THE STRUCTURE OF AN ENGLISH LESSON USED IN A HIGH SCHOOL IN PASTO

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This Research has been

approved by the following

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I would like to dedicate this Research paper to my parents for their constant effort during my carrier and for trusting me.
My brothers for their support and for being with me.
Claudia for her valuable friendship.
My uncle Humberto and my grandparents for their great help and comprehension.

By : Liliana Arteaga

This Research paper is dedicated to God for having enlightened me at the top of this phase of my life and to all my family for their collaboration and support and my partner Liliana Arteaga, since without their valuable help this paper had not got the success.

By : Claudia Cifuentes

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CONTENTS

BIBLIOGRAPHY

ANNEXES

1. PERMISSION LETTERS

2. MEASUREMENT INSTRUMENTS

TABLES LIST

1. THE PROBLEM

In this chapter an introduction to the problem and a description of it was made. The delimitations include the definition of relevant terms, the setting and the population where and who the study worked with. The general and specific objectives are in the purpose section of this paper. Why this study was carried out is determined in the significance. Finally, the difficulties found during this research are stated.

1.1. INTRODUCTION TO THE PROBLEM

After having made some classroom observations of the English lessons in a High school of Pasto, the following problems were detected: First of all, in advanced levels teachers do not motivate their students before beginning a class. Similarly, some teachers do not let students use the language in real situations of communication, and finally, teachers do not carry out special activities to finish their lessons.

The previous problems are embraced in a big problematic situation which was dealt with, that is the importance of structuring an English lesson. This problematic situation has been chosen because the above identified difficulties cause that students do not get a total understanding of the learnt topics. For this reason, the structure of an English lesson plays an important role not only in the development of the class but also in the students' attention, interest and motivation. Moreover, a well structured lesson optimizes the amount of learning that can take place in the time available (Richards and Lockhart, 1994)

1.2. THE PROBLEM

1.2.1. Description of the problematic situation. Based on the classroom observations made in one public high school in Pasto, it could be affirmed that the problematic situation presents several failures. Among them it can be said that teachers do not motivate their students at the beginning of a lesson, instead they just give them a grammar explanation about the topic. Moreover, teachers give needless or overlengthy explanations and instructions, so they spend the whole lesson on one activity; likewise, teachers make repetitive exercises without applying them to real situations. Finally, teachers do not use an appropriate technique to close their lesson and determine whether or not the learning goal was achieved.

In brief, the previous observations reveal that in fact, the teachers do not plan their lessons, since, they do not use techniques and strategies to develop their

lessons in a creative and dynamic way. In other words, they just provide knowledge to their students. Bastidas (2002) says that the teachers must be equipped with knowledge of the foreign language, besides the theoretical and practical knowledge, in order to guarantee the foreign language teaching and learning success.

1.2.2. Problem statement. What are the stages that the English teachers usually follow in the development of their lessons?

1.2.3. Delimitations.

1.2.3.1. Definition of terms

Introduction. It is the first phase of an English lesson, that is, how a lesson begins. According to Kindsvatter, Wilen, and Isher (1998) cited by Richards and Lockhart (1994:114) the introduction or opening, so called by them, **"Consists of the procedures the teacher uses to focus the students' attention on the learning aims of the lesson"**. Research on teaching suggests that this phase generally occupies the first five minutes and can have an important influence on how much students learn from a lesson.

Presentation. In this stage the new language the lesson contains is introduced and explained. Teachers not only have to show students what language means, they also have to show them how it is used (Harmer, 1991).

Practice. In this stage the teacher moves his students into the "drill" phase and he gets students to practice specific items of language both in speech and in writing. This phase is under the teacher's guidance and control. According to Harmer (1991:267) **"Teachers use one of the practice techniques to give the students a chance to use the new language in a controlled environment. However, the practice stage will often not follow the introduction stage immediately; other activities might intervene before students again work on the same language".**

Application. According to Bastidas (2002:104) this stage refers to **"that moment in which students try to apply their new knowledge in real communicative situations"**. Here the students use what they learnt to express themselves more freely through realia.

Review. Doff (1991:87) holds that **"The teachers review language learnt in an earlier lesson to refresh students' memories or as a preparation for the new presentation"**. By means of a review phase the teacher gets information about students progress and learning. According to Bastidas (2002) the learnt topic should be reviewed not only at the end of a lesson but also after each previous phase.

Evaluation. Richards and Lockhart (1994) establish that this phase includes questioning by the teachers to determine how much the students have understood.

Sequencing. Richards and Lockhart (1994:121) state that **"Another dimension of structuring in lessons has to do with the format of the lesson itself. Most lessons do not consist of a single activity; rather, the teacher analyzes the overall goals of a lesson and the content to be taught and he plans a sequence of activities to attain those goals. This sequence of sub-activities for a lesson establishes a kind of format or script for the lesson"**.

Pacing. According to Richards and Lockhart (1994:118) pacing is **"the extent to which a lesson maintains its momentum and communicates a sense of development. How much time to allocate to each part of the lesson is thus an important decision which teachers must make while planning or teaching a lesson"**. In a study of an effective ESL reading teacher, Richards (1990) cited by Richards and Lockhart (1994) identified pacing as one of the significant features of the teacher's lesson.

1.2.3.2. Population. This study was carried out with eight teachers and approximately forty students of each level from six to eleven one of a public High School in Pasto. The first ones were men and women between 35 and 65 years old. The students were boys and girls between 10 and 17 years old. This population belongs to an average socio-economic status.

1.2.3.3. Geographical delimitation. This research was accomplished at "Panamerican High School". It is located in the west part of San Juan de Pasto, on the Panamerican Avenue.

1.3. PURPOSES OF THE STUDY

1.3.1. General objective. To analyze how English lessons are organized and how the stages of lessons are structured for their good development.

1.3.2. Specific objectives.

- To know what the teacher does at the beginning, during and at the end of his lesson.

- To determine how English lessons are organized into sequences and how each phase of a lesson is achieved.

- To identify how long the teacher uses for each phase of the lesson and how he advances in each one.

1.4. SIGNIFICANCE OF THE STUDY

This study is important because it allows to observe the teachers' attempt to organize and to manage a lesson in the time available which optimizes the amount of learning. We could identify procedures, steps and phases that English teachers use in their lessons. With the results of this research we will be able to deduce the difficulties and the failures presented in this process.

At the same time, it will be possible to identify the true stages that teachers follow for developing their English lessons.

1.5. LIMITATIONS OF THE STUDY

We found some difficulties such as:

 - Methodological limitation:

Some information might be lost because the researchers were not able to observe all the students. If the teachers were informed in advance, they could previously prepare and plan their lessons and that would affect the authenticity of the data collected.

In this chapter, the problem and its implications were determined and analyzed for knowing their importance and incidence on the community. Moreover, the necessity to structure a lesson in the foreign language teaching and learning process was established. In chapter II the main literature about the problem being studied will be reviewed.

2. LITERATURE REVIEW

After having established the problem, the purpose of this chapter is to contextualize the problem in order to present a theoretical framework of this study. This chapter will lead us to a major comprehension of the specific problematic situation of this paper.

2.1. THEORETICAL FRAMEWORK

2.1.1. Foreign language teaching and learning. According to Stern (1983:35) **"There has been a growing awareness over the last three or four decades of the enormous complexity of language teaching considered as a truly professional enterprise that must deal with the various aspects involved in a scholarly and scientific manner and that needs to establish a sound theoretical framework"**.

The process of teaching and learning a foreign language is one of the most criticized one because the analysis base their critics on the results, but disregarding the complexity and the circumstances under which this process is carried out. About this topic Strevens (1977:12-13) states that **"It is necessary**

to refute the imputation that language teaching is an inferior occupation. On the contrary, language teaching is a task in which intelligence, imagination, training, command of language, experience, a body of knowledge and the exercise of judgment and compassion are essential qualities, and in which high standards are imposed and maintained, on a world wide basis, by a particular branch of the profession of education".

As Oviedo (1980:20) says **"to know a language is to assimilate a particular linguistic system which permits to intercommunicate in a suitable way in a diversity of psychosocial circumstances ; it is to be able to manage that linguistic code in a creative and appropriate way to fulfill many communicative and/or expressive functions. In other words, to know a language is to establish an intimate link between the cognitive – affective world and the linguistic expression world in a particular system. The more intimate is the link, the more natural and fluid will be the communication"**.

According to Littlewood (1984), cited by Richards and Lockhart (1994:112) **"the primary motive for learning a language is that it provides a means of communication. A person is therefore most likely to be drawn towards learning a language if he perceives a clear communicative need for it"**.

We have heard about the importance of learning a language, although, nowadays, it is more necessary to learn a foreign language because it permits to know other cultures and to expand the view of the world.

English is a universal language and a source of information which is used in the field of technology, science and art. Therefore, language teaching belongs to a community's total educational system and it is social in its character.

According to the learning and teaching of foreign languages, the secondary school is the most problematic educational level, and, nowadays, the Colombian Universities have a different panorama and the learning of a language depends on the learner's needs (Oviedo, 1980).

According to Bastidas (1991:106) **"The learning and teaching of a foreign language includes some important elements, such as: national policies, attitudes of the community toward foreign languages, administration and organization, the internal policies of an institution and the classroom."**

The nature of a pedagogic process involves a set of essential factors, such as: a knowledge field, students-teachers, the learning-teaching action and a series of circumstances which are necessary to organize, to frame and to facilitate the process, for example, an educational system and a curricular plan, also a socio-cultural environment, physical resources and materials.

2.1.1.1. Teachers. Bastidas (1991:109) states that **"The teacher is another component of the learning and teaching event which includes a set of complex variables, such as: characteristics of the teacher, training and preparation, instructional procedures, personality, age, etc."**

With the help of Galeano (1980:22), it can be said that **"Teachers are the guides or instructors in the English teaching-learning process. The teacher's role is very important since he must know WHAT, HOW and WHAT FOR he teaches, moreover, he has to plan his lessons before their beginning."**

It is very important to take into account the teacher's training and preparation for succeeding in the process.

The teacher must give a professional dynamism to teach a foreign language, by applying an appropriate methodology, and by doing practical skills to teach the foreign language.

Teacher's personality is a factor which contributes to the student's success or failure when he learns a foreign language. It is necessary to be aware of this fact. If the teacher has a nice temperament or he enjoys sharing his experiences, or his new ideas with his students, this attitude will encourage the student to succeed in English learning.

The teacher has a great influence on students, therefore, he has a great responsibility of motivation and dedication toward his students.

2.1.1.2. Students. In the new methodologies, students are seen as the most important part of the teaching and learning process. The students should concentrate on the English learning, of course, with the teacher's help.

According to Bastidas (1991:117) **"The student participates actively in the different activities and in the discovery or deduction of rules, and in the errors' identification."**

The learners are responsible for their own knowledge, they should reflect about themselves and be aware of their success or failures.

3.1.1.3. Learning environment. Since the classroom is the place where the learning and teaching process is carried out, it must be in favorable conditions to get satisfactory results.

Bastidas (1991:118) asks himself **"How can our high school teachers, specially those who work in small towns, get a good communicative level of English with these problems:**

1. Overcrowded classrooms (35-50 students).

2. Desks and chairs in bad conditions.

3. Poor ventilation and lighting.

4. Destroyed boards and chalk of bad quality.

5. Extremes of heat or cold.

6. Constant distractions because of the noise from the next room or from outside because the classrooms do not have doors.

7. Students standing up or sitting on the floor because there are not enough desks and chairs.

8. Gloomy classroom atmosphere for the lack or poor decoration?

And what about the emotional climate of the foreign language situation in the classroom?."

When the classroom has an unsuitable environment, there are negative results in the class work.

2.1.1.4. Methodology. Because of its multi-disciplinary character the methodology becomes the most dynamic area of the special didactics and it is in constant evolution. It is considered as the most central element in the foreign language teaching and learning process.

The second or foreign language teaching has proposed several methods, techniques and procedures for carrying out a good teaching and learning process. The methodology offers to teachers a variety of procedures and techniques which allow them to provide variety, dynamism, agility, innovation and motivation. The last one is considered the most important factor which depends on the methodology because it motivates students to be interested in studying a second language.

2.1.1.4.1. Motivation. According to Littlewood (1984) cited by Richards and Lockhart (1994:113), in psychology, **"Motivation is the force which determines whether a learner embarks on a task at all, how much energy he devotes to it, and how long he perseveres".**

An article about "EFL" in the Colombian High Schools by Bastidas (1991:120) says that there are two kinds of motivation, which were established by Gardner and Lambert (1972): "integrative" and "instrumental". Moreover, it explains that **"A learner with integrative motivation has a genuine interest in the foreign language community. He desires to learn the foreign language to communicate with the people who speak that language in order to relate to them and to understand their culture. A learner instrumentally motivated wants to learn the foreign language in order to fulfill a particular objective, such as: gaining a necessary qualification, improving employment prospects, getting a higher degree, and so on."**

2.1.1.4.2. Materials. Materials are useful aids for the success of any methodology because these help when the students' attention begins to fade and motivate them when the English classes are boring.

According to Richards and Lockhart (1994:114), **"The role of instructional materials reflect decisions concerning:**

- **their primary goals (e.g., to present content, to facilitate communication between learners, etc.).**

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

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

- **The teachers' abilities (e.g., their competence in the language or degree of training and experience)."**

2.1.1.4.3. Language use. According to Willis (1992:13) **"In a beginners' class, gesture and tone of voice are at first more important than the actual words or phrases used to tell students what to do and how to do it. But if beginners get used to hearing nothing but English spoken during their**

lesson, they will very soon understand and later learn to say words like "good", "altogether", etc".

This author also states that the language is much better learnt through real use than through pattern drills and exercises. Moreover, it should be accompanied by gesture or demonstration to make the meaning as clear as possible, so the students will depend on gesture as an aid to comprehension.

Although it is thought that one of the best ways to learn English is to go to an English speaking country where we can hear people use the language, not many of the students have the chance to go over there, therefore they should have the opportunity to listen to their teacher use the language in the classroom and to use it themselves (Willis, 1992).

2.1.1.4.4. Lesson planning. Richards and Lockhart (1994) affirm that the planning of a lesson is a series of decisions made by a teacher before, during and after the lesson. These decisions are about what activities will be included in order to know what the teacher should do at the beginning, during and at the end of the lesson.

Based on Wajnryb (1992:74) , we can deduce that the planning of a lesson has as its main purposes:

- To establish the goals of the lesson.

- To know how much to teach? What? When and how?.

- To know how information and activities are to be organized.

- To establish a certain classroom atmosphere.

- To elaborate the aids to be used along the lesson.

- To motivate the students to the lesson.

- To help students to identify rules and organize new knowledge.

- To provide safe contexts for practice.

- To check for comprehension and learning.

- To set up activities that promote communication.

- To establish a framework in which students work without the teacher help.

- To end the lesson and link it to previous/future ones.

Although the last aspects help the teachers to make decisions about the development of their lessons, there are also, certain circumstances that can lead teachers to vary the activities in some degree from the preconceived plan.

Harmer (1991:258) intervenes in this aspect, saying that **"The two overriding principles behind good lesson planning are variety and flexibility".** Variety means involving students in a number of different types of activity, so that, the lesson is interesting and never monotonous for the students. Flexibility means to be able to change the plan in any situation.

The previous features lead us to understand that planning a lesson does not imply that the teacher must follow a prescriptive model in the classroom, that is, the lesson has flexibility for not becoming monotonous. Besides, the lesson must not be prescriptive because its development could be altered due to the impasses that disturb the lesson, for instance, communication problems or misunderstanding.

About this point Wajnryb (1992:75), states that **"While planning is a relatively static activity, teaching is inherently dynamic".** With respect to the prior statement, we can conclude that all the teacher writes down in a sheet of paper when he plans his lessons could be altered as the lesson develops.

The teacher begins making a plan when he writes down his ideas about the contents and thinks what he is going to do along his lesson, in order to, decide whether such ideas are feasible in the development of the next class.

When teachers think of what to do in their classes it is very important to consider what the students have been doing recently to realize what type of activities to include.

Doff (1991:93) establishes that **"There are four main things that a teacher needs to know before going into the class to teach a lesson:**

- **The aim of the lesson.**

- **What new language the lesson contains.**

- **The main stages of the lesson (i.e. how it is divided into different activities).**

- **What to do at each stage".**

This is a complete concept that reflects what an English teacher must do before introducing a lesson. According to Harmer (1991:256) **"The best teachers are those who think carefully about what they are going to do in their classes and who plan how they are going to organize the teaching and learning".**

A pre-plan allows the teachers to determine the objectives of the lesson, and at the end of the lesson, the students should demonstrate if these have been achieved through their actions, so that, the class activities are selected and organized according to their difficulty degree. Teachers can also choose the

material in a creative and active way in order to fulfill a varied class, so they do not have a fixed routine. Moreover, a pre-plan helps to decide the students and teachers' role within each phase of a lesson (Bastidas, 2002).

When teachers finish their lessons they may reflect on what happened in the classroom and how to overcome weaknesses. After having carried out the lesson, the teachers should recap their aims in order to realize if the students achieved them. They should also analyze all the activities fulfilled during this process testing the pros and cons of the lesson.

The decision about what activities are to be included in a lesson is a vital first stage in the planning process.

2.1.1.4.5. Stages of a lesson. A lesson is considered as the basic unit of teaching (Wajnryb, 1992). We can recognize a lesson because of its structure, since, this begins in a particular way and it proceeds through a number of procedures (teaching and learning activities) and they reach a conclusion.

Likewise, Richards and Lockhart (1994:103) hold that **"Lessons are events which are fairly easy to recognize. They take place in a particular setting(e.g., a school or classroom), they normally involve two kinds of participants (the teacher and students), and they normally consist of recognizable kinds of activities (e.g., the teacher lecturing at the front of the class, the teacher posing questions and calling on students to answer them)".**

For the teacher it is important to decide what activities are to be included from the beginning to the end in the lesson and how they are to be organized and developed. With respect to this aspect Wajnryb (1992:79) states that **"Every lesson has a beginning and an ending, or an entrance and an exit. Of course it also has its own internal stages. There are certain predictable conventions or routines that accompany the entrance and exit stages of the lesson".**

The previous mentioned statement shows that the activities which make up a lesson can be grouped into stages. How the teacher divides them up depends on the criteria he uses (the purpose of the activity and the means of organization) (Wajnryb, 1992).

Different names have been given by several authors to the steps, phases or stages that the teachers follow for the development of an English lesson, but in essence they refer to the same thing.

For instance, Doff (1991) establishes the *stages of activity* . They are INTRODUCTION, PRESENTATION, PRACTICE, PRODUCTION, READING, LISTENING and REVIEW. He says that one activity is one stage, that is, he said that at one stage in the lesson, the class may be listening to a dialogue, at another stage, the teacher may be explaining new words and writing them on the board. However, Doff emphasizes that it is not necessary to follow all stages within the development of a whole lesson, he says that the teachers should focus on the main stages of activity (Reading, Listening, Writing), not on

particular activities and techniques such as asking questions on a text, making repetition exercises and so on.

Doff (1991) clarifies that a single lesson would not include all these stages and they are in no fixed order, so, each stage could occur several times in a single lesson and they also overlap. Moreover, the mentioned author states that "The previous stages are only the most important ones; there are other activities that could form part of the lesson, such as, setting and making homework or giving a test". In brief, Doff, (1991) holds that it is much easier to plan the details of a lesson through separate stages rather than considering the lesson as a whole.

Likewise, Mora (2001) states that a class consists of three phases, called PRESENTATION, ASSIMILATION and ACTIVE AND CREATIVE USE OF THE MATERIAL. So, this author says that the first thing teachers do is to introduce new knowledge through different techniques to stimulate the students' attention, motivation and interest. Then, the students assimilate what the teachers teach. This author also reveals that in fact many teachers feel satisfied when the students repeat back what they have taught, so that, they continue presenting new topics to comply with the syllabus set out for the course. Consequently, the students do not have the opportunity of applying the new knowledge to real situations, to solve problems, to test hypothesis, to make generalizations, etc.

Mora (2001:52) holds that **"The most important phase of a class is and should be the active and creative use of the material or exploitation of**

knowledge as it has been called by other authors". Also, this author says that this is a very often neglected stage.

According to Richards and Lockhart (1994:124-125) **"There are four dimensions of structuring a language lesson:**

Opening : **How a lesson begins.**

Sequencing : **How a lesson is divided into segments and how the segments relate to each other.**

Pacing : **How a sense of movement is achieved within a lesson.**

Closure : **How a lesson is brought to an end".**

However, Bastidas' model (2002) was used to fulfill this study since it has a deeper and a detailed information about what planning a lesson means and what phases are included in this process. The phases mentioned by this author are: **INTRODUCTION, PRESENTATION, PRACTICE, APPLICATION, REVIEW and EVALUATION.**

The researchers consider that this sequence can help to develop more systematically and consciously the teaching activities. Moreover, this sequence could give teachers a solid base for lesson planning enabling them to reduce the insecurities and anxieties at the start of their teaching. Therefore, following

there is an explanation on each one. Moreover, Sequencing and Pacing, the two dimension of structuring a language lesson established by Richards and Lockhart (1994), will be discussed below.

2.1.1.4.5.1. Introduction. In this phase students focus on the topic and purpose of the lesson. Richards and Lockhart (1994) hold that this phase generally occupies the first five minutes and how much students learn from a lesson depends on it.

According to Bastidas (2002) the main aim of the introduction phase is to prepare the students for the new knowledge through several activities that relate the previous topics with the new one, such as review of the previous topic or the homework assignment, picture description, questions about a short and interesting reading, practice of a short dialogue using previous learnt structures, and so forth.

Likewise, Bastidas (2002) states that this phase can also serve to relax and interest the students to learn English in a pleasant and entertaining way. This must not necessarily relate to the new topic. Some examples could be songs, puzzles, games, praying, physical activities, tongue twisters, poems, fables, jokes, anecdotes, tales, etc.

About this point, Richards and Lockhart (1994:115) hold that the introduction phase may be accomplished by:

- **"Asking questions about concepts or skills taught in the previous lesson.**

- **Giving a short quiz at the beginning of the class on material from previous lessons or homework assignments.**

- **Having students prepare questions about previous lessons or homework. They can ask questions to each other, or the teacher can ask them to the class.**

- **Having students prepare a written summary of the previous lesson.**

- **Having students ask the teacher about problems of homework and having the teacher review, re-teach, or provide additional practice."**

Bastidas (2002) states that the motivation is the main psychological factor in this phase. It is known as a set of beliefs, values, affections and goals that a person has to do something, in our case the motivation is very important to learn a foreign language. He also says that the teacher must motivate the students so that they believe in their own capacities, value what they are going to learn, develop the activities with interest and have clarity in the goals proposed in each lesson. The author also suggests that the motivation is a process that must be maintained during all the lesson. In this phase, the students should participate actively while the teacher helps them as a guide and a facilitator of the activities.

2.1.1.4.5.2. Presentation. The presentation phase allows the teacher to present and to explain the new topic. Bastidas (2002) establishes that the teacher must explain the new topic in a clear, detailed, concise and pleasant way, so that students understand it. He also says that the success of the next phases depends on the presentation phase.

Different *methods* and general and specific pedagogical *strategies* are used to teach English. This phase may be carried out through two main methods: *Deductive* or *inductive.* In the first one, the explanation is given from general to particular, that is the teacher presents the rules and then, the examples. On the contrary, in the second method the teacher gives the students the examples and they must deduce the rules.

Bastidas (2002) recommends the inductive method to explain the new topic, since this process allows the student to assimilate the knowledge within his cognitive structure. This author says that other common strategies to present the themes are through dialogues, short readings, model sentences and paragraphs for writing, visual aids, demonstrations using gestures and mimics, etc. These strategies may also be combined, for example, dialogues and demonstrations, readings and audiovisual aids, etc.

The *attention* is the main psychological factor in this phase. It is the human being capacity to concentrate on something during a specific time. In our case, attention is the student's capacity to concentrate or fix his attention on the teacher's explanation (Bastidas, 2002).

Attention has been classified as *voluntary* and *involuntary* by psychologists. In the first one, the person decides to pay attention to something voluntarily, so, the student collaborates with his voluntary attention when the teacher presents the topic. The voluntary attention is fairly easy to obtain, it does not remain for a long time due to external and internal factors. On the contrary, the involuntary attention is caught by means of stimulus received from the outside. There are different techniques and activities to call the student's attention. They are: interesting and varied activities and ways to explain the topic, comments, anecdotes or jokes related to the topic, audio-visual aids, teacher's tone of voice, teacher's movement around the classroom, teacher's good or bad mood, students' participation, questions, intentional pauses, classroom organization, and so on (Bastidas, 2002).

2.1.1.4.5.3. Practice. This is the "drill phase" where students are given intensive practice in the structure, functions and vocabulary of the new topic.

This phase pretends that students assimilate the new information. Teachers use a variety of exercises, such as: true and false, completion, transformation, organizing words, short and long answers, etc. All these exercises are developed in order to achieve the goals.

According to Bastidas (2002), in the practice phase the memory is one of the most important psychological factor. Students can learn either in a *mechanical* way or in a *meaningful* one. In the first one, students learn through exercises, such as: mechanical repetition, memorizing words and their translation,

mechanical answers to usual questions, translation of readings by heart, etc. Students learn in a significant or meaningful way when their new knowledge is connected with the previous one, since it is maintained in the memory for a long time. An example, could be to learn all the vocabulary related to the human body.

Here, the student plays an important role, because he must perform all the exercises. However, this phase is always under the teacher's guidance and control, since, he not only gives his students the rules of the new language, but also shows them how they are used.

2.1.1.4.5.4. Application. Bastidas (2002) states that the application phase allows the student to put into practice in an active, free, spontaneous and creative way what he has learnt in the previous phases, so that, he applies his new knowledge in real communicative situations.

In order to achieve the previous aim, the teacher should use activities that promote the use of the foreign language for communicative purposes, such as: communicative gaps, opinion gaps, cued dialogues, mingling activities, interviews, newscasts, short expositions, role plays, debates, communicative games, dramas, poems, stories and tales, pilot projects, and so on (Bastidas, 2002). These activities with communicative goals instigate the students to develop the reasoning skills either in a free or in a guided way.

In the same way, Bastidas (2002) holds that *reasoning* is a necessary psychological factor in this phase. According to psychologists the features of the reasoning are: first, it occurs when one person faces a new experience. Reasoning starts working when a person has to infer something that he does not know. Second, it is characterized by speculation or a guessing process which is used as a means of looking for solutions to the problematic situation.

Bastidas (2002) states that it is possible that in the course of communicative activities a new topic needs to be explained. In this case, the teacher can go back to the explanation phase for clarifying the topic.

2.1.1.4.5.5. Review. Bastidas (2000) affirms that this stage allows the teacher to realize if the topic has been understood or if there are doubts about it. In the review phase, activities like: summaries, outlines, questions or additional exercises could be used (Bastidas, 2001). We agree with Bastidas' suggestions because the review must not be done just at the end of the lesson, but after finishing each phase.

A great number of students in the classrooms of public high schools in Pasto demand that this phase must be developed along the lesson. It is impossible that all students understand the whole lesson without requiring another explanation.

2.1.1.4.5.6. Evaluation. The evaluation is the phase by means of which the teacher realizes if the knowledge has been learnt. In this phase, it is important

to test different skills with activities such as: quizzes, homework, dialogues, looking for grammatical structures, etc (Bastidas, 2002)

2.1.14.5.7. Sequencing. Another important aspect of structuring a lesson is its format. Most lessons do not consist of a single activity; the teacher has to analyze the goals of his lesson and the content to be taught , thus, the teachers can plan a sequence of activities to attain those goals. The format of a lesson embraces this "sequence of activities" which make up the lesson.

In dividing a lesson into sub-activities, it is necessary to take into account the transitions between one sub-activity and another within a lesson. These transitions establish a link between one activity and the next. The use of activities and the transitions between them help to keep the students' attention.

The transitions signal the beginning of a change, the reorientation of focus, or the beginning of a new segment.

2.1.1.4.5.8. Pacing. Pacing is the time that the teacher spends on each activity development. How much time the teachers allocate to each part of the lesson is a very important decision which they must make while planning or teaching an English lesson.

It is important to consider the time in which activities will be developed and moved on to another one before the students' attention begins to fade.

The success of a lesson depends on a variety of activities as well as the active pacing of the lesson.

About this point Tikunoff (1992:) cited by Richards and Lockhart (1994:121) says that **"In some situations, pacing may be completely under control of the teacher; no student may move to the next task until given instructions to do so. In other situations, however, pacing might be negotiable, particularly if several tasks are underway concurrently. In this case, an understanding must exist of the optimal time one can spend on a task, and the time by which it is expected to be completed. Many teachers increase options in this area by negotiating contracts with students which include, among other things, the time by which a task will be accomplished."**

2.2. RELATED RESEARCH

After having reviewed all the final papers at University of Nariño, the researchers could not find any work related to the present one. Consequently, this paper will be the first one on this topic and from this fact the importance and relevance of this study derives.

Foreign language teaching methodological process embraces a lot of variables already analyzed in this chapter. The structure of a lesson is an important part of this methodological process which was analyzed together with its main

phases, that is to say Introduction, Presentation, Practice, Application, Review, Evaluation, and its two dimensions, Sequencing and Pacing.

3. METHODOLOGY

This chapter shows the design and the means used to carry out this study. It also delimitates the population implied in this research with precision and talks about the means used to interpret data. Moreover, the steps undergone to develop this study are described in the section of the procedure. A stage of testing and verification of the means used in this research study is presented in the pilot study. The data analysis is based on Bastidas' proposal (2002), bearing in mind that the present study is of a qualitative characteristic. Finally, some ethical issues are mentioned and described briefly.

3.1. DESIGN

This study is framed within the Descriptive Research, because it describes the population, situations and features in a systematic way.

To describe the stages that some English teachers used to follow for the development of their lessons, classroom observations were made. This type of data collection permitted to obtain a deeper information about what stages the teachers follow to carry out their lessons.

On the other hand, 180 (one hundred eighty) surveys were applied to students and 8 (eight) ones to teachers. These surveys included open questions with which an extensive information about what the most used phases in the classroom was obtained. They are: Introduction, Presentation, Practice, Application, Review and Evaluation.

3.2. PARTICIPANTS, SETTING AND SAMPLE

This research was developed with one group per level of a public High School, located in the west part of Pasto, on the Panamerican Avenue. It is considered the biggest High School of Pasto.

Each group contained at least 40 students, boys and girls, who were between 10 and 17 years old. They belong to the middle class.

Both students and English teachers answered a survey.

3.3. MEASUREMENT INSTRUMENTS

Dependent variable : The foreign language and teaching process in one high school in Pasto.

Independent variable : The structure of an English lesson used in one high school in Pasto.

This study was carried out by means of the use of direct class observations and 180 (one hundred eighty) surveys applied to students and 8 (eight) surveys applied to teachers in one public high school in Pasto.

Both classroom observations and the surveys allowed the researchers to get qualitative information on how the English teachers structured their lessons.

These surveys just contained open questions, such as :

Teachers' survey

Which are the strategies or activities you use to begin your lessons?

_____

_____

Students' survey

What procedures does your teacher use to focus your attention at the beginning of the class?

_____

_____

3.4. PROCEDURE

We took into account the following steps to carry out the present study :

- To ask for permission to the High school director.

- To observe English classes of one group per level of "Panamerican High School" to determine the structure of a lesson that English teachers follow.

- To analyze these observations to present a report about them.

- To develop some surveys to teachers and students to collect data.

- The data collected were analyzed and classified to describe the stages that teachers follow.

- Finally, a report about the teachers' organization and management of their English lessons was presented.

- We thanked to the High School director and the participants (teachers and students) at the end of the study.

- The results of this study will be shared with the community that cooperated and gave the permission.

3.5. PILOT STUDY

The pilot study was fulfilled in order to put into practice some surveys which tested the types of questions that were included on it.

This survey was applied to a representative sample of teachers and students to know if its results were effective or not. Then, it was corrected and applied to all the population.

The survey applied was based on the discussions presented by Richards and Lockhart (1994).

3.6. DATA ANALYSIS

This study had as its main goal to analyze how English lessons are organized and how the stages are structured for their good development in one public High School in Pasto. This analysis was made through some classroom observations and 180 (one hundred eighty) surveys to students and 8 (eight) surveys to teachers.

As it is a qualitative study, it was analyzed following Bastidas' proposal (2001) which will be published in the future. He proposes to analyze data according to these aspects: First, it is necessary to organize data identifying at the same time the most important ideas; then, categories or patterns have to be created to make a relation of most common and repetitive events which allow to reduce the information obtained; next, hypothesis originated from data according to their adjustments, credibility and centrality have to be tested; finally, the interpretation of data which must be written up as the results has to be made.

3.7. ETHICAL ISSUES

To carry out our study we took into account that :

- The relevant persons, committees and authorities had been consulted, informed and that the necessary permission and approval had been obtained in the public high school.

- We accepted responsibility for maintaining confidentiality.

- Nobody was affected with the obtained results.

- When our study ended, we gave a report to be grateful for the favor.

- All of the people involved in our action research project agreed with the principles before the work began.

This chapter provided an overview about the way this type of study was developed as well as the subjects and the place involved in it. Furthermore, the stages followed to collect data and the techniques used to analyze them were presented always taking into consideration the purpose of this research, that is, to find out how a lesson plan is structured. Finally, this chapter presented the ethical issues that have to be born in mind when developing any research work.

4. RESULTS AND DISCUSSION

This chapter refers to the results obtained by means of twenty four (24) English classes observations and a survey applied to one group from each level with approximately forty (40) students and eight (8) teachers of a high school in Pasto. Teachers' survey included twelve (12) open questions and the students' one included nine (9) open questions. These are attached in the appendix. After collecting the information, it was analyzed in order to look for patterns of development of an English lesson. Finally, the results were discussed.

For carrying out the previous process the researchers based on the main objective of the research paper which is to analyze how English lessons are structured, that is, our purpose is to know what the teachers do at the beginning, during and at the end of their lessons. In this way, it will be possible to find out what activities the teachers use to begin their lessons and what strategies are used to call and maintain the students' attention, interest and motivation when the teachers explain the new topic and they make students develop the exercises to apply knowledge. Another purpose was to realize what techniques were used to bring a lesson to an end. Likewise, it can be determined if the English lessons are organized in a sequence, also identify

how each phase of a lesson is achieved, and know how long the teachers spend in each phase and the way they advanced in each one.

In relation to the first objective and, as it was established in the second chapter, it was found that several authors divide the lesson into stages and they give them different names but in essence they refer to the same thing. For instance, Mora (2001:52) says that **"The advocates of the psychological laws of language learning and some of the proponents of the various methods such as CCL, TPR, Communicative – Approach, Silent way, Suggestopedia, etc, hold that a class consists on three phases, namely presentation, assimilation and active and creative use of the materials".**

Likewise, Hubbard et al (1983) present a format carried out in Situational Language Teaching, which consists of 1) Presentation, 2) Controlled practice, 3) Free practice, 4) checking and 5) Further practice.

Bastidas (2002) also presents six phases for the development of a language lesson that includes certain activities by means of which we can identify each one. The activities vary according to the objectives of the lesson. The phases are: Introduction, Presentation, Practice, Application, Review and Evaluation.

In the same way, Richards and Lockhart (1994) establish four dimensions of structuring an English lesson. They are : Opening, Sequencing, Pacing and Closure.

In order to give a better explanation about the phases that the teachers follow to teach a new topic, a typical model of an English lesson was chosen after having observed some English classes.

Public High School :   April 3, 2002.   8th level. 7 : 00 a.m.

7 : 00   The teacher begins the class greeting his students, they pray. After that, the teacher asks students questions about the last class.

    T :   Good morning students.

    Ss :   Good morning teacher.

    T :   How are you?

    Ss :   I'm fine. Thank you, and you?

    T :   I'm fine. Thank you. Stand up, please, let us pray.

    Ss :   (They pray the Lord's Prayer together).

    T :   What did we do the last class?

    Ss :   We learnt the past tense of irregular verbs.

    T :   Now, I'm going to ask you the past tense of some verbs.
          Could you tell me what the past tense of "go" is?

    S :   (Student does not respond).

    T :   (Teacher asks the same question to other students,
          who answer properly, and so on).

    T :   OK, Karina, could you write a sentence on the board
          using the past tense of verbs such as do, swim, sing, buy,
          etc?. Write the sentence you want.

The teacher keeps on asking students to write sentences on the board applying the last topic.

7 : 10 By means of some examples the teacher explains the function and the grammatical form of the new topic. In this case, it is the Past Progressive tense. For instance, he follows the next process :

Explanation of was – were

Was I / He / She / It

were We / You / They
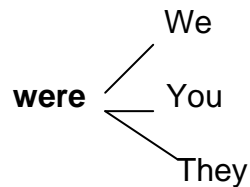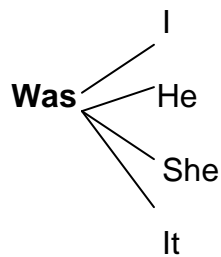
Affirmative sentences

My father   was   read**ing**   the newspaper last Saturday

S   Past of   Main ING   Complement

"to be"   verb

Interrogative sentences

Was   your father   read**ing**   the newspaper last Saturday?

Past of   S   Main ING   Complement

"to be"   verb

Negative sentences

My father	was	not	read**ing**	the newspaper last Saturday
S	**Past of "to be"**	**Adv. neg.**	**Main verb ING**	**complement**

Next the teacher writes affirmative sentences on the board and students have to change them into negative and interrogative forms.

7 : 25   The teacher tells students to guess what the dialogue is about with the help of the pictures, later he reads the dialogue aloud to the class and he asks students to listen to the reading and to follow it in their textbooks; then, the teacher reads the dialogue sentence by sentence again, and he makes students listen and repeat. Next he makes students read the conversation in pairs. After that, the teacher tells the students to look up the meaning of the unknown words, but he helps them to choose the most appropriate word.

7 :50   The teacher makes students develop the exercises on the book according to the dialogue. After finishing the exercise, the teacher asks the students to read the answers aloud and they correct them together.

8 : 05   The teacher writes on the board an exercise about the new topic

to be developed by the students, then students develop the

exercise and the teacher corrects it. The exercise consists on

organizing the words in the correct order to make interrogative

sentences. For example :

- you/ sleeping/ were/ yesterday morning/?

   Were you sleeping yesterday morning ?

- driving/ Brenda/ was/ a car/?

- they/ in the house/dancing/ were/?

- video games/ playing/ the children/ were/?

8 . 15   Some students are asked to write the sentences assigned by the

teacher on the board to be corrected. One student goes to the

board and writes the following sentence:

Were I eating in the restaurant?

I was not eat in the restaurant

The teacher corrects the mistakes and at the same time he

reinforces the topic.

8 : 25   The teacher assigns a homework to the students for the next

class, which is to make ten interrogative sentences using the

past progressive tense and answer them in affirmative and

negative form. Students can not leave until the class has been finished, so meanwhile they do their homework.

8 : 30   The teacher ends his class saying good-bye to his students.

The previous description of an English lesson is a representation of a typical English class which we analyzed according to Bastidas' model (2001) and we found that the teachers usually carry out an introduction phase at the beginning of the class, and then they present and explain the new topic. Afterwards, the teachers make students do some exercises to practice and improve what they are learning.   At the end of the class, teachers ask students to do more exercises so that they can retain the information they presented. Finally, the teachers evaluate students to know how much they have learned by means of homework.

After a thorough analysis of what we observed in classes we could realize that the teachers do not carry out activities which allow students to put into practice the learned topic through real communicative situations, that is to say, the teachers disregard the phase of application. We consider this phase is very important and necessary because it allows students to apply their knowledge in an active, spontaneous and creative way.

We also consider important to take into account two aspects that Richards and Lockhart establish to develop an English lesson, they are Sequencing and Pacing.

In the previous description of an English class we found that the teacher follows a sequence of activities which are grouped in each one of the phases mentioned previously that establishes a kind of format for the development of the lesson and this sequence serves to attain the goals of the lesson. Likewise, how much time is allocated to each activity is very important. In this case the lesson involves examples, exercises, monitoring students' learning, etc, which are carried out without spending much time in one activity.

In order to get a deeper comprehension about the development of a lesson, the phases suggested by Bastidas (2002) in which this research paper was based are presented and discussed below.

4.1. INTRODUCTION

In this stage the teachers fulfill a series of activities, such as : greeting, attendance call, review of material (notebook, textbook and dictionary), review of assignment homework and previous topic, dialogues, date, songs, praying, commands, news, and WH Questions. In most cases, they are done in the first five minutes of their classes.

In the following table an example that shows what some teachers do when they start their English classes is presented:

Table 1. Introduction activities

TEACHER	LEVEL	DATE	ACTIVITIES
Teacher "A"	6th	March 27, 2001	The teacher began his class greeting his students, then they prayed, sang a short song and he asked some questions about the weather. Afterwards, the teacher gave some commands to his students and, finally he wrote on the board the news and the date.
Teacher "B"	7th	April 5, 2001	The teacher said hello to his students. He made students repeat the days of the week, then he asked them "What day is today?" In the same way he asked what the current month, season, year, hour and date were.
Teacher "C"	11th	April 26, 2002	The teacher greeted his students and he called attendance, then he proceeded to review the material (notebook, textbook and dictionary) and the homework assignment to be corrected. Finally he wrote the date on the board to start explaining the new topic.

Table 1 shows that at the beginning of the class few teachers develop a variety of dynamic activities to capture the students' attention, motivation and interest. It can be inferred that activities such as : greetings, attendance call, review of homework and previous topic are commonly used by teachers in advanced

levels. The other ones (songs, commands, praying, news) are carried out in 6th and 7th levels mainly.

In relation to the activities used at the beginning of the lesson, Celce-Murcia and McInstosh (1979:79), say that: **"Games are, by definition, fun, and nearly everyone agrees that if learning can be made enjoyable, then students will learn more. What is perhaps not always realized is that adolescents and adults enjoy games as much as children".**

Wong Fillmore (1981) cited by Richards and Lockhart (1994) states that the activities made at the start of a lesson allow the students to know when they should begin paying attention and what they should be listening for.

Some surveyed teachers said that they do not develop these activities because they think that the new topic must be explained from the beginning of the class, therefore, the introduction phase means a complete waste of time.

We noticed that students of 8th, 9th, 10th and 11th levels are less motivated to start an English class, because the beginning of such event lacks dynamism. On the contrary, students of 6th and 7th grade begin their classes with enthusiasm, because teachers use the activities previously mentioned and students enjoy them.

Bastidas (2002) states that it is necessary to take into account that motivation is a very important psychological factor in this phase. Therefore, the teacher

should do everything possible to make students develop the learning activities and participate in class actively, in order to attain the goals in an easy way. However, we consider that the motivation must be present not only at the beginning of a lesson but also along the lesson.

These results suggest that these teachers are interested in the main topic comprehension leaving aside the students' motivation at the beginning of the class.

4.2. PRESENTATION

Most of the teachers present and explain the new topic in a deductive way (rules to examples). For example, by means of a classroom observation it could be realized that teachers wrote the new topic on the board, and then they explained it.

In order to identify what some teachers do in this phase, let us analyze table 2:

Table 2. Presentation activities

TEACHER	LEVEL	DATE	ACTIVITIES
Teacher "B"	9th	March 15, 2001	First, the teacher presented the structure of the new topic and gave examples about it. Then, she read a dialogue and made a list on the board of the unknown words which were changed to English by the students.

Teacher "X"	8th	April 3, 2001	The teacher explained the structure and the rules of the new topic and then he gave some examples to apply the rules.
Teacher "Y"	10th	April 19, 2001	The teacher wrote some sentences on the board and asked his students to identify their grammatical structure. Afterwards, the students deduced the rules.

The most used strategies by the teachers in this phase are dialogues, examples, short readings and pictures which focus on the presentation of structures, functions and vocabulary. In table 2, we can observe that few teachers allow their students to deduce the rules of the new topic through examples, that is, they do not present the new topic in an inductive way. Bastidas (2002) suggests that the best method is the inductive one, since it allows the students to deduce the rules by themselves and at the same time they assimilate the information. However, the teachers do not use it.

It is likely that most of the teachers present the new topic from general to particular because it seems to be easier for explaining it in a deductive way, that is, first they present the rules and then the examples. The teachers do not carry out activities that lead students to infer the theme.

Bastidas (2002) establishes that the attention is a very important psychological factor to take into account in this phase because it is a requirement in order to the students learn. The attention can be voluntary and involuntary. The

voluntary attention is easy to achieve when students are concentrated on what they are doing. The teacher can call the involuntary attention when he provides them stimuli to get students concentrate on a particular topic, such as, comments related to the topic, questions, teacher's tone of voice, students' participation, discipline committee, teacher's good and bad mood, teacher's movement, silence, eye contact, among others.

Most of the teachers who answered the survey said that the teacher's loud voice and the students' participation by means of questions is a great influence to keep the attention. Few teachers used factors like the silence, the eye contact or their mood to call the students' attention. We consider that the teachers should use more strategies such as: audio-visual aids, Interesting and varied activities, games, role plays, classroom organization, and so forth, in order to capture students' attention for getting a deeper understanding.

Moreover, according to English class observations it was possible to realize what some teachers do to call the students' attention. For instance, in one observed class the teacher asked students questions about the topic and she raised her voice and explained aloud; another teacher made comments related to the topic and he paused intentionally when some students were absent-minded.

These results suggest that teachers can use several kinds of activities to call students' attention. Although, some of these are very common and effective, the teachers should use varied strategies to prepare students for what is to follow.

When teachers want to present the new topic they should take into account the way to explain it, because that may stimulate the students' attention, motivation and interest to introduce the new knowledge. In the same way, students are concentrated on what they are doing.

4.3. PRACTICE

After presenting the new topic, the teachers move their students into the "drill phase" using a variety of techniques to keep students' attention and to facilitate assimilation of the theme. The most used activities by teachers in this phase are repetition, translation, meaning of unknown words, dialogues, readings, and picture descriptions of the book. This is shown in table 3:

Table 3. Practice activities

TEACHER	LEVEL	DATE	ACTIVITIES
Teacher "X"	8th	February 1, 2002	The teacher asked his students to translate a reading and to answer some questions, then they practiced them with the partner.
Teacher "C"	11th	March 20, 2002	After having developed some exercises, the students gave their points of view about the learned topic and discussed it together.
Teacher "Z"	6th	March 21, 2002	The teacher assigned the students peer group workshops, next she asked some of the students to develop answers on the board.

In this phase the students developed intensive practice activities about the new topic under the teacher's guidance and which may be carried out individually or in small groups. There are some drills which are developed by the students when they only work on their textbooks. They are multiple choice, completion, transformation, long/short answers and true/false exercises.

In addition, the development of these activities was stated by some students who said:

"**La profesora nos hace leer un diálogo, nos hace repetirlo, después tenemos que decir de que se tratan los dibujos del libro, luego nos deja dramatizaciones".**

"The teacher makes us read a dialogue and repeat it, then we have to interpret the book's pictures, next we role play situations from the book".

"La profesora nos deja lecturas, nos dice que busquemos el vocabulario desconocido en el diccionario y nos da tiempo para que preparemos una conversación del libro con un compañero".

"The teacher asks us to read, she asks us to look up the unknown words in the dictionary and she gives us some minutes for practicing a conversation with a partner".

Bastidas (2002) states that one of the most important psychological factors in this phase to assimilate the new topic is the **memory**, It can be trained either in a mechanical or in a meaningful way. That is to say, students can learn in a

mechanical way when they do it by means of exercises of repetition, memorizing words, translation, and so forth; but it just serves to retain the information for a short time, in order to give an oral report or do a quiz. In the class observations it could be realized that this is the way in which students are given intensive practice.

About this point, Mora (2001:53) says **"Naturally, we cannot deny the fact that students may learn their lessons even by rote memorization if they are required to do so, under the pressure of a test for instance. Nevertheless, learning under these conditions has tremendous drawbacks, among them we can simply state that individuals will learn for an exam but will easily forget the material after a short time span"**.

Likewise, Bastidas (2002) states that the students can learn in a meaningful way by means of comprehension of the studied material, the accomplishment of meaningful exercises and the relationship between the previous and new knowledge. Nevertheless, this kind of learning is not carried out by the teachers in their lessons.

Mora (2001:52) establishes that **"Unlike, mechanical learning, meaningful learning gives learners the opportunity to associate the new learning task to previously learned materials. Through this practice they will eventually retain the new information for the rest of their lives"**.

Bastidas (2002) holds that the methodology of foreign languages has many techniques and exercises to accomplish this phase. However, the teacher always uses the same mechanical exercises to assimilate the new topic within their lessons.

According to Mora (2001:52) **"Mechanical drills are good resources specially at the beginning to help the students take in the basic patterns of English, but these cannot lead students to communicate in this foreign language, as the students can practice them without understanding their content. The teacher needs then to use meaningful drills to allow students to be aware of what they are repeating".**

As we can see, the teachers provide opportunities to make students learn while they develop a sequence of activities to attain the established goals. It is also very important to take into account that the teacher is the one who should choose the most appropriate exercises to obtain a good assimilation of the new topic in this phase.

4.4. APPLICATION

Once students have been given enough practice, they can be exposed to communicative drills. According to Paulston and Newton (1987), cited by Mora (2001:54) **" In communicative drills there is still no real communication taking place as students have a tendency to learn what they are taught**

rather than what we think we are teaching. If we want fluency in expressing their own opinions, then we have to teach that".

Unfortunately, teachers do not carry out activities that allow the students to put into practice their knowledge within real communicative situations in an active, free, spontaneous and creative way.

In order to allow students to gain fluency in English it is necessary to follow communicative activities such as: conversations, opinion gap, information gap, book's exercises , reading comprehension, cued dialogues, mingling activities, interviews, newscasts, role plays, poems, discussions and so on. The lack of these activities shows that the kind of English that is taught in the High schools does not have communicative goals, thus the students are not motivated to think and speak in English. In this way, it is possible neither to generate an interaction between teacher-students or students-students by means of reasoning, for instance, to create new situations (problem situations) and free speculations (possible answers) nor to elicit a personal response from the students, and to help them to generate and to use their own ideas.

About this point, Bastidas (2002) states that the teachers should select activities in order to promote the use of the foreign language in communicative situations depending on the students' proficiency level.

4.5. REVIEW

Most of the observed and inquired teachers gave their students a summary about the main point of the learned topic in order to review the lesson's aims and content at the end of the lesson. Other teachers used different techniques to know if the goal was achieved, such as: Questions, exercises on the board and discussion.

Table 4 shows the way in which some teachers review the themes:

Table 4. Review activities

TEACHER	LEVEL	DATE	ACTIVITIES
Teacher "X"	8th	February 7, 2002	The teacher presented a summary that included the most important aspects of the new topic.
Teacher "Y"	10th	March 22, 2002	The teacher reviewed the learnt topic and he clarified students' doubts.
Teacher "B"	9th	April 10, 2002	By means of some questions about the main points of the new topic, the students remembered what it was about.

As we can see in table 4, teachers carried out activities that clarified students' doubts and allowed them to retain more information about the topic that was being learnt.

In the same way, the next comment taken from a student's survey allows to identify how his teacher reviews the topic:

"Al final de la clase el profesor nos da un resumen de lo que estudiamos". "The teacher gives us a summary about the learned topic at the end of the lesson".

According to the above facts, it can be concluded that, clearly, this stage at the end of a lesson is important because it serves to summarize and synthesize ideas, points of view, discover weaknesses and make corrections, and draw conclusions.

Bastidas (2002) establishes that the **memory** is the psychological factor in this phase, since the human being forgets what he learns quickly. For this reason, the teachers should introduce the Review Phase after each one of the previous phases.

The class observations and the surveys showed that most of the teachers do not make a review of the learned topic constantly, on the contrary, they answer questions, present a summary and clarify doubts at the end of all lesson.

These results suggest that a short review of the learned topic allows the teachers to correct, clarify doubts or re-teach areas that students were having difficulty with.

4.6. EVALUATION

In order to determine how much students have understood, a number of activities were developed by the teachers, such as: quizzes, workshops, oral reports, homework and bibliography review on the studied topic.

The next statement reflects the way in which the teachers evaluated the learned topic:

"Al final de la unidad nos deja talleres para resolverlos en la casa".
"At the end of the unit the teacher assigns us workshops to do them at home".

Some activities used by some teachers in order to know if their students understood the learned topic are presented in table 5:

Table 5. Evaluation activities

TEACHERS	LEVEL	DATE	ACTIVITIES
Teacher "B"	7th	February 13, 2002	At the end of the lesson, the teacher gave the students a quizz to know if they understood or did not understand the topic studied in class.

Teacher "C"	11th	March 4, 2002	The teacher asked the students to look for grammatical information which would be presented the next class.
Teacher "Z"	6th	April 8, 2002	The teacher assigned the students a workshop to know how much they had understood.

Table 5 shows the most used activities by some teachers in order to evaluate the amount of students' learning. They are: quizzes, homework and workshop. It is likely that the most effective way to evaluate the topic is through quizzes or homework to synthesize ideas, points of view, generalizations and conclusions.

An appropriate evaluation is given when students apply new knowledge to real situations, to solve problems, to test hypothesis, to make generalizations, to create their own situations, and so on (Mora, 2001).

These results suggest that at the end of an English lesson the teachers have different techniques to determine the amount of students' learning, and they always use them in order to know if their overall goals were achieved. For example, an evaluation of key points covered in the lesson which may include questioning by the teacher determines the amount of learning obtained by the students.

As it was said in the second chapter it is important to take into account the two dimensions established by Richards and Lockhart (1994) called Sequencing

and Pacing because these are not included in Bastidas' model (2002). For this reason, it is necessary to analyze and discuss them in a deeper way.

4.7. SEQUENCING

In general, teachers' lessons do not consist of a single activity, instead they use a sequence of them to attain their overall goals. About this point, Richards and Lockhart (1994:114) affirm that   **"This sequence of sub-activities for a lesson establishes a kind of format or script for the lesson. Experienced teachers often have a mental format in mind when they think of a particular kind of lesson, such as a reading lesson, a composition class, a listening lesson, and so on. This format represents the sequence of activities which make up the lesson".**

The authors also state that an important aspect for accomplishing this dimension of the structure of a lesson in a suitable way is the control of transitions, that is, how teachers handle the time between one activity to another.

The class observations permitted to know what sequence of activities teachers follow to develop their lesson and if the teachers establish a link between one activity to another. However, the observations and collected comments show that most teachers do not consider the transition times within their lesson. They go from one activity to another without establishing any link between one

activity and the next. Some comments taken from some students in the surveys show this aspect:

"El profesor simplemente cambia de actividad".
"The teacher just changes activities".

"A veces terminamos una actividad y el profesor nos deja un tiempo libre para descansar, algunos compañeros aprovechan para charlar o hacer tareas de otras materias".
"Sometimes we finish an activity and the teacher gives us some time for resting, some classmates take advantage of it to talk and to do homework of other subject matters".

As it can be seen, the teachers did not manage the transition time, since, they only explained the topic and immediately assigned their students a workshop. If there was not any doubt the teachers continued with another activity.

On the contrary, the observations also demonstrated that few teachers used some strategies to maintain the link between one activity and another and at the same time to get students relaxed. This aspect was referred by students who said:

"Mientras nosotros realizamos alguna actividad el profesor nos revisa lo que vamos haciendo y califica a quienes terminan para pasar a otra actividad".

"While we develop an activity, the teacher reviews it and he grades the exercises to the persons who have finished. Then he changes activities quickly".

"El profesor escribe un taller en un espacio del tablero y en el otro lado escribe un mensaje para empezar otra actividad".
"The teacher writes a workshop in one side of the board and on the other one he writes a message to begin a new activity".

If the students follow a sequence of activities they can retain the new information for the rest of their lives, since these allow the students to create settings, to associate an activity with another one to infer what is the next task and to discover their own strategies of learning.

These results suggest that the teachers neither elaborate their own formats for lessons nor use transition times within their lessons, since they state that a lesson can vary due to a series of circumstances, such as little understanding from the students which would implicate over-lengthy explanations, so that, the development of all programmed activities will be affected.

4.8. PACING

An important issue in the development of a lesson is how much time the teachers allocate to each activity. It was found that in most cases, it is not easy

for the teachers to control the time of their lessons, because there are difficult topics to understand or complex activities which require more training and explanation.

These are some comments taken from the statements of some teachers and students about this issue:

"No podemos condicionar el mejoramiento al límite del tiempo, todo depende del grado de asimilación de los estudiantes sobre los temas expuestos y el interés personal por la materia en sí".

"Improvement of teaching can not be limited by time. It depends on the assimilation degree of students of the learned topics and personal interest in the subject matter itself".

"El profesor dedica las clases que sean necesarias para desarrollar cada unidad".

"Each lesson is developed by the teacher within the necessary time".

Some teachers' answers showed that a suitable pacing is imposed by the students, since they are the ones who determine how much time to spend for developing any activity. For instance, a teacher said :

"El ritmo de una lección depende sólo del entusiasmo de los estudiantes, pues unos días trabajan bien y otros no".

" Pacing also depends on students' mood, since some days they work well, and others they work in a bad way".

However, there were teachers and students who stated that pacing also depends on teachers. When teachers provide a variety of different learning experiences within a lesson, they contribute to the positive attitude of the students toward the classroom tasks, and therefore, the pacing is also affected in a positive way. For example, a teacher and a student commented about this phase:

"Todo depende del uso de una metodología apropiada , así como de una motivación constante del profesor para atrapar la atención del estudiante y lograr un dinamismo constante en el desarrollo de una lección".
"It depends on both the use of an appropriate methodology and a constant teacher's motivation to call the student's attention to obtain a constant dynamism in the development of a lesson".

"La profesora se demora mucho entre una actividad y otra".
"The teacher spends too much time between one activity and the other".

Some class observations also showed that some teachers spent much time in one activity, since they developed many repetitive and needless exercises, and, in other cases, they spent the whole lesson on one activity, since they gave over-lengthy explanations.

It seems that pacing does not need to be completely under the control of the teacher, although he influences greatly. Nevertheless, it is important to highlight that in most cases and according to the current pedagogical trends, the students are responsible for their progress contributing then to the rapid or slow pacing in the development of all activities within a lesson.

As it was discussed in the second chapter how much time the teachers allocate to each part of the lesson is a very important decision which they must make while planning or teaching an English lesson (Richards and Lockhart, 1994). For this reason, It is relevant and significant to include a variety of activities within each lesson, which contribute to the positive attitude of the students toward the classroom tasks as well as the active pacing of the lesson.

After having presented and discussed the phases and two dimensions of the structure of an English lesson it can be concluded that planning a lesson helps students to take in the new information in a meaningful way in order to make a conscious handling of the new items, and undoubtedly a carefully planned class should include the phases previously mentioned to make the teaching learning process a dynamic, effective and integral activity.

4.9. LIMITATIONS

When results were analyzed it could be realized that some students and teachers' answers were neither clear nor did they fill our expectations.

When the data collected were analyzed it was realized that not much of the given information was true, since both teachers and students gave contradictory answers to questions such as:

Teacher's answer :

"Yo realizo ejercicios que permiten a los estudiantes prepararse para una nueva actividad".

"I develop exercises which allow students to prepare for beginning a new activity".

Student's answer :

"La profesora simplemente cambia de actividad y si no hemos terminado nos dice que lo hagamos en la casa"

" The teacher only changes activity and if we have not finished it, she asks us to do it in our houses".

The lack of collaboration from some teachers limited our study, too.

4.10. RECOMMENDATIONS

4.10.1. For pedagogical purposes.

4.10.1.1. Structuring a lesson. After having finished the present study the researchers think that all lessons should include the phases and the two dimensions mentioned and described in the preceding chapters.

Richards and Lockhart (1994) state that planning a lesson for an English class should involve the determination of essential background information : What is the students' level of proficiency in English? How motivated are the students? And so forth. Such information can help teachers choose what strategies and what material they will use in the development of an English lesson which could positively influence the students' progress.

Preparation of lesson plans must receive careful study from the teachers and it should be a regularly scheduled activity. Students should be exposed to natural language in genuine communicative situations such as a teacher greeting a student individually or entering the classroom (Woodward, 1992).

4.10.1. 2. Introduction. Conventional routines that characterize the beginning of a lesson, as readings, greetings, songs, dialogues, praying, etc., should be used to stimulate the students' attention, motivation and interest, since these activities allow students to relax and to be interested to learn English in a pleasant and an amusing way.

We consider that all lessons should begin with an Introduction Phase to prepare the students on what they are going to do, thus, some activities carried out at the beginning of a lesson, such as a review of the previous topic link it with the forthcoming one The previous work can be reviewed or plunged into the new work. In fact, Knop (1982) cited by Doff (1991) states that a review of the previous topic is useful for helping students know what they are to do and why, that is, it creates readiness and motivation for a learning activity.

4.10.1.3.   Presentation. According to Bastidas (2002) the success of the phases depends on a clear, detailed and concise presentation of the new topic.

The teachers can tell their students what the coming lesson is about or have them deduce this through discovery. Consequently, when students infer the rules through the examples they can assimilate the new topic in an easier way.

The students should understand the themes by means of their explanation, not only in a grammatical and structural way, but also in a semantic and pragmatic one.

The teachers should take into account the voluntary and involuntary students' attention in order to get an effective teaching and learning process.

4.10.1.4.   Practice. The teacher needs to carry out a series of interesting, varied and active exercises, that is, meaningful exercises so that the students

assimilate the new topic. Moreover, the students should understand what they are doing.

The mechanical exercises (drills) can be used in some aspects of the foreign languages, such as the pronunciation of sounds, however, the exercises in which the students participate just repeating like a "parrot" do not contribute to obtain a lifelong learning required by English. On the other hand, it is suggested that the students practice meaningful exercises (Bastidas, 2002). In fact, the memory, the main psychological factor in the Practice Phase should be developed by means of drills, such as repetition of grammatical structures, vocabulary items, and sentences in the reading passage, or isolated sounds that are the content and goal of the activity; or meaningful exercises in which students construct their own knowledge, for instance, when students make sentences with the help of models.

4.10.1.5. Application. The students should put into practice the presented and practiced topics within the previous phases in an active, free and creative way, so that, they can apply the new knowledge to communicative purposes (Bastidas 2002).

According to the researchers' standpoint every lesson must carry out the Application Phase because it helps students to generate and apply the knowledge they have acquired and their own idea to real situations.

4.10.1.6. Review. Some strategies that teachers can use in order to achieve a useful review include summarizing what has been covered in the lesson, reviewing key points of the lesson, and making links to a forthcoming lesson (Richards and Lockhart, 1994).

According to Bastidas (2002) the Review Phase should be carried out not only at the end of a lesson, but it should also be made after each one of the previous phases.

In fact, a good way to review the topic is through making space for questions from students constantly, in order to clarify their doubts.

4.10.1.7. Evaluation. By means of an appropriate evaluation of the learnt topic teachers can show how the lesson relates to students' real world needs and praise them for what they have accomplished during the lesson (Richards and Lockhart, 1994).

All lessons must carry out the Evaluation Phase by means of quizzes or homework in order to know the amount of learning obtained by the students, that is, the teacher (and the students) should determine whether or not the learning goal was achieved.

4.10.1.8. Sequencing. The teachers should present new material in steps and allow their students to recognize the end of one activity or phase and the beginning of another by giving clear and detailed instructions and explanations.

According to Richards and Lockhart (1994) the teachers should divide a lesson into sub-activities, and they also need to consider the transitions between one sub-activity and another within a lesson. The effective transitions help maintain students' attention during transition times and establish a link between one activity and the next.

We consider that in foreign language teaching, the teachers should have a format according to the lesson they are going to teach, such as a reading, listening, speaking or a writing lesson, since activities that form the lesson and the way in which the teachers change from one activity to another will relax and motivate students to follow learning English.

4.10.1.9. Pacing. Teachers should take into account the time to allocate to each part of the lesson, since it will help to keep the students' attention.

The teachers should avoid needless and over-lengthy explanations and instructions or predictable and repetitive activities, where possible. On the contrary, they should use a variety of activities within a lesson, and set a goal and time limit for activities of the lesson (Richards and Lockhart,1994).

Gowen and Walters (1983) cited by Doff (1991) hold that when students finish early, it would be great to give them a further activity, related to the task. Alternatively, the teachers may wish to stop all the group at that point. But the teachers should not let a group or pair sit around with nothing to do. Generally, it is better to stop an activity when it is going well, provided it has achieved its broad aims, than to let it diminish.

4.10.2. For research purposes. This study was carried out only in one high school. So, the researchers consider that it would be necessary to replicate it again in different institutions in order to compare the results found in this research with other ones.

In the same way, a study about the planning and the structuring of an English lesson by emphasizing on each of the four learning skills (listening, speaking, reading and writing) could be done after this Research work.

In this chapter, the results obtained through some English class observations and a survey applied to some teachers and students of one high school in Pasto were presented and discussed taking into consideration the phases and the dimensions explained in the previous chapters. Likewise, the limitations and some recommendations for pedagogical and research purposes were shown.

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ANNEXE No. 1

Permission Letters

The next permission letter is directed to the high school in which classroom observations were carried out.

San Juan de Pasto, enero ___del 2.001

Señor

_____

Vicerrector Académico

Nombre del colegio

Cordial Saludo:

La presente va con el fin de solicitar comedidamente que se nos permita realizar algunas observaciones de las clases de Inglés puesto que estamos realizando una investigación descriptiva la cual se titula "THE STRUCTURE OF AN ENGLISH LESSON USED IN A HIGH SCHOOL IN PASTO".

Anticipo agradecimientos.

_____   _____

IRMA LILIANA ARTEAGA MORA   CLAUDIA MERCEDES CIFUENTES P.

Estudiante Idiomas UDENAR   Estudiante Idiomas UDENAR

The present permission letter was handed in each high school in which the questionnaires were applied.

San Juan de Pasto, Enero_____ del 2.002

Señor

_____

vicerrector Académico
Colegio ...
San Juan de Pasto

Cordial Saludo:

Comedidamente le solicitamos permiso para aplicar una encuesta a los profesores de Inglés de su Institución.

La encuesta mencionada es un instrumento que pretende identificar las fases que siguen los citados profesores para el desarrollo de sus lecciones, con el fin de analizar cómo se lleva a cabo una clase de la Lengua Extranjera en consideración.

La encuesta hace parte de la investigación descriptiva titulada "THE STRUCTURE OF AN ENGLISH LESSON USED IN A HIGH SCHOOL IN PASTO"

Agradezco su consideración.

_____   _____

EDMUNDO MORA GUERRERO   IRMA LILIANA ARTEAGA MORA
Director Departamento   Estudiante Lenguas Modernas.
Lingüística e Idiomas

_____
CLAUDIA MERCEDES CIFUENTES PEREZ
Estudiante Lenguas Modernas

ANNEXE No. 2

UNIVERSIDAD DE NARIÑO   **CUESTIONARIO PARA SABER**
FACULTAD DE CIENCIAS HUMANAS   **CUALES SON LAS ETAPAS QUE**
DEPARTAMENTO DE LINGÜÍSTICA E IDIOMAS   **LOS PROFESORES DE INGLES**
                                       SIGUEN PARA EL DESARROLLO
                                       DE SUS LECCIONES.

Jesús Alirio Bastidas A., Ph.D
Irma Liliana Arteaga Mora
Claudia Mercedes Cifuentes Pérez

OBJETIVO :

Identificar las etapas que los profesores de Inglés siguen para el desarrollo de sus lecciones, con el fin de conocer como una lección de Inglés es llevada a cabo.

OBSERVACIONES :

A continuación encontrará una serie de afirmaciones. Por favor lea cuidadosamente cada una de ellas y conteste las preguntas en una forma objetiva y con la mayor veracidad del caso.

1. ¿Cuáles son las estrategias o actividades para comenzar sus lecciones?
_____
_____
_____
_____

2. ¿Qué hace usted durante los primeros cinco minutos de sus lecciones? ¿Qué material utiliza?
_____
_____
_____
_____

3. ¿Cómo transcurre la lección después de los primeros cinco minutos?
_____
_____
_____
_____

4. ¿Qué secuencia de actividades usa para desarrollar la lección y cómo ellas están relacionadas la una hacia la otra?
_____
_____
_____
_____

5. ¿Qué formato sigue usted para enseñar sus lecciones regularmente?

_____
_____
_____
_____

6. ¿Cómo controla el tiempo de las diferentes actividades desarrolladas durante la lección?

_____
_____
_____
_____

7. ¿Cómo maneja el tiempo de transición de una actividad a otra?

_____
_____
_____
_____

8. ¿Cuál cree usted que es el ritmo adecuado para el desarrollo de una lección de Inglés?

_____
_____
_____
_____

9. ¿Qué actividades usa para finalizar una lección?

_____
_____
_____
_____

10. ¿Cuáles son las estrategias más frecuentes que usted usa en el desarrollo de una lección completa?

_____
_____
_____
_____

11. ¿Podría sugerir algunas estrategias que pueden ser apropiadas para el buen desarrollo de una lección?

_____
_____
_____
_____

12. ¿Qué tan efectiva piensa usted que es la estructuración de una lección en el proceso de enseñanza y aprendizaje del Inglés?

_____
_____
_____
_____

UNIVERSIDAD DE NARIÑO
FACULTAD DE CIENCIAS HUMANAS
DEPARTAMENTO DE LINGÜÍSTICA E IDIOMAS

CUESTIONARIO PARA SABER CUALES SON LAS ETAPAS QUE LOS PROFESORES DE INGLES SIGUEN PARA EL DESARROLLO DE SUS LECCIONES.

Jesús Alirio Bastidas A., Ph.D.
Irma Liliana Arteaga Mora
Claudia Mercedes Cifuentes Pérez

OBJETIVO :

Identificar las etapas que los profesores de Inglés siguen para el desarrollo de sus lecciones, con el fin de conocer cómo una lección de Inglés es llevada a cabo.

OBSERVACIONES :

A continuación encontrará una serie de afirmaciones. Por favor lea cuidadosamente cada una de ellas y conteste las preguntas en una forma objetiva y con la mayor veracidad del caso.

1. ¿Qué actividades específicas usa su profesor para empezar una clase de Inglés?
_____
_____
_____
_____

2. ¿Qué procedimiento su profesor sigue para enfocar su atención al comienzo de la clase?
_____
_____
_____
_____

3. ¿Qué hace su profesor al final de la lección?
_____
_____
_____
_____

4. ¿Qué hace el profesor durante el desarrollo de la clase?
_____
_____
_____
_____

5. ¿Cómo maneja su profesor el tiempo de transición de una actividad a otra?

_____
_____
_____
_____

6. ¿Podría describir los pasos que sigue el profesor para el desarrollo de una clase ?

_____
_____
_____
_____

7. ¿Qué actividades usa su profesor dentro de una clase?

_____
_____
_____
_____

8. ¿Cómo comienzan sus clases de Inglés?

_____
_____
_____
_____

9. ¿Cómo terminan sus clases de Inglés?

_____
_____
_____
_____