de actividades de este tipo. Considero que es una manera de hacerle entender al estudiante cuan importante es el hecho de utilizar el léxico adecuado</p>	<p>2 de los sujetos coinciden en afirmar que la inclusión de este tipo de aspectos es muy importante porque son una de las bases del un buen discurso escrito en Ingles y 1 de ellos afirma que no es muy importante porque lo que realmente importa es el desarrollo de la comprensión de lectura de los alumnos</p> <p>Todos los sujetos coincidieron en decir que la inclusión de este tipo de actividades era muy importante para el desarrollo de las clases porque era una manera de hacerle entender al estudiante cuan importante es el hecho de utilizar el léxico adecuado dependiendo del contexto presentado.</p>
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<p>8. Según su opinión ¿Cómo se mide en clase la habilidad de un estudiante de determinar la coherencia de un texto en Inglés?</p>		<p>dependiendo del contexto presentado.</p> <p>a. Considero que cuando un estudiante en verdad determina la coherencia de un texto es capaz de adaptarlo a cualquier otro contexto es decir que puede decir coherentemente lo mismo que entendió del texto en otras palabras.</p> <p>b. Cuando entiende y analiza lecturas que se hayan estudiado desde todos los niveles de bachillerato, desde 6to hasta 11avo grado.</p> <p>c. cuando es capaz de resumir elocuentemente un texto en Inglés.</p>	<p>los tres sujetos coinciden en afirmar que se puede medir a través de la capacidad de análisis de un texto,</p>
<p>9. ¿Qué hace el profesor de ingles cuando alguno de sus estudiantes no entiende una de sus preguntas?</p>		<p>a. Se debe explicar la pregunta con conceptos más apegados y entendibles para los alumnos.</p> <p>b. Se debe optar por buscar un método o estrategia más simple y entendible para el estudiante.</p> <p>c. Se debe explicar cuantas veces sea necesario usando pasando desde la pregunta explicita hasta la ejemplarizacion.</p>	<p>Todos los sujetos coinciden en afirmar que se debe explicar la pregunta ejemplarizándola en un contexto más fácil de entender para el estudiante</p>
<p>10. ¿Que actitud toma el profesor cuando uno de sus estudiantes no consigue transmitir exitosamente sus</p>		<p>a. Sin hacerlo sentir mal colaborarle a través del uso de pequeños ejemplos los cuales le den una idea de cómo transmitir sus ideas. Si esto no funciona doy una explicación para todo el</p>	<p>Los 3 sujetos están de acuerdo en que se motiva al estudiante a atender mas en clase y se clarifican posibles preguntas.</p>

<p>mensajes lingüísticos en Ingles?</p>		<p>grupo al respecto para lograr que en próximas ocasiones el alumno consiga su objetivo.</p> <p>b. Doy una explicación del tema e incentivo al estudiante a usar su diccionario para encontrar la palabra adecuada, a veces mezclo a los estudiantes para que los mejores ayuden a los más quedados.</p> <p>c. Estimulo al estudiante a que cambie su palabra con una más fácil a través de una explicación</p>	
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Universidad de Nariño
 Departamento de lingüística e idiomas
 Programa de Licenciatura en Lenguas Modernas
 Trabajo de grado “English teachers’ Training and Updating”
 Matriz de vaciado para información de Estudiantes.

PREGUNTAS	CATEGORIAS	INFORMACION	PROPOSICIONES AGRUPADAS
<p>1. Explique en forma clara y precisa que actividades, materiales u otros factores se toman en cuenta en el desarrollo de las clases de Ingles.</p>	<p>Procesos de capacitación y actualización</p>	<p>a. La profesora desarrolla traducciones a través de textos, y composiciones sobre algunos temas que vemos. b. La profesora normalmente usa actividades con guías de vocabulario y traducción c. Las actividades desarrolladas en las clases son talleres de comprensión de lectura, desarrollo de guías grupales e individuales y trabajos para desarrollar en la casa. d. Las actividades normalmente desarrolladas por nuestro profesara de Ingles son lecturas de comprensión, guías de ejercicios de gramática y análisis de textos con el diccionario. e. La profesora utiliza guías de gramática para complementar los temas vistos y traducciones para usar el diccionario. f. Las actividades por parte del profesor en sus clase es de utilización de guías y libros para profundizar en la lectura y la escritura, la traducción y el desarrollo de ejercicios mediante el computador. g. guías de trabajo, traducción de lecturas y ejercicios de computador h. La profesora desarrolla actividades como guías para la comprensión de lectura, desarrollo de ejercicios en el computador i. La profesora normalmente</p>	<p>La mayoría de estudiantes coinciden en afirmar que las actividades principales son ejercicios de comprensión de lectura, ejercicios de gramática y traducciones los cuales se desarrollan por medio de materiales como guías de trabajo, textos, diccionarios y programas de computadora</p>

<p>2. ¿Que objetivos se intenta alcanzar en el curso de Ingles?</p>		<p>desarrolla guías de trabajo, y lecturas comprensivas.</p> <p>j. La profesora después de cada tema usa lecturas del tema explicado guías de ejercicios , comprensión de graficas a través de guías.</p> <p>k. La profesora desarrolla ejercicios como para la formación de tiempos, aprender vocabulario y traducciones de algunos textos mediante el diccionario.</p> <p>l. La profesora hace ejercicios para aprender vocabulario y traducciones de textos.</p> <p>m. Actividades como: lecturas en las cuales debemos responder una serie de preguntas, textos incompletos y organización de párrafos en un tipo de texto a a través de el computador.</p> <p>n. La profesora realiza actividades tipo ICFES como comprensión de lectura y practica de gramática a través de guías.</p> <p>o. Las actividades normalmente desarrolladas por mi profesor son: explicación del tema y luego ejercicios de aplicación de acuerdo al tema visto a través de guías de trabajo y el uso del diccionario.</p> <p>a. Los objetivos que tiene la profesora es que leamos, escribamos, y pensemos en el idioma ingles para mejorar los resultados de Ingles en el ICFES este año.</p> <p>b. Que podamos analizar y comprender un texto en ingles.</p> <p>c. Los objetivos que intenta alcanzar nuestra profesora de ingles en las clases es que</p>	<p>Todos los sujetos coinciden en afirmar que los objetivos principales del curso de Ingles son desarrollar habilidades lingüísticas de escritura y lectura</p>
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		<p>entendamos lecturas en ingles sin uso del diccionario solo con nuestro conocimiento como en el ICFES.</p> <p>d. Los objetivos que intenta alcanzar nuestra profesora, en sus clases son analizar textos en ingles para producirlos y así ampliar nuestro vocabulario y conocimiento</p> <p>e. Aprender a interpretar y producir textos y engrandecer nuestro vocabulario.</p> <p>f. Que nosotros entendamos los temas que nos explica en cada clase para poder leer y escribir bien en Ingles y asi en desarrollar bien el ICFES.</p> <p>g. El objetivo es que adaptemos el Ingles a nuestro idioma.</p> <p>h. Los objetivos son que los alumnos comprendan entiendan y utilicen el ingles como su segunda lengua aprendiendo a escribirla y leerla.</p> <p>i. El objetivo es traducir textos completos sin la ayuda del diccionario y que aprendamos un vocabulario más amplio para así producir buenos textos.</p> <p>j. Los objetivos que nuestra profesora quiere alcanzar a lo ultimo es que saquemos buenos resultados en el ICFES y tener en claro el idioma ingles utilizando muchas herramientas que son de gran ayuda para así analizar y producir buenos textos en Ingles.</p> <p>k. Tener nociones básicas en la escritura y lectura del Ingles.</p> <p>l. Que aprendamos las bases principales de las escrituras y lecturas en pasado presente y futuro.</p> <p>m. El objetivo de la profesora en sus clases de ingles es que a</p>	
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<p>3 ¿Qué metodología se practica actualmente en las clases de Inglés?</p>		<p>través de lecturas aprendamos a traducir sin necesidad de diccionario y que escribamos buenos párrafos en Inglés.</p> <p>n. Los objetivos que intenta alcanzar la profesora son el ICFES y que los temas queden bien claros y que aprendamos a analizar y escribir para no olvidar.</p> <p>o. los objetivos que intenta alcanzar mi profesora de inglés en sus clases es que a través de explicaciones y trabajos aprendamos mucho vocabulario para manejar de mejor forma la escritura y la lectura en Inglés para el ICFES.</p> <p>a. Solo nos enseña los temas que tiene que enseñar y hace bastantes trabajos en grupo</p> <p>b. Hace bastantes trabajos en binas.</p> <p>c. El método de enseñanza actualmente aplicado por nuestra profesora de inglés es muy bueno por que hay mucha participación y ella quiere que aprendamos a entender en inglés lecturas con nuestros conocimientos y entendiendo</p> <p>d. Utiliza vivencias o ejemplos actuales para explicar los temas de inglés y además utiliza guías que facilitan una mayor comprensión, pienso que se deberían hacer mas actividades para hablar en Inglés.</p> <p>e. La metodología aplicada por nuestra profesora es excelente pues nos deja participar mucho de la clase y cada día aprendemos mas cosas nuevas y muy interesantes.</p> <p>f. Desarrolla diferentes</p>	<p>Más de la mitad de los estudiantes afirma que la metodología desarrollada en las clases se basa en trabajos de grupo y ejercicios de participación bajo la supervisión y ayuda del profesor. Los estudiantes restantes coinciden en afirmar que la metodología desarrollada se basa en la traducción de textos y memorización de vocabulario</p>
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<p>4. ¿Que concepción se tiene sobre la actualización</p>		<p>actividades como ejercicios en el computador de gramática , y trabajos en grupo con los que se aprende mucho</p> <p>g. Utiliza bastantes actividades de participación y aplicación de gramática con traducciones.</p> <p>h. Nuestra profesora utiliza un método sencillo pero comprensible, cuando no se entiende algo hace actividades en grupo para explicarnos mejor, además es muy buena gente y por eso no tenemos dudas en su materia,</p> <p>i. Se da a entender fácilmente por sus diversas actividades, exposiciones de los temas.</p> <p>j. Es una gran metodología por medio de la cual se aprende mucho vocabulario, la profe nos ayuda fácilmente en las dudas que tengamos para así entender mejor.</p> <p>k. Es bueno ya que hay diferentes actividades. Aunque necesita un poco más de practica en el habla.</p> <p>l. Buena ya que los ejercicios son fáciles y se aprende bastante vocabulario</p> <p>m. El método de enseñanza me parece un poco básico, porque no nos enseña a hablar.</p> <p>n. Me parece bueno por que explica los temas del libro y los explica en el tablero, pero creo que le falta más orden ya que deja temas incompletos.</p> <p>o. Es regular por que falta mas empeño en las clases.</p> <p>a. Es importante, pero para mi concepto no ha tenido una actualización por que así lo demuestra en sus clases.</p>	<p>Todos los estudiantes piensan que es importante la actualización de sus</p>
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<p>profesional del docente de Ingles y como se refleja en las clases?</p>		<p>b. Es muy importante por que asi se renuevan actividades en clase. La profesora si nos enseña nuevas técnicas en ingles las cuales facilitan la enseñanza de este idioma.</p> <p>c. Es muy importante porque asi se tiene la oportunidad de tener un profesor bien preparado. Para nuestro parecer se cree que ella si refleja una actualización constante porque cada vez que da clases nos cuenta lo que ha investigado en Internet o en los libros para explicarnos mejor la clase.</p> <p>d. Yo creo que la profesora si se actualiza ya que ella demuestra mucho interés en las pruebas ICFES porque para ella esto es lo más primordial, ella escoge los cuestionarios anteriores para actualizarnos mejor en el conocimiento.</p> <p>e. Es importante porque asi se nos enseñan cosas nuevas y buenas además para mí la profe si se actualiza por que nos hemos enterado de los cursos que ella ha realizado por homenajes que le han hecho.</p> <p>f. Creo que no hay una actualización constante ya que ella nunca mejora sus formas de explicar cada tema.</p> <p>g. Es muy importante porque asi la profe mejora sus clases. Ella utiliza diferentes métodos para explicar los temas vistos haciendo las clases más dinámicas.</p> <p>h. Nuestra profesora esta no esta se actualiza académicamente por que siempre presenta los mismas actividades</p> <p>i. Si es importante por que asi podemos aprender mejor. La</p>	<p>profesores pero tan solo la mitad de de ellos afirma que sus profesores reflejan una actualización de sus conocimientos</p>
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<p>5. ¿A que se debe el desempeño de los estudiantes en el área de ingles en el examen del ICFES? Sustente su respuesta por</p>		<p>profesora lo muestra en sus clases cuando usa diferentes métodos y formas de explicar.</p> <p>j. para mi ella no esta actualizada ya que ella no es muy experimentada en Ingles y eso hace que no sea muy fácil de entenderle.</p> <p>k. yo opino que la actualización más fundamental es investigar en las pruebas de estado para asi prepararnos mejor sin embargo, pienso que la profesora no se actualiza porque siempre ha enseñado de la misma manera y nunca a traído cosa nuevas a la clase.</p> <p>l. Yo pienso que ella no se actualiza aunque sea fundamental en su carrera, ella siempre nos cuenta las mismas experiencias.</p> <p>m. Ella si se actualiza porque nos enseña cosas nuevas que ella investiga en Internet.</p> <p>n. Yo no creo que ella se actualice porque no hay actitudes que cambien su forma de enseñar por que siempre es la misma.</p> <p>o. Yo no creo porque es muy exigente en sus temas y no escucha las quejas que a veces le damos. Ella solo se basa solo se basa en el libro y eso me parece muy metódico.</p> <p>a. Creo que no es muy buena puesto que en el ICFES aparece vocabulario desconocido por lo cual toca guiarse por las imágenes o adivinar y asi contestar lo que se crea más conveniente. Yo opino que influye mucho la metodología en que se enseñan los temas, las</p>	<p>La mayoría de los estudiantes coinciden en opinar que el conocimiento de Ingles de los estudiantes de 11avo grado antes de tomar el examen del ICFES es muy regular debido</p>
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<p>favor.</p>		<p>pocas horas de estudio y la falta de interés por la materia</p> <p>b. Creo que nos falta enfatizar más en textos ya que esto es lo que mas se presenta en las pruebas de estado.</p> <p>c. En términos generales en el conocimiento de ingles los estudiantes de mi colegio antes de presentar el examen ICFES son regulares. Las razones que influyen en este conocimiento es la falta de voluntad y el desinterés mostrado en las clases y sus actividades.</p> <p>d. En términos generales lo que hemos aprendido del idioma ingles es regular porque nos falta conocer mucho vocabulario lo cual es muy esencial en el ICFES.</p> <p>e. Yo opino que es muy baja la razón es que en los años anteriores no se le daba la importancia debida al Ingles y llegamos al grado once sin unas buenas bases.</p> <p>f. Yo opino que el conocimiento de ingles se debe al empeño que coloque cada uno por ejemplo a los estudiantes que se esfuerzan en aprender este idioma les va muy bien a en la prueba ICFES a diferencia de aquellos que no demuestran interés.</p> <p>g. El conocimiento es regular por no se mira el interés de la mayoría de estudiantes</p> <p>h. En términos generales es regular porque los estudiantes no nos preocupamos por el ICFES. La razón principal de que el idioma sea regular depende del interés y la dedicación de cada estudiante.</p> <p>i. Los conocimientos de ingles son medios porque hay pocas</p>	<p>principalmente a la falta de dedicación e interés en la materia, el método implementado por los profesores para enseñarla, y la falta de horas cátedra de la mis.</p>
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		<p>horas de estudio en clase y nos falta colocarle mucho interés a la materia.</p> <p>j. Yo opino que la enseñanza es buena pero no lo suficiente para presentar una prueba de estado.</p> <p>k. Es muy bajo para las perspectivas de este examen ya que los profesores se basan en los mismos temas y no enseñan lo primordial para el ICFES como es el vocabulario y los textos.</p> <p>l. No son tan buenos por el poco interés de los estudiantes.</p> <p>m. Es malo por la metodología de los profesores</p> <p>n. Pienso que es regular porque aunque los profesores del colegio se esfuerzan por enseñarnos bien nosotros no le colocamos el interés correspondiente.</p> <p>o. sinceramente regular por la falta de interés en algunos estudiantes.</p>	
6. ¿Que tan importante es para la clase de Ingles la inclusión de aspectos lexicales, morfológicos, y	Concepto de competencia comunicativa	<p>a. Es muy importante ya que a través de esto el profesor nos hace comprender el idioma ingles con más facilidad, además podemos desarrollar nuestras habilidades en este idioma.</p> <p>b. Es muy importante porque creo que es la base inicial de la</p>	Todos los estudiantes opinan que es muy importante para el profesor la inclusión de estos factores porque es a través de ellos se construye la habilidad de la

<p>sintácticos para la construcción de oraciones y textos comprensivos en ingles?</p>		<p>clase del profesor de idiomas.</p> <p>c. Yo creo que es uno de los objetivos principales de la clase porque para el profesor así podemos manejar mejor lecturas y producción de párrafos.</p> <p>d. Es muy importante para nuestra profesora de Inglés la construcción de oraciones y textos en Inglés porque así se da cuenta del nivel de cada estudiante en estas habilidades y nos ayuda en con algún que tengamos.</p> <p>e. Creo que es muy importante para ella ya que de esta forma aprendemos a utilizar nuevo vocabulario y aplicar nuestro conocimientos en la formación de párrafos,</p> <p>f. Es muy importante porque por medio de la construcción de oraciones y textos demostramos si hemos aprendido y además nos ayuda a tener mas base en este idioma.</p> <p>g. Es importante para el profesor porque a través de las oraciones se aprende a utilizar nuevo vocabulario y en el texto la gramática lo cual nos ayuda a desarrollar las habilidades de escritura y producción en el idioma Inglés.</p> <p>h. Para nuestra profesora es esencial desarrollar la habilidad de escritura por que así podemos aprender mas cuando redactemos textos.</p> <p>i. Es muy importante para ella ya que cree que con todo esto vamos a tener un grado de conocimiento mejor en el idioma.</p> <p>j. Para la profesora es muy importante que construyamos oraciones en ingles y utilicemos</p>	<p>escritura.</p> <p>.</p>
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<p>7. ¿Que tan importante es para la clase la inclusión de actividades que promuevan la capacidad de diferenciar y crear discursos formales e informales?</p>		<p>nuestro vocabulario para que así desarrollamos nuestra mente al tratar de construir algún texto.</p> <p>k. Muy importante, la mayoría de las clases se tratan de esto, inventar oraciones y textos para que sean traducidos.</p> <p>l. Muy importante por que se necesita escribir en ingles para poder comprenderlo mejor .</p> <p>m. A través de esto podemos aprender con más facilidad la escritura y nos ayuda a aprender mas vocabulario.</p> <p>n. es muy importante para ella porque así no solo se entiende el idioma, sino que también se lo produce es a través de la habilidad de la escritura.</p> <p>o. Demasiado importante ya que según ella, el construir oraciones nos garantiza un buen aprendizaje en el Ingles.</p> <p>a. No se como diferenciar entre discursos.</p> <p>b. No son importantes para ella porque los textos que usa siempre son los mismos</p> <p>c. Es muy importante para el profesor de Ingles que aprendamos a diferenciar el tipo de palabras que debemos utilizar dependiendo el contexto porque así podemos entender los textos escritos</p> <p>d. No es importante porque la profesora nunca nos ha explicado que es el discurso formal e informal.</p> <p>e. La profesora nos hace entender que una palabra puede tener varios significados sin embargo no se que tiene que ver eso con los discursos formales o informales</p>	<p>Más de la mitad de los estudiantes respondieron que la inclusión de este tipo de actividades era importante para los profesores y los demás coincidieron en decir que no lo era porque nunca han sido aplicadas en clase.</p>
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<p>8. Según su opinión ¿Cómo se mide en clase la habilidad de un estudiante determinar la</p>		<p>f. Es muy importante para ella ya que tenemos que aprender que aunque algunas palabras son similares tienen diferente significado.</p> <p>g. No es importante porque los textos siempre son sacados del libro y tiene el mismo lenguaje de inglés.</p> <p>h. No es importante porque nunca nos ha hecho un ejercicio de esos</p> <p>i. Es muy importante porque así se le da un sentido más lógico a la oración.</p> <p>j. No es importante porque la profesora nunca nos dice cómo diferenciar una palabra formal de una informal</p> <p>k. La profesora aclara pocos casos de tipos de palabras en un contexto diferente.</p> <p>l. Es muy importante para ella porque esto nos ayuda a que no se cometan errores en la formación de oraciones</p> <p>m. No es muy importante</p> <p>n. No es importante porque según la profesora, el inglés tiene un solo sentido y es muy preciso.</p> <p>o. es importante para el profesor porque así podemos reconocer que el español es muy diferente al inglés porque hay bastantes palabras que tienen varios sentidos dependiendo del contexto.</p>	<p>a. Uno como alumno pregunta a la profesora y ella vuelve a explicar.</p> <p>b. Explica de nuevo la pregunta.</p> <p>c. la profesora cuando algún compañero no entiende una de</p> <p>En su mayoría, los estudiantes coinciden en afirmar que los profesores miden la capacidad interpretativa a través</p>
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<p>coherencia de un texto en Ingles?</p>		<p> sus preguntas ella vuelve y explica de la mejor manera para que se pueda entender. d. Explica el tema otra vez da respuesta a cada una del las preguntas. e. Explica con otro ejemplo y si no entiende explica con algún tema de la vida diaria. f. La profesora trata de explicar mejor a la persona que no entiende la pregunta. g. La profesora vuelve a explicar con ejemplos más sencillos. h. Ella responde con todo gusto y claridad. i. La profesora vuelve explicar con todo el gusto y paciencia. j. La profesora no tiene ninguna dificultad en explicar con ejemplos más claros y si es necesario repetir la explicación lo hace. k. Vuelve a repetir la explicación con ejemplos más fáciles. l. Explica nuevamente y si es necesario dar otra explicación la da. m. con paciencia y ejemplos trata de hacer que la comprendan. n. la profesora trata de explicarnos de nuevo hasta dejarnos en claro lo que no entendamos. o. la profesora coloca un buen empeño para explicar y responder los interrogantes que tengamos, sino en tendemos ejemplariza la pregunta para entenderla mejor. </p>	<p>de la traducción y el análisis de textos.</p>
<p>9. ¿Qué hace el profesor de ingles cuando alguno de sus</p>		<p> a. Uno como alumno pregunta a la profesora y ella vuelve a explicar. b. Explica de nuevo la pregunta. </p>	<p>La mayoría de los estudiantes afirman que los profesores tratan de hacerse</p>

<p>estudiantes no entiende una de sus preguntas?</p>		<p>c. la profesora cuando algún compañero no entiende una de sus preguntas ella vuelve y explica de la mejor manera para que se pueda entender. d. Explica el tema otra vez da respuesta a cada una del las preguntas. e. Explica con otro ejemplo y si no entiende explica con algún tema de la vida diaria. f. La profesora trata de explicar mejor a la persona que no entiende la pregunta. g. La profesora vuelve a explicar con ejemplos más sencillos. h. Ella responde con todo gusto y claridad. i. La profesora vuelve explicar con todo el gusto y paciencia. j. La profesora no tiene ninguna dificultad en explicar con ejemplos más claros y si es necesario repetir la explicación lo hace. k. Vuelve a repetir la explicación con ejemplos más fáciles. l. Explica nuevamente y si es necesario dar otra explicación la da. m. con paciencia y ejemplos trata de hacer que la comprendan. n. la profesora trata de explicarnos de nuevo hasta dejarnos en claro lo que no entendamos. o. la profesora coloca un buen empeño para explicar y responder los interrogantes que tengamos, sino en tendemos ejemplariza la pregunta para entenderla mejor.</p>	<p>entender a través de explicaciones explícitas las cuales contienen en la mayoría de los casos ejemplos mas comprensibles para ellos.</p>
<p>10. ¿Que actitud toma el profesor</p>		<p>a. Ella nos ayuda, o nos dice que utilicemos el diccionario para</p>	<p>Los estudiantes enuncian en sus</p>

<p>cuando uno de sus estudiantes consigue transmitir exitosamente sus mensajes lingüísticos en Ingles?</p>		<p>encontrar la palabra desconocida. b. ninguna c. Ella nos motiva a usar un sinónimo para que logremos con nuestro propio esfuerzo transmitir lo que queremos decir. d. Las acciones que implementa el profesor son la utilización del diccionario. e. Nos da ejemplos de la vida diaria. f. Dándonos un sinónimo de la palabra o ejemplos que la contengan. g. Buscar en el diccionario para que así estemos seguros de cada palabra que no entendamos. h. Ella nos da pautas para recordar las palabras claves y de esta manera podemos desenvolver. i. Nos da pistas para interpretar las ideas. j. Utilización del diccionario. k. Nos la dice explicando el porque. l. La utilización y manejo del diccionario. m. Ella nos hace acuerdo con ejemplos o palabras claves. n. Trata de darnos ideas para saber cual es la palabra. o. Ella nos pide utilizar el diccionario.</p>	<p>respuestas que la accione implementada por el profesor es la ejemplarizacion de la idea para hacerla mas entendible.</p>
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Universidad de Nariño
Departamento de lingüística e idiomas
Programa de Licenciatura en Lenguas Modernas
Trabajo de grado “English teachers’ Training and Updating”
Matriz de triangulación.

PREGUNTAS	PROPOSICIONES PROFESORES	PROPOSICIONES ESTUDIANTES	ANALISIS DE LAS PROPOSICIONES AGRUPADAS
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<p>1. Explique en forma clara y precisa que actividades, materiales u otros factores se toman en cuenta en el desarrollo de las clases de Ingles.</p>	<p>Aunque los 3 sujetos coinciden en afirmar que las actividades se enfocan en actividades de comprensión de lectura y ejercicios de escritura, uno de ellos afirma incluir también actividades de escucha. Los materiales usados son principalmente el diccionario, el texto, guías de ejercicios , el tablero y el computador</p>	<p>La mayoría de estudiantes coinciden en afirmar que las actividades principales son los ejercicios de comprensión de lectura, ejercicios de gramática y traducciones los cuales se desarrollan por medio de materiales como guías de trabajo, textos, diccionarios y programas de computadora</p>	<p>Después de cotejar las proposiciones presentadas se puede concluir que aunque se coincida en afirmar que las actividades implementadas en la clase son los ejercicios de escritura y de comprensión de lectura a través de materiales didácticos como el diccionario, el libro, guías de ejercicios o el computador, ningún estudiante valido la afirmación de uno de los profesores quien dice aplicar actividades de escucha por lo cual se la considera falsa.</p>
<p>2. ¿Que objetivos se intenta alcanzar en el curso de Ingles?</p>	<p>Aunque todos los profesores coinciden en afirmar que los objetivos que se intenta alcanzar son el desarrollo competencias lingüísticas como la escritura o la lectura, uno de ellos afirma incluir el desarrollo del habla en Ingles.</p>	<p>Todos los sujetos coinciden en afirmar que los objetivos principales del curso de Ingles son desarrollar habilidades lingüísticas de escritura y lectura.</p>	<p>Después de cotejar las proposiciones presentadas se puede concluir que aunque se coincida en afirmar que los objetivos que se intentan alcanzar en el curso de Ingles son el desarrollo de habilidades de escritura y lectura, se considera falsa la afirmación de uno de los profesores quien dice incluir el desarrollo del habla en Ingles ya que después de desarrollar el proceso de triangulación se demostró que ninguna de las opiniones de los estudiantes encuestados la valida.</p>

<p>3 ¿Qué metodología se practica actualmente en las clases de Inglés?</p>	<p>Todos los sujetos coinciden en afirmar que ayudan lo que mas pueden a sus alumnos. Dos de los sujetos coinciden en un tipo de metodología que se desarrolla a través de actividades grupales y de participación de los alumnos. Uno de los sujetos afirma desarrollar un método de traducción y gramática.</p>	<p>Más de la mitad de los estudiantes afirma que la metodología desarrollada en las clases se basa en trabajos de grupo y ejercicios de participación bajo la supervisión y ayuda del profesor. Los estudiantes restantes coinciden en afirmar que la metodología desarrollada se basa en la traducción de textos y memorización de vocabulario</p>	<p>De acuerdo a las proposiciones presentadas se puede decir que las afirmaciones de los profesores son veraces, ya que coinciden con las descripciones sobre los métodos de enseñanza hechas por parte de los estudiantes a través de las cuales se puede concluir que las clases están siendo dirigidas a través de metodologías basadas en diversas actividades que implican un trabajo de clase individual y grupal bajo la supervisión y ayuda del profesor quien desarrolla su clase en Español.</p>
<p>4. ¿Que concepción se tiene sobre la actualización profesional del docente de Inglés y como se refleja en las clases?</p>	<p>Aunque todos los sujetos coinciden en pensar que la actualización es muy importante. Tan solo 1 profesor dice preocuparse por desarrollar este proceso, los otros dos sujetos afirman no poder hacerlo por motivos personales.</p>	<p>Todos los estudiantes piensan que es importante la actualización de sus profesores pero tan solo la mitad de de ellos afirma que sus profesores reflejan una actualización de sus conocimientos</p>	<p>Después de cotejar las proposiciones de estudiantes y profesores se puede concluir que las afirmaciones de estos últimos son veraces. Aunque los docentes tienen en claro la importancia que tiene la actualización profesional, la mayoría de docentes no la desarrolla adecuadamente por motivos personales lo cual se ve reflejado en el desarrollo de sus clases</p>
<p>5. ¿A que se debe el desempeño de los estudiantes en el área de inglés en el examen del</p>	<p>Se considera que el nivel de los estudiantes es regular debido a la falta de responsabilidad de</p>	<p>La mayoría de los estudiantes coinciden en opinar que el conocimiento de Inglés de los</p>	<p>De acuerdo a las proposiciones expuestas se puede concluir que aunque se coincida en afirmar que el desempeño</p>

<p>ICFES? Sustente su respuesta por favor</p>	<p>los mismos y a las malas políticas educativas.</p>	<p>estudiantes de 11avo grado antes de tomar el examen del ICFES es muy regular debido principalmente a la falta de dedicación e interés en la materia, el método implementado por los profesores para enseñarla, y la falta de horas cátedra de la misma.</p>	<p>de los estudiantes en el área de Ingles es regular debido a la falta de estudio por parte de los estudiantes y al desinterés en las instituciones por el desarrollo de la materia, consideramos que es muy valedera la opinión de los estudiantes quienes afirman que a parte de estos dos factores hay un tercero que debió ser tomado en cuenta por los profesores: El método implementado en las clases de Ingles.</p>
<p>6. ¿Que tan importante es para la clase de Ingles la inclusión de aspectos lexicales, morfológicos, y sintácticos para la construcción de oraciones y textos comprensivos en ingles?</p>	<p>Todos los sujetos coinciden en afirmar que la inclusión de este tipo de aspectos es muy importante porque son una de las bases del un buen discurso escrito en Ingles</p>	<p>Todos los estudiantes opinan que es muy importante para el profesor la inclusión de estos factores porque es a través de ellos que se construye la habilidad de la escritura.</p>	<p>De acuerdo a las proposiciones expuestas se puede concluir que las proposiciones de los profesores son verdaderas. en la mayoría de los casos se coincide en afirmar que la inclusión de aspectos lexicales ,morfológicos y sintácticos son importantes en la clase de Ingles porque son una de las bases del discurso escrito</p>
<p>7. ¿Que tan importante es para la clase la inclusión de actividades que promuevan la capacidad diferenciar y crear discursos formales e informales?</p>	<p>Todos los sujetos coincidieron en decir que la inclusión de este tipo de actividades era muy importante para el desarrollo de las clases porque asi se lograba hacerle entender al estudiante cuan importante es el</p>	<p>Más de la mitad de los estudiantes respondieron que la inclusión de este tipo de actividades no era importante para los profesores porque nunca habían sido aplicadas en clase.</p>	<p>Después de cotejar las proposiciones presentadas se puede decir que aunque los profesores sustentan correctamente la importancia de diferenciar y crear discursos formales e informales diciendo que la inclusión de actividades que desarrollen esta habilidad son buenas</p>

	<p>hecho de utilizar el léxico adecuado dependiendo del contexto presentado.</p>		<p>porque permiten que el estudiante aplique y entienda el léxico dependiendo del contexto, sus opiniones no son validas porque de acuerdo a los estudiantes no se están desarrollando actividades de este tipo en clase lo que significa que la teoría no se esta aplicando en la practica docente.</p>
<p>8. Según su opinión ¿Cómo se mide en clase la habilidad de un estudiante determinar la coherencia de un texto en Ingles?</p>	<p>Los tres sujetos coinciden en afirmar que se puede medir a través de la capacidad de análisis de un texto,</p>	<p>En su mayoría, los estudiantes coinciden en afirmar que los profesores miden esta habilidad a través de la traducción y el análisis de textos.</p>	<p>Después de cotejar las proposiciones de estudiantes y profesores se puede concluir que las afirmaciones de estos últimos son veraces porque se coincide en afirmar que la habilidad de determinar la coherencia de un texto en Ingles se refleja en la capacidad de análisis de un texto</p>
<p>9. ¿Qué hace el profesor de ingles cuando alguno de sus estudiantes no entiende una de sus preguntas?</p>	<p>Todos los sujetos coinciden en afirmar que se debe explicar la pregunta ejemplarizándola en un contexto más fácil de entender para el estudiante</p>	<p>La mayoría de los estudiantes afirman que los profesores tratan de hacerse entender a través de explicaciones explicitas las cuales contienen en la mayoría de los casos ejemplos mas comprensibles para ellos.</p>	<p>Después de cotejar las proposiciones de estudiantes y profesores se puede concluir que las afirmaciones de estos últimos son veraces porque se coincide en afirmar que la acción tomada por parte del profesor frente a una situación como la presentada consiste en hacer una explicación más cuidadosa de la pregunta usando ejemplos de fácil entendimiento para el</p>

<p>10. ¿Que actitud toma el profesor cuando uno de sus estudiantes no consigue transmitir exitosamente sus mensajes lingüísticos en Ingles?</p>	<p>Los 3 sujetos están de acuerdo en que se motiva al estudiante a atender mas en clase y se hace clarifican posibles preguntas.</p>	<p>Los estudiantes enuncian en sus respuestas que la accione implementada por el profesor es la ejemplarizacion de la idea para hacerla mas entendible.</p>	<p>alumno. Las respuestas presentadas a la pregunta son las mismas presentadas a la anterior pregunta.</p>
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