

**HIGH SCHOOL TEACHERS' PREPARATION AND UPDATING
IN PASTO**

CLAUDIA ANDREA CÁRDENAS JIMÉNEZ

**UNIVERSITY OF NARIÑO
FACULTY OF HUMAN SCIENCES
ENGLISH-FRENCH PROGRAM
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CLAUDIA ANDREA CARDENAS JIMENEZ

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Advisor:

Esp. HELDA ALICIA HIDALGO DAVILA

**UNIVERSITY OF NARIÑO
FACULTY OF HUMAN SCIENCES
ENGLISH – FRENCH PROGRAM
SAN JUAN DE PASTO**

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**THIS RESEARCH PAPER HAS BEEN APPROVED BY THE FOLLOWING
COMMITTEE MEMBERS**

Ph. D. JESÚS ALIRIO BASTIDAS

Esp. HECTOR ROSERO

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ABSTRACT

The foreign language teaching and learning are complex processes in the high schools of Pasto, since these must provide the students an adequate preparation in this subject- matter. However, when the English learning outcomes are observed we can realize that many components of the process need to be analyzed and studied. It could be inferred that, partly, this problematic situation may happen as a result of an average preparation and updating of the English teachers. That is why one aim of this study is to describe and analyze the level of preparation and updating of teachers because they constitute a principal component of these complex processes of teaching and learning. The current study was basically quantitative and the data were obtained through questionnaires and classroom observations. Forty three (43) English teachers from most public high schools were surveyed. The results indicated that most of the population has an average level of preparation mainly in the foreign language proficiency and some of them in the methodological aspect. Results suggest that there is the necessity of offering a better training to the English teachers in methodology and in the language components of the curriculum both during their career and after entering the professional life.

RESUMEN

La enseñanza-aprendizaje de lenguas extranjeras es un proceso complejo en los colegios de Pasto, puesto que tiene que proveer a los estudiantes una adecuada preparación en la materia. Sin embargo, cuando se observan los resultados del aprendizaje del Inglés, nos podemos dar cuenta que muchos de los componentes del proceso necesitan analizarse y estudiarse. En este caso, parte de la situación problemática puede ser una consecuencia de la preparación y actualización regular del profesor de Inglés. Es por eso que uno de los objetivos de este estudio, es describir y analizar su nivel de preparación y actualización puesto que el profesor de Inglés constituye un componente principal en este proceso complejo de enseñanza-aprendizaje de las lenguas extranjeras. El presente estudio fue básicamente cuantitativo y la información fue obtenida a través de encuestas y observaciones de clase. Cuarenta y tres (43) profesores de Inglés de los colegios públicos fueron encuestados. Los resultados indicaron que la mayoría de la población encuestada tiene un nivel regular, principalmente en la competencia de la lengua extranjera y algunos de ellos en cuanto al aspecto metodológico. Los resultados sugieren que existe la necesidad de ofrecer una mejor capacitación al profesor en metodología y en la

competencia comunicativa del Inglés tanto durante su carrera como después de ingresar a su vida profesional.

1. THE PROBLEM

In the first chapter, the research problem and all its implications are presented because, these are the central aspects of my study. It is also presented an analysis of the problematic situation so as to communicate what the problem source is and the reason of having chosen this problem. On the other hand, in the present chapter the intents and purpose of this study are presented in conjunction with the importance and usefulness for the Foreign Language teaching and learning processes in high schools.

1.1 INTRODUCTION TO THE PROBLEM

By means of some observations made in one public high school, I have identified some problems, such as: First, students do not have a good command of the language; second, the level of the teachers' preparation and updating is low; third, interruptions disturb the English learning and teaching process; fourth, in advanced levels the classes are very monotonous and fifth,

students have problems with the use of “Do – Does” as auxiliaries of the simple present tense.

Those problems are the most common in the classrooms that I observed.

However, in this research I just dealt with the second one, because according to my point of view, it is one of the most important problems because the results of the foreign language (FL) learning process, in general terms, are not fairly good in the high schools. It could be observed that some students do not develop the communicative competence of the language and their proficiency in English presents many weaknesses both in oral and in written way. This problem needs to be studied and described as soon as possible in order to know the real situation of the teacher’s preparation and updating.

Nowadays, teaching English has become an art in which it is needed a methodological, pedagogical and academic preparation, training and updating. In order to study this situation, I tried to identify what the teacher’s role in public high school was. Similarly, it was necessary to describe the real work and preparation of the teachers in the classroom in public high schools.

1.2 THE PROBLEM

1.2.1 Description of the problematic situation. I chose to describe and to study the average level of teacher's preparation and updating because in my experience as observer I could notice that in this situation there are many weaknesses, such as: some teachers have problems with the grammar of the English Language and some teachers also teach English through Spanish. Furthermore, some of them have some questionable methods of teaching, for instance, they just work in the English grammar and they do not let students develop the communicative competence. Finally, some teachers make the classes monotonous and they are not too creative in their classes.

On the other hand, one of the most relevant aspects in this problematic situation is that because of the boom of English language learning, students demand good English teaching and good teachers, so, they prefer to learn English in English institutes. According to them, the best way to learn this foreign language is through informal education. Therefore, it is time to think of the question: Why do public high schools not offer an adequate preparation in English as a foreign language?

1.2.2 Problem Statement. What level of preparation and updating do English teachers from most public high schools in Pasto have as far as language proficiency and methodology are concerned?

1.2.3. Delimitation

1.2.3.1 Definition of terms:

- **TEACHER PREPARATION:** According to Freeman (quoted in Richards & Nunan 1990:103) teacher preparation...”is the development to the independent capacity to make the informed teaching decisions and the access to the impact of those decisions on both their own and their students’ learning”. Richards and Nunan (1990) do not make any distinction between the terms teacher preparation and teacher education and they say that this is the preparation that teacher receives before and after entering the profession. Pennington (quoted in Richards & Nunan 1990:135) defines the teacher preparation as... “the education that provides the background for the teacher to understand what type of feedback is appropriate in different situations”.

- **TEACHER TRAINING:** According to Pennington (quoted in Richards & Nunan 1990:135) teacher training...“is to teach the candidate how to give that feedback, in a way that will be the most beneficial”. It is also defined by Richards and Nunan (1990) as the training that student receives in the university, in order to be a Foreign Language teacher. With the help of Cambridge Dictionary it can be defined as... “the action of instructing and preparing teachers so that they can teach the language and they can apply teaching methods”.

- **TEACHER UPDATING:** With the help of Cambridge Dictionary it can be defined as...“the action of updating that is to give teachers the most recent information and to make more modern their knowledge”.

- **TEACHER DEVELOPMENT:** To explain that, Lange (quoted in Richards & Nunan 1990:250) quotes Joyce and Weil et al who affirmed that “this term is used in the literature to describe a process of continual intellectual, experiential and attitudinal growth of teachers”

- **STUDENT TEACHER :** It is defined by Freeman (quoted in Richards & Nunan 1990:116) as ... “any person engaged in learning to teach, whether through a formal educational setting, such as a course of practicum; on-the-job orientation, training; or an inservice program”.

- **TEACHER EDUCATOR:** According to Freeman (quoted in Richards & Nunan 1990:116) is “the individual who oversees and in some way facilitates the student teacher’s learning process”, that is to say, they are professors at the university.

- **TEACHER TRAINER:** “is the person who oversees practice teaching”, (Freeman quoted in Richards & Nunan 1990:116). It means the teachers who oversee the practice teaching in high schools.

1.2.3.2 Population. Forty three (43) English teachers were surveyed out of approximately sixty six (66) teachers working in the public high schools in Pasto.

1.2.3.3 Geographical delimitation. This study was carried out in most of the public high schools of Pasto City which is located to the southwest of Colombia and it is the capital of Nariño. The high schools are located along the City.

1.3 PURPOSE OF THE STUDY

1.3.1 General objective: To analyze the level of preparation and updating of most English teachers of public high schools in Pasto.

1.3.2 Specific objectives:

- To identify the level of teachers' preparation and updating in language proficiency.
- To identify the level of teachers' preparation and updating in English Foreign Language methodology.

1.4 SIGNIFICANCE OF THE STUDY:

This study is of great importance for all the educational community because, it pretends to describe and to report the real situation of a component of the FL learning and teaching process. Research can reveal the main weaknesses and strengths of the teachers' preparation and updating. This aspect of FL teaching

can be analyzed and studied in order to identify implications and recommendations to improve English teaching in high schools of Pasto.

Having in mind that teachers play a principal role in FL acquisition; their preparation and updating are relevant factors, which affect the FL teaching both in a positive and negative way. This study provide important information about the problem and its main implications in the present time.

1.5 LIMITATIONS OF THE STUDY

- It was not possible to collect the information about all the English teachers of public high schools in Pasto. Fortunately, most of them constituted a representative sample for this study.
- On the other hand, the use of questionnaires presented some disadvantages, namely, when the teachers were surveyed, there were some drawbacks such as:

Subjectivity: some answers reflected the vested interests of the respondents.

Intrusiveness: questionnaires were not welcomed by some respondents.

Unreliable information: some of the surveyed teachers did not appear to be so sincere when they answered the questionnaires.

The description of the problematic situation allows us to realize current weaknesses in the FL teaching and learning processes. The purpose of the study shows the importance of the research in the FL field. Starting from chapter one, the research problem starts to have significance and sense. Now, it is time to contextualize the problem and this is the purpose of chapter II.

2. LITERATURE REVIEW

In this chapter, the main literature related to this study is examined, in such a way that it serves to understand better the problematic situation.

The literature is divided into five important sections which are: First, foreign language learning and teaching processes; second, the teacher; third, teaching as a profession; fourth, analysis of teacher preparation and finally the English teacher updating. An analysis of related research is also presented in this chapter.

2.1 THEORETICAL FRAMEWORK

2.1.1 FOREIGN LANGUAGE LEARNING AND TEACHING PROCESSES IN HIGH SCHOOL

2.1.1.1 Introduction. **The FL learning and teaching processes in high schools have become a problematic situation in which important variables are included. Oviedo (1980), refers to these important variables as the actors of the FL teaching and learning processes; that is the teacher and the learner, the interaction between them, the learning environment, the materials and the methodology.**

In the same way Bastidas (1991), Strevens (1977) and Stern (1983) refer to the variables of the educational process. For instance Bastidas (1991), shows a great analysis of each variable and exposes some critical aspects of those variables. In general, all the authors hitherto quoted refer to the main variables as the learner, the teacher, the methodology , the environment and the community. Authors also express that FL teaching and learning is a complex process where each participant or actor plays a relevant role in the process; if any variable fails , all the process will undergo a disturbance.

Arteaga and Hidalgo (2001) also refer to this problematic situation when they expose that students have a low English knowledge when they enter the university and therefore they do not have basis for their studies . It is a good contribution in which we can see one weakness of the FL teaching and learning process.

Equally, Oviedo (1980), expresses that most of the students present an “extrinsic motivation”, namely, students simply learn a foreign language

because they want to fulfill a curriculum prerequisite and get a degree. In that way, the students' attitude is passive because they just want to pass the subject, no matter how much they know about it.

These problems are very common situations in high schools but these are just a little part of the problematic situation of the FL teaching and learning processes. As it is evident, each variable plays a decisive role in this process, that is why in the next section, each component of the FL teaching and learning process will be analyzed in detail.

2.1.1.2 The components of the Foreign Language teaching and learning process. It is fundamental to talk about the main variables of the FL teaching and learning process, explained by some authors. They are Bastidas (1991), Strevens(1978), Stern(1983) and Oviedo(1980). According to Bastidas (1991:104), who quotes Strevens (1978), the learner "is an individual with his/her own profile of characteristics that mark him as different from all other learners, even though he obviously also shares the universal characteristics of all humans". To deal with the student implies to refer to the student's role, to his participation, to his learning strategies, to his motivation and so on. I consider that the student is a vital component of the FL learning and teaching process.

Bastidas (1991:109), also explains 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 teacher's beliefs , etc. Likewise, Strevens (1977), refers to the teacher as a mediator of knowledge and talks about his significance in society .This author tries to show us the decisive role of the teacher in the educational process.

Another variable is the methodology, which according to Bastidas (1991), is the most central aspect of the FL learning and teaching processes because the methodology is being renovated constantly and it is a way of relating teachers to students. The methodology includes the structure of a lesson, the language learning activities, the classroom management, the treatment of errors, the teaching of language skills, and the teaching of language competence. The methodology is a very complex component that needs more attention day to day.

The learning environment is the physical conditions in which a student learns. Stern (1983) says that language learning and teaching must always be observed in a context setting or background.

The last variable is the community, Bastidas (1991:116), affirms that this component is too important in the educational process, because it includes “national policies, the attitudes of the community towards the foreign languages, administration and organization, the internal policies of an institution and the classroom”.

After having analyzed each component of the process, in the next part, “the teacher's role, beliefs, preparation and characteristics” will be

analyzed more specifically; since, it is the component which my research problem is related to.

2.1.2 THE TEACHER

In the first part, we have been able to take a general look at the FL teaching and learning processes and to mention some main problems of the process. In this part, the teacher is analyzed as an important component, and it is supported by Bastidas (1991:109) who says: “the teacher is another component of the learning and teaching event which includes a set of complex variables such as: teacher’s role, teacher’s beliefs, training and preparation and characteristics of the teacher”.

Bastidas (1991) refers to important topics about the teacher. Similarly, Richards and Nunan (1990), with the help of other authors like; Freeman, Lange, Pennington, etc; examine teachers’ characteristics ,such as, interests, attitudes, judgment, self-control, enthusiasm, adaptability, personality, and degree of training, as same factors that influence learning outcomes.

However, before doing an analysis of the variables about the teacher, it is necessary to talk about the distinction among the terms instructor, teacher and educator. According to Strevens (quoted in Bastidas 1991:110) the instructor is the person “who is able to manipulate the techniques of language instruction, who knows the course books and materials in use for his particular pupils and with adequate competence to his or her students”. The teacher “is a good instructor and more, the good teacher cherishes his pupils, knows them, understands their individuality as learners, recognizes their learning preferences and their difficulties and sees their language learning progress on a time-scale greater than simply that of the class, the week, the semester or the year”. The educator “ is a good teacher but whose perspective is wider, who thinks of the students in relation to the whole of their needs for tuition and training, and who is aware of the interrelations between the techniques of language teaching, the contributory disciplines and the needs of society”. As we can see, this is a complete description of a good educator, now each of us has to consider which word defines this profession better.

Next, an overview of the variables about the teacher will be presented, in order to make a good conceptualization.

2.1.2.1 Teacher's role. With reference to the teacher's role, Bastidas (1991) argues that different kinds of roles are accepted : as a facilitator of the

communication event, a planner of the academic process, a researcher, a needs analyst, a guide, a friend, a counselor and above all a “humanist teacher”.

These terms show us the real teacher’s role which is too complex and difficult in the classroom and make us think about the profession of teaching. This profession requires a lot of dedication and study; that is why, Oviedo (1980), considers that the success of the learning and teaching processes depends on both academic preparation degree, teacher’s labor, responsibility and also they depend on the student’s motivation and dedication in the English learning.

2.1.2.2 Teacher’s beliefs. Teacher’s beliefs refer to the teacher’s point of view about learning, teaching, curriculum, language and language teaching as a profession. In this case, I am going to take into account the beliefs about teaching according to Wallace, who thinks that teaching is a personal activity and it is not amazing that some teachers bring to teaching different assumptions about what constitutes effective teaching. Specially, in this paper teachers’ beliefs play an important role because from them, it can be inferred what kind of preparation and updating English teachers must receive.

2.1.2.3 Teacher's preparation. **Bastidas (1991) refers to the teacher preparation, making an analysis of his students in the university. He concludes that the results of initial and further training are not quite good and are questionable. In that way, this author reveals many weaknesses of teacher training and teacher development which belong to teacher preparation and teacher updating respectively. He makes us understand that teachers still use traditional methods and they teach English through Spanish. He also manifests that language students do not have enough proficiency in the FL. It could be said that those problems affect FL teaching and learning processes in a negative way.**

2.1.2.4 Characteristics of the teacher. **The characteristics of the teacher, according to Bastidas (1991:19), play a crucial role. Here, he stands out the teacher's personality since it is "what characterizes someone as an individual". The personality of the teacher is a significant aspect in his profession, because the effectiveness of teaching depends on his personality which may enhance or despise his own job.**

The teaching and his main variables have been analyzed. In the following part, a background about the teaching profession will be presented.

2.1.3. TEACHING AS A PROFESSION

Teaching is a difficult profession to define because to teach implies a lot of things such as: to instruct, to educate, to inform. So, it is better to think of the different ways in which teachers can give an effective teaching. Pennington (quoted in Richards & Nunan 1990:135) says that “teaching is most effective when it is based on two kinds of knowledge of the students and knowledge of oneself”. Similarly, Freeman (quoted in Richards & Nunan 1990:103) refers to the teaching as a “helping profession which depends on the relationship created between the teacher and the learner. It is crucial, therefore, to determine which forms of help, or teaching are most effective within that relationship”. Teaching demands a great dedication and its effectiveness depends on a number of variables, but principally it depends on the teacher’s willingness. Lange (quoted in Richards & Nunan 1990) argues that effective teaching can be reached in developing successful student learning.

Galeano (1980:19) refers to the teaching as a profession by saying that “All the professions, arts or labor will have prestige and social acceptability insofar as this one contributes to the man’s progress”. Likewise, Strevens (1978:13) expresses that becoming a teacher with high professional standards is different from becoming a good surgeon, or linguist, or lawyer, or psychologist, but it is similar in its reliance upon selective entry, special training and the attainment of skill before acceptance. He says exactly that “Language teaching is one among a

number of professions of equal value”. This concept must be internalized, starting from the persons who work on it, that is, teachers.

After the previous assertions, it could be understood that teaching as a profession has been despised in the last years. Phenomenon that occurs, either, because the same actors of the profession despise their own job, or because the beliefs of the community underestimate this profession.

In conclusion, the authors’ thoughts lead to affirm that this profession has presented many weaknesses along the time.

2.1.3.1 Problems of teaching. The real meaning of the profession of language teaching has been analyzed hitherto. In this part, it is necessary to name some specific problems about the teaching and the teacher. Among these problems, many authors reveal their preoccupations about the teacher as a component of the teaching and learning event. For instance, Bastidas (1991:109) says literally “ I can certainly affirm that the results of both initial and further training are not satisfactory and consequently questionable. We cannot deny the fact that most of the students who get a B.A in foreign languages and many high school teachers have a low or average command of the English Language, a vague theoretical foundation and questionable

methodological basis”. This is a strong accusation, which makes us think about the results of our own preparation.

The same author affirms in one of his studies (1987), that, by means of some training courses, he could detect a low level of English proficiency in a great number of teacher-participants. In his study he also reveals the problem of outdated of English teachers of high schools in the Department of Nariño in relation to language proficiency and methodology.

Equally, Bernhardt and Hammadou (quoted in Richards & Nunan 1990:252) express that “minimal attention is paid to development of teacher in second languages either conceptually or research wise”. That is, the development of the English teacher has not been important in the research field. Another problem is revealed by Strevens (1977:12-13), who discusses 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”

By following the previous idea, Richards and Nunan (1990:7) say that “teacher educators need to reassess their current positions and practices and examine afresh the assumptions underlying their own programs and practices”. As we saw before, the teacher educators are the persons who

facilitate the student teachers' learning process, namely, the university professors . These authors are aware of the existent necessity of analyzing seriously the curriculum designed for those who want to become FL teachers. Confirming what was said previously, Bernhardt and Hammadou (cited in Richards & Nunan 1990:251) point out that “second language teacher educators know little about the process and the preparation of second language teachers”.

Otherwise, it is relevant to stand out, that teaching is one of the most important and valuable professions. Nevertheless, this profession has become a profession which any person is able to enter without having studied a degree of Licenciado. At this point, Lange says that the “Teaching profession must attract some of the best and the brightest”.

Analyzing the foreign language teacher education is a means of understanding the skills that effective teachers must acquire.

2.1.3.2 Foreign Language Teacher Education. Gebhards (cited in Richards & Nunan 1990:16) exposes that “the intent of second language teacher education must be to provide opportunities for the novice to acquire the skills and competencies of effective teachers and to discover the working rules that effective teachers use”.

It may be that, teacher preparation actually is not well focused. English teachers, normally, do not develop effective rules in their classrooms and

that occurs because student teachers do not receive an adequate preparation in the university. It could be that, student teachers just receive prescriptive approaches to teach, instead of, receiving a preparation that leads them to make decisions about what to do in the classroom and how to do it.

When FL Teacher Education is analyzed, principal ideas point out that in this process “the educator must intervene to help the student teacher do a better job”. Both teacher trainer and teacher educator are under the obligation of “helping the student teacher move toward an understanding of effective teaching and independence in teaching” (Freeman quoted in Richards & Nunan 1990:116). Basically, those definitions allow us to have a clearer conception about what means to prepare people for becoming a FL teacher.

Besides dealing with this kind of preparation, teacher training and methodological and language preparation will be dealt with in detail later in this paper.

2.1.4 ANALYSIS OF TEACHER PREPARATION

In this section, teacher preparation is analyzed. First of all, I consider that there is a confusion between the terms teacher preparation and teacher

training, because many authors consider them as separate terms but in this paper, teacher preparation is taken as a whole term which embraces teacher training as well.

After making this explanation, it must be taken into account; first , the goal of teacher preparation which is to instruct responsible, effective and autonomous teachers. Second, teacher preparation means according to Freeman (quoted in Richards & Nunan 1990:103) “the development to the independent capacity to make the informed teaching decisions and the access to the impact of those decisions on both their own and their students’ learning”.

Some authors such as Richards, Nunan, Freeman and Lange who deal with teacher preparation, also tend to call it, “teacher education”. They explain that it is the education of effective language teachers. So, the preparation embraces theoretical concepts, methodological, subject matter or language preparation and teacher training. This study deals with the teacher training in the methodological and foreign language preparation.

Furthermore, it is fundamental to know what the teacher preparation must be focused on. With reference to that, Darling-Hammond et al (quoted in Richards & Nunan 1990:134) make a good contribution saying that “Teacher preparation aims to the development of competency standards

for the field and for the attainment of a certain level of competency for all individuals, while underscoring the importance of individualized professional growth throughout the teaching career”

2.1.4.1 Teacher training. Pennington (cited in Richards & Nunan 1990:135)

says that “Education provides the background for the teacher to understand what type of feedback is appropriate in different situations; training can teach the candidate how to give that feedback in a way that will be the most beneficial”.

Teacher training is also called teacher preparation activities , which as part of teacher preparation, can provide practical information about how to devise and use activities in classrooms. So, the goal of teacher training, rather than teaching some specific activities is teaching how to use them in different settings. Likewise, Strevens (1977:21) says that “the general effectiveness of language learning and teaching in a given country is heavily dependent on the nature and quality of the training which teachers undergo before entering their profession”. This is a good point for my research because from my experience, I have learnt that by means of training, student teachers can develop their own skills.

Doff (1991) tries to explain the failure of much teacher training and presents a way of training teachers, because he thinks that the success of training depends on the extent to which teachers accept new ideas as their own.

As discussed earlier, Bastidas (1991) identified main problems about teacher training and says that the results of training in the university are not quite good and are questionable, he reiterates what it is said along this chapter about the weaknesses of teacher education. On the other hand, Strevens (1977:21), gives a good contribution for teacher training “training a teacher entails the selection of potentially suitable individuals”. That is, it is necessary to have vocation to be a language teacher.

I agree with Freeman (quoted in Richards & Nunan 1990) who maintains a difference between the “processes of teacher training and teacher development which coexist within the superordinate framework of teacher education”. It means that teacher training is received in the university for getting a B.A degree. Teacher development is the process which takes place after entering the professional life. I will use the term teacher training for the preparation before entering the profession; and “teacher development” will be used instead of “further training”.

2.1.4.2 Types of preparation. In doing the analysis of teacher preparation is important to mention its main types which are methodological and language preparation.

2.1.4.2.1 Methodological preparation. This type of preparation has been chosen because it plays a decisive role in the FL teaching process.

Methodologically, the teacher needs to have a good training and above all a good preparation.

The methodology preparation refers to the teacher preparation programs that student-teachers receive in the university. Even though there are many methodologies, teachers tend to apply the easiest methods which become monotonous in the classrooms (Lange quoted in Richards & Nunan 1990). In that way, the methodological preparation of teachers has its stronger basis on the training received in the university.

According to Schubert (quoted in Richards & Nunan 1990:255) it is important to stand out that “English teachers must be prepared for becoming facilitators not repositories of knowledge; therefore, they need preparation in a variety of alternatives in pedagogy and curriculum development”.

Gebhard, et al (1990:16), points out four activities to prepare second language teachers in the methodological aspect.

- 1. Teaching a class**
- 2. Observing the teaching act**
- 3. Conducting investigative projects of teaching**
- 4. Discussing teaching in several contexts**

Through these activities, student-teachers can start gaining the skills to make decisions about what to do in their classrooms.

The methodological preparation includes:

- **Good training in pedagogical aspects**
- **Good training in methods**
- **Good preparation so that teachers know and make decisions about what to do and to teach in the classroom**
- **Besides, it includes a good training in practice teaching in order to acquire adequate methodological bases**

Practice teaching is one of the best ways to “provide classroom teaching experience”. This type of practice allows student-teacher to deepen their knowledge about how to teach English in the classroom. It implies that the teacher trainer must be a person who oversees and guides the process of teaching practice in an effective way (Richards and Nunan 1990).

It must also be considered that the role of the student-teacher in the practice teaching has been to listen, accept, occasionally give an opinion, but ultimately to follow a prescription, or at least give an impression (Gebhard et al quoted in Richards & Nunan 1990:16). This concept has been created because of the lack of preparation of teacher trainers.

2.1.4.2.2 Language preparation. **Not only the methodological aspect is important, but also the language preparation, because it is the teaching object. To get effective foreign language teaching in high schools, the teacher's language preparation is a main factor that includes the language training, self language preparation and the awareness of its importance in the profession.**

As we can see, the importance of foreign language preparation is evident since it is what the teacher tries to teach in the high schools. Therefore, if teachers do not receive an effective foreign language preparation and if they do not develop the language skills, they will not be able to give an effective teaching in the high schools because their knowledge does not have a good foundation. In other words, if teachers do not acquire an appropriate foreign language preparation, they will not have the main tools to teach "English" as a foreign language.

Important studies have revealed that some English teachers of high schools have an average level of knowledge about foreign language. According to Lange (quoted in Richards & Nunan 1990) this phenomenon can occur because teachers are proficient just in the language in which they teach in the classroom; in that way, teachers can forget to use the language for communicative goals, and to practice its four skills. In these cases, it must be analyzed what this author suggests about the FL learning which should be a lifelong learning process constructed in every teacher development program.

But, I will not only refer to the teacher preparation as the training that the teacher receives in the university but also to his development when he enters the profession which is called “updating”.

2.1.5 THE ENGLISH TEACHER UPDATING

2.1.5.1 Teacher development. The term “updating” includes teacher development, but before analyzing this term. As I discussed before, it is important to bear in mind the distinction between development and training, since the term development is not the same as training. Training is the preparation during the teacher education in the university and teacher development, according to Lange, (quoted in Richards and Nunan1990) is the continuance of that evolution that teacher education programs seek. So, Lange expresses that teacher development is a term used to describe a process of continual intellectual, experiential and attitudinal growth of teachers. Wright (quoted in Richards and Nunan1990) also affirms that the primary goal of the teacher development is to link theory and practice in order to apply what the teacher learns in his training.

The process of professional development is too complex because it is a continuous and on going process. Wallace (1991) says that the professional development can be formal or informal, and it can be adequate to the teachers' expectations. Among the types of professional development we can find the reflective teaching and the self-improvement.

In fact, teacher development reflects the teacher's needs for self-improvement and when the teacher looks for his development he is looking for his own updating.

2.1.5.2 Types of updating for English teacher. The teacher updating is included in the lifelong English teacher preparation. In this section the types of updating are analyzed in detail.

With reference to updating, Galeano (1980) and Richards and Nunan (1991) refer to the knowledge of a foreign language teaching as an unending process, which needs to be in permanent renovation. In this moment, it could not be determined the type of updating that English teachers need in high schools of Pasto. It just might be said that the type of updating varies from one person to another, every person has his own different kind of professional experience, knowledge, background and expertise (Wallace 1991). Strengths and needs may vary from one individual to another. For instance, some teachers could need a methodological updating and others could need a language updating.

About updating, Galeano (1991) says that the profession of English teachers is an activity that once functionally known, it needs to be in permanent updating, which allows the teacher to improve his knowledge about the language and his methodological knowledge. This author emphasizes teachers' updating and says that the teacher has to be updated about sociology, linguistics, psycholinguistics and methodology subjects. The attendance to seminars and conventions organized by the associations and a permanent contact with the university will make this type of updated professional possible. It could be that most English teachers in Pasto do not have a permanent contact with the university.

For the time being, both, the language knowledge and the methodological knowledge updating will be analyzed by citing concepts of different authors.

2.1.5.2.1 Methodological updating. We can see the importance of the methodological updating when Bastidas (1987) expresses that the methodological richness, along with its continuous and fructiferous advances, imposes a great responsibility to the foreign language teacher who may suffer the phenomenon of outdated quickly and easily if he does not have access to the information sources about his work or profession field.

Besides, the same author recognizes that the methodological movement in the foreign language field is quite dynamic and tends to evolve quickly by creating new methods and techniques every year. This author also recognizes that the

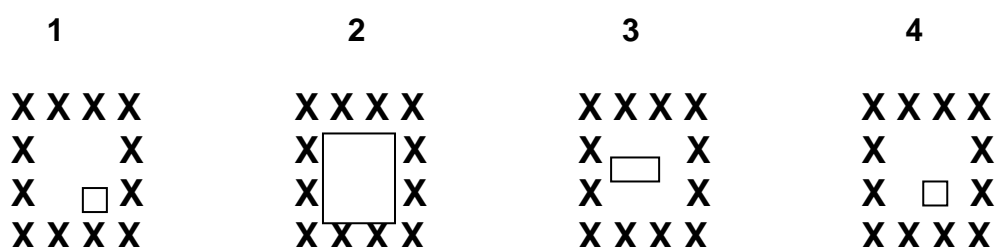
teacher has several ways to maintain updated, even though there might not be enough bibliography and material to increase his methodological knowledge. Among these ways of updating in the methodological aspects, we can find, self-study, which depends on each teacher and the available bibliography.

2.1.5.2.2 Language updating. Because of its importance in FL teaching and learning processes, language needs to be in permanent updating, because the teacher can not teach an ancient language which probably is out of date. Freeman (quoted in Richards & Nunan 1990), says that the language knowledge of the teacher needs to be in permanent revision after entering the profession.

Bastidas (1987), refers to these kinds of relationships between the knowledge and the circumstantial issues which man faces by quoting Block (1978).

XXX: Circumstantial issues

: Knowledge



Through this figure we can analyze how the updating phenomenon occurs.

Bastidas (1987) explains that in the first stage knowledge is limited in relation

to reality, in the second stage, the knowledge is developed by approaching to reality in order to contribute to the problem solution, in the third stage, knowledge loses validity because of reality changes and finally if there is not updating, the knowledge will enter into crisis to return to the initial situation. This could serve to explain what happens to teachers while they are at the university and after they graduate.

To finish, I consider that the teacher has many ways of updating his language knowledge in order not to forget it and to have an updated knowledge. In contrast to the methodological aspect, the teacher may find a great deal of material and bibliography related to the foreign language knowledge so he may be updated in the language knowledge, both through self-study and through the available bibliography. Teachers should take advantage of the facilities we have now at the University of Nariño.

It has been difficult to find studies related to the topic of this research paper; however, an analysis of one important study will be presented as one of the most related studies in this field. It deals with the teacher updating in the methodological aspect (Bastidas 1987).

2.2 RELATED RESEARCH

The name of the study done by Bastidas (1987), is “Los métodos y enfoques actuales para la enseñanza de las lenguas extranjeras” and by means of this, he seeks as its main goals, to diagnose the familiarity degree that school teachers have with the foreign language teaching methods, and to provide a descriptive and critical analysis of the most important methods that were created starting from 1960's to the present time as a first stage in order to contribute to the FL teacher updating.

This author says that the FL methodology and specially the English methodology enrich with new approaches methods and techniques which are presented in books, magazines, congresses and seminars yearly. This obliges the English teacher to be in permanent updating.

In that way, the author intends to establish in his study some solution alternatives to the outdated problem of the English teachers, that is why he did his study on the basis of a survey applied to 100 high school English teachers of the Department of Nariño. The survey included above all closed questions and some open questions.

As a result, the author exposes that some graduate students have acquired fairly acceptable knowledge, on both traditional and current methods. The author also affirms that few teachers have participated in National congresses, and this does not permit to guarantee a greater degree of updating. Development courses constitute another source of updating in methodology

(Bastidas 1987). So, this author, in his study, could detect the updating degree of High School English teachers in 1987.

The development courses (cursos de capacitación) between 1983 and 1986 let the author detect a low level of Language proficiency in a great number of teacher participants. The results also indicate that most teachers did not know current methods of FL English teaching and most of them used Grammar Translation as well as Audio lingual methods.

The author concludes that it exists a lack of updated information about teaching methods and recognizes that the English teacher needs to be provided, at least, with one book or enough materials about methodological aspects of FL teaching. Finally, he suggests that the Language Department of the University of Nariño and other associations of English and French teachers must intensify their efforts to offer courses, seminars, workshops, lectures which permit to multiply the information about the methodology advances. The Centro Experimental Piloto and the University must keep on offering development courses which are focused toward the language and methodological development.

Results suggest that teachers ought to do everything possible in order to acquire a basic bibliography for methodology and for the foreign language knowledge. Nowadays, it is important to analyze if the problems found by Bastidas (1987) still occur in most public high schools in Pasto and that is the problem I studied.

2.3 PROBLEM STATEMENT

What level of preparation and updating do English teachers from most public high schools in Pasto have as far as language proficiency and methodology are concerned ?

This chapter served to broaden the perspective of the research and to recognize what the teacher's preparation and updating actually implies. Now, the structure of the conceptualization of teachers preparation and updating is clearer. This structure was presented as follows: Teacher preparation embraces teacher training and types of preparation, which is divided into the methodological and language proficiency. Similarly, we can see the conceptualization of teachers updating which embraces teacher development and types of updating that I have classified in methodological and language knowledge updating. In the next chapter, the way this study was done will be presented.

3. METHODOLOGY

After having analyzed what authors say in relation to research topics related to this paper, it is important to explain how the study was carried out. Therefore, this chapter will provide enough information about the means by which the research was developed. Methodology is a transcendental aspect of research that shows the population studied, the type of research used and above all, the procedure and the ethical issues to be applied in the research.

3.1 DESIGN

For carrying out this study, the descriptive research type was used as a means of describing in a systematic way the characteristics of a population, situation or

interest area. Then, they are analyzed and studied. Usually, questionnaires or surveys are used to conduct this type of research.

I have chosen this type of research, because I tried to describe the features of the real situation of the teachers' preparation and updating. I clarify that what I wanted to do is just to study a situation, not to make predictions. The description was done through questionnaires and classroom observations and the data were analyzed in a quantitative and qualitative way. The results were analyzed in a qualitative way because this study also used classroom observations

3.2 SUBJECTS, SETTING AND SAMPLE:

In this descriptive research the subjects were most English teachers from the public high schools of Pasto. All teachers, men and women, belong to an average socio-economic status. Teachers' ages are between 30 and 50 years old.

The classroom observations were carried out just in one public high school which is located in the southeast of Pasto City and was founded three years ago. It belongs to an average socio-economic status.

The sample chosen was representative and useful for the research study because it embraced most of the English teachers of public high schools in Pasto. With this sample, It was possible to show the current situation of teachers' preparation and updating.

3.3 MEASUREMENT INSTRUMENTS:

DEPENDENT VARIABLE: The foreign language learning and teaching process in high schools.

INDEPENDENT VARIABLE: The level of teachers' preparation and updating.

In the development of this study, 43 questionnaires were applied to 43 English teachers from most public high schools in Pasto. Some classroom observations were also made in one public high school.

The instruments of data collection allowed me to describe, to understand and to analyze the problematic situation. Questionnaires were used for getting a quantitative and large information and classroom observations for getting a qualitative and deep information.

In the questionnaire, there were closed and open questions such as:

- Which skills do you emphasize more?

Enumerate them in order of importance (1-2-3-4)

Listening _____

Reading _____

Writing _____

Speaking _____

-What type of additional training do you consider that you must receive?

Specify.

3.4 PROCEDURE:

In order to fulfill this study, the following steps were considered:

- Permission was asked to the subjects in the descriptive research.**
- Through observations, it could be described what level of preparation teachers appear to have.**
 - In most public high schools, 43 questionnaires were applied to teachers so as to collect the information.**
- The information concerning teachers' preparation and updating were obtained by asking them about academic preparation, academic improvement, professional experience and training-updating .**

- The questionnaire was designed with the help of my Research Professor and advisor and it is based on some key concepts of the theoretical framework and a questionnaire used at University de Caldas in Manizales.
- The literature review allowed me to confront and to compare the theory with the reality.
- Finally, the results of my descriptive research were defended, so interested persons had the opportunity to know the real situation of teachers' preparation and updating in Pasto high schools.
- A written report will be sent to the institutions participating in this study.

3.5 PILOT STUDY:

In the pilot study, the measurement instruments of my descriptive research were tested. It was given to a small sample of teachers. Later, each questionnaire was analyzed for clarifying ambiguous questions.

The main purpose of the pilot study was to test and review the questionnaire in order to improve it. The questionnaire is annexed at the end of this research study (See annex N. 2).

3.6 DATA ANALYSIS

In this descriptive research the principal objective was to describe the level of teachers' preparation and updating by means of questionnaires and classroom observations. The obtained information, through classroom observations was analyzed according to Bastidas' (2002) proposal, in one of his essays for future publication in which the author proposes to analyze data in the following way:

First, data organization, second, identification of preliminary ideas to get a global vision of the whole collected information; third, generation of categories, topics or patterns to relate common events and to reduce the collected information; fourth, to test the emergent hypotheses to test data; fifth, data interpretation and finally, the report of results. The data collection and data analysis were parallel processes, during the observation process.

3.7 ETHICAL ISSUES

To make a complete research work, the next aspects were taken into account:

- **To collaborate with the high schools as a sign of thankfulness.**
- **To get explicit authorization before applying the measurement instruments.**
- **To tell neither teachers' names nor high schools names to keep the anonymity.**
- **To ask for permission to the relevant persons of the public high schools (see annex 1)**
- **To share the results of my descriptive research with the involved participants.**
 - **To obtain authorization before using quotations.**

The third chapter served to identify the participants and adopt the instruments for this descriptive research. The methodology clarified some ideas about the kind of results that this research sought. In the next chapter, the most important findings and some recommendations of this paper will be analyzed and discussed.

4. RESULTS AND DISCUSSION

The results of this research paper and most important findings are presented in this chapter. Through statistical analysis, the real preparation and updating of English teachers in public high schools in Pasto was identified. Important findings are supported and analyzed carefully by taking into account personal opinions, teachers' beliefs, authors' opinions, teachers' opinions and so on.

The main goal of this study was to analyze the level of preparation and updating of most of the English teachers of public high schools in Pasto. Questionnaires and classroom observations were applied as procedures of data collection. Questionnaires were used for getting quantitative information and these included four important sections; which are

academic information, academic improvement, professional experience and training-updating. On the other hand, classroom observations were carried out for getting a qualitative and deep information about the teachers' role in the classroom. This category of observation included aspects such as; teachers' pronunciation, teachers' methodology and teachers' language management. Classroom observations allowed me to support the answers given by the teachers in the survey.

4.1 RESULTS

4.1.1. Academic information. In the first table, the university degrees obtained by teachers are presented.

Table 1. Bachelor Degree

DEGREE	NO. OF TEACHERS	PERCENTAGE
B.A in Languages	40	93%
B.A in Philology and Languages	1	2.3%
TOTAL	41	95.3%

Note: Two teachers did not answer the question.

The next table presents the specializations that some teachers have done.

Table 2. Specialization Studies.

SPECIALIZATION	No. of teachers	PERCENTAGE
Pedagogy of creativity development	11	25.5%
None	9	20.9%
Translation	5	11.6%
Educational Management	5	11.6%
English Didactics	4	9.3%
Others	9	20.9%
TOTAL	43	100%

Table 1 shows that 93% of teachers have a bachelor degree in Languages. As far as specialization studies are concerned, just 23.2% of the surveyed teachers studied specializations related to foreign languages (FL). This can be seen in table 2 which indicates that 11.6% has specialization in translation and 9.3% in English Didactics. Most of the specializations were done at the University of Nariño.

Academic information indicates clearly that the academic preparation of most English teachers of public high schools in Pasto has been done in the University of Nariño and that means that its job is very relevant in the field of English teaching in the Department of Nariño. It could also be affirmed that most of the population has the basic studies for being foreign language teachers but many of them do not have a specialization related to the FL which could not be good for their professional development.

4.1.1.1 Methodological Preparation. Figure 1 shows what the surveyed teachers think about their methodological preparation in the university. The teachers were inquired about whether they received an adequate preparation in the university as far as English Teaching methodology is concerned.

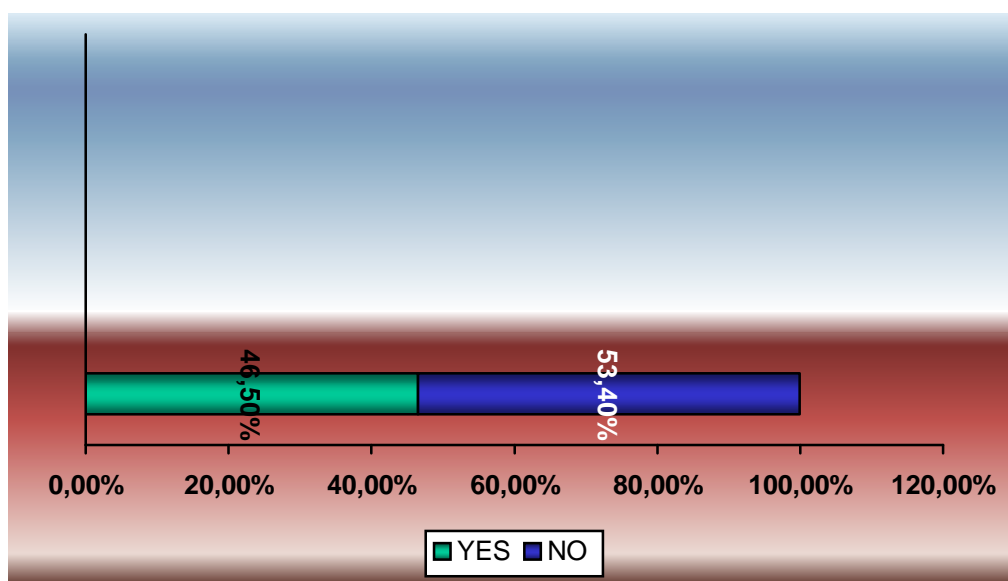


Figure 1. Methodological preparation.

The first figure indicates that 46.5% of the teachers considers that they received an appropriate preparation in English teaching methodology. But 53.4% affirm that they did not receive an appropriate methodological preparation. Teachers who answered in a negative way, supported their answers saying that; the methodology was more theoretical than practical, this is an important item to be analyzed in the curriculum of the university. Besides, a great deal of the surveyed teachers say that some of their teacher-educators, teachers from the university, were not well

trained in methodology and in pedagogy. The surveyed teachers also said that the period of the practicum was short. Finally, they said that their teacher-trainers were not well prepared to guide their practicum in the high schools.

4.1.1.2 *Language Preparation.* Figure 2 shows how teachers consider their language preparation at the university. The surveyed teachers answered the question: “Do you consider that you received an appropriate preparation in the university, as far as language proficiency is concerned?”

Figure 2. Language proficiency preparation.

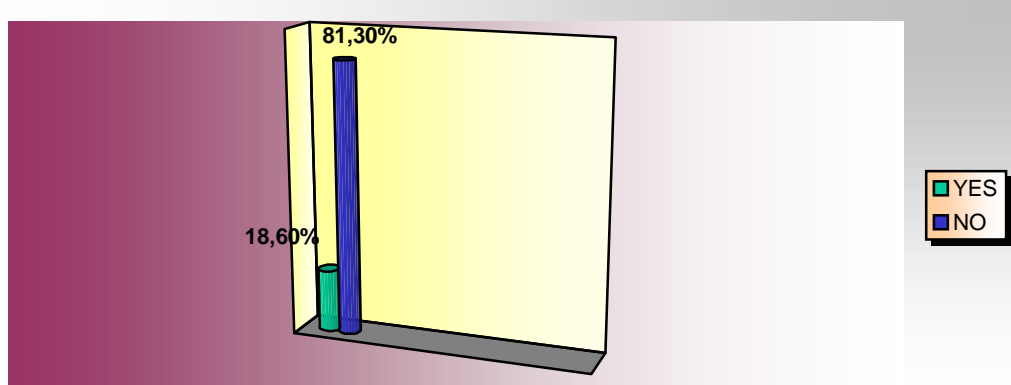


Figure 2 indicates that 81.3% of the surveyed teachers think that they did not receive an appropriate language preparation and only 18.6% of them think that they received a good one. Results suggest that most of the English teachers of public high schools in Pasto consider that they did not receive a good language proficiency preparation in the university, which is a serious imputation that calls into question the quality of

foreign language teaching in the university. As explanations for their answers, most teachers said that there was no emphasis in speaking and listening skills, they also say that the schedule for the English learning was too short and finally, they said that some professors knew enough English but they did not know how to teach English.

4.1.1.3 *Materials used by teachers in their classrooms.* **Tables 3 and 3.1** indicate the type of textbooks and materials that teachers use in their classrooms.

Table 3. Use of textbook in classrooms.

USE OF TEXTBOOK	No. OF TEACHERS	PERCENTAGE
YES	21	48.8%
NO	22	51.1%
TOTAL	43	100%

Table 3 indicates that 48.8% of the surveyed teachers use a textbook for teaching English in their classrooms and 51.1% of teachers use different materials instead of a textbook.

Table 3.1 Most frequently used textbooks in high schools

TITLE	EDITORIAL	YEAR
1. Goal-On track	Mac-Graw Hill	1998-2000
2. Winner	Longman	1998-1999
3. Teenagers	Norma	2000

4. Olimpiadas	Voluntad	2001
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In table 3.1 we can see the textbooks most frequently used in high schools by some teachers. They are arranged in order of importance; that is, the most used textbook is Goal-On track and the least used is Olimpiadas. As other types of material used in the English lessons, some teachers mentioned; first, materials elaborated by themselves; second, different photocopies from books, songs, and videos and third, computers.

4.1.1.4 *Bibliography used to prepare the English lessons.* The following table presents the most common bibliography used by teachers to prepare their English lessons.

Table 4. Common bibliography used to prepare English lessons.

AUTHOR	YEAR	TITLE
1.Man Do Santos	1993-1996	Goal
2. Robert Lado	1989	Lado English Series
3. MEN	2002	English Discoveries
4. Maria Isabel Iglesias	1988	Gramática suscinta de la lengua iglesia.
5. Lizarralde Isabel	1994	Windows

Table 4 summarizes the most important bibliography that teachers read for the preparation of their English lessons. This table is also organized in order of frequency. It appears that many of the surveyed teachers tend to use outdated books as “Robert Lado”, which uses traditional methods of English teaching. Among other bibliographies teachers use “ICFES

brochures”, “Hable Inglés”, “A close up English”, “The foreign language learning”, “Winner”, and so on.

4.1.1.5 Skills Sequencing. Skills development was also surveyed. The following figure shows the skills sequence according to their importance.

FIGURE 3. Skills sequence according to their importance.

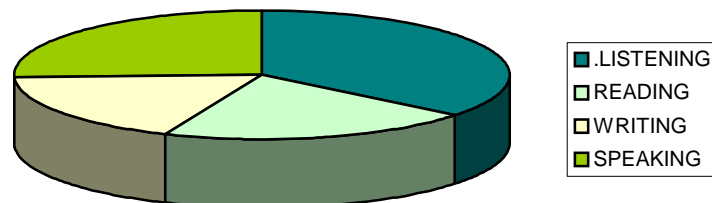


Figure 3
indicate
s the

skills emphasized by most teachers. They are tabulated in hierarchical order. It may be inferred that most activities that teachers do in their classrooms emphasize mainly on listening and reading skills. The results appear not to be reliable because it is well known that the students who leave from high schools do not enter the university with appropriate listening skills.

4.1.1.6 Methods used by teachers in the classroom. Next table shows the methods more frequently used by teachers in the classroom, they are organized in order of frequency.

Table 5. Methods more used by teachers in the classroom.

METHODS SEQUENCE ACCORDING TO THEIR IMPORTANCE	
1. Eclectic Method	7. TPR Method
2. Grammar - Translation Method	8. Cognitive Approach
3. Audio lingual Method	9. Natural Approach
4. Reading Method	10. Communicative Language Learning
5. Audiovisual Method	11. Global Language
6. Direct Method	12. Others

Table 5 shows what methods are more frequently used by teachers in classrooms, it was also tabulated taking into account an order of frequency. Teachers answered to the question: "Which of the following methods, do you apply in your lessons?" Eclectic, Grammar - Translation, Audio Lingual, Reading and Audio Visual are the methods most frequently used by the teachers. It is necessary to comment that some teachers did not know or did not remember what the methods consisted of.

4.1.1.7 Development of curricula. In table 6, it can be found information on the development of curricula. The percentage of teachers that planned their curricula based on the MEN is presented in the next table.

Table 6. English curriculum based on MEN

CURRICULUM BASED ON MEN	No. OF TEACHERS	PERCENTAGE
YES	22	51.1%
NO	21	48.8%
TOTAL	43	100%

Table 6 shows that 51.1% of the surveyed teachers design their English curriculum based on the MEN. Mainly teachers base the curricula on “Lineamientos Curriculares” and achievement indicators. 48.8% of the surveyed teachers design it by themselves bearing in mind different criteria. They are organized in a hierarchical order. Results appear to indicate that many teachers think of students’ needs before making their English Curricula. This is an interesting point because students’ interests play a transcendental role in the FL teaching and learning process. Results also indicate that some teachers plan their curricula on the basis of a textbook of common accord with the teachers of the area and few teachers plan their curricula based on Software English Discoveries. Tied to the curricula are objectives, table 7 indicates the proposed objectives by teachers in their programs in order of importance.

Table 7. Proposed objectives in English curricula by teachers

PROPOSED OBJECTIVES IN ENGLISH CURRICULA.
<ol style="list-style-type: none"> 1. <i>To understand listened texts about a topic which the student is familiarized with.</i> 2. <i>To read comprehensively a text so as to grasp the general sense and to extract the specific information from a text.</i> 3. <i>To write the language properly.</i>

4. *To participate in short conversations about studied topics.*
5. *To read and to translate with precision the written English material in a comprehensive, analytical and critical way.*
6. *To speak the language properly.*

Table 7 shows the proposed objectives in an order of importance, by means of this table we can realize that these objectives support what teachers say about skills in a previous question.

4.1.2 ACADEMIC IMPROVEMENT

4.1.2.1. Practice of the FL. This figure displays the quantity of teachers that practice the FL.

Figure 4. Teachers practicing the foreign language

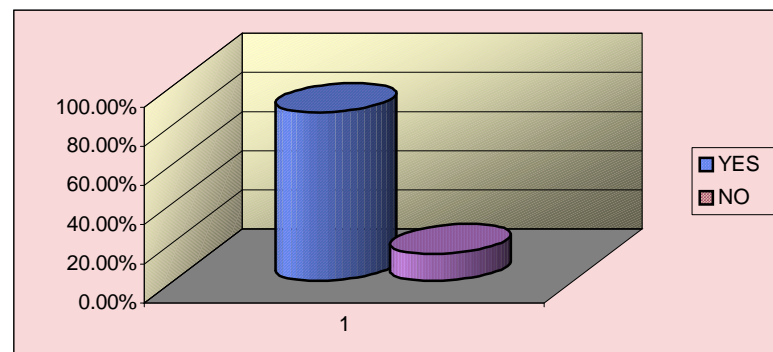


Figure 4 presents information on teachers' practice of the FL. 86% of the population affirm that they practice the FL. The teachers answered to a further question, which was; "In what way do you practice the FL?". Most of them gave more than two answers. Therefore, their answers are organized in order of importance, in a downward way. They say that they practice the FL, first, in the classroom with the students; second, with partners of the English Department; third, listening to music, videos and the Voice of America Radio; fourth, translating exercises or writing compositions; fifth, speaking with native speakers; and so on.

It appears that most teachers just practice the FL in the classroom with their students. It could be inferred that FL practice is minimal because the language that teachers use in the classrooms is for the most part the Spanish language, and the FL used in classrooms is simple and non-spontaneous.

4.1.2.2 English Proficiency In relation to teachers' English proficiency, the survey inquired about proficiency tests taken by teachers. The table below displays the percentage of teachers that have presented tests of proficiency.

Table 8. Tests of proficiency.

TEST OF PROFICIENCY	No. of TEACHERS	PERCENTAGE
YES	13	30.2%
NO	30	69.7%
TOTAL	43	100%

Table 8.1 shows what kind of test the surveyed teachers have taken along their profession.

Table 8.1 Presented tests.

NAME	YEAR	SCORE
Michigan test	1998	79
Michigan test	1998	78
Michigan test	1999	54
Michigan test	2001	78
Michigan test	1995	78
Michigan test	1989	75
Michigan test	1998	70
Michigan test	2000	B.60.p
KET /Cambridge	2000	
PET	1997	
TOEFL	1989	75
Cambridge	1999	72
Cambridge	1999	75

Table 8 shows that 69.7% of the population has not presented a test of proficiency and table 8.1 indicates the kinds of tests presented by 30.2% of the population. Michigan is the test that has been taken by most of the teachers. These results may be explained by considering different variables that prevent the development of those tests. I think that tests of proficiency must be taken by all of the English teachers.

About English proficiency, the teachers were also inquired about how they consider their English level. The next table indicates what the surveyed teachers think about it.

Table 9. Self-evaluation.

SELF-EVALUATION	No. of TEACHERS	PERCENTAGE
AVERAGE	6	13.9%

GOOD	37	86.0%
TOTAL	43	100%

Table 9 points out that 86.0% of the whole population affirms that they have a good English level. Results suggest that most teachers of public high schools in Pasto have a good English level.

DEDICATION	No. of TEACHERS	PERCENTAGE
Full time	25	58.1%
Part time	5	11.6%
No answer	13	30.2%
TOTAL	43	100%

4.1.3 PROFESSIONAL EXPERIENCE.

The first table in this section displays the type of dedication in the present teachers' job.

Table 10. Dedication

Table 10.1 displays the teachers' experience in working with English classes.

Table 10.1 Experience years in working.

EXPERIENCE YEARS	No. of TEACHERS	PERCENTAGE
Between 1-4	4	9.3%
Between 5-10	6	13.9%
More than 10 years	33	76.7%
TOTAL	43	100%

Table 10 and 10.1 indicate the professional experience of the surveyed teachers. Results show that half of the surveyed population has worked as full time teachers for more than ten years.

4.1.4 TRAINING AND UPDATING

4.1.4.1 Training courses. The following table points out the number of teachers who have taken training courses.

Table 11. Training courses taken during the last five years.

TRAINING COURSES	No. of TEACHERS	PERCENTAGE
Teachers who have taken training courses	22	51.1%
Teachers who have not taken these courses	21	48.8%
TOTAL	43	100%

Table 11 indicates that 51.1% of the population has taken training courses in the last five years. It is relevant to point out how many courses have been taken by each teacher and it reveals that just one training course has been taken by

13 teachers. Two courses have been studied by 6, three courses by 2 teachers and four training courses just by one teacher. Next table displays the most frequent courses taken by teachers.

Table 11.1 Most frequent courses taken by teachers

MOST FREQUENT COURSES	No. OF TEACHERS	PERCENTAGE
Conversational English	10	23.2%
Software English Discoveries	6	13.9%
Lineamientos curriculares	3	6.9%
Others	2	4.6%
TOTAL	22	51.1%

Table 11.1 mentions the most frequent courses taken by teachers. The table shows that the most studied course has been “Conversational English”. It appears that some teachers really want to achieve communicative competence and they try to find ways to achieve it.

4.1.4.2 Contact with the university. Table 12 shows the quantity of teachers that have been in contact with the university after graduation.

Table 12. Contact with the university after graduation

CONTACT WITH THE UNIVERSITY	No. OF TEACHERS	PERCENTAGE
YES	28	65.1%
NO	15	34.8%
TOTAL	43	100%

Table 12 shows that 65.1% of the teachers keep in contact with the university. The ways that teachers use to get in contact with the university are displayed in table 12.1.

Table 12.1 Ways of getting in contact with the university.

WAYS OF GETTING IN CONTACT	No. OF TEACHERS	PERCENTAGE
ASOCOPI Seminars	12	27.9%
Services in the University	6	13.9%
Graduate studies	5	11.6%
Promotion courses	2	4.6%
Student-teachers	2	4.6%
Pre-universitario	1	2.3%
TOTAL	28	65.1%

Table 12.1 indicates that 27.9% keep in contact with the university through ASOCOPI seminars. That is, it is the most common way of getting in contact with the university. Some of these ways are not enough to keep a real, and an appropriate contact with the university.

4.1.4.3 Acquisition of bibliography. Table 13 indicates the number of teachers that have acquired bibliography in the last years.

Table 13. Acquisition of bibliography about methodology of FL teaching.

BIBLIOGRAPHY OF METHODOLOGY OF FLT	NUMBER OF TEACHERS	PERCENTAGE
YES	13	30.2%
NO	30	69.7%
TOTAL	43	100%

The table below displays the most common bibliography that teachers appear to have.

Table 13.1 Most common bibliography about methodology

AUTHOR	TITTLE	YEAR
1. Jesús Alirio Bastidas	MELEX	1993
2. MEN	Lineamientos curriculares	1999
3. Educational Resources	INTERNET	
4. James Taylor	Gramática Delti	1998
5. Betty Scharamp	Basic English Grammar	1994

Table 13 indicates that 69.7% of the population has acquired bibliography about methodology of FL teaching in the last years. In table 13.1 the most common acquired bibliography in an order of frequency is presented. Among other bibliography are ; “Grammar of spoken and written English”, “Common mistakes in English”, “Bridges to reading comprehension”, “Phonics”. It appears that most teachers tend to acquire updated bibliography, but that does not ensure that teachers are updated.

Table 14 shows complementary information about bibliographical resources. It presents the quantity of teachers that have acquired in the last years bibliography about FL.

Table 14. Acquisition of bibliography about FL

ACQUISITION OF FL BIBLIOGRAPHY	NUMBER OF TEACHERS	PERCENTAGE
YES	14	32.5%
NO	29	67.4%

TOTAL	43	100%
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Table 14 marks that 67.4% of the population has not acquired in the last years a bibliography about the language they teach.

Table 14.1 Most common bibliography about FL.

AUTHOR	TITTLE	YEAR
1. BBC	Look -Ahead	2002
2. El Tiempo	Hable Inglés	2000
3. Cursos Multimediales		
4. Others		2000

The most common bibliography is mentioned in table 14.1, this is the bibliography that 32.5% of teachers have acquired. Among other bibliography it is found; “Happy hour”, “Photo dictionary”, “Spectrum”, and “One world”. These results may be explained by taking into account different variables which may prevent the acquisition of bibliography. Variables could be : economic aspect, negligence, demotivation in reading, and so on.

4.1.4.4 Attendance to seminars. The following table displays the number of teachers that use to attend seminars or conventions. The teachers answered to the question; “Have you attended seminars or conventions in the last five years?”

Table 15. Attendance seminars or conventions.

ATTENDANCE SEMINARS	No. OF TEACHERS	PERCENTAGE
YES	21	48.8%
NO	22	51.1%
TOTAL	43	100%

Table 15 points out that only 48.8% of the surveyed teachers have attended seminars in the last five years.

In the table below, it is mentioned the seminars that almost half of the population has done.

Table 15.1 Realized Seminars.

SEMINAR NAME	ORGANIZATION	DATE
1. ASOCOPI	UDENAR	Every year
2. English Discoveries	MEN	2001
3. ICFES Preparation		2000
4. Interlingual and intercultural processes	ASPROED	2000
5. New methodologies for English teachers	UNARIÑO	

Table 15.1. displays that most teachers have attended ASOCOPI seminars. Results suggest that just half of the surveyed teachers attend seminars. It is not good because all of the FL teachers must attend seminars to ensure the quality of FL teaching and learning processes.

4.1.4.5 Participation in an academic association. Academic associations form part of the language environment of the teachers. Table 16 displays the quantity of teachers who belong to an academic association.

Table 16. Number of participants of an academic association.

Participants of an academic association	No. OF TEACHERS	PERCENTAGE
YES	6	13.9%
NO	37	86%
TOTAL	43	100%

Table 16 indicates that 86% of the surveyed teachers, that is most of the population, do not belong to an academic association. Table 16.1 mentions the associations names which teachers belong to.

Table 16.1 Academic Associations.

Associations	No. OF TEACHERS	PERCENTAGE
ASOCOPI	4	9.3%
Instituto Goethe	1	2.3%
CLUB FRIENDS ALWAYS	1	2.3%
TOTAL	6	13.9%

Just 13.9% of them belong to academic associations which are mentioned in table 16.1. It appears that ASOCOPI is the academic association in which more participants are (9.3%). The results indicate that English Teachers of Public high schools in Pasto are not active participants of academic associations.

4.1.4.6 Type of Training. Table 17 indicates the type of training that teachers think they must receive after graduation. These opinions are organized in order of importance for them.

Table 17. Type of training

1. New strategies in present methodology and pedagogy, constant updating in those aspects to confront reforms of the government.
2. Speaking clubs and oral activities to get a good language management with native speakers.
3. Acquisition of new technologies to learn English.
4. Constant updating about FL proficiency.
5. Better information of seminars and implementation of them and of Research Groups.
6. Training courses about competences.
7. Multimedia Courses.
8. Training about new achievement proposed by MEN.
9. Others.

Results suggest that the improvement of English Teacher training depends on the application of their opinions about the type of training that they must receive. It seems that teachers need urgently a methodological and a pedagogical FL updating and language proficiency preparation since this is affirmed in the table, as the most frequent training needs.

4.1.4.7 Students' English Level. In the next figure, it is described teachers' opinions about the students' English level in public high schools in Pasto.

Figure 5. English level in high schools of Pasto according to the teachers.

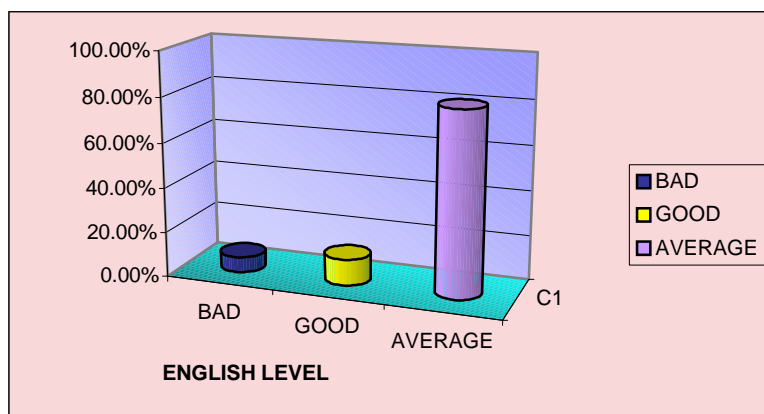


Figure 5 displays that 81.3% of the population thinks that students have an average English level; that is, most teachers consider that students of public high schools in Pasto do not have a good English level. Results may be explained by considering the main variables that affect the FL teaching and learning process, in a hierarchical order. First, the students' demotivation; second, lack of teacher training and number of students per classroom; third, the lack of training and professionalism in English teaching; fourth, lack of technological material and finally, "Ley General de Educación" allows much facility in learning English.

4.1.4.8 ICFES English Tests. In the following table teachers manifest their thoughts about the students' location in ICFES tests.

Table 18. Students location in English ICFES tests.

STUDENTS' LOCATION IN ICFES TESTS	No. of TEACHERS	PERCENTAGE
Average level	23	53.4%
Good level	2	4.6%
Do not answer	18	41.8%
TOTAL	43	100%

Table 18 shows that 53.4% of the population thinks that students have an average level in the English ICFES tests. Results suggest that many teachers besides ignoring the results, do not know how the English tests are designed in ICFES. In table 18.1 teachers express the reasons why they think students are located in an average level in English tests.

Table 18.1. Teachers beliefs about ICFES English tests

<i>TEACHERS' BELIEFS ABOUT ICFES ENGLISH TESTS</i>
<ol style="list-style-type: none"> 1. It is so difficult for students. 2. It has a very high English difficulty for students. 3. English is taken as a second language not as a foreign one. And tests present an unknown vocabulary and contexts are not real for students. 4. It is too long and time is too short for developing those tests. 5. Excellent to test competences. 6. It does not test all the skills. 7. It gives English the importance that it deserves.

Table 18.1. indicates teachers opinions about ICFES tests. Results suggest that most of the teachers do not agree with these tests; that is to say, that most English teachers of public high schools believe that this type of examination is not designed properly for the students.

4.1.4.9 Common problems in the FL teaching and learning processes.

Finally, table 19 reveals the most common problems found in the FL teaching and learning processes.

Table 19. Most common problems of FL teaching and learning processes.

THE MOST COMMON PROBLEMS IN THE FL TEACHING AND LEARNING PROCESSES
<ol style="list-style-type: none"> 1. Students demotivation. 2. Short time scheduled to teach and to learn English (three hours per week). 3. Ley General de Educación allows students to be passive and indifferent students. 4. Lack of technological materials and resources. 5. A great deal of students per classroom. 6. Lack of teachers preparation training and professionalism. 7. Students' parents do not help to control their children. 8. Students are deficient at listening and speaking. 9. Others.

Table 19 shows the most common problems of FL teaching and learning processes in public high schools in an order of importance for teachers. This table indicates the lack of teachers preparation and professionalism as one of the most common problems. Results suggest that those problems depend on the lack of willingness of all educational community.

4.2 DISCUSSION

In this research paper, 43 questionnaires were applied to English teachers in 14 public high schools in Pasto. The questionnaires had as the general objective to analyze the level of preparation and updating of most English teachers of public high schools from Pasto and its specific objectives were to identify the level of English teachers' preparation and updating in language proficiency and to identify the level of teachers' preparation and updating in English as a Foreign Language methodology.

4.2.1 MOST IMPORTANT FINDINGS

4.2.1.1 Academic information From the academic information results, it could be concluded that most teachers have the basic studies to be English teachers. Moreover when the results of academic preparation are analyzed we could realize that most of the English teachers of public high schools in Pasto have studied their B.A and graduate studies in the University of Nariño. That leads us to believe that this university plays a transcendental role in the State.

From the results, it is also fundamental to stand out that almost half of the surveyed teachers are “Normalistas Superiores” which is important for the development of the English teachers' profession. Since the preparation of these teachers has began at their high schools.

In the academic information sought to in the survey, some questions about methodological and language proficiency preparation were included. Oviedo (1980) explains this relationship, saying that the success of the learning and teaching process depends on academic preparation as far as methodology and language proficiency are concerned.

From the analysis of the academic information results, it could be concluded that the main findings support partly what Bastidas (1991:109) says: **“I can certainly affirm that results of both initial and further training are not satisfactory and consequently questionable. We can not deny the fact that most of the students who get B. A. in foreign languages have a low or an average command of the English language, a vague theoretical foundation and questionable methodological basis”**.

Bastidas (1991) supports teachers' answers because he accepts that both initial and further training are not satisfactory so he accepts that University training has not got good results in training student-teachers. Teachers manifested that they did not receive a good training in FL because they did not develop their communicative competence, they just developed their grammar competence. In a nutshell, most teachers accept their lack of preparation in foreign language, which implies that the English teachers of public high schools in Pasto have an average level of preparation in language proficiency.

As it was discussed earlier, perhaps the teacher preparation is not well focused. That is what surveys and classroom observations revealed because I could notice that most of the teachers do not develop an effective role in their classrooms. It may occur because most of the surveyed teachers did not receive an adequate preparation in the university, above all, in language proficiency.

Surveys also revealed that half of the population think that they did not obtain an appropriate preparation in English teaching methodology. In doing this analysis, it might be inferred that most of the population considers that both types of preparation were not well focused in the university at that time. It is important to reflect on the reasons that some of the teachers gave in the surveys with which they explained that they did not receive a good methodological training in the university. Most of them point out first, that the methodology was more theoretical than practical; second, that the teacher educators were not well trained and third, the time devoted to the practicum was really short.

Their answers lead to believe that they were in need of more practicum in high schools in order to develop their skills in English Teaching. Gebhards, (quoted in Richards and Nunan1990:129) supports this idea: **“the intent of second language teacher education must be to provide opportunities for the novice to acquire the skills and competencies of effective teachers and to discover the working rules that effective teachers use”**.

Pennington (quoted in Richards and Nunan 1990:134) also argues in favor of methodology instruction. She says that methodological instruction means **“rather than training for a specific situation, preparing people to make choices”** (in practice teaching). That is, teacher educators must teach to face up different situations and to develop the decision ability in student teachers because learning situations differ from each other. I think that one way of getting this kind of abilities could be obtained in the practice teaching.

Information about language proficiency preparation gives transcendental results, from which I can certainly affirm that most of the English teachers of public high schools in Pasto think that they received a deficient preparation in this aspect. Most of them reflect their opinions, saying that there was not emphasis in speaking skills, the schedule to learn English was too short, and the professors of that time knew a lot English but did not know how to teach it. Bernhardt and Hammadou (quoted in Richards & Nunan 1990) support these answers saying that teacher-educators know little about the process and preparation of FL teachers.

It is important to bear in mind that language students spend most of their time in learning to speak, to listen, to read and to write in a foreign language, but most of us can not get a communicative competence, and we must be aware that before teaching something we must know well what we are going to teach, in order not to make mistakes in what and how we teach. After analyzing some classroom observations and sharing beliefs with partners I can affirm that there

are cases in which teachers because of their lack of preparation, make many mistakes in teaching the foreign language.

Doing this reflection, I realize that both teacher educators and students are to blame for the deficient language proficiency preparation that has been occurring in the university, a long time ago. Bastidas (1987) revealed that he detected a low level of language proficiency in a great number of teacher participants in training courses. In the same way, Lange et al (quoted in Richards & Nunan 1990) reveal that English teachers of high schools have an average level of proficiency of FL.

If teachers did not receive an effective language proficiency preparation and if they did not develop speaking skills, they may not be able to give an effective teaching in the high schools because their knowledge does not have a good foundation.

Previous discussion supports what I observed in some classrooms, since many weaknesses as far as this aspect were detected. Through the lessons, some teachers taught to their students in a traditional way and made some mistakes in pronunciation and in grammar.

Concerning the skills that the teachers emphasize on their lessons, results indicated significant differences between what teachers said in surveys and what was found in classroom observations. Teachers affirm that listening is the most emphasized skill on their lessons; however, that is not what some

teachers do indeed in English lessons since as it was observed, the skills more emphasized were writing and reading.

In relation to methods, Bastidas (1987) revealed that most of the English teachers in the Department of Nariño use Grammar-Translation as well as audio lingual methods. This study revealed similar results because the methods more frequently used by teachers are the **“Eclectic Method”**, **“Grammar-Translation Method”**, **“Audio lingual Method”** and **“Reading Method”**.

As I commented earlier, in the development of the survey, some teachers did not know or did not remember what the methods consisted of. This leads us to believe that some teachers were not well instructed in the university, as far as this aspect is concerned.

4.2.1.2 Academic improvement. The findings, in this aspect, provide evidence that teachers' answers are not reliable. Results seem inconsistent, when most of the population affirm that they practice the FL but most of them support their answers saying that they practice the FL in the classrooms with their students. It is well known that the FL practice in the classroom is minimal because the most used language is Spanish.

This fact is explained by Lange (quoted in Richards and Nunan 1990), when he refers to the average level of language proficiency, he says that some English teachers of high schools have a low English Proficiency. He explains this

phenomenon saying that it can occur because teachers are proficient just in the language in which they teach in the classroom, that is, simple and non-spontaneous language. In that way teachers could forget to use the language for communicative goals and to practice its four skills.

It is possible that most English teachers do not practice the language properly, because the language practice in the classroom does not ensure the improvement of English teachers' proficiency. These findings lead us to believe that most teachers say that they practice the language but just a few of them has taken a language proficiency test to measure their English level and it could be said that teachers do not seek their own academic improvement. I personally think that all English teachers must take an English test to measure their proficiency, since proficiency tests give systematic information about all the skills of the language.

As another example of unreliable information, it was found that the scores of TOEFL and Cambridge tests written by some teachers in the surveys are not the scores that those type of tests use to give to the persons who present these tests of language proficiency.

It is also important to remind that the academic improvement aims to the self language preparation which is a part of the whole English teacher preparation. Lange (quoted in Richards & Nunan 1990) also expresses that teacher development is related to the academic improvement since it is the continuance of the evolution that teacher education programs seek.

Since every teacher expectations and needs are different, it must be considered what Wallace (1991) says about self improvement which can be formal or informal and which depends on each teacher, that is, self improvement varies from one person to another. Finally, it could be concluded with certainty that most English teachers of high schools are not aware of the importance and the implication that academic improvement has on their own professional development.

4.2.1.3 Professional experience / Training and updating. The findings also suggest that in the last five years, the academic institution more interested in offering training courses to English teachers of high schools, has been the MEN (Ministerio de Educación Nacional). It has offered “Software English Discoveries” and “ Lineamientos Curriculares”. The first one has been implemented in few public high schools because most of them do not have the resources to implement this program for learning English.

Findings appear to indicate that in the present time, there are few institutions that offer training courses, with the exception of MEN. This is a disadvantage for English teachers who want to be updated.

Findings imply that most teachers once they got the graduation, lost contact with the University, which is not good for an English teacher. Galeano (1991) emphasizes on teachers updating by saying that he/she must be updated by

means of seminars and conventions organized by some associations and a permanent contact with the University. That will enable this type of updated professional. In order to ensure the teachers' updating, teachers must be active participants of an academic association. Nevertheless, the surveys revealed that a little part of the population belongs to academic associations.

The findings imply that it is not good that just half of the population had taken training courses. An English teacher must be in constant updating as many authors like Galeano, Strevens and Bastidas express in chapter II. The lack of updating of English teachers in public high schools in Pasto is also noticed by the bibliography that they use to prepare their lessons and to update their knowledge of the language. Most teachers have not acquired bibliography of FL knowledge. Besides many of them do not distinguish between methodology bibliography and bibliography of FL knowledge. It suggests that teachers conform with what they learned in the University and do not look for more information about their profession.

Half of the population affirms to have attended seminars in the last five years. These findings imply that the attendance to seminars has been low in the last years, because the quantity of seminars done per teacher is low. With respect to this point, Freeman (quoted in Richards and Nunan1990) expresses that teachers' knowledge needs to be in permanent revision after entering the profession. I consider that this permanent revision refers to the teachers' updating which could be made through seminars or conventions. It is important

to stand out from the results, that English teachers need more information about training courses and seminars.

Bastidas (1987) in a related research study, reveals important findings about the attendance to seminars since, after analyzing results, he concluded that at that time few teachers had participated in National Congresses and this does not permit to guarantee a greater degree of updating. This author also affirms that there are a lot of ways to be in permanent updating, for example, books, magazines, congresses, yearly seminars and in the current time I can include INTERNET. By the way, in spite of the present boom of INTERNET, just few teachers affirmed that they use it to practice and to know more about the FL.

From personal information, I can affirm that good national congresses are not accessible to English teachers of public high schools in Pasto. As an example, the seminar that the British Council is offering in this year (2002) can be mentioned. From my standpoint, it is excellent for English teachers but it is very expensive for them. This seminar deals with the professional development and it is given in the National University of Colombia. Conferences have as their main topics: the transition from initial training to professional practice; new trends and models in initial training and continuing developments; the autonomous teacher; language teacher or educator; the role of research in lifelong professional development and language teachers skills attitudes and competencies.

Most teachers reflect their expectations and weaknesses on their answers, because when they were inquired about the type of training they think they must receive, findings suggest that teachers need to apply and to practice oral skills. Most of the teachers' answers support the assumption that their language proficiency is not well founded, even though they affirmed in a previous question that they have a good English level.

Moreover, the teachers explain the necessity of being constantly updated to apply new strategies of teaching, in order to confront reforms of the government and to improve their FL proficiency. Teachers are also in need of better information about seminars and conventions. In an attempt to explain this aspect Galeano (1991) says that the profession of English teachers is an activity that once functionally known, needs to be in permanent updating. In that way the teachers may improve their language proficiency or methodological knowledge.

I think that it must be understood by all the English teachers that our profession is too complex because it is a continuous, an ongoing and unending process (Wallace 1991).

In relation to the students, teachers' opinions imply that most of the students of the high schools in Pasto have an average level of English as a FL. When teachers refer to the reasons, most of them accept that sometimes this situation occurs because English teachers in public high schools are not well trained and some of them lack engagement with their profession and ethical aspects.

About the teaching profession, Lange (quoted in Richards and Nunan 1990) and Strevens (1980) say that teaching is not an inferior occupation. However, the degree of Licenciado, in most cases, is for the persons who cannot enter a different career. Nowadays, our profession lacks prestige. This problem could be attributed, partly to the university and the faculty of education which have not directed the program of licenciados in a proper way. The university must consider what Lange says the **“Teaching profession must attract some of the best and brightest”**; that is, the teaching profession must select suitable individuals (Stevens 1977).

Finally, it is relevant to discuss about the most common problems in the FL teaching and learning processes which were revealed by the surveyed teachers. In this aspect they consider that most of the students of the public high schools are demotivated to learn English. They explain that this is an obstacle that does not allow teachers to get better results with their students. In addition, this finding corroborates Ordoñez and Naranjo's study (2001) who found a high level of demotivation to study English in high schools. Most of the population consider that the time (three hours per week) devoted to the teaching and learning of the FL is insufficient to learn a language. That is why, the English teaching has not obtained good results in students of public high schools in Pasto (Bastidas 1991).

Some of the surveyed teachers also recognize that there is a lack of teachers' preparation, training and professionalism. I can conclude with certainty that

most of the English teachers of public high schools in Pasto are not aware of their real weaknesses in their action field.

4.3 LIMITATIONS

The limitations of my research work were :

First of all, lack of reliability on some teachers answers, because some of them did not reflect what teachers do in the classroom. Second, lack of collaboration of some teachers of high schools who did not want to answer the questionnaires and in that way they do not help to the improvement of FL teaching and learning processes. Finally, questionnaires were too long for some teachers and they were demotivated with this kind of survey.

4.4 RECOMMENDATIONS

4.4.1 FOR PEDAGOGICAL PURPOSES

On the basis of the results of my research work I would suggest the following pedagogical recommendations bearing in mind that teaching is a profession of equal value which has important implications and influence in human beings' lives.

4.4.1.1 Academic preparation. First, English teachers have to accredit at least one specialization related to the FL they teach. Second, the university must provide a better preparation as far as methodology and language proficiency are concerned. Third, in methodology teacher educators must teach students to make decisions about what to do in the classroom and how to do it. Fourth, teachers must unify concepts about why and what to teach in English. Fifth, the education school must intensify the practice teaching in high schools. Finally, teacher educators must be retrained so as to help the student teacher do a better job.

4.4.1.2 Academic improvement. In order to get self improvement, I recommend the following suggestions; all the English teachers of high schools must accredit at least one test of proficiency before entering their profession; all the teachers must belong to some English clubs, which could be organized by themselves; English teachers must implement reflective teaching as a means of improving classroom practice and achieving goals. In relation to this, Lange (1990:255) says “**lifelong knowledge must be a construct in every teacher development program**”.

4.4.1.3 Professional experience and training and updating. First of all, the university and English teachers associations must intensify their efforts to offer

more courses, seminars and bibliography and to provide a good information about them. Teachers also must do everything possible in order to acquire a basic bibliography about the language knowledge. Likewise, English teachers must attend at least one English seminar per year. Teachers must study and reflect on English ICFES tests and English teachers must participate in English academic organizations.

4.4.2 FOR RESEARCH PURPOSES

This is an initial study which has described the level of English teachers preparation and updating in public high schools in Pasto. After analyzing its results, the research questions that could be addressed in the future are:

How does the practice teaching help to student-teachers develop their decision skills in the classroom?, what type of updating does the university offer to English teachers in Pasto?, what type of training does the university offer to language students?, how does the faculty of education influence in the preparation of FL teachers?.

In this last chapter, the results of this study have been presented, analyzed and discussed so as to understand better this problematic situation. The most

important findings were also commented in order to present and to describe the main weaknesses of the high school teachers' preparation and updating in Pasto. Besides, some suggestions were presented to improve this field of FL teaching and learning process, and some research questions were stated for those readers who might be interested in this topic.

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ANNEXES

Annex A: Permission letters.

San Juan de Pasto, Enero ____ del 2.002

Señor

Rector

Colegio ...

San Juan de Pasto

Cordial Saludo:

Comedidamente le solicito permiso para aplicar un cuestionario a los profesores de Inglés de su Institución.

El cuestionario mencionado es un instrumento que pretende identificar el nivel de preparación y actualización de los profesores de Inglés de los colegios de la ciudad de Pasto con el fin de contribuir a mejorar el proceso de enseñanza-aprendizaje de lenguas extranjera. El cuestionario hace parte de la investigación descriptiva titulada "The level of teachers' preparation and updating"

Agradezco su consideración.

EDMUNDO MORA GUERRERO

Director Departamento

Lingüística e Idiomas

CLAUDIA ANDREA CÁRDENAS

Estudiante Lenguas Modernas.

San Juan de Pasto, enero ____del 2.001

Profesor

Coordinador de Convivencia

Nombre del colegio

Cordial Saludo:

La presente va con el fin de solicitar comedidamente que se me permita realizar algunas observaciones de las clases de Inglés puesto que estoy realizando una investigación descriptiva la cual se titula "The level of teachers' preparation and updating".

Anticipo agradecimientos.

CLAUDIA CÁRDENAS

Estudiante Idiomas UDENAR

Annex B. MEASUREMENT INSTRUMENTS

UNIVERSIDAD DE NARIÑO

CUESTIONARIO PARA MEDIR

FACULTAD DE CIENCIAS HUMANAS
DEPARTAMENTO DE LINGÜÍSTICA E IDIOMAS

EL NIVEL DE PREPARACIÓN
Y ACTUALIZACIÓN DE LOS
PROFESORES DE INGLÉS EN
LA CIUDAD DE PASTO.

©Jesús Alirio Bastidas A., Ph.D.
Claudia Andrea Cárdenas Jiménez, 2002

OBJETIVO :

Analizar el nivel de preparación y actualización de los profesores de Inglés, con el fin de identificar posibles áreas de actualización para el futuro del profesorado de lenguas extranjeras.

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.

INFORMACIÓN ACADÉMICA

1. Estudios realizados

NIVEL	LUGAR	FECHA	TITULO
Primaria	_____	_____	_____
Secundaria	_____	_____	_____
Pregrado	_____	_____	_____
Postgrado	_____	_____	_____

2. ¿Cree usted que en la universidad recibió la preparación adecuada en cuanto a metodología de la enseñanza del Inglés?

SI _____ NO _____ Por qué?

3. Cree usted que en la universidad recibió la preparación adecuada en cuanto al conocimiento del Inglés como lengua extranjera?

SI _____ NO _____ Por qué?

4. Los estudiantes tienen texto guía? SI___ NO___
Si la respuesta es SI indique el texto que usan los estudiantes.

TITULO DEL TEXTO EDITORIAL AÑO

Si la respuesta es NO, que tipo de materiales utiliza?

5. Qué tipo de libros consulta usted para la preparación de sus clases? Señale en orden de importancia para usted?

AUTOR	TITULO	AÑO
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

6. Habilidades en que hace mayor énfasis en sus clases, enumere en orden de importancia.

Listening _____	Reading _____
Speaking _____	Writing _____

7.Cuál de los siguientes métodos utiliza usted en sus clases?

Método de Gramática y Traducción. _____	Suggestopedia _____
Método de Series _____	Enfoque Comunitario _____
Método Directo _____	Enfoque Natural _____
Método de Lectura _____	Método Ecléctico _____
Método Audiovisual _____	“Silent Way” _____
Método Audio lingual _____	Enfoque Cognitivo _____
Método de Aprendizaje de Lenguas en comunidad _____	
Método de Respuesta Física Total (TPR) _____	
Otros? Cuáles? _____	

8. Para elaborar su programa de inglés, se basa usted en los programas del Ministerio de Educación Nacional? (MEN)? SI___ NO___

Cuáles? _____

Si no se basa en el programa del MEN, elabora usted el programa de Inglés.

Con base en un texto? _____ Cuál? _____

Según sus propios criterios? _____ Cuáles? _____

Otros? _____ Especifique _____

9. De los siguientes objetivos señale en orden de importancia (1-2-3-4-5,etc) los planteados por usted en su programa.

- _____ Comprender correctamente la lengua hablada.
 - _____ Entender un texto escuchado, sobre un tema con el cual este familiarizado.
 - _____ Hablar el idioma con corrección y seguridad.
 - _____ Participar en conversaciones sencillas sobre los temas estudiados
 - _____ Escribir el idioma con corrección y seguridad
 - _____ Leer y traducir con precisión el material escrito en Inglés, de manera comprensiva analítica y crítica.
 - _____ Leer comprensivamente con el fin de captar el sentido general de un texto y extraer la información específica.
- Otros Cuáles? _____

MEJORAMIENTO ACADEMICO

10. Practica usted la lengua extranjera? SI _____ NO _____ En qué forma?

11. Ha presentado usted alguna vez algún examen de Inglés, para medir su nivel de “proficiency”?
 SI _____ NO _____ Cuál o Cuáles?

NOMBRE	AÑO	PUNTAJE
_____	_____	_____
_____	_____	_____
_____	_____	_____

12. Cómo considera su nivel de Inglés?
 Bajo _____ Bueno _____
 Regular _____ Excelente _____

EXPERIENCIA PROFESIONAL:

13. Colegio donde labora _____
 Público _____ Privado _____ Dedicación : MT ___ TC ___ CATEDRÁTICO _____

14. Años de experiencia de trabajo:
 Entre 1 y 4 años _____ Entre 5 y 10 años _____ Más de 10 años _____

CAPACITACIÓN Y ACTUALIZACION

15. Cursos de capacitación recibida (Favor indicar los cursos tomados en los últimos cinco años)

NOMBRE CURSO	DURACIÓN	FECHA	ENTIDAD QUE LO REALIZÓ
_____	_____	_____	_____.
_____	_____	_____	_____.
_____	_____	_____	_____.
_____	_____	_____	_____.

16. Ha mantenido usted contacto con la Universidad después de haber egresado?

SI _____ NO _____ En qué forma?

17. Ha adquirido usted últimamente bibliografía sobre la metodología de la enseñanza del Inglés? SI _____ NO _____Cuál o Cuáles?

AUTOR	TITULO	AÑO
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

18. Ha adquirido bibliografía sobre la lengua Extranjera que usted enseña?

SI _____ NO _____Cuál o Cuáles?

AUTOR	TITULO	AÑO
_____	_____	_____
_____	_____	_____
_____	_____	_____

19. En los últimos cinco (5) años ha participado en seminarios o congresos de profesores de Inglés? SI _____ NO _____Cuál o Cuáles?

	TITULO DEL EVENTO	ENTIDAD ORGANIZADORA	FECHA
A.	_____	_____	_____
B.	_____	_____	_____
C.	_____	_____	_____
D.	_____	_____	_____

20. Pertenece Usted y es socio activo (socio actual) de alguna Asociación Académica?

SI _____ NO _____CUÁL(ES)?

21. Qué tipo de capacitación considera usted que debe recibir después de ser Egresado? Especifique

22.Cuál es su opinión sobre el nivel académico en el Área de Inglés en los Colegios de Pasto?

Pésimo ____ **Malo** ____ **Regular** ____ **Bueno** ____ **Excelente** ____
Porqué? _____

—

23. En qué nivel promedio se ubicaron los estudiantes del grado once en las pruebas de Inglés del ICFES del año pasado?

24.Cuál es su opinión sobre el examen de Inglés del ICFES?

25. Mencione los problemas más frecuentes y críticos que usted actualmente enfrenta en la enseñanza y en el aprendizaje del Inglés en Bachillerato. Enumérelos en orden de importancia según el grado de seriedad o gravedad.