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LEARNING PROCESS OF ENGLISH

Preferences on the intensity of instruction in the learning process of English as a foreign
language in some public and private schools

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NOTA DE RESPONSABILIDAD

“Las ideas y conclusiones aportados en la tesis de grado, son responsabilidad exclusiva de los autores”

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RESUMEN

Hoy en día, un aspecto fundamental del Sistema Educativo Colombiano es la intensidad horaria que un educador tiene para desarrollar sus actividades de clase. Desafortunadamente, materias como matemáticas, español, ciencias humanas, entre otras, han sido consideradas como temas más importantes que la enseñanza del inglés porque son útiles para aprobar una prueba escrita como es "Saber 11", que es un examen nacional en Colombia. Por lo tanto, en este estudio algunos profesores procedentes de algunas instituciones privadas como públicas de la ciudad de Pasto serán entrevistados con el fin de evidenciar cual es el rol del número de horas en el proceso de aprendizaje de un idioma extranjero. Para obtener este objetivo, algunas preguntas serán proporcionadas con el fin de obtener información acerca del punto de vista de los profesores y estudiantes sobre este tema.

Palabras clave: Número de horas, proceso de aprendizaje, inglés como lengua

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ABSTRACT

Nowadays, a fundamental aspect of the Colombian Educational System is the number of hours or the intensity of instruction that an educator uses for teaching his classes.

Unfortunately, subject matters such as mathematics, Spanish, human science, among others, have been considered as more important topics than English because they are useful for approving tests like “*Saber 11*” that is a national exam in Colombia which is a requirement for getting in the college education. As a result, the number of hours that teachers have for developing their classes decrease or they only have time for teaching grammar lessons or clues about how to solve it.

Therefore, in this study some teachers and students from some public and private high schools of the city of Pasto are going to be interviewed in order to find out what the role of intensity of instruction in the learning process of a foreign language is. To achieve this goal, methodological research strategies are going to be tried out in order to develop this study.

Keywords: Intensity of instruction, learning process, English as a foreign language extranjera.

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PREFERENCES ON THE INTENSITY OF INSTRUCTION IN THE LEARNING PROCESS OF ENGLISH AS A FOREIGN LANGUAGE IN SOME PUBLIC AND PRIVATE SCHOOLS

CHAPTER I: TECHNICAL AND SCIENTIFIC ASPECTS

This chapter aims to describe the problem that will be carried out in this study with its description and formulation. The general and the specific objectives that are going to be followed in this project are shown as well as the limitation thereof. It should be emphasized that this project will be established and the chapter 4 and 5 (results and discussions) are not going to be included.

1. THE RESEARCH QUESTION

What are the preferences on the intensity of instruction in the learning process of English as a foreign language in some public and private high schools of Pasto?

1.1. PROBLEM DESCRIPTION

Colombia, as other countries that have been influenced by the globalization and the trends of having a bilingual country, has created the *Programa Nacional de Bilingüismo* or the Bilingual National Program BNP which is a project that promotes the spread of English as a foreign language in all the public and private school of Colombia. Even though *El Ministerio de Educacion* MEN has presented several strategies in order to improve the education in the field of English teaching, there have been few results that make us question about the viability of this project.

The BNP has several problems on its implementation in spite of having a good goal of trying to spread English as a foreign language in Colombia. The standards presented on the paper

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called “Basic standards for competences in foreign languages: English. Teaching in foreign languages: The challenge!” (*Estandares basicos por competencias en lenguas extranjeras. Formar en lenguas extranjeras: Inglés ¡el reto!*) by *Ministerio de Educacion Nacional* 2006 have some disadvantages for the people to whom this present document is given because this paper presents different arguments about “what” the students are going to learn but it does not explain clearly “how” or it gives the facilities to achieve it. The BNP adopted the standards promoted by the Common European Framework of References for Languages which was created by the British Consul. The problem here is that the MEN is trying foreign language strategies out without thinking about the students’ and the teachers’ context. According to Guerrero (2008), this project wants Colombia to become a Bilingual country but it is difficult to understand what to be “bilingual” means for the MEN or the British Consul because the contexts are different as well as the needs are. Therefore, the language teachers who follow these standards might face several challenges because the objectives are not easily achievable like the one of reaching the B1 level at the end of the high school or mastering a foreign language.

One of the most discussed problems in the field of language teaching for the educators is time, because it is difficult to achieve goals or to manage a class when time is not enough because a teacher may have a good methodology and an appropriate level of English, but he might not achieve his goals when he has a few hours a week to develop his classes.

According to Hernandez and Rojas (2014), in spite of English being included in the field of Arts and Humanity as Spanish or other subjects by the Law 115 of Education, the time that the teachers have for teaching their English classes is not specified and it is not clear why this subject matter has different time allocation than the other school subjects. Although there are more factors that affect the field of language teaching such as the classroom size, the number of

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the students, the school equipment, among others, and it also possible for some teachers to work and to have good results with the hours provided by the institutions or the government, low intensity represents much more effort for the educators.

In regards to the topics mentioned above it should be pointed out that, in this project (that will be only established) some teachers and students from some public and private institutions of the city of Pasto are going to be asked about the preference they have about the intensity of instruction in the learning process of a foreign languages. To achieve this goal, methodological research strategies are going to be tried out in order to develop this study.

1.3 PROBLEMSTATEMENT

What preferences do educators and learners of some public and private high schools have about the intensity of instruction in the learning process of English as a foreign language?

1.4 GENERALOBJECTIVE

To compare the preferences educators and learners of some public and private high schools of the city have about the intensity of instruction in the learning process of English as a foreign language

1.4.1 Specificobjectives

- ✓ To determine the number of hours allocated to English language learning in some institutions where this project will be carried out
- ✓ To identify the importance of time management taking into account the application of methodological strategies inside the classroom

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- ✓ To identify what preferences educators and learners have about the intensity of instruction in the schools by means of methodological research strategies

1.5. SIGNIFICANCE OF THE STUDY

One of the factors in the field of teaching that affects the process of learning in the classroom is time. Every moment the educators compare their school objectives with what the students actually learned in the school, it is possible to see that some subjects of the curriculum are not reached throughout the school year or the academic period.

The relevance of this study lies on the choices made by the teachers in order to reach the school objectives or the standards set by the *Ministerio de Educacion Nacional* of Colombia because even trying to improve the English level in the country, this might not be possible with the facilities provided by the government. English teachers must face several circumstances when time is not enough because the time allocated for the English classes does not exceed 3 hours a week in some high schools without mentioning that every hour lasts between 55 or 50 minutes (not counting unexpected circumstances that could happen). Similarly, subjects such as the teachers' methodology, the environment, the equipment, among others go along together with the number of hours, and even though the Colombian Minister of Education wants to increase the students' English level, topics like those mentioned above are not considered as the way of improving the learners' academic performance.

Lastly, the main benefit that can come out by doing this paper is that teachers and/or policy makers could be more aware of the importance of the number of hours in the process of learning English as a foreign language, and try to come out with some solutions

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1.5. LIMITATIONS

Some limitations on the implementation of this project could be:

- ✓ The students as participants of this project might not answer the questionnaires looking for improving their academic performance. Few hours of English classes could mean something positive for them avoiding long hours with boring topics and homework inside the classroom.

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CHAPTER 2: THEORETICAL FRAMEWORK

In this section of this study, aspects related with some references and theories that underpin this project will be discussed. Topics such as the intensity of instruction, time on task and classroom management oriented to time controlling will be presented as well as some relevant research studies.

One of the first topics that underpins this project thesis is the “intensity of instruction” because this subject covers some themes about time use inside the classroom. There are a lot of concerns about time management in teaching because this topic is not clearly defined due to sometimes educators believe that higher intensities in the field of teaching might result in more learning for the students but others opt for other positions like meaningful learning in spite of having more hours a week in the schools.

The term “intensity of instruction” is defined by Young (2006) as how often the learners assist to class over a given period of time, going from low intensity to high intensity depending on the class hours. The author explains that the intensity of instruction or the time allocated for the classes depends a lot on the allocated school time because this is defined as the number of hours the students stay in the school attending to all subject matters, in this way, how many hours an educator has for developing his classes goes along with an appropriated distribution of time of the whole school subjects. But talking about how “intensive” a class should or not be is still a discussed topic, for example the author Strevens (1977) aims to explain that there are divers arguments about “time constrain in teaching” where higher intensity instruction classes are apparently better than the lower ones, but there are also several factors such as the teacher

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methodology, the equipment, the number of students, etc., that should be considered as well. In other words, time is just one aspect that affects the language learning process and these should not be considered as an individual factor. According to Strevens, there is no final agreement about the number of hours or the intensity of instruction in the language learning process but whatever the reason is low intensity courses are ineffective, but on the other hand, classes that have more hours for developing a topic are more demanding for teachers, even though they are extremely effective.

On the other hand, we have the arguments made by Silva (2007), she explains that adding more time is not the solution and increasing the intensity of instruction is not the answer in order to help the students to have a good performance in school. The author aims to describe that the teachers should maximize the time they have avoiding the waste of time made by unexpected interruptions and how well the educator uses it. The author explains that increasing the time might have good results in the field of teaching but sometimes this is not an option because of the government or school policies.

As it is said above, there is not final agreement about this wide topic because there are different arguments about it, but as Strevens says we should not consider the intensity of instruction as one isolate aspect because it might play an important role in the field of language teaching but there are still other factors that can affect the learning of foreign language.

The time allocated for our classes is another factor that might influence the way we teach because we have to see this feature as a tool as it is the blackboard or the items we use to develop a lesson. According to Williamson cited by Johnson H. (2009), time is a variable that influence the process of teaching because it deals with our schedule inside the classroom. Teachers as good

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planners have to administrate their schedule in order to maximize the time and to get good performance by the learners.

In many cases, teachers cannot have more hours for developing their classes because the time is mandatory for everyone, that is why many educators opt for using new strategies designed to provide high-quality of instruction maximizing the time they have. For this reason, a relevant topic in this project is the “Time on Task” due to this theme aims to explain the correct way to use the time wisely in the classroom. Mitchell J. (2013) defines this subject as the amount of time a class spends in quality instruction where the students are given the time they need avoiding the waste of it. It is well known that the students sometimes do not use the time properly when they have to accomplish a task because the learners spend more time focusing on other topics in spite of finishing their homework. Rojas and Hernandez (2014) explain that students procrastinate when they have some task to be done inside the classroom, leaving everything to the last minute forcing the teacher to give more time. Problems like these might have a solution in the good implementation of the lesson plan and classroom management by the teacher but sometimes unexperienced educators do not use them.

In addition to the relevant topics, we have the classroom management (but in this case) related with time controlling inside the classroom because the time allocated for some classes is mandatory and as Silva (2007) said teachers should maximize the time they have in order to reach their objectives.

Rojas and Hernandez (2014) explain that there is not a final agreement about the time allocated for English classes even though this subject matter belongs to the field of humanities and Arts as Spanish and Science. Sometimes, teachers have to suit to the government policies working with time frames for the classes that in most of the cases are mandatory and we cannot

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do anything about it. According to Silva, time in the field of teaching has been a controversial topic pushing school districts of America to increase the number of hours for some subject matters because it seems something logic that more time means more learning for the students but this is quite complex as well. Having more hours increases the work for the teachers and the payments as well which is something that the government and the schools are not going to easily accept.

That is why, the author explains that learning should be meaningful involving the student in the process or as Silva says involving the student in the “academic learning time” which is the process when the students are engaged in learning or doing a task but themselves. Thus, even adding more time might help the process of teaching, sometimes this is not an option “forcing” the teacher to make good decisions about the time management in the classroom,

Unfortunately, (as it is said before), teachers and students most of the time do not have enough time as they wish to accomplish their goals for the school year due to this is determined by school and government policies, daily school scheduling, among other factors.

According to McLeod (2003) the curriculum that is implied in the schools are rigorous and sometimes they have several objectives that cannot be reached in the school year working with the number of hours that the government gives, resulting in changing the topic without regarding if the students have or not mastered the topic yet. Another variable that can affect the process of teaching a learning a language related about time is the relation that exists between time and space. McLeod explains that classroom space affects directly our instructional program, because if our classroom is disorganized we could take more time wondering about our surroundings than teaching the class indeed or even our students could get distracted, moving around and not paying attention to the teacher. For these reasons, McLeod describes that a high-quality instructional program, requires efficient use of time and space. It is very important that

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our classroom is rich in accessible, well-organized materials and inviting spaces where students can work alone, in groups, and with us as teachers.

One of the first topic discussed by this author was setting up the classroom, this is the first step to start our process of teaching because the way you organize your environment directly affects students' performance. That is why, educators should take into account how our classroom looks (the visual appearance) and all the equipment we work with (blackboard, chairs, visual equipment, etc.).

The second topic according to McLeod was to arrange students' seats. At the beginning of the school year, it is very difficult to arrange students' seats because we do not know them yet but we should organize them according to our teaching style and available space. Also, we as teachers should consider several aspects such as students with disabilities like poor vision, people with wheelchairs or any other aspect that could affect your students learning. The author describes five aspects to consider when organizing your students' seats.

- ✓ Accommodate the type of instruction and activities we use the most.
- ✓ Be flexible with the distribution of the students' seats
- ✓ Allow space for student's movement, storage, and equipment setups
- ✓ Encourage movement and flexibility
- ✓ Provide a maximum amount of personal space for each student

Other important aspect that the author explains is "managing instructional time", a good teacher should administrate the time depending on the grade and the level because there are two types of daily schedule in the schools. For example, in elementary school the schedule is

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generally determined by three factors: the number of instructional minutes for each subject matter as mandated by the government; special class schedules, such as music, art, physical education, etc.; and the time students take for lunch times, and so on. McLeod (2003) explains that the time for each subject varies depending on the grade level but largest blocks are devoting to mathematics, languages and reading. On the other hand, in high and middle schools the time distribution is made by the government as well but it gives one-hour period for each subject but again mathematics and the other science have blocks because middle schools prepare students to get in the high schools.

Finally, the last recommendation is to “pace the year’s curriculum”, McLeod explains that every teacher has a little control of the curriculum even this is organized by the government but we can control the time allocated to our classes because this depends on the standards and our grade objectives. Pacing the year’s curriculum is directly related to time allocation because we as teachers decide how many objectives we want to achieve in the school year. For this reason, the author suggests some aspects to consider about organizing our curriculum:

- ✓ At the beginning of the school year, we should check the standards and the subjects to teach. We need to identify the key contents and give them more time than other topics
- ✓ Mark on the calendar holidays, events of the institution or any special activity that can affect our schedule.
- ✓ Identify those areas of the curriculum that can be developed outside of the classroom such as fieldtrips.

Finally, McLeod (2003) explains that we should organize our calendar correctly not being too ambitious or too rigorous. Instructional planning is a key factor to success in the classroom.

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Moving on with the relevant references of this project we have some international and national studies that have the same thematic. Unfortunately, local studies were not found and the related research mentioned below are mostly foreign or national research projects.

The first research that supports this project is “The timing of foreign language instruction and related issues” by Blazer C. 2007. This study focuses its attention on answering three questions about the timing on Learning a Foreign language: 1) What is the amount of institutional time a student needs to acquire a foreign language? 2) What is the age at which it is better to start learning a language? And finally, 3) what is the most effective scheduling strategy for learning a Language?

In this project, the author argues that learning in any aspect is a lengthy process and focusing on the field of learning a language, we cannot ask for high proficiency when the students and the teachers only have few hours a week for learning/teaching a foreign language. According to Blazer, there are some studies that reveal that time should be one of the most important factors when achieving a language because if the learners have more time with more opportunities for focusing on this field, they will learn more and faster. Schulz (1998) (as cited by Blazer 2007) remarks that schools do not have a well-founded curriculum when teaching a language because sometimes the programs are disorganized, with mixed levels that make students get confused with the L2. As a result, most of the universities express that the English learners have a low proficiency level when taking into account the school years that they could have for learning a language.

Finally, this study concludes saying that time is only one factor that affects the process of language learning in the schools but if we increase the time of instruction, although some teachers might have some difficulties with more work hours, the learners would learn more.

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The second research that underpins this project is “A comparison of English as second language (ESL) pull-out programs, varying in intensity, on development of vocabulary knowledge and phonological awareness in elementary school children” by Gagnon L. Nathalie (1998). The purpose of this study was to analyze the effects of two English programs with different hour intensity in order to compare the effectiveness of two skills (phonological awareness and vocabulary development). Two groups were the object of this study, the first one worked with 3.3 hours a week while the second one worked with 1.2 hours a week for 5 months. In order to achieve this goal, the participants were tested in two occasions for 45 minutes with an exam that contained pictures and vocabulary.

According to Gagnon (1998) at the end of the program, the results showed that both groups had a good performance solving the tests regarding the development of vocabulary but taking into account the phonological awareness, the first group that worked with 3.3 hours a week had higher grades than the second one.

Therefore, Gagnon concludes by saying that more hours improved the phonological awareness in the Group A, but the vocabulary development was not increased in both groups. Some aspects to consider are that after administrating the questionnaires to the teachers and to the students, the educators showed that time is a key factor in the process of teaching and learning a language and the lack of time forces the teacher to come up with new strategies to maximize the time like group work which is effective with big groups.

The third study analyzed in this project was “Effects of instructional hours and intensity of instruction on NRS level gain in listening and speaking” by Sarah Young 2007. This study aimed to describe how instructional hours and intensity of instruction affect adult English language learners’ level in the National Reporting System for Adult Education (NRS) which is

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the accountability system that gather data about adults basic and secondary education and second language learning in USA (American Institutes for Research, 2017), as measured by BEST PLUS which is an individual face-to-face oral interview to assess English language proficiency of adult English learners in USA. Young defines 2 aspects to take into account for this report, instructional hours, that is the number of hours that students attend to classes, and Intensity of instruction that is the number of hours that students attend classes over a given period of time.

In order to answer the previous question about the relationship between the intensity of instruction and the instructional hours and the level gain of BEST PLUS test, the center for Applied Linguistic gathered over 6500 pretest and posttest students results from 2 states of USA (Massachusetts and Illinois). According to Young, the outcomes showed that high intensity of instruction had better results than low intensity because the learners improved their grades or the level on the National Reporting System for Adult Education NRS but the researcher claimed that additional research is needed to deeply identify the results of this project in the improvement of the four skills (listening, writing, reading and speaking).

Finally, the fourth relevant topic was “The use of time and its impact in the effectiveness of teaching /learning of English as a foreign language in public high schools of Cali (*El uso del tiempo y su incidencia en la efectividad de la enseñanza-aprendizaje de inglés como lengua extranjera, en bachillerato en instituciones públicas de la ciudad de Cali*) by Rojas I. and Hernandez R. 2014. The authors of this project describe the problems found in the National Bilingual Program of Colombia where the government is setting high objectives that are not going to be easily reached by the teachers with the equipment and the materials they have. Rojas and Hernandez (2014) mention that time for language teaching is not enough because educators must work with almost 3 hours a week ignoring unexpected circumstances like interruptions

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made by the students or other teachers. Thus, the authors wanted to compare the effectiveness of the use of time and how teachers manage this limited resource in the field of language teaching and learning in six institutions located in Cali – Colombia.

The finding gotten by the Rojas and Hernandez argued that time should not be increased but maximized because in many cases time is something already set by the government and this is mandatory and teachers cannot modify it. However, the questionnaires that the authors tried out with students and educators described that teachers need more time because they have to deal with unpunctual students, other teachers asking some minutes to give some information, cultural school events, among other activities that reduce the time frames for the English classes.

The authors conclude by explaining that some of the problems that teachers have could be solved by having a better planning of the lesson plan or being strict with the students avoiding interruption and people's tardiness, but despite all of this, the authors recommend to have 5 hours a week because with the time set by the government, the educators are not able to reach their objectives or to cover the curriculum for the classes.

2.1 CONCEPTUALFRAMEWORK

In this part of this project, concepts related with the main topic of this project are going to be described. Some of them are: number of hours, learning process, English as a foreign language, intensity of instruction, among others

2.1.1 The process of teaching and learning a second language: The field of language teaching according to Strevens (1977) covers different disciplines which makes this profession quite complex. Even though, the labor of being an educator has an important impact in the society, education helps children and people in general to build up new job opportunities or the ultimate

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goal of learning new knowledge, however, this profession does not have an equal value as a surgeon, doctor or lawyer. Taking into account this assumption, it is possible to argue that language teaching plays an important role as other professions but this labor of being educators remains as a simple job that is not considered as important in the society. In addition, he presents a framework to understand the learning and teaching process.

2.1.2 Elements of Language learning and Language Teaching process (LL/LT): According to Strevens (1977), there are some particular elements involved in the process of language teaching and language learning. Some of them that are relevant for this study are: 1) Policy and aims: Strevens (1977) recognizes this concept as the sociolinguistic circumstances where a community will provide some teaching facilities for learning a language. In some places like Colombia, these aspects are ignored by the policy-makers because even though the Colombian English learners have different needs, the Minister of Education continues trying foreign strategies out ignoring the real learners' needs when learning a language. 2) Administration and Education: According to Strevens (1977) this aspect is based on the economic support that an organization provides to the institutions or schools. Sometimes the government provides resources for facilitating the language learning but that equipment is not enough for the number of the students. 3) Discussion of LL/LT Types: Talking about the types of language teaching and learning Strevens (1977) defines some factors that influence this process:

2.1.3 Number of hours: According to the "*Ministerio de Educacion nacional*" of Colombia (2002), this term is related with the number of hours per year that each school has for each subject matter, it means the number of hours offered by the institution per year for each subject. It is the result of multiplying the number of hours (40 max.) a week by the number of weeks per year (40 is the minimum weeks of a year, as provided in the Article 86 of Law 115 of 1994). Recess or lunch breaks are not included

2.1.4 Learning process: According to Lachman (2010) learning as a process should be

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identified and distinguished from the behavioral perspective or the product of a process because there are definitions that explain that this term represents a change in the human conduct brought by practice and experience but learning does not need to have to change the person's behavior because we continue being who we are despite the things we know. That is why the author proposes a complete definition of this broad concept saying that learning is the process by which the relation between stimulus and response is developed as a consequence of functional environmental interaction via our senses.

2.1.5 English as foreign language: According to Higgins (2003) this term refers to the use or study of English by non-native speakers in countries where this language is generally not spoken or does not serve as a communication medium.

2.1.6 Intensity of instruction: This term is defined by Young (2006) as how often students attend class over a given period of time. In other words, the intensity of instruction is the number of hours that a student actually attends to a specific subject matter, for example a learner should spend 60 hours a week in the school but only 3 or 4 of them are used for English classes or other subject matters.

The aim of this chapter was to provide a description of some related studies that are relevant to support this project. In the next chapter the methodological aspects are going to be presented such as the paradigm of this project, the type of research, among others.

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CHAPTER 3: METHODOLOGY

The main purpose of this chapter is to explain the methodological design, types and techniques used in data collection that have been used throughout this research. Similarly, some aspects such as population, the procedure validation criteria the ethical aspects will be discussed.

3.1 RESEARCHDESIGN

The research design for this project will be:

3.1.1 Qualitative paradigm: Throughout this research project a qualitative paradigm with a case study will be chosen because this suits the project needs and it allows the interpretation of the data that includes a human factor (giving questionnaires to the learners and teachers and semi-structured interviews only to the teachers). Similarly, some techniques for gathering the information from this paradigm are going to be used such as the semi-structure interview for the educators and the questionnaires for the students.

3.2 RESEARCHTYPE

Taking into account the research problem and the theoretical framework of this study, the ethnographic type research is going to be use because of the way this analyze the data giving a description of the educational systems based on interviews and observation.

3.3 RESEARCHTECHNIQUES

In this project two research techniques are going to be used: The questionnaire and the semi-structured interview. First of all, questionnaires are going to be delivered to some teachers and to some students of the institutions with questions about the main topic, open questions for the

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learners and closed questions to the educators. Then, semi-structured interviews are going to be performed only with some teachers of the schools, their answers are going to be recorded.

Taking into account the number of the students of the institutions, the questionnaires are going to be applied only to 10 % of the students which means five students from each classroom (9th to 10th graders students). The semi-structured interviews are going to be performed with the educators who are willing to be part of this project, the participants are going to be interviewed one teacher at a time by means of notes and the audio recorder.

3.3 DATA ANALYSIS TECHNIQUES

The data that is going to be gathered from the semi-structured interviews and the questionnaires will be transcribed into a paper with the purpose of being studied. In order to analyze the data that will be collected by means of the gathering research techniques, the Keyword- in-Context technique will be used because this tool helps to identify key terms related with the main topic (the intensity of instruction or the number of hours). On the other hand, the data gathered of the questionnaires will be counted question after question organizing them in a systematic way.

3.4 SETTING

This project will be carried out in four institutions of Pasto-Nariño, being public and private schools of the city, they are I.E.M Pedagógico, I.E.M Ciudadela de la Paz (La Magdalena), Colegio San Francisco Javier and Colegio Filipense. These are located in “La Comuna 10”, “La Comuna 7” and “La comuna 1” of the city which correspond to Aranda, Rio Blanco, Av. Los Libertadores and Mijitayo.

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According to Ibarra (2011) both educational centers (I.E.M Pedagógico and I.E.M Ciudadela de la Paz) belong to “La Comuna 10” and they work with an approximate number of 2200 students in each institution while the private schools San Francisco Javier that belongs to “La Comuna 6” and Colegio Filipense that belongs to “La comuna 1” have approximately 2500 students each one of them. The population from “La Comuna 10” has a low socioeconomic stratum, according to Ibarra (2011) 91% of the people have strata 1. The main economic activities of these neighborhoods are trade in goods and services with 47% as a main economic activity, followed by manufacturing with 34%, however, these economic activities are family and subsistence businesses, generating low income because of the use of no-trained workforce. On the other hand, the population from “La Comuna 6” and “La Comuna 1” of the city have a heterogeneous socioeconomic stratum, according to Salazar (2007) and the analysis made by the DANE in 2005 the main stratum of the people of “La Comuna 6” are 1, 2 and the strata 3 in a very small extent, while “La Comuna 1” has mostly a stratum 2, 3 and 1. Because “La Comuna 1” is located in the city downtown the main economic activities of these neighborhoods are trade and services made by small enterprises and factories. Moreover, the economic activities of “La Comuna 6”, which is located to the north-west of the city, are manufacturing, trade and services and, to a lesser extent, tourism thanks to its location outside of the city.

3.4 POPULATION

This research project is going to be carried out with a group of both, male and female teachers and students from public and private high schools who are between 15 to 16 years old and 25 to 40 years old respectively. The learners involved in this study belong to 10th grade and the educators work in basic secondary education. Both teachers and learners are between low and high socioeconomic strata.

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3.5 SAMPLE

Taking into account the number of the student and the teachers form the 3 schools. I have decided to take a sample of 10 students ad 3 teachers per institution. The sample will be chosen randomly

3.6 RESEARCHPROCEDURE

The first activity to be undertaken will be to send letters to the participants of institutions asking for their support in developing this study in the institution. These letters will include the data collection techniques and the activities that are going to be developed.

After having a permission, we will continue with the collection of the data. Questionnaires are going to be developed with teachers and learners as a way to know what their perspectives about the number of hours are.

At the end of the study, letters will be sent thanking the institutions for helping to develop this project. Likewise, I am going to leave a copy of my project for each institution where this study was carried out.

3.7 ETHICALISSUES

This research works with the following ethical principles regarding the way it is going to be handled.

Firstly, letters requesting the support of the institutions will be sent which allow the development of this project. Similarly, the students and / or the teachers are not going to be forced to develop different activities in order to collect the data, the participation will be free.

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The questions are going to be clear and they will not be affected by problems of ambiguity which help students to answer them easily. Also, the answers that the learners and/or the educators reveal are going to be treated with honesty and integrity, it means that any personal information is going to be published.

All the participants involved in this project will be chosen randomly avoiding bias in any aspect of this research. It means that this project will be objective without taking into account any personal or financial interest.

This research aims to respect intellectual property avoiding any source of plagiarism. Any external information listed in the theoretical framework or in other part of this paper has been correctly referenced.

All the aspects presented in this project will help further research projects and this study is open to criticism and new ideas

All the participants involved in this project will keep abreast with the steps that this research is going to follow.

And finally, any result will be manipulated in order to enable the accuracy of data collection in this research

This chapter described the principles of the methodological design of this study. Topics such as the research method, data collection techniques, a description of the population, the sample, among others have been observed. Also, there was a description of the procedures, validation criteria and ethical principles that this research work will follow. In the next chapter, the administrative aspects of this project are going to be presented.

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4.2. BUDGET

For the development of this project the budget will be:

Rank	Application	Budget
1	Development	\$ 30.000
2	Applied research	\$ 30.000
3	Items	\$ 20.000
4	Facilities and equipment	\$ 30.000
Total		\$ 110.000

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