

**Description of the English Learning and Teaching Process with a Curriculum
Deficit at Gimnasio Nuestra Señora de la Esperanza.**

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**Description of the English Learning and Teaching Process with a Curriculum
Deficit at Gimnasio Nuestra Señora de la Esperanza.**

Research Project Report

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Keywords	Case study, English language Curriculum design, English Learning, English teaching.
Abstract	This research emerges from the reflection on the importance of an English-language curriculum design for the development of English classes and how this can positively or negatively affect the teaching-learning process of the language. Its objective is to describe how the teaching-learning process has been approached from the perspective of the community of the Colegio Gimnasio Nuestra Señora de la Esperanza (stakeholders, teachers, students), having as its main characteristic the absence of an English curriculum. This description frames two fundamental aspects such as the class methodology and the planning of an English class. Each of them addresses important characteristics such as the use of grammar as a teaching base methodology, the role of teaching materials, planning based on the curriculum, the scope and sequence of content, and timing and pacing in the content application.
Research design	It is developed under the descriptive paradigm as it is a case study using as instruments two interviews, a questionnaire, a focal group discussion, and some class observations.

Conclusions	<p>Having a specific institutional English language curriculum is important since it should clearly relate to the institution's principles, mission, vision and general philosophy. However its importance is understood differently from each of the community's subjects. The stakeholder considers it is not so relevant when teaching and learning English. However, for students and teachers it is, as the process has been affected due to this absence.</p> <p>It is also important to consider professionals' faculty in order to be qualified for the role of teachers.</p> <p>Finally, it is important to analyze if there are other schools working under the same characteristics as this one.</p>
Main references	<p>Brown, Douglas. (2007) teaching by principles. An interactive approach to language pedagogy. Pearson Longman.</p> <p>Dornyei, Zoltan. (2007). Research Methods in applied linguistics. Oxford University Press.</p> <p>Harmer, Jeremy. (2015) The Practice of English Language Teaching. Pearson.</p> <p>Lindsay Cora and Knight Paul. (2006) Learning and Teaching English. Oxford.</p>

1. CONTEXTUALIZATION

Gimnasio Nuestra Señora de la Esperanza (hereafter G.N.S.E) is a private school located in Bogota city. Owners and teachers have been working with kids and teenagers for about 22 years. They started working in 1998 with a preschool and primary school in its head office in La Gloria Neighborhood. When the stakeholders started this project, they first called the school "Pilísimos Bilingual School" because they wanted to have an emphasis in English. They started with kindergarten to fifth grade. The groups were small (no more than 15 to 20 students per group) and there was one English teacher. English was learned through the use of commands outside the classroom and other subjects' teachers had to use them too in order to be able to use the language. Besides, teachers had to use specific words such as: homework, exercise, class activity, for example, inside their classes. Then, they opened a new building for preschool and primary in the San José neighborhood in 2006 with the same intention to make it a Bilingual school, as the one at La Gloria. In time, they grew up and they built the second building with preschool, primary and secondary in 2011. However, their name changed from "Pilísimos bilingual School" to "Gimnasio Nuestra Señora de la Esperanza" and its English focus became "intensive" instead of bilingual. Some of the reasons for this change were that a bilingual school had different characteristics such as: more than 50% of the teachers must be bilingual, it is used two or more languages to the process of teaching in subjects different from English, promote English speaker countries culture, and require an international English Exam that Nuestra Señora de la Esperanza could not manage because the professionals at the school were not bilingual, or

they spoke little English. Besides, students do not take a culture class or have to present an international test.

This study emerged as part of the researcher's personal experience who has worked as an English teacher at this school for about 10 years. She entered there because she knew the language as she had studied to be a teacher for some semesters, but she hadn't finished her bachelor's degree. Actually, she knew the language, but she didn't have much knowledge about pedagogy; that was something that she improved through the years and that she could learn when she took up her career "Licenciatura en Lenguas Extranjeras Inglés" at Santo Tomás University.

While doing the career at Santo Tomas University, she took two academic courses called "Curriculum Design" and "English Didactics" that made her think about the importance of having a curriculum for ELT in order to follow some steps when teaching and to achieve the objectives for the different grades during school life. She realized that this type of document was not present in this school, and she didn't have the coherent support to follow the English classes at this school. Moreover, the English teachers that came to this school who had the pedagogical preparation usually asked for the curriculum, but there wasn't any. It is also important to mention that English teachers generally didn't stay for the whole academic year, so it was commonly necessary to look for another teacher in the middle of the process.

Something that was really surprising was the fact that the Headmistress asked a secondary English teacher for a curriculum based on his English planning for the year, but the teacher just took one syllabus from another school without even changing the name of the institution where it came from. So, the English curriculum, or the lack of one, has been a very

difficult issue that concerns the school, the English teachers and the students in their teaching and learning process.

So, the researcher considered it important to describe and analyze how the process of English teaching at this school has been developed keeping in mind that it has not followed any specific curricular proposal for language teaching. Similarly, it is important to know how the students' process of learning has been during those years and if their learning has been meaningful.

2. RESEARCH STATEMENT

Gimnasio Nuestra Señora de la Esperanza (G.N.S.E) is a very small school. The groups don't have more than 25 students in each of the grades and many of the students have studied there their whole school life. The stakeholders have permanently promoted intensive English learning in each of the different grades from kindergarten to eleventh grade with the purpose of preparing students for the National test "*Prueba saber*" and to continue their studies or get better jobs. However, the English level in the upgraders was basic as the National test results were not the expected ones.

It was possible to observe that there were some situations at the school that did not easily respond to those institutional interests and so the attention of the researcher, who has been part of the teachers' staff as well, decided for the development of this research.

To begin with, at G.N.S.E., most of the teachers are not graduated professionals yet. The researcher is an example of a pre-service teacher. Most of the teachers don't speak English, they just use commands to give instructions to their students and use common daily words when teaching their subjects. And, finally, the institution does not have formal documents such as a syllabus, a language curriculum or any other support that would guide the teaching of English.

At the beginning, as a teacher of the institution, she was not aware of the importance or relevance of such documents since she, and other teachers at the institution, had to create and make all the decisions of what, when and how to teach the language and it was somehow positively considered as teachers' autonomy. However, while she was finishing the bachelor's

courses at the university, she took two academic subjects called “Curriculum Design” and “English didactics” in which she could realize the meaning and lack of a curriculum for teaching English at the school. In that way, she wondered about how the process of English learning and teaching takes place at this school when it does not have a specific curriculum proposal for English language.

It is important to remark that the school has a list of topics to be taught in each of the grades, but there is not a clear explanation of the sequence, time taking, objectives, resources, pedagogical principles or clear relation to what the school’s mission and vision is. Therefore, the researcher wanted to take into consideration the community's perspective on how they have been facing the teaching and learning of English, because, on the one hand, the English teachers had to always develop the process in total autonomy without having a starting or ending point; and on the second hand, students, teachers and stakeholders could have also different points of view about how the language teaching and learning practices occur at this particular context.

It is true that students might not explicitly know and understand what a curriculum is. Nevertheless, they have to be considered as the center of planning and implementation of pedagogical practices at the school. Therefore, the curriculum design of the school must guarantee different aspects to achieve good results in the language learning, first in agreement with the Ministry policies (standards, Basic learning rights, etc), and the school specific context in terms of region and location. A curriculum cannot be considered only as a list of contents to be taught but a more complex document that includes the understanding of the environment, needs and principles as well as the content & sequence, goals, pedagogical approaches and methods, perspectives of assessment and evaluation (See figure 1).

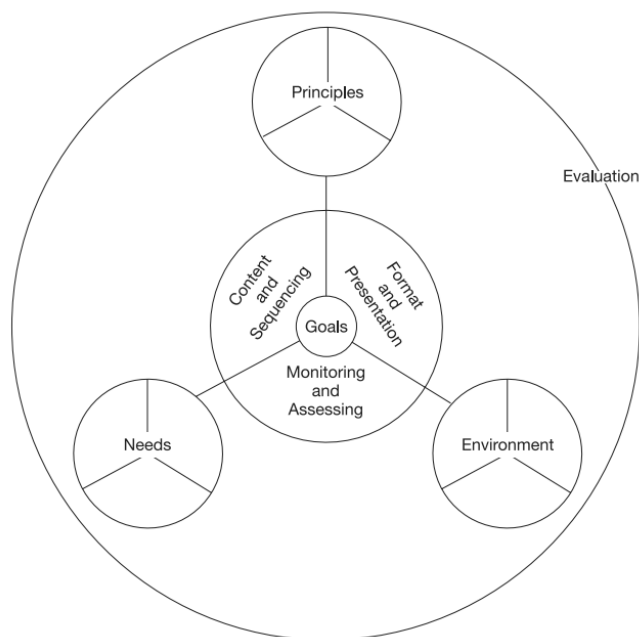


Figure 2. A model of the parts of the curriculum design process.

From all the above, this research intends to study the English language teaching and learning that occurs at this particular institution where there is not a formal guide constructed upon those regulations and complete processes of a curriculum development that is appropriate for the particular context.

Hence, the guiding question for this research study is:

2.1 Research Question

How does the process of teaching and learning English without a curriculum in ELT occur at Gimnasio Nuestra Señora de la Esperanza school?

2.2 Main Objective

To describe how the English teaching and learning process has occurred at G.N.S.E without the guidance of a specific curriculum in ELT.

3. JUSTIFICATION

This project allows people to understand much better the importance of having and following a curriculum at any school since it provides the pedagogical foundations, a clear understanding and coherence between the environment, the needs and the teaching decisions. Also, this study allows one to hear the teacher's voices while describing the teaching process, especially in the higher school grades.

Taking into account that there are some policies about the standards for English teaching and Basic Learning Rights that frame the process of English teaching, it is important to know how those policies are being implemented in the school. Besides, it is important to reflect if those are being revised since theory (curriculum) and practice (inside the classrooms).

For the community it is important to consider that this project will support and encourage the school leaders to develop the creation and application of the curriculum. In that way, teachers will benefit from it as they will regard some important aspects about pedagogy and insights about how English will be taught at this specific school.

This study belongs to the Research proposal of the Licenciatura en lenguas extranjeras inglés (LLEI) at Santo Tomás University: Research Field 2, Research Macroproject 2 and Research Subproject 4 (Figure: # 1), since it approaches the English teaching and learning phenomena at a particular institution where the investigator is both a teacher and investigator. Also, this paper gives account of the researcher's interest in understanding how the English teaching and learning process has been developed in this specific context as well as give voice to this institution's reality and participants that play an important role in the educational

community. It is considered as a case study since it is telling the particular realities of the school Gimnasio Nuestra Señora de la Esperanza (G.N.S.E.) and does not attempt to generalize or draw conclusions to what a lack of curriculum might mean in other contexts, but rather focus the attention on this context only.

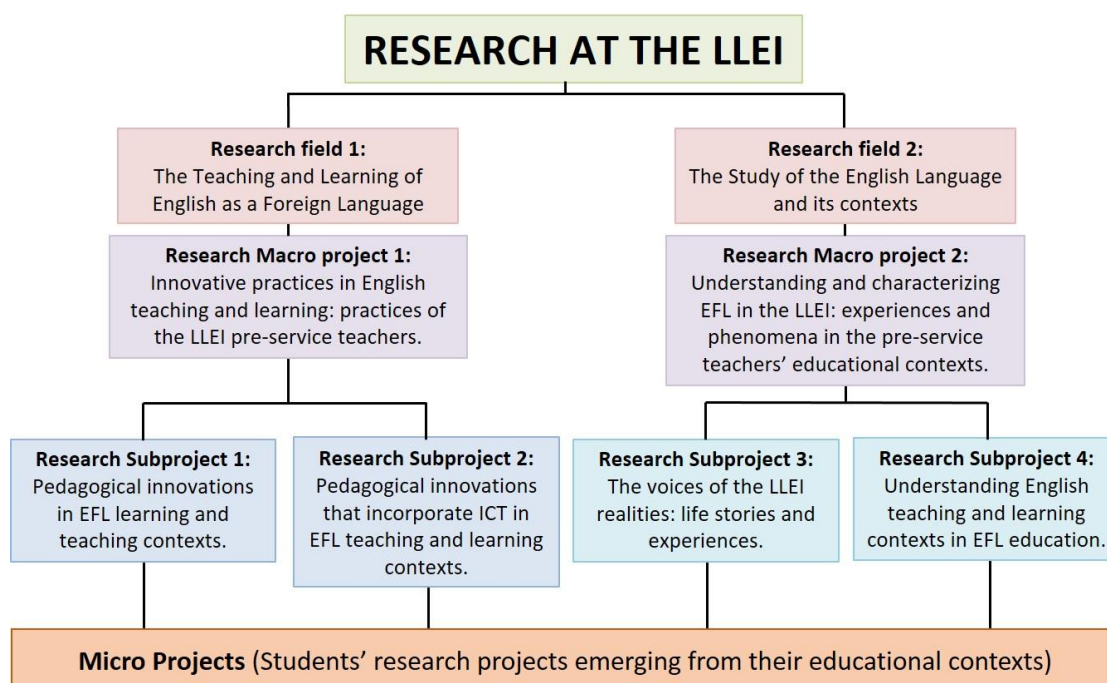


Figure # 1. Research at the LLEI

4. THEORETICAL FRAMEWORK

In accordance with the purpose of this project that is to describe the learning and teaching process at Gimnasio Nuestra Señora de la Esperanza, a school with absence of a English curriculum, the following constructs will be discussed: English Language Curriculum, English Teaching and English Learning.

4.1. English Language Curriculum

A curriculum is known as the path that must be passed to get the objectives of a course. That means the curriculum provides you with the basis for the teaching and learning process, taking into account the people, the place and the class itself.

Jeremy Harmer in his book *The Practice of English Language Teaching* mentions that a "curriculum expresses an overall plan for a school or subject (with its philosophy and how evaluation will take place)" so it is important to develop a curriculum for any area in order to get the objectives for a specific course taking into account the needs of the community and how the strategies will be developed in order to achieve the purposes. (Harmer, 2014. p. 212).

Professor Alistair mentions that "A curriculum is a definition of what is to be learned. The origins of the word are from the Latin curriculum, a racing chariot, from which is derived a racetrack, or a course to be run, and from this, a course of study". (Alistair, 2000). Besides, Professor Alistair gave a closer definition as:

A school's curriculum consists of all those activities designed or encouraged within its organizational framework to promote the intellectual, personal, social and physical development of its pupils. It

includes not only the formal programmer of lessons, but also the 'informal' programmer of so-called extracurricular activities as well as all those features which produce the school's 'ethos', such as the quality of relationships, the concern for equality of opportunity, the values exemplified in the way the schools sets about its task and how it is organized and managed. Teaching and learning styles strongly influence the curriculum and in practice they cannot be separated from it. Since pupils learn from all these things, it needs to be ensured that all are consistent in supporting the school's intentions. (DES, 1985a, Paragraph 11)

Taking this into account, the curriculum is not just a set of objectives and methodologies to achieve them, but it must include the community interests, the students' needs and the teachers' preparation and abilities that hold the process. Based on the Colombian law of education, curriculum is a group of criteria, study plans, programs, methodologies, and processes that contribute to the integral formation and the building of the national, regional, and local cultural identity, including the human, academic and physic resources to put into practice the politics and to carry the institutional educative program out. (Law 115 1994. p. 26).

To Stenhouse (1987) the curriculum is "a tentative to communicate the essential principles and the treats of an educative objective, in that way it remains opened to discussion and reflection and, at the same time, it could be taken into practice"(p.29)

As we can see, the curriculum encloses many aspects that must be taken into account when teaching a subject, in order to get the objectives of the school, and mainly to get the

purposes of the learning process in each of the students. This process encloses the educational setting as it has to take into account where the institution and the people come from, the conditions talking about resources and physical conditions; the class characteristics talking about the relations among the students, the size of the group or groups, the age; the faculty characteristics in terms of teacher's training, experience and pedagogical basis they have; the governance of the course in term of who has the criteria to adapt content and if it is taken into account the ministry disposals and finally, the assessment and evaluations requirements in terms of diagnostic purposes or achievement processes.

The curriculum also includes the Ministry of Education basis through the application of the standards and the basic learning rights. They were created in order to have a basic guideline and follow it to demonstrate development of the English skills. They also provide examples and contents that help teachers to develop lesson plans in concordance with the characteristics of the school community that help students to achieve the goals for each course. They are important as they propose essential elements to achieve the objectives for the process of learning that is having an English proficiency level at the end of eleventh grade.

According to Nation and Macalister (2010), many theories differ between a curriculum and a syllabus. The former describes a more complex process that includes the environment, the needs, the pedagogical principles that the context presents and decides for making its teaching. A syllabus is just a part of the curriculum.

4.1.1. Syllabus

The syllabus as part of the curriculum, is established as a list of language content that will be taught in a course. As Luke, A., Woods, A., & Weir, K. (Eds.). (2012) mentions “it is a document that provides teachers with a rationale and outline of the school subject in question, an overview and specification of preferred expected content to be taught and learned and a description of operational ways of appraising standards for gauging student performance”. However, the syllabus does not include aspects such as the principles of the language teaching, the philosophy of the school or the assessment. The syllabus must be consistent with the curriculum, and at the same time, classes must be in agreement with the syllabus. Actually, at G.N.S.E there is not a formal syllabus, but a table of topics to be taught. Moreover, it does not specify time, objectives or methods in how class could be developed.

4.2. English teaching

English Teaching has been influenced by many factors such as the methodology, techniques and approaches. Depending on the objective of the learning process, a teacher can choose a specific method to achieve the goals. "A language teaching method is a single set of procedures which teachers are to follow in the classroom. Methods are usually based on a set of beliefs about the nature of language and learning" (Nunan,2003, p.5)

Besides, it is also important to take into account the topics, the ages, the environment, the purpose, and so on. All these aspects lead to the importance of designing a teaching plan to afford the purposes of the course, in other words to design a curriculum which accomplishes the learner's needs and this important document is not present at this private school. This is complex, as it is important to have in mind the different contexts in which English is learned and taught. So, teachers have to address the many factors that affect their teaching. Besides, it is important

to take into account the materials to develop the class. All this process depends on the curriculum as its goals and aims lead on the teacher's role taking into account his qualification and training.

For this purpose, it was considered three important aspects when teaching as they are colombian policies, class planning, teaching skills and approach.

4.2.1 Colombian Policies: When starting teaching a language, it is important to consider the language policies implemented in the country. From the Ministry of Education in Colombia there are two basic aspects to take into account about English teaching: The national standards and the Learning Basic Rights.

The National standards were implemented in the National Programme for Bilingualism according to the Common European Framework of Reference (CEFR). The initial targets for the year 2019 were getting minimum levels of proficiency: B1 for high school graduates, B2 for EFL teachers and graduates from university programs, and C1 for graduates from english Preparation Programs. (Ministry of Education.2006) Then, a new proposal arrived and they are called Learning Basic Rights. With this proposal, the Ministry of Education is looking for better communication and interaction English abilities. This proposal includes curricular basis in order to achieve the purpose of improving the students communicative competence. (Ministry of Education.2016)

4.2.2. Planning:

Planning is considered as the way teachers want to follow a lesson in order to achieve some specific objectives. The way of planning can differ from one to another, that means teachers can follow a specific lesson plan that takes a certain amount of time to be developed. It

is also possible to work on basic lesson plans with simple ideas and links to be used, or having good ideas just in the mind to be developed in the class. Therefore, it is a high risk to arrive at the classroom with little idea of what teachers want their students to accomplish. That's why thinking about what will be taught, how it will be taught and what the objective of the lesson is among other aspects, makes a great part of the importance of the procedure of an English class.

Other important aspects are the sequence of the activities that are followed during a lesson. It includes how the teacher is going to introduce the topic, how he is going to develop it and how he is going to end the lesson. The aspects mentioned take us to another important aspect and it is time. Time in terms of how long a course will be, or how long the lesson activities will take. That's why planning is not a setting of topics and objectives, but how those will be presented in a class and their time when learning.

4.2.3. Teaching Skills: To be an effective teacher, it is important to reflect on what is done, how it is done and why. So, a teacher must consider the following aspects: Knowledge, decision making and action.

When talking about knowledge, it is crucial to consider the integration of the different teaching skills. It means that listening, speaking, writing, and reading must be included in the process of teaching and learning as they are part of the language. They are also a main part to be considered when planning because it is important to learn the language as a whole. Depending on the approach, they can be learned and taught differently, as well as the assessment.

4.2.4 Language outcomes: These are defined as the results or benefits that students get from a specific course or program on language learning. They are not simple settled objectives,

but specific purposes that are considered significant when taking a course. They must be measurable, attainable, and meaningful. They must be time- limited to know when they are achieved.

4.3. English Learning

It is considered as a formal or informal process depending on where and how it is developed. It also takes into account the awareness of the learner as he can learn without being conscious of it, when copying expressions or learning from a tv program, but he can also be conscious and learn by checking words or phrases in the dictionary. The relation between learning and teaching is very important as one depends on the other to get effective objectives. Both processes must consider different factors such as age, motivations, aptitudes and attitudes, relationships with partners and teachers. This takes us to know about different theories for learning, for example the constant use of grammar, that is considered very important for some adults, while children just want to communicate even though they don't use grammar correctly. These kinds of ideas can affect learners directly.

For this research, it is going to be considered the role of the materials in the learning process, and the methodology in language teaching.

4.3.1 Role of materials: Nowadays, there is a great number of technological and printed resources available. Depending on the setting, it is possible to use computers and smart boards technology through online connectivity. There are also places where there is not any possibility so teachers use basic resources such as blackboards, coursebooks and workbooks. Therefore, no

matter the resource, it is important to take into account how they must be used to achieve the purposes of the lesson, and at the same time of the course.

Most of the time, academic coordinators or school authorities choose the course books to be developed in the course, so teachers usually do not have a choice about the content or the methodology implemented. However, Material can be presented in different ways to suit the proficiency and interest of the students.

As we can notice, books can be useful if the teacher in charge is aware of its use and successfulness in the students' process. At the same time, the teacher has the possibility to adapt the content according to the curriculum established. This content is learnt by different techniques implementations or through a variety of technological resources. Another important aspect is the role of the materials, as Lindsay Cora and Paul Knight mention "resources are anything that we use in the classroom to support the learning process. These include paper-based resources, for example, a course book, text, handouts, posters, exercises, books, small cards, and so on; recorded material on cassette, CD, DVD, video tape; realia, real objects from outside the classroom such as magazines, etc." Having such a wide possibility of materials' use, and depending on how they are used, the learning process can be fostered allowing the teacher to be responsive and creative when using materials. At the same time, it is possible to give the students some control on their learning, having different possibilities to use the language in different contexts.

4.3.2.. Methodology in Language teaching.

According to Shafaei A. (2008), methodology in language teaching has been characterized in a variety of ways. A classical formulation suggests that methodology links theory and practice. Within methodology a distinction is often made between methods and approaches, in which methods are held to be fixed teaching systems with prescribed techniques and practices, and approaches are language teaching philosophies that can be applied in a variety of different ways in the classroom.

An approach is considered as the position or belief about the nature of language and the nature of language learning that is supported theoretically and that is applicable to pedagogical settings. The approaches are the given reasons to develop the activities in the classroom and how they are developed. From this it is possible to understand how the knowledge is learnt and the promoted conditions to a successful learning. As Harmer J. (2014) mentions in his book, “an approach describes how language is used and how its constituent parts interlock - it offers a model in language competence. An approach also describes how people acquire their knowledge of the language and makes statements about the conditions which will promote successful language learning”. The approach constitutes the Method as this last specifies teacher’s and learner’s roles and behaviours, and then, establishes objectives, materials, and procedures.

5. RESEARCH DESIGN

This research project is based on a hermeneutical approach which focuses on the descriptions and interpretations of the community experiences. Aguirre and Jaramillo (2012) pointed out that “phenomenology favors the understanding of the school realities, emphasizing the experience of the educational process representatives”(p.51). Description is a must as it provides data from different sources like personal experiences from teachers and students through the implementation of interviews and observations, that means the phenomena observed is already available. As Doris Elida Fusten mentions in her article: Qualitative Research: Hermeneutical Phenomenological Method, this approach is oriented to the description and interpretation of the lived experience's fundamental structures and the recognition of the meaning of the pedagogical value of this experience.

This research was developed through the basis of some foundations and orientations considered in the research subprojects at LLEI (See figure1) and particularly in the research field two: “*The study of the English Language and its contexts*” which puts relevance on how English is learned and taught in specific contexts. For this specific case, the aim was to observe how the language is used /learnt and taught) at this private school. As part of subproject four, it considers that the English learning and teaching process at G.N.S.E. can provide experiences to English teachers who can look at strategies and decisions to improve foreign language teaching. Besides, it could also provide strategies to solve possible problems in schools similar to this one. In agreement with this, the research concerns the **case study design** that blends a description of the different events with the analysis of them, understanding the participants' perceptions.

5.1. Case study

According to Dornyei (2007) a case study is the study of particularities of a single case. Cases are first related to people, but they can also be related to institutions, organizations or communities as long as they constitute a single entity with defined boundaries. (p. 151). In this project, it is related to a specific issue in a particular institution. As he said "the case study is an excellent method for obtaining a thick description of a complex social issue embedded within a cultural context. It offers rich and in-depth insights that no other method can yield, allowing researchers to examine how an intricate set of circumstances come together and interact in shaping the social world around us" (Dornyei, 2007, p. 155) It is one of the reasons why this method was chosen in order to describe this single situation at the school Gimnasio Nuestra Señora de la Esperanza.

For Yin (2000), a case study must have three aspects: It must have data from different resources as they are interviews to students and teachers, observations of some English classes, and documentation in field diaries; examine something in a real life context as it is the process of learning and teaching at Gimnasio Nuestra señora de la Esperanza school, and use theory to generalize results as they are related to the absence of specific curriculum at this school, and its implications in the process of teaching and learning. It is descriptive as the purpose is to describe an intervention or phenomenon and the real-life context in which it occurred (Yin 2003).

The case study main components are questions and propositions that are born from analysis and observation, so behaviour and thoughts are not manipulated in that way "how" questions emerge and the researcher can interpret specific situations around the context. Besides, it is important to analyze by examining the data and validating it through the triangulation of

different sources, or by using techniques as a pattern of matching. It is important to make what Yin calls "a chain of evidence" (1989) in order to link and support the evidence. An advantage for this type of study is that it can give sufficient descriptive material to interpret and reinterpret to lead on perceptions different from the researcher's.

In this specific study, case study can establish causes and effects from the data obtained from the real people in the real context with the purpose of reporting the interactions and dynamics in the English learning and teaching process. The information obtained cannot be judged or evaluated, but interpreted in terms of theory from English language teaching and learning. It can facilitate understanding the English learning and teaching process at this school where there is no curriculum. Besides, it can contribute with the school feedback or promote educational policies. Finally, a case study can be understood by audiences because of the use of nature and clear language, so it doesn't need specialized interpretations.

5.2. Context

Gimnasio Nuestra Señora de la Esperanza is a private school located in the south-east of Bogotá, Colombia. They have two locations: one in La Gloria neighborhood which has just elementary school and it doesn't have more than 100 students. The other location is in San José Neighborhood and it has preschool, elementary and secondary schools. There are about 350 students in it. There is one classroom for each group of students. It means that there is just one group for each grade, except for tenth and eleventh grade that share the same classroom. The groups are not big, they have about 25 students

As it is private, it can manage autonomy when teaching, having in mind the policies required by the Ministry of Education and it has worked in education for more than 20 years. At the beginning, the stakeholder's mission was to immerse into English, and languages, the students that came here. However, it wasn't possible, so they started giving intensive English, French and Chinese lessons.

Talking about English teachers, there are three English teachers: one for preschool and elementary at La Gloria, one for preschool and elementary at San José and the other for secondary school. It doesn't have a language department or team. The secondary teacher has her Bachelor in English teaching from La Gran Colombia University. The Preschool and elementary teacher at La Gloria's branch is studying at this moment and the other is just finishing her career. One of them, a female teacher, is a participant of this research. It is important to know her perceptions about the curriculum, its importance in the achievement of objectives, and the teaching process at this school. Another aspect is that she has been their English teacher for about 5 years, even replacing the teachers who left the job.

Another important participant of this study is the school coordinator because he has worked there for more than fifteen years. In that way, he can contribute with important information about the teachers, the students, and the English process from a different point of view. He can also show a general outlook about the purposes of the English teaching and learning process at this school. He can give examples of how the teachers have developed the process, and how resources have been used.

As it is important to hear the teacher's voices, it is also important to hear student's voices. That's why thirteen students in tenth and eleventh grade make part of this research as they are

more conscious about their own English Learning process and they have studied there for more than 8 years. At the beginning, the invitation to this project was extended to twenty students; however, just the thirteen signed the consents. Among them, there are four girls and nine boys: Three are in eleventh grade and the others in tenth grade. They are between fifteen and seventeen years old. One of them studied a couple of years in the United States, and two of them are taking English classes at a private institute. The purpose is to know their perceptions about the learning process at the school, and understand their points of view.

5.3. Data collection instruments

To achieve the objectives set in this research, four instruments were used: Field Diary from direct observations (observing), Interviewing, Focus group discussions and a questionnaire.

5.3.1. Field diary: According to Krishnan and Lee (2002), field diaries are first-person observation experiences recorded over time. Understanding those recordings as notes based on feelings and reflections on what is observed. It is a technical instrument that produces an intervention in the reality in question by problematizing both what is called analysis and how it should be done. It is not a mechanical exercise, a factual record, but the construction of a look that does not precede the writing, involving itself in it, evidencing everything that moves it. (Scheinvar, E., & Nascimento, M. 2021).

This instrument was used while observing some of the English classes during the last academic term in 2019 and there were two in total (see annex 1). Through this instrument, it was possible to record students' feelings, impressions, thoughts and personal opinions related to the

English teaching process, and at the same time it was also possible to analyze the learning process.

As there are different observation forms and field diaries formats, there was not taken into account any of them. Field notes were taken to make a mapping of the place, write different impressions of the classes, and analyze the class interactions and procedures. How materials were used. The idea was to register evidence that could respond to the research problem.

5.3.2. Interviews: These are instruments that are normally used to obtain qualitative data. The interviews make it possible to explore in greater detail and in depth some particularly important aspects covered by the questionnaire (supplementary) or related topics which do not lend themselves to the questionnaire approach (complementary). The interview method also forms a significant part of the ethnographer's repertoire of investigative procedures (Brenner, 1981).

According to Dawson, there are three types of interviews: Unstructured, semi structured and structured interviews. For this research, Semi-structured interview was used as Dawson establishes that in this type of interviews, the researcher wants to know specific information which can be compared and contrasted with information gained in other interviews. (2012)

It is similar to a conversation with a structure and a purpose to obtain descriptions about other people's opinions, beliefs, and attitudes through English teaching and learning. It is designed in a semi-structure type as it provides pre-prepared questions in order to guide the conversations, but it also allows the interviewer to have enough overview of the domain without limiting answers.

This instrument also helps to know the stakeholder and teacher's ideas about the learning and teaching process of English at this school, how they felt when they entered the school the first time, and how they managed the teaching process taking into account the plannings and the materials. It also provides perceptions from the students about their own learning process. For doing the interviews, two teachers and twenty students were asked to help with it, however it was only possible to work with the teachers and thirteen students. The purpose was to reference their process and know their perceptions when teaching and learning English at this school. (See annex 2 and 3)

This instrument allowed exploring ideas and perceptions of the people involved in the study, mainly teachers and stakeholders. Much of what we cannot observe, other people have observed or are observing. Two of the main objectives of case studies are descriptions and interpretations that come from other observers as they would see the same case differently. Besides, it was possible to know how much they use the purposes given by the Ministry of Education.

It was possible to do two interviews and a group discussion to hear different views about the process. They were made during the last academic term of 2019 and the first semester of 2021. Questions were prepared; however, the interview was not structured as it allowed the possibility to ask questions that were not in the format.

5.3.3. Focus group discussion: As Dörnyei (2007) mentions in his book *Research methods in applied linguistics*, this instrument is similar to the interview. Actually, they are also known as group interviews or discussion groups. The difference is that in this type of discussion

there must be a moderator (the researcher) and orients the discussion coherently with the type of data of the research, and each question would have more than just one answer.

This instrument was used with the tenth and eleventh-grade students at Gimnasio Nuestra Señora de la Esperanza during the last academic term in 2019. The researcher asked for a space of class (an hour) and by this time she followed the discussion. The questions were prepared previously. However, during the conversation some other questions emerged. (See annex 4)

This type of instrument helped a lot as it shows the students' feelings as they hear their partners. It was possible to know aspects that are happening inside the classroom that students feel afraid of saying because of the teacher's or the director's retaliations. Dörnyei in his book *Research methods in applied linguistics* mentions that the group interaction can yield high-quality data as it can create a synergistic environment that results in a deep and insightful discussion. (2007, p.144) The most positive aspect is that the students could talk about it freely.

4.3.4. Questionnaire: According to Dörnyei Z. (2007, p. 102) questionnaires are also known under different names such as “inventories”, “forms”, “opinionnaires”, “tests”, “batteries”, “checklist”, “scales”, “surveys”, “schedules”, “studies”, “profiles”, “indexes-indicators”, or even simple “sheets”. In the book *research methods for applied linguistics*, Dörnyei covers the definition as any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers” (Brown 2001. 6)

This instrument gave a general perception of the students' ideas and allowed the researcher to have a guide to make the specific interviews focusing on the purpose of the study.

This questionnaire includes the students' fortress and difficulties they feel and how they think the English class is managed. It also provides factual information about the students as ages, their grade; Attitudinal questions as their positive and negative perceptions, their opinions and the possible aspects that affect the Learning process. It is open-ended to explore students' ideas and enable students to answer as much as they want. So, it includes factual questions, behavioral questions and attitudinal questions. (See annex 1)

This instrument was applied in the last academic term in 2019. The questionnaire was designed and the students in an hour-class answered it. The researcher explained all the questions and then each student solved it. If they had any question, it would be solved in order to give clear answers. (See annex 5)

The purposes of this instrument were: first, to collect general perceptions about how the English class occurs, from the student's point of view. This information includes their level, reasons to study or learn the language. English teaching process, materials or sequence, possible difficulties or fortresses. Second, it worked as an approach to the context and needs to develop the other instruments.

6. DATA ANALYSIS

As previously mentioned, the data collection was done through the use of interviews, group discussion, participant observation, and a questionnaire. In this chapter, the data collection and analysis procedures will be described.

The first instrument that was used was the questionnaire. It had opened and closed questions. This instrument had a general idea about the English class including motivation, development of the class and activities and the students' perceptions of the class itself. It was developed by thirteen of the students in tenth and eleventh grade. It was applied in September 2019. The questions were presented in separate papers. The process took about an hour while the researcher explained each of the questions and students answered them. After that, it was possible to organize each question. As there were closed questions, answers were arranged quantitatively. The others (opened questions) were organized in such a way that all answers were visible as they had important data to be taken into account.

The second instrument that was applied was the first observation to one of the English classes. There was no format, as the researcher took notes about the group's location, and important aspects such as the activities development, material used, understanding, and possible difficulties presented. It was done on September 11th 2019. The English teacher was informed about it and the purpose was to perceive how the English class was developed and how students behaved in academic terms. It was important to notice the use of materials and the English level of the students. In this observation, the teacher, twelve of the research group students and the researcher participated.

The third instrument implemented was the Focus Discussion Group. For This exercise, it was necessary to prepare previous questions. An hour class was asked to implement this. It was also possible to record the questions and answers given by the participants. The focus discussion group was done on September 24th 2019. It took place in the classroom with thirteen students from tenth and eleventh grade. The researcher made the different questions and the students answered freely. The main objective of this implementation was giving the possibility to listen to students' voices in a more detailed way since they already had answered some questions in the questionnaire. It allowed the researcher to understand the students' different points of views and feelings about their English learning process including their experiences; it also permitted the researcher to know how materials were used to achieve the objectives of the class.

The fourth instrument implemented was the second observation to another English class. There was not any format as in the previous one since the researcher took the decision to have an open space to take notes and freely observe how the teaching and learning process was happening. For this, the researcher took notes about what she saw in the class. In this case, it was possible to ask some of the students about this specific class development. It was done on October 23rd 2019. For this, another classroom was used as it is the System's lab. In this observation, the teacher, all the students of the research group and the researcher participated. The purpose was to recognize the use of technology as material in the English class, the methodology implemented and the purpose of the activity. Besides, it was also necessary to appreciate the students' development during the class and their motivation while doing the activities proposed by the teacher. It was also possible to become aware of some aspects in the teaching and learning process and the strategies implemented in the class.

The last instrument implemented was the interviews to the stakeholder and the English teacher. The stakeholder's interview was done on January 21st 2021. For this, some initial questions were proposed and corrected, and later with the interview it was also possible to add some others focusing on the process of ELT and ELL. It was done through the application "Google meet". The second interview with the English teacher was done on April 8th. For this interview it was also possible to prepare previous questions about her English Teaching process, mainly at this school. It was done through the application "Zoom ". The purposes of these interviews were to hear teachers' voices and their knowledge about their English teaching processes and insight they could have regarding Curriculum absence.

Data analysis procedures

As Yin mentions in his book Handbook of Applied Social Research Methods, the major case study analysis occurs after data collection has been completed: "- Now you are ready to review all your evidence and your analysis activities will consist of inspecting, categorizing, tabulating, recombining, or otherwise manipulating the amassed evidence - to address the initial propositions of the study " (1998, p. 250). That's why, after the data was collected, each of the transcriptions was organized in different documents by using a chart. The transcriptions of the interviews, observations, questionnaire and focal group discussions were set in different columns and separated by participants as well. Afterwards, they were read and highlighted using different colors in order to characterize the information. (see annexes 1,2,3,4)

As Ellis (2012) mentions in his book Language Teaching Research and Language Pedagogy: "Qualitative data can be analyzed in a number of different ways. In a deductive analysis, a set of predefined or expected themes or categories are used to 'code' the data. In an

inductive analysis the data itself is allowed to determine the themes/ categories by using what is called ‘*a grounded theory*’ approach”. Based on the latter, the data analysis procedures in this research followed the inductive way since the researcher paid attention to the relevant information that was emerging in the transcriptions, by highlighting and reorganizing in smaller groups the patterns mostly repeated.

Taking into account the Grounded theory as Charmaz K. (2008) mentions “Coding begins the emergent process of analyzing data in grounded theory. Coding consists of at least two phases: initial coding and focused coding. Initial or open coding requires a close reading and interrogation of the data. This phase of coding moves grounded theorists’ attention from the research field to the analysis of the data, as they engage in simultaneous data collection and analysis.” This means that, after doing a first seep, a chart was done in an Excel chart (see annex 7). in which the information was displayed according to the instruments implemented and the participants. Here, the most relevant information and categories such as the methodology, the teaching process, the activities developed in the English classes, the content based and the book use was disposed of. All this information was also classified into three main emergent categories and seven different subcategories. For this, colors were also used in order to differentiate them.

As shown, the information collected, analyzed and encoded was classified and the following categories and subcategories emerged:

- **CATEGORY 1: TEACHING METHODOLOGY:** It is established by the teaching skills and the Grammar Translation Method.
- **CATEGORY 2: PLANNING AN ENGLISH CLASS:** It is established by the role of materials, the outcomes and the grammar content.

- **CATEGORY 3: ENGLISH ACTIVITIES** : It is established by the Scope and Sequence of the Themes and The Time Pacing.

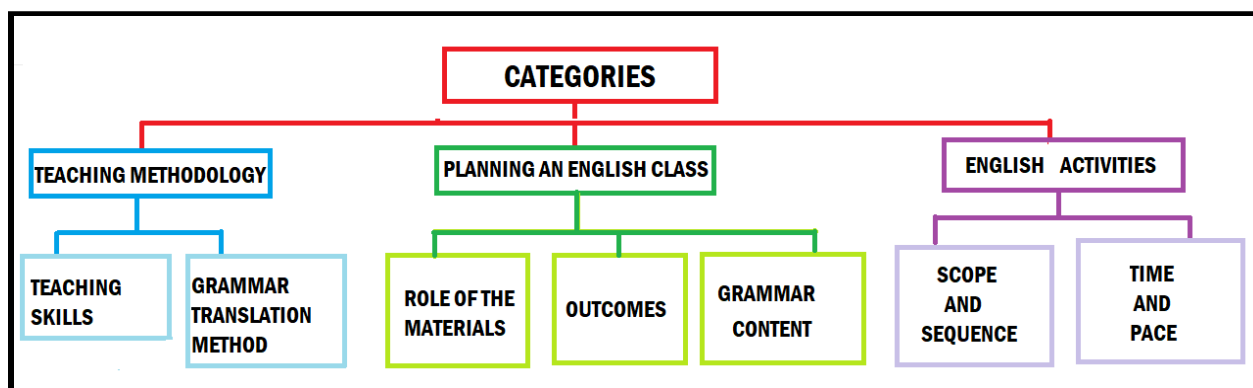


Figure 2. Data Analysis Categories

The analysis done will be described taking into account the collected information and the codifying analysis.

CATEGORY 1: TEACHING METHODOLOGY

In the data collected, there were some aspects related to the teaching decisions and practices described by the students, teachers and stakeholders. Teaching methodology is based on pedagogical practices that include theory and practice on how to teach. From this, two important aspects arised: The skills a teacher must develop when teaching (teaching skills) and the method implemented in the development of classes (Grammar Translation Method).

Grammar Translation Method: When analyzing the data collected in the stakeholder's interview, it was possible to notice that the methodology applied when teaching English is focused on Grammar Translation. For example, in the stakeholder's interview, he expresses that classes have an emphasis on grammar rather than on communication.

“porque finalmente quisiera poder hablar con su compañero, que se podría dar, pero no se daba porque que finalmente se obedecían unas pautas muy puntuales desde lo gramatical.”

Stakeholder’s interview.

It is also mentioned in the teacher’s interview, as she said that the book contains grammatical exercises and it is confirmed in the researcher's observation when a student mentions the grammatical exercises done in the book.

El estudiante menciona los ejercicios realizados en el libro sobre los tiempos futuros (simple, continuo y perfecto), además del texto “digital natives”.

observation # 1 -field diary # 1

In the questionnaire, one of the students reaffirms that the process includes grammar activities most of the time. Besides, the awareness of the content worked in the class is shown, and the importance of revising it.

“Directivos o coordinadores deben estar pendientes del proceso que se realiza para verificar los temas que se están trabajando, y que no sea sólo gramática”

Students’ questionnaire

The information gathered means that the classes were approaching the language teaching focus on the uses of linguistic structures and use of little target language. This, as Brown D. (2007) mentions, are important characteristics of the Grammar Translation Method.

Teaching skills: When studying the data collected in the questionnaire (questions # 5 and #9), it was possible to notice that most of the students agree with the little use of the four teaching skills, misunderstanding the writing purpose as they consider writing as gap exercises or sentence construction. However, it is possible to notice that the speaking skill is well developed when doing and presenting cultural projects. so, it is important to consider as part of the methodology, the project based approach to foster speaking skills.

“Se ven más actividades de reading y writing (entendiendo writing como escritura de oraciones para completar los ejercicios) (4 estudiantes)

No, muy de vez en cuando se ven algunas de ellas. (4 estudiantes)

Los proyectos realizados durante la semana cultural ya que favorecen la participación, principalmente oral de todos los estudiantes. Students' questionnaire.

Analyzing the teacher's interview about the practicing of teaching skills, the researcher found a misconception about the practice of teaching skills as the teacher considered, for example, that writing the lyrics of a song is a process of writing skill for upper graders.

“si trataba de hacerlo enfocando que ellos fueran analizando Por ejemplo la parte de la letra y llegaba un momento en que la manejaban en casa, tenían que volver a leerla, tenían que practicarla, escribirla , entonces pues ahí se podía aplicar todo lo demás” teacher's interview.

Similarly, in the stakeholder's interview, the researcher found that the oral skills are worked more frequently through the use of established commands, something that can limit expression and natural way communication. Besides, writing and reading present much more difficulty to be developed as there is little implementation of strategies.

hablamos de las cuatro competencias el listen, el speaking, reading esas cuatro, y hablamos de cuál de esas debemos desarrollar si estamos hablando a través de los comandos pues digamos que se está desarrollando más el listen y el speaking cierto...pero digamos que en la parte del reading allí costó muchísimo. stakeholder's interview.

Based on the data collected, it is important to consider some important aspects about teaching skills. On one hand, it is important to consider professional preparation. It includes the technical knowledge of English and the pedagogical abilities to be implemented in the classroom. Their application has been misunderstood, for example the process of writing (write the lyrics of a song) is just a mechanical process (presented in early graders) , but not a production process. On the second hand, the information gathered shows that the English teacher comprehends the importance of including the four teaching skills in the class, therefore they are not deep teaching

because of different circumstances. As Harmer (2014) mentions, It is important to understand that each skill has specific guidelines and factors to be well addressed and those are not taken into account in the teaching process. Skills practice is not accomplishing their purposes, for this reason students assume a lack of teaching skills practice.

CATEGORY 2: PLANNING AN ENGLISH CLASS

Planning an English class is one of the common aspects mentioned by the participants. It is an aspect that is referenced in all the instruments by the whole group of participants. In this regard, analyzing the data gathered from the teacher's interview, it was possible to observe the lack of lesson planning due to different factors. Due to this, class development shows disorganization and lack of goals to be achieved. At the same time, pedagogical factors are not taken into consideration.

***“Pero tú tenías la oportunidad de realizar una planeación a conciencia para desarrollar tus clases?
T: no, a conciencia si lo hablamos realmente, no... por muchos factores que se vinieron presentando en determinado momento”
teacher's interview.***

In addition, from the student's questionnaire information about their considerations on class planning, it is regarding how improvisation takes place in the development of the class activities.

***4 estudiantes consideran que casi siempre planeaban sus clases
1 estudiante considera que nunca planeaban sus clases
8 estudiantes consideran que siempre improvisaban.
Student's questionnaire.***

Besides, from the stakeholder's interview when asking about the class planning, it was possible to observe that the development of the class content was based on the syllabus (or table content), and there was total autonomy when teaching. so, teachers have the responsibility of guiding the course and getting language purposes based on her faculty.

“bueno, digamos que como te dije se hacía la malla curricular, pero en realidad era una lista de temas.(...)Entonces a partir de eso los profesores determinaban en aquellos de la autonomía de cátedra su metodología viendo que no había, no hay una estructura determinada específica a seguir. Entonces digamos que allí tenía la libertad el maestro de desarrollar (la clase). Stakeholder's interview.

As the researcher can perceive, the base for the planning of the development of the teaching process is the syllabus which is at the same time taken from the content of the course books selected by the director. Although the book can provide methodology and activities, there are important aspects such as objectives, time, stages or sequenced topics that have not been considered until now.

The researcher considers that the administrative management influences the progress and application of lesson planning as there is not any specific time setting in the school schedule to evolve with this document. Despite a teacher's experience, all classes and learners are not the same, so time is an important aspect when planning as you can select the correct activities for the purposes of the class. When there is no planning, there is a waste of class time while thinking what activity would be done.

ROLE OF MATERIALS: After revising the stakeholder's interview, it was possible to notice what kind of materials are used depending on the level. For this case, lower levels work using didactic materials, while upper's work with the book. A reflection emerges about if possible for upper grades work on didactic materials too. Can they improve students' learning outcomes?

“Hasta segundo se trabajaba mucho con elementos algunos didácticos(...), ya con los niveles de segundo ciclo y bachillerato generalmente se trabajaba con algún texto de alguna editorial”

Stakeholders' interview

Analyzing the focal group discussion, repeated insights regarding the use of materials, describe the adequate use of the book as an advantage, but its dependency is regarded as a disadvantage. This aspect has a strong relation with planning because the lack of planning activities led to the constant use of grammatical activities proposed in the book, without chance to develop different ones.

“Es un buen material a la hora que se usa de buena manera que no se vuelva algo del diario vivir y que sólo el profesor dependa de ese material, que lo utilice más no que dependa de él”

Focal group discussion

For example, in the questionnaire, talking about fortress and difficulties using the textbook, repeated ideas emerged about the wide possibility of the activities offered in the textbook, but its difficulties when it is used most of the time, or when it is not well-used. This means that English classes are fixed to the book activities. However, this aspect can become an advantage if text book activities are addressed in a different way.

FORTALEZAS: contienen diferentes actividades. Es una buena herramienta. Se practican diferentes temas. Se refuerza el idioma. Es un apoyo, ilustra diferentes temas (2)

DEBILIDADES: El docente se ciñe al libro.

La clase se apoya demasiado en el libro. No se aprende.

Hay demasiada dependencia. Es la base para todas las clases.

Se usa la mayoría del tiempo. Las clases se vuelven monótonas.

No sé sabe usar. Hay falta de comprensión.
Student's questionnaire.

Therefore, the English teacher mentions in the interview the possibility of managing technological tools in addition to the use of the book in the class that fosters the learning process. The researcher found contradictory information, as some students found no purpose when using internet aids.

Ahorita tenemos muchas herramientas que ayudan que son las
herramientas virtuales, lo que es la parte del internet,
hay partes lúdicas que ayudan, pero se debe enfatizar constantemente
para poner el trabajo en común con los chicos.
Teacher's interview.

It is also seen during the second observation, as it was possible to ask some of the students their perceptions about the technological activity. These gave account of the activities purposes, feedback and addressing with the topics which are not implemented.

“la actividad en sí es chévere, sin embargo, la profesora por un lado
no les hace revisión de la actividad, y segundo no le da sentido al ejercicio.
Es decir, no tiene un grupo de palabras o vocabulario relacionado
con la temática, o frases que les permitan acercarse
a una mejor comprensión y pronunciación del idioma.
Observation- Field diary # 2

All the above means that there are a wide number of materials to be used in the English class. However, it is important to consider using different kinds of materials in the different classes in order to avoid repetitiveness and increase participation. Besides, some of them are not well addressed as they are not revised (planned) before the class and establish purposes for their use. The effectiveness of materials used for language teaching depends largely on how meaningful,

relevant and motivating they are to the learners. These three conditions are met when there is a match between the materials and tasks proposed in them, with the learners' needs, interests, attitudes and expectations. In other words, teachers should do their best to develop the most effective, appropriate, and flexible materials for their students and their programs. (Núñez Pardo & Téllez Téllez, 2009).

OUTCOMES: From the stakeholder's interview it was possible to observe that the initial purposes when teaching English at the school have not been successfully achieved at the end of the process. Besides, a reflection emerges from this information and it is the idea of how the outcomes can be evaluated if schools' conditions are not the same, and so they haven't had the same processes of English teaching and learning.

“ no, desafortunadamente no. pero si mirando las estadísticas de los exámenes de los muchachos grado 11 prueba saber (...) si se demostraba un nivel por encima del promedio estatal, nacional y en lo privado si estábamos de pronto más bajito con respecto a lo que nos muestran los colegios del norte. stakeholder's interview”.

Similarly, in the teacher's interview talking about outcomes, it is possible to observe that they are established based on the syllabus, and so on the content of the book. This means that there are no institutional English purposes for each of the grades.

T: no...no...y lo comprobamos con unas actividades que pudimos cambiar a lo último. Pues de acuerdo a lo que estábamos manejando en la malla, sí. No podemos hablar de un 100% pero si hubo grupos muy buenos que quedaban en resultados a lo que uno esperaba, por lo menos se aproximaban a lo que se pretendía con ellos.

Teacher's interview.

However, from the focal group discussion, the researcher found that student's personal outcomes addressing the language have not been achieved. All this means that the process of learning does not fulfill the student's expectations, and so they have to consider extra preparation.

“y es tanto así que en algunos momentos los estudiantes nos hemos tenido que ver obligados a entrar a otros tipos de cursos de inglés o diferentes academias casi que para entender o aprobar los estudios que estamos haciendo en un “supuesto colegio bilingüe”.

Focal group discussion

First of all, outcomes must be validated based on the set objectives. Therefore, there are no explicit outcomes. In this case, outcomes are framed in what each participant expects from the process. From teacher and stakeholders point of view, the process has not been excellent, but good because outcomes in most of the grades results are inside the expectations. From the student’s perspective, outcomes have not been good as they consider they are not progressing while doing the process. In addition, policies must be considered when evaluating the outcomes if the school has or not set any. Those policies provide the institutions with a suggested teaching proposal and learning outcomes that can be considered to evaluate the outcomes, in that way it would be objective and realistic.

GRAMMAR CONTENT: Based on the stakeholder’s interview, it is possible to consider that the stakeholder would somehow like to take into account the Communicative Language Teaching Method in the process of teaching. This, as Brown (2007) says, can involve real communication and meaningful tasks.

“volver el idioma no tan esquemático, pues porque finalmente en la comunidad educativa había personas que tenían la posibilidad de viajar al exterior y ellos decían que aspectos como la parte gramatical, eso realmente no se utiliza”

Stakeholder’s interview.

However, through observation, the development of the class is considering grammar exercises and practice, which has nothing to do with the stakeholder's desires. Again, objectives are not settled, so one thing is the desire of the stakeholder, and the other is the teacher's development of the class.

“Les solicita que traduzcan el texto (...). También les pide investigar en qué consiste el “Reported Speech” y cómo se utiliza”.

Researcher observation -field diary # 1

Similarly in the focus group, the researcher found that there is no balance in the activities worked in the class. All this means that in the process it has not been considering time investment in the development of each skill including grammar, or the planning of activities where there could be integrated skills activities.

“las clases se nos están volviendo actividades y ejercicios gramaticales del libro y no lo estamos practicando verbalmente, o sea no estamos haciendo nada”.

Focal discussion groups

The data collected suggests that the teaching and learning process at this school have had an important component on grammar. Depending on the levels, it can be explicit (upper grades) or implicit (lower grades).

All of the above means that the teaching process is based on the grammar approach, but it is possible to consider functional grammar for the process of English Teaching at this school. In that way, different skills strategies could be implemented.

CATEGORY 3: ENGLISH ACTIVITIES

When interpreting the data collected in the questionnaire about class activities, it was possible to observe repeated insights addressing the learning activities, this means that the methodology of the class has to consider other focus, other methods having in mind the student's needs.

Estudiante #8: Pues yo creo que incrementar más actividades

R: ¿Cómo cuáles?

Estudiante #8: Pues didácticas como speaking en el video beam.

Estudiante # 7: Hablando entre compañeros, interactuando, conversaciones.
students' questionnaire.

Scope and sequence:

When revising the stakeholder's interview, it was possible to view important insights as the acquisition of new books, each year. First, this means that the syllabus changes every year, too. So sequencing could change when teaching. Second, it means more work for the teachers in charge because they have to do an extra job, apart from the one as teachers. This hard work was not complete resulting in a disorganized arrangement of topics that were not in agreement with the ones in the book.

“Los profesores les tocaba trate de armonizar esas dos cosas (contenido del libro y malla curricular) pero dándole prioridad al texto (...) pues entonces todos los años les tocaba a los maestros de idiomas armonizar (ajustar), entonces era difícil. Difícil poder tener realmente un programa realmente determinado.”.

Stakeholder's interview

While observing the teacher's interview, an excerpt shows how the process was not developed in the sequence that was set up at the beginning of each year in the syllabus as it was mentioned above. This means that one aspect was the topics or themes in the book content (figure 2) and the syllabus, but the other totally different was the implementation of them in the practice of

teaching. However, how could the purpose mentioned be achieved?, which kind of activities have been implemented in the class to get this?. Is there a proposal for pedagogy practices?.

“Pues según lo que en ese momento se habló, una cosa era lo que pasaba en la malla y otra cosa hacia donde lo enfocan a uno. La idea es sacar a los chicos bilingües.”

Teacher's interview

All above lead to one important aspect and it is about Ministry Education Policies about the material asked for the school. Actually, there is a Colombian policy related to textbooks that says: “Change the texts within 3 years of their adoption. These renewals can only be made for pedagogical reasons, updating knowledge and information and modifications of the curriculum”. So, why is the book changed every year, if the school does not have any curriculum to be modified? Moreover, this policy includes 3 years with the implementation of the book with the purpose of maintaining the scope and sequence, an aspect that has not been considered at this school.

Unit	Grammar	Vocabulary	Functions	Use of English	Skills	Language Development
1 Connect! p. 8	Present simple and continuous Present perfect simple and continuous Past simple Past continuous	Technology	Agreeing and disagreeing	Collocations and phrasal verbs Multiple-choice cloze Key words transformation	Culture – Social media Reading: A survey about films and social media Listening: Four people talking about social media Speaking: Comparing different learning methods Writing: An article about the impact social media had on our life Exam strategies: Writing an article	Verb and prepositional collocations Email and spoken English p. 58
2 Feelings p. 18	Present perfect simple and continuous used to and would Adjectives ending in -ed and -ing	Feelings Relationships	Talking about feelings in the past	Life events Phrasal verbs with up Open cloze	CLIL – Psychology Reading: A text about Abraham Maslow and his idea of self-esteem Speaking: The Rosenberg test Listening: A lecture about Abraham Maslow's theory of self-actualization Writing: A brief biography Exam strategies: Writing a narrative text	Modals p. 58
Flashback 1-2 p. 21						
3 Leisure p. 26	Be going to and will for future Future continuous Present simple and continuous for future Future perfect	Entertainment	Talking about plans and intentions	get Phrasal verbs with down Open cloze	Literature – A Portrait of an Artist as a Young Man Reading: A passage from the book Listening: An extract from the book Speaking: A conversation about your dreams for the future Writing: A personal statement to accompany an application Exam strategies: Letter of application	Compound nouns: entertainment p. 58
4 Travel p. 34	Zero, first and second conditional Third conditional wish for regrets Mixed and inverted conditional	Travel and transport	Expressing regret	Compound nouns Word building Collocations Word formation Open cloze	Culture – USA: the beginning Reading: A text about The Mayflower Listening: A radio interview Speaking: An interview Writing: A diary page Exam strategies: Writing a diary page	Modal verbs in conditional sentences p. 59
Flashback 3-4 p. 42						
5 Fashion and Trends p. 44	Modal verbs – obligation and advice – need/should/ have to – deduction Degrees of certainty	Clothes Appearance	Giving advice	Word building: affixes, nouns and adjectives Phrasal verbs and phrasal nouns with prep Word formation Multiple-choice cloze	CLIL – Natural Sciences Reading: Articles about organic clothing Listening: Five extracts from interviews Speaking: Describing pictures Writing: An essay about organic clothing Exam strategies: Writing an essay	affixes Adjectives and adverbs Topic language p. 59 Confusing words: fashion p. 100
6 Crime and Punishment p. 54	Passives Impersonal passive structures Causatives	Crime Trials	Describing a crime scene	Collocations, crime and trials Multiple-choice cloze	Literature – Oliver Twist Reading: A passage from the book Listening: An extract from the book Speaking: A police report Writing: A book review Exam strategies: Writing a review	Confusing words: crime Internal English/Slang p. 100
Flashback 5-6 p. 56						

Figure 2. Scope and sequence of the English book.

Analyzing the discussion group, it was found that the topics are not taught in a logical order, they are not connected or they just don't appear in the syllabus. From these, it is possible to notice a difficulty in the organizational development of the class as the teacher worked in isolated topics, it is not possible to develop a sequence. Here it is shared some of the repeated answers:

“Las clases en su mayoría nunca tenían una secuencia temática que enlazaba la clase previa a la actual” 9 estudiantes.

“no están (los temas) en la malla curricular, no se sigue la malla curricular.” Student # 4 - Focal group discussion.

Revising the focus group discussion, it was also possible to regard how assessment is developed, and how from this process emerges unprecisable data. What it means is from the teacher's point of view short term objectives have been achieved, but from the students' point of view, students

are conscious they have not achieved the objectives of the process. However, assessment shows the opposite. The following excerpt was taken from the discussion group:

“(…)la mayoría de los estudiantes se dan cuenta que dependen de los que realmente saben del tema pero que lo han tenido que aprender en otros lados porque no pudieron por decirlo de alguna manera aprender en el lugar donde se encuentran (el colegio)”

Student # 5- focal group discussion.

It also allowed the researcher to think about Why the evaluation does not accomplish its objective?...Because the students didn't evaluate themselves with confidence as they cheat on tests. The next excerpt shows important information about this issue.

Estudiante # 5: Es que precisamente es por eso mismo, es que ella o cualquier profesor en el momento en el que falta un poco de experiencia laboral explica “el tema” y más o menos después ya está haciendo una evaluación en la cual la mayoría de los estudiantes se dan cuenta que dependen de los que realmente saben del tema pero que lo han tenido que aprender en otros lados porque no pudieron por decirlo de alguna manera aprender en el lugar donde se encuentra.(copiar)

TIMING AND PACING:

After revising the questionnaire and observations relevant information was generated as it is that English class time is not settled in the schedule of the school for different reasons such as: The assignment of academic classes according to the groups and the time, the excessive academic responsibilities.

*** Doble carga académica. 3 students - questionnaire**

*** Interrupción de los estudiantes de otros grados (la docente pertenecía al comité de primeros auxilios y era quien se encargaba de hacer seguimiento de salud a**

los estudiantes que se reportaron enfermos o quienes tenían algún tipo de accidente)

Student # 6 - questionnaire

Mientras lo hace es interrumpida por dos estudiantes: Uno quien tenía un fuerte dolor de cabeza y una estudiante del salón contiguo que necesitaba que le colaborarán con el orden del salón ya que el profesor de la clase no había llegado.

La docente se levanta del escritorio y va a darle solución a los dos estudiantes.

Observation # 2- field diary 2

In addition, the observations and teacher's interview allow us to point out how time class is interrupted when solving other issues related to solving discipline aspects, or helping the students with illnesses and health symptoms. The researcher found that Policies about class time are not being implemented, despite the fact that there is a class schedule. At the same time, it is possible to consider that if Spanish and English classes have less time investment, which classes different from these are taking more time investment.

La clase se ve interrumpida por una estudiante, la docente sale y vuelve después de 20 minutos. Les pregunta si ya están adelantando el trabajo, o si tienen dudas.

Researcher Observation- Field diary # 1

“Con algunos grados por ejemplo tenía el tiempo más corto que otros, otras horas, la intensidad no era equitativa.” Teacher's interview

The observation also allows the researcher to notice that activities are not set based on the content sequence, or taking the time class. They are just assigned with the purposes of keeping students working, besides the activity is not explained or guided.

La docente, con el fin de asignar trabajo a los muchachos les pide que lean el texto de la página 62 (Literacy and numeracy in UK) y saquen las palabras que no conocen, las busquen en el diccionario y resuelvan las preguntas de comprensión que allí aparecen. El texto es la introducción a una nueva unidad sobre “reported statements”

Observation #1 -field diary.

As Cora Lindsay and Paul Knight (2006) mention, the sequence of the activities is being affected as well as the progress evaluation as it was not possible for the teacher to correct the exercises or develop other types of activities.

7. CONCLUSIONS

The teaching and learning of English in any context should respond to the organization of some educational policies that are coherent to the country's expected outcomes and to the needs of the particular community where these practices take place. However, it could be seen that the reality differs quite a lot in some small institutions which give the teachers the whole responsibility to make decisions about the way to teach and of what they would teach in the school, no matter how relevant it could result or not for the target population.

Besides, The teacher's faculty is a considerable aspect that could guarantee the quality of education of the students at the school as it is to have the proper pedagogical resources and instructions to do it. However, there should be a higher role and action from the institution in assuring the guidance, preparation, organization and instruction of how the teaching processes should be so that it goes aligned with the proper identity and principles of the institution.

Describing how the teaching and learning of English occurs at this specific context could bring light to some other teachers on getting completely aware of the importance of having clear concepts about English Teaching and learning and how those must be implemented in the institutions and classrooms while developing the process. Besides, researchers have the possibility of questioning processes in small schools, and how education quality can be assessed based on these processes. Also, this study could inform the heads of the institution and stakeholders about:

- Having an Institutional English curriculum is important as it should provide factual information about the school principles, mission, vision and philosophy. Based on that, the curriculum should frame essential aspects that guide the English teaching and learning process. Those aspects can not be seen isolated from the process, opposite to

this, they should be connected one to another starting by the main objectives that the school has. In that way a methodology, an approach, class activities, presentation of the activities are all related to achieve the objectives. At the same time, teachers and students can continuously assess the process in order to reflect and correct them.

In contrast, its importance is understood differently from each of the community's subjects. The stakeholder considers it is not so relevant when teaching and learning English. Moreover, they do not question this important fact for developing the English process, in fact they consider that at the end of the process, students do have good results. However, for students and teachers it is pertinent, as the process has been affected due to this absence.

- It is also important to consider professionals' faculty in order to be qualified for the role of teachers. Having technical knowledge is not enough to be a teacher, it is important to consider all the aspects that language teaching pedagogy implies and how teaching principles can influence the learning process. This implies, understanding this as part of the quality education of the students in the school. The faculty characteristics such as the teachers' qualifications, experience, and their work conditions allowed them to develop material, to be confident when using the language, and to have the time for planning and marking aspects that must be considered in the curriculum proposal
- Finally, it is important to analyze if there are other schools working under the same characteristics as this one. Despite the fact that The Ministry of Education in Colombia has some specific policies about the curriculum component, the time established for the different subjects and the use of textbooks, small schools do not follow the laws, and they are not supervising these issues. What so? the teacher's responsibility increases as they

have to develop issues not concerning the pedagogical development of the course for what they studied, but they have to consider policies that are the head's institution responsibility. Besides, the teacher's autonomy which involves how teaching is developed inside the classroom (topics, material, activities), has increased its meaning as now it is considered as major professionalism, affectiveness, responsiveness, creativity and authority. As they have to make decisions about the processes without having a complete outlook of the school policies or philosophy.

The pedagogy in language education, more than teaching a language, is a reflection on how the process of learning can improve when there is compromise from the teachers.

8. LIMITATIONS OF THE STUDY

During the development of this research, the different elements required to carry it out were adequately described. However, it is important to mention that one limitation presented during the process was the fact that the researcher was one of the teachers at this school. Whereby, not having enough time to do more observations, or interviews was an obstacle because as a teacher she had to accomplish her obligations inside the school and at the same time to develop the research process.

In addition to this, it is difficult to present information and try to be objective when you as a teacher know how the facts are presented inside the institution. It is hard not to take part with your thoughts and feelings about the process, much more when you are realizing different factors that do influence the learning process and are not shown in the data.

Besides that, the research was developed before the beginning of a pandemic. This aspect was timeless as the community at the school had to adapt to the new process of virtuality, and so interactions were less possible. Actually, the research ended when the pandemic situation reached its 3rd peak. This aspect affected the personal interaction when applying the instruments because two of the main participants (stakeholder and teacher) had the virus, so they needed time to recover from it.

Finally, if the researcher had had the chance to be an actual external observer, she would have done more class observations and analysis of the activities proposed in the English class, and how the book activities worked.

9. IMPLICATIONS FOR FURTHER RESEARCH

These research results show many important aspects about pedagogy, methodology, faculty and administration. Among them, faculty and administration are the ones that could be further research.

From the faculty's point of view, it is important to analyze the different processes of English teaching based on the pedagogical preparation of both professionals in teaching and professionals in other subjects who know the language. This, to analyze the value of pedagogical preparation while teaching a language. It could be important to notice how an English language teacher develops his/ her English class vs a person who knows the language but has little pedagogical preparation. In this way, questioning if other professionals are able to work as teachers with just little hour-pedagogical preparation.

From the administrative point of view, it would be important to know how the director of the school is managing the school in terms of accomplishing the policies of the ministry in terms of contents, time, minimum characteristics of the school, teachers hiring, and if they are working under the Colombian law. It would be important to know their reasons why they do not have important documents to guide the different process of English teaching.

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ANNEXES

ANNEX 1: FIELD DIARY

CATEGORÍAS	OBSERVACIONES
METHODOLOGY	REGISTRO DE OBSERVACIÓN # 1
PLANNING AN ENGLISH CLASS	<p>INSTITUCIÓN: GIMNASIO NUESTRA SEÑORA DE LA ESPERANZA SECCIÓN: GRADOS DÉCIMO Y ONCE. ASIGNATURA: INGLÉS FECHA: Septiembre 11 de 2019 LUGAR: SALÓN DE CLASE HORA : 8:30 A 10:00 AM</p> <p>REGISTRO GENERAL: Físicamente el salón es pequeño. Los estudiantes están ubicados alrededor del aula en U, sólo hay unos cuantos al centro, cada uno en su puesto unipersonal. No hay escritorio docente, por lo cual se utiliza uno de los pupitres unipersonales para que sea utilizado por el docente. Los jóvenes de grado once están sentados al fondo del salón. Tiene dos ventanas medianas, sin embargo una de ellas está medio cubierta por un mueble de libros. El aula cuenta con un video beam trabajando adecuadamente, así como conexión a internet con el fin de hacer uso de herramientas digitales.</p> <p>MOMENTOS: MOMENTO # 1: La docente llega con varios libros , cuadernos y carpetas en la mano, los cuales ubica en el puesto unipersonal. Saluda en español, cosa que llama la atención de los chicos quienes le recuerdan que ese día les corresponde ver inglés. La docente se disculpa y saluda en inglés. (La docente en ese momento está como titular del área de lenguaje e inglés)</p> <p>MOMENTO # 2: La docente le pide a uno de los estudiantes que recuerde a sus compañeros lo que trabajaron la clase anterior. El estudiante menciona los ejercicios realizados en el libro sobre los tiempos futuros (simple, continuo y perfecto), además del</p>



Maria Jeniffer Gordo ...
21:47 27 may


METODOLOGIA- GRAMMAR USE

ANNEX 2: STAKEHOLDER'S INTERVIEW

CATEGORÍA	STAKEHOLDER'S INTERVIEW
METHODOLOGY	¡Bienvenido! Muchas gracias por tu colaboración.
GRAMMAR USE	C: ok R: Bueno...yo quisiera saber cuántos años llevas trabajando en la institución?
PLANNING AN ENGLISH CLASS	C: bueno...en la institución llevo trabajando...más o menos desde el 98...como 22 años. R: ok...22. y tengo entendido que el colegio se llamaba "Pilisimos bilingual school" ¿tu sabes por qué se llamaba así? C: bueno... Pilisimos pues tiene dos... hizo como esa connotación. Y bilingüe porque la directora pues dónde está el colegio o bueno dónde inicio que es en la localidad de San Cristóbal y está ubicada en un estrato 2 en dónde son muy escasos o eran muy escasos los colegios que <u>buscaran un énfasis en idiomas entonces por eso digamos que de ahí el nombre.</u> R: ok...y bueno dentro del proceso que tú pudiste ver durante estos años que has trabajado ahí, pues me dices que tenían un énfasis en inglés, ¿cómo veías tú ese proceso de enseñanza o aprendizaje del inglés? C: <u>pues digamos que el proceso... no había como una continuidad...pues digamos que había unas directrices muy puntuales respecto al área en términos de desarrollar o de trabajar más con comandos, cierto. Que el ejercicio del uso del idioma fuera más cercano a lo cotidiano que estar pensando en lo o darle énfasis a lo gramatical, que no quiere decir que no se viera, pero era digamos que era como la metodología, algunas veces se quiso llevar un proceso de alguna manera llevar paralelo con la forma como se miraban los fonemas en español, pero siempre hubo alguna diferencia expresada por algunos docentes que pasaron por el área...pues porque definitivamente los fonemas en español son diferentes a los fonemas del inglés y pues digamos que aunque se pedía eso era un poco complicado llevarlo a cabo.</u>

Y la otra posibilidad de abordar el idioma fue a través del área de música... de tomar algunas rondas infantiles

 Marla Jeniffer Gordo ...
22:11 26 may ✓
CONTINUIDAD EN EL PROCESO
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 Marla Jeniffer Gordo ...
22:11 26 may ✓
USO DEL IDIOMA-CERCANIA A LO
COTIDIANO
NO GRAMÁTICA
[Mostrar más](#)

GIMNASIO NUESTRA SEÑORA DE LA ESPERANZA

ENTREVISTA COORDINADOR G.N.S.E.

DATE: _____

1. Teacher, ¿cuántos años llevas trabajando en la institución?
2. Me podrías contar por qué el colegio anteriormente se llamaba “pilisimos bilingual school”
3. ¿Para llevar ese proceso de enseñanza-aprendizaje de la lengua se apoyaban en algún documento específico?

4. ¿El colegio cuenta con un currículo de inglés?
5. ¿La docente que imparte la asignatura de inglés es licenciada?
6. ¿ustedes pudieron brindarle el currículo respectivo de inglés al ingresar,?
7. ¿Cómo consideras que fue el proceso de enseñanza aprendizaje durante los últimos cinco años? ¿Qué aspectos negativos o positivos pudo haber tenido este proceso?
8. bueno teniendo en cuenta que no hay un currículo, ¿cómo se realizaba la organización de las clases?
9. Dentro de la metodología está incluido el uso de materiales, ¿Qué materiales usaban durante las clases?
10. ¿Consideras que se han alcanzado los objetivos que la institución propone en el aprendizaje de la lengua?
11. ¿Qué aspectos, sí los hay, consideras que se deben tener en cuenta para alcanzar los objetivos inicialmente planteados en cuanto al uso del idioma en la institución?
12. ¿tú cómo crees que se podría dar solución a la ausencia del currículo para mejorar de cierta forma procesos...cómo tú decías no es algo que sea fundamental, una cosa que sea estrictamente necesaria para desarrollarse un proceso de lengua, según lo que tú me estabas diciendo, pero es importante tener en cuenta las necesidades de los estudiantes. De la comunidad, de los procesos, las metodologías, los objetivos tenerlos un poco más claros ...entonces ¿cómo crees que se podría dar solución a esta situación?

ANNEX 3: TEACHER'S INTERVIEW

CATEGORIES	TEACHER'S INTERVIEW
METHODOLOG ^Y OF ENGLISH TEACHING	Entrevista docente
PLANNING A CLASS	<p>R: Bueno teacher, lo primero que yo quisiera saber es ¿Cuántos años de experiencia más o menos tienes trabajando como docente de inglés?</p> <p>T: Bueno, años de experiencia, exactamente 24 años de experiencia.</p> <p>R: ¿Y has trabajado todo el tiempo en colegios ?</p> <p>T: todo el tiempo....24 años en colegio con chicos de bachillerato y algunos cursos de primaria.</p> <p>R: ¿Bueno, y específicamente en el Gimnasio nuestra señora de la Esperanza cuánto tiempo trabajaste?</p> <p>T: Yo trabajé allí 5 años y medio...5 años y medio frente al trabajo.</p> <p>R: Bueno, y en ese tiempo que estuviste trabajando con los chicos de bachillerato, ¿qué percepción tenías del aprendizaje de inglés de ellos recién ingresaste?</p> <p>T: bueno el dominio...ósea lo que es la parte ...llamémoslo así ...manejaban un inglés donde ellos lo asimilaban, tenían conocimiento, la falencia yo no pienso, y siempre he estado de acuerdo, ¿y nunca nosotros debemos estar inculcando a los demás no? Cada rato decir que la culpa es de los docentes... simplemente uno alcanza a percibir que los estudiantes, así hayan visto los temas, siempre van a culpar a la persona ausente, donde digan es que "yo no sé" y más es la pereza mental donde no queremos esforzarnos. ¿Cuándo estudiamos por ejemplo el inglés?, pues cuando nos vemos obligados a hacer un curso, no porque realmente ...son contados los estudiantes que piensan a futuro poderlo poner en práctica</p> <p>R: Bueno, y cuando tu ingresaste te brindaron digamos herramientas para apoyarte en el proceso que llevaban los niños, me refiero a una malla, un currículo, o algún documento específico, bueno que tu dijeras: estos muchachos han visto esto, puedo seguir viendo esto, o de dónde arranco, ¿o cuál será mi punto de partida? ¿Te brindaron algún documento de esos?</p>

	<p>T: sí, había una malla curricular donde tenía que seguir, aunque siempre allá se ha pedido es prácticamente que la persona que llegue la renueve o haga nuevamente un trabajo frente a ello. Pero afortunadamente cuando llegué, también tuve la oportunidad de trabajar con una persona que estaba allí y quien constantemente fue un apoyo incondicional.</p> <p>R: Bueno digamos en este aspecto, supongo que conoces los estándares planteados por el ministerio. ¿sí?</p> <p>T: sí, claro que sí..</p> <p>R: ¿Bueno, y en ese momento tenías conocimiento de los derechos básicos de aprendizaje?</p>
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Marla Jeniffer Gordo ...

23:36 26 may

✓
⋮

MOTIVACIÓN

Mostrar más

Marla Jeniffer Gordo ...

23:37 26 may

✓
⋮

PLANEACIÓN - APOYO EN MALLAS CURRICULARES

GIMNASIO NUESTRA SEÑORA DE LA ESPERANZA

ENTREVISTA DOCENTE DE INGLÉS

FECHA: _____

1. ¿Cuántos años llevas trabajando como docente de inglés?

2. ¿Cuál es tu visión sobre el aprendizaje de inglés en la institución?
3. Específicamente, ¿cuál es tu visión sobre el aprendizaje de inglés de los muchachos de grado 10 y 11?
4. ¿Hace cuánto tiempo estás trabajando en el Gimnasio N.S.E.?
5. Al ingresar a la institución, ¿recibiste el currículo para inglés?
6. ¿Conoces los estándares o los derechos básicos de aprendizaje planteados por el MEN?
→ ¿Cómo los aplicas en los procesos de enseñanza del idioma?
7. ¿Para la planeación de tus clases, te apoyas en algún documento específico?
8. ¿Qué metodología utilizas con frecuencia durante tus clases?
9. ¿Esta metodología está planteada en el PEI institucional?
10. ¿Qué herramientas has utilizado para llevar a cabo el proceso de enseñanza de inglés durante tus años de labor?
11. ¿Cómo realizas la aplicación de las habilidades durante la clase?
→ ¿Qué aspectos positivos o negativos considera se presentan durante el trabajo de las diferentes habilidades?
12. ¿Qué proceso de evaluación llevas a cabo para conocer el nivel de inglés de estos estudiantes?
13. ¿Qué aspectos positivos puedes mencionar del proceso de enseñanza-aprendizaje de inglés de los estudiantes de 10 y 11 en la institución?
14. ¿Qué aspectos negativos puede mencionar del proceso de enseñanza-aprendizaje de inglés de los estudiantes de 10 y 11 en la institución?
15. ¿Qué aspectos consideras que se podrían mejorar en este proceso en la institución?

ANNEX 4: FOCUS GROUP DISCUSSION

CATEGORIES	FOCUS GROUP DISCUSSION
METHODOLOGY IN ENGLISH TEACHING	<p>TALLER DE GRUPO</p> <p>R: Entonces, vamos a hacer el taller de grupo en el que vamos a hacer algunas preguntas acerca de la clase de inglés con los muchachos de décimo y once. Entonces, la primera pregunta que les quiero hacer es: ¿más o menos qué tiempo llevan estudiando en la institución?</p> <p>Estudiante # 1: más o menos 10 años Estudiante # 2 más o menos 9 años</p> <p>R: Okay, entonces los estudiantes que están aquí en este momento tienen un promedio de 10 a 8 años estudiando en esta institución. En el inicio del colegio se decía que era un colegio bilingüe, o sea tenía un enfoque de bilingüismo, pero después en el cambio de nombre ese inglés se volvió más intensivo que bilingüe, entonces vamos a tener algunas percepciones acerca de las clases de inglés. Bueno muchachos, en este momento ustedes están en grado décimo y once ¿Qué percepción tienen de la clase de inglés que recibieron los últimos años?</p> <p>Estudiante # 1: que ha sido una clase en la mayoría monótona y le falta como didactismo y orden en los temas que se ven.</p> <p>Estudiante # 3: que no llevan como un orden no están como conectados.</p> <p>Estudiante # 1: que no son ordenados.</p> <p>Estudiante # 4: no están en la malla curricular, no se sigue la malla curricular. ¿no se sigue un currículum?</p> <p>R: Estudiante #2 ¿cuál es tu percepción?</p> <p>Estudiante #2: Bueno lo que yo pensaba de las clases de inglés de este año era que han sido poco coherentes, no ha habido continuidad, orden respecto a los temas que hemos visto. Pienso que hay falta de experiencia y conocimiento de los temas por parte del profesor.</p> <p>Estudiante # 5: a causa de esto causa que los estudiantes sean casi que influenciados a la mediocridad y hacer un poco perezosos para aprender el lenguaje.</p>

 Marla Jeniffer Gr
18:44 27 may

METODOLOGÍA

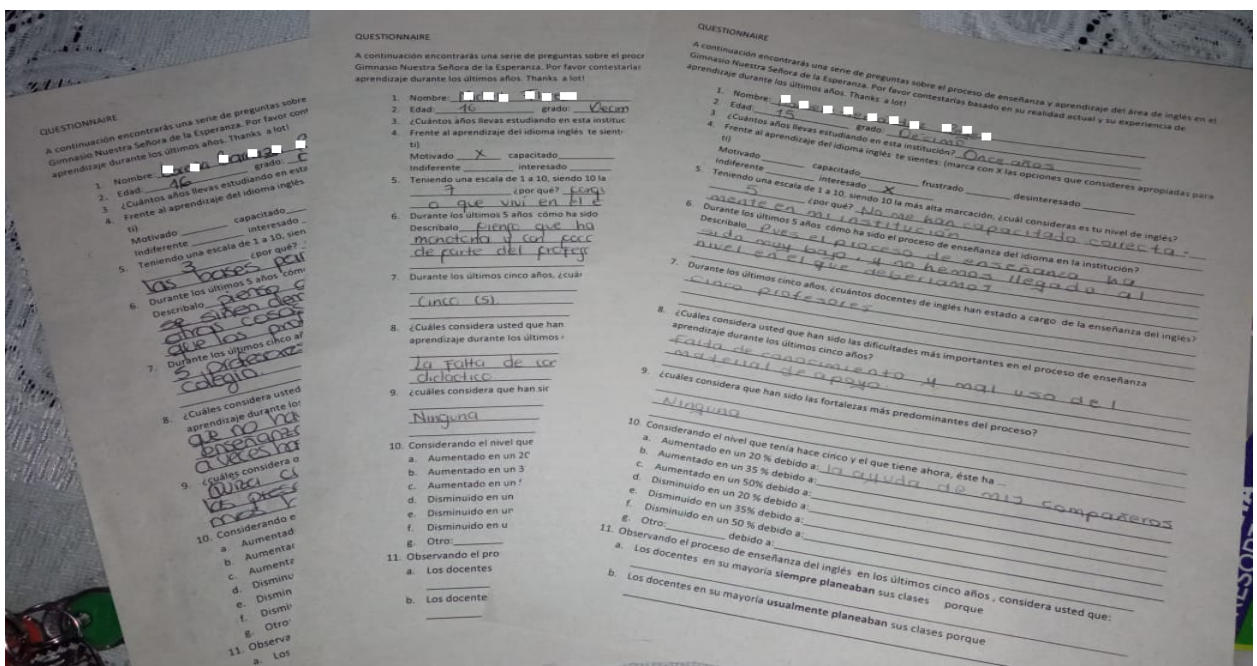
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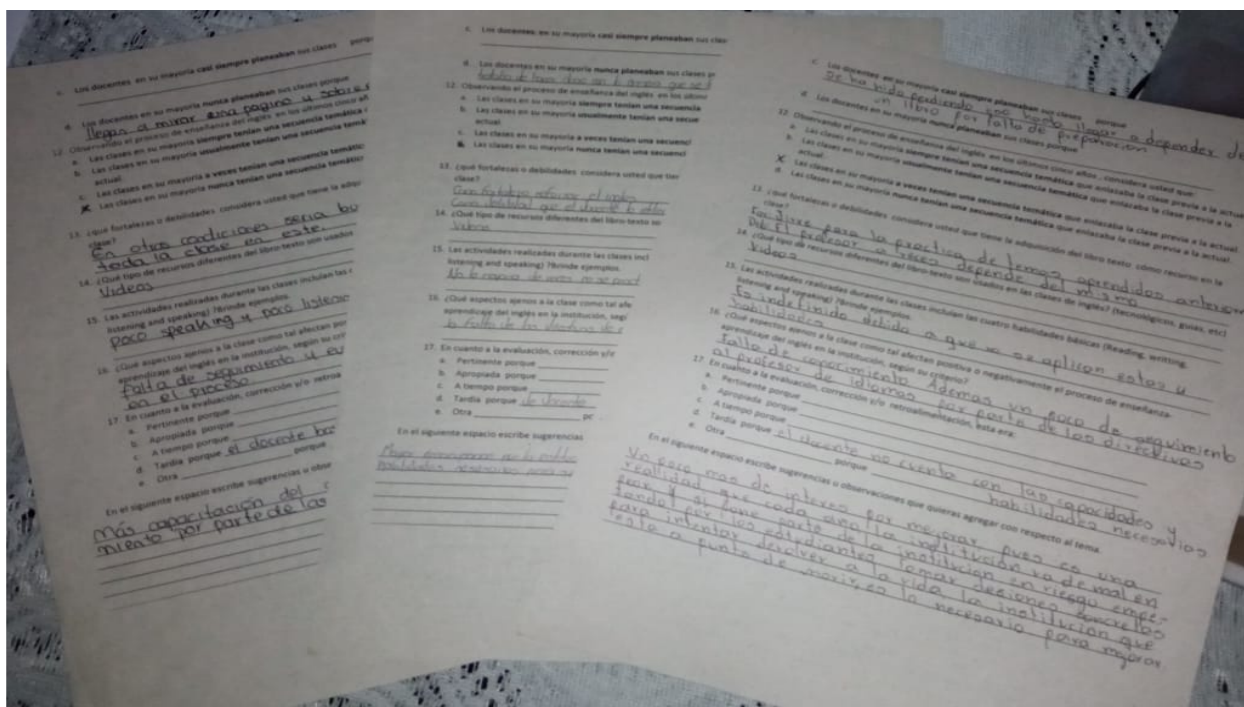
 Marla Jeniffer Gr
18:44 27 may

CONTINUIDAD

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ANNEX 5: QUESTIONNAIRE





A continuación encontrarás una serie de preguntas sobre el proceso de enseñanza y aprendizaje del área de inglés en el Gimnasio Nuestra Señora de la Esperanza. Por favor contestarlas basado en su realidad actual y su experiencia de aprendizaje durante los últimos años. Thanks a lot!

1. Nombre: _____

2. Edad: _____ grado: _____

3. ¿Cuántos años llevas estudiando en esta institución? _____

4. Frente al aprendizaje del idioma inglés te sientes: (marca con X las opciones que consideres apropiadas para ti)

Motivado _____ capacitado _____ frustrado _____ desinteresado _____

- Indiferente _____ interesado _____
5. Teniendo una escala de 1 a 10, siendo 10 la más alta marcación, ¿cuál consideras es tu nivel de inglés?
_____ ¿por qué?
6. Durante los últimos 5 años cómo ha sido el proceso de enseñanza del idioma en la institución?
Describalo _____
7. Durante los últimos cinco años, ¿cuántos docentes de inglés han estado a cargo de la enseñanza del inglés?

8. ¿Cuáles considera usted que han sido las dificultades más importantes en el proceso de enseñanza aprendizaje durante los últimos cinco años?

9. ¿Cuáles considera que han sido las fortalezas más predominantes del proceso?

10. Considerando el nivel que tenía hace cinco años y el que tiene ahora, éste ha ...
- a. Aumentado en un 20 % debido
a: _____

- b. Aumentado en un 35 % debido
a: _____
- c. Aumentado en un 50% debido
a: _____
- d. Disminuido en un 20 % debido
a: _____
- e. Disminuido en un 35% debido
a: _____
- f. Disminuido en un 50 % debido
a: _____
- g. Otro: _____ debido
a: _____
11. Observando el proceso de enseñanza del inglés en los últimos cinco años , considera usted que:
- a. Los docentes en su mayoría **siempre planeaban** sus clases porque

- b. Los docentes en su mayoría **usualmente planeaban** sus clases porque

- c. Los docentes en su mayoría **casi siempre planeaban** sus clases porque

- d. Los docentes en su mayoría **nunca planeaban** sus clases porque

12. Observando el proceso de enseñanza del inglés en los últimos cinco años , considera usted que:

- a. Las clases en su mayoría **siempre tenían una secuencia temática** que enlazaba la clase previa a la actual.
- b. Las clases en su mayoría **usualmente tenían una secuencia temática** que enlazaba la clase previa a la actual.
- c. Las clases en su mayoría **a veces tenían una secuencia temática** que enlazaba la clase previa a la actual.
- d. Las clases en su mayoría **nunca tenían una secuencia temática** que enlazaba la clase previa a la actual.

13. ¿qué fortalezas o debilidades considera usted que tiene la adquisición del libro texto cómo recurso en la clase?

14. ¿Qué tipo de recursos diferentes del libro-texto son usados en las clases de inglés?
(tecnológicos, guías, etc)

15. Las actividades realizadas durante las clases incluían las cuatro habilidades básicas (Reading, writing, listening and speaking) ?Brinde ejemplos.

16. ¿Qué aspectos ajenos a la clase como tal afectan positiva o negativamente el proceso de enseñanza-aprendizaje del inglés en la institución, según su criterio?

17. En cuanto a la evaluación, corrección y/o retroalimentación, esta era:

a. Pertinente porque

b. Apropiaada porque

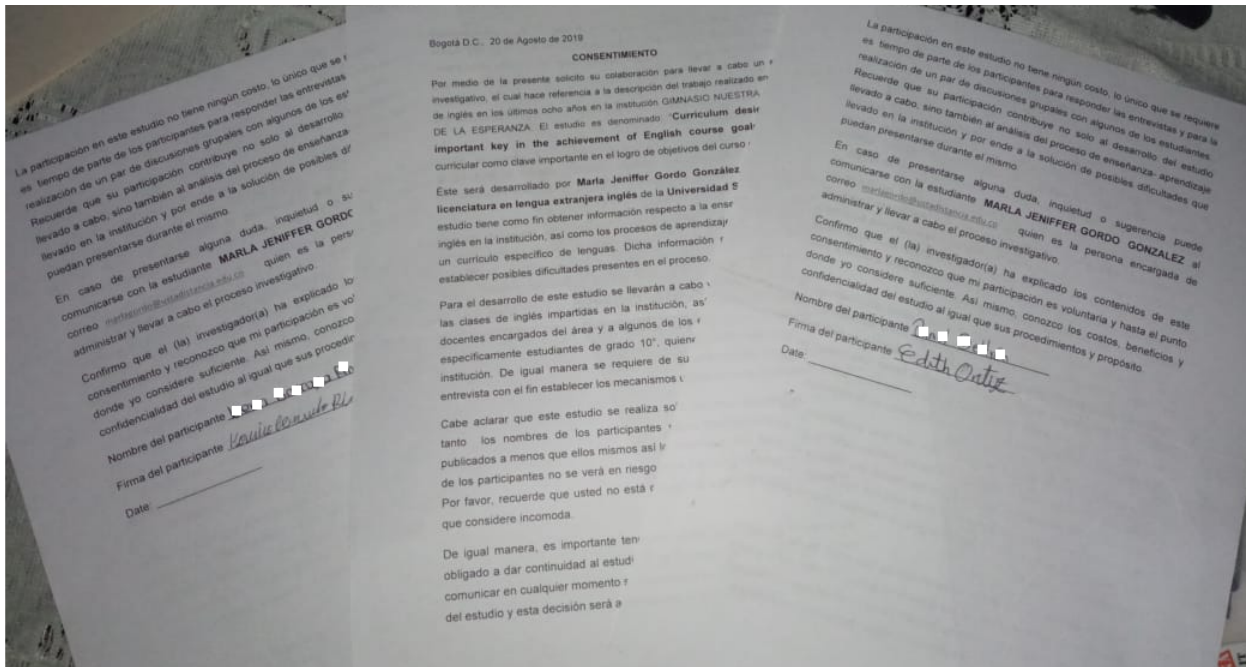
c. A tiempo porque

d. Tardía porque

e. Otra _____ porque _____

En el siguiente espacio escribe sugerencias u observaciones que quieras agregar con respecto al tema.

ANNEX 6: CONSENT LETTER



Bogotá D.C., 20 de Agosto de 2019

CONSENTIMIENTO

Por medio de la presente solicito su colaboración para llevar a cabo un estudio investigativo, el cual hace referencia a la descripción del trabajo realizado en el área de inglés en los últimos ocho años en la institución GIMNASIO NUESTRA SEÑORA DE LA ESPERANZA. El estudio es denominado: **“Curriculum design as important key in the achievement of English course goals”** (Diseño curricular como clave importante en el logro de objetivos del curso de inglés).

Éste será desarrollado por **Marla Jeniffer Gordo González** estudiante de **licenciatura en lengua extranjera inglés** de la **Universidad Santo Tomás**. El estudio tiene como fin obtener información respecto a la enseñanza del idioma inglés en la institución, así como los procesos de aprendizaje en la ausencia de un currículo específico de lenguas. Dicha información será analizada para establecer posibles dificultades presentes en el proceso.

Para el desarrollo de este estudio se llevarán a cabo varias observaciones de las clases de inglés impartidas en la institución, así como entrevistas a los docentes encargados del área y a algunos de los estudiantes de bachillerato específicamente estudiantes de grado 10°, quienes llevan más tiempo en la institución. De igual manera se requiere de su participación activa en una entrevista con el fin establecer los mecanismos utilizados en la institución.

Cabe aclarar que este estudio se realiza sólo con fines académicos, por lo tanto los nombres de los participantes serán confidenciales y no serán publicados a menos que ellos mismos así lo requiriese. Por ende, la identidad de los participantes no se verá en riesgo ni se hará mal uso de sus nombres. Por favor, recuerde que usted no está obligado a contestar ninguna pregunta que considere incomoda.

De igual manera, es importante tener en cuenta que usted no se encuentra obligado a dar continuidad al estudio si así lo considera. Por ello, usted puede

comunicar en cualquier momento su decisión de no continuar como participante del estudio y esta decisión será aceptada sin ningún perjuicio o consecuencia.

La participación en este estudio no tiene ningún costo, lo único que se requiere es tiempo de parte de los participantes para responder las entrevistas y para la realización de un par de discusiones grupales con algunos de los estudiantes.. Recuerde que su participación contribuye no solo al desarrollo del estudio llevado a cabo, sino también al análisis del proceso de enseñanza- aprendizaje llevado en la institución y por ende a la solución de posibles dificultades que puedan presentarse durante el mismo.

En caso de presentarse alguna duda, inquietud o sugerencia puede comunicarse con la estudiante **MARLA JENIFFER GORDO GONZALEZ** al correo marlagordo@ustadistancia.edu.co quien es la persona encargada de administrar y llevar a cabo el proceso investigativo.

Confirmando que el (la) investigador(a) ha explicado los contenidos de este consentimiento y reconozco que mi participación es voluntaria y hasta el punto donde yo considere suficiente. Así mismo, conozco los costos, beneficios y confidencialidad del estudio al igual que sus procedimientos y propósito.

Nombre del participante _____

Firma del participante _____

Date: _____

ANNEX 7: DATA TRIANGULATION

DISCUSSION GROUP		OBSERVATIONS		
STUDENTS	<p>Estudiante # 7. Digamos nosotros más o menos nos centramos en el libro, todo lo que dice el libro mirando desde la unidad uno hasta la última es lo que naturalmente "se ve dentro de la clase" aunque esto no ocurre casi siempre.</p>	<p>Es que precisamente es por eso mismo, es que ella o cualquier profesor en el momento es el que falta un poco de experiencia laboral explica "el tema" y más o menos después ya está haciendo una evaluación</p>	<p>La docente solicita un libro con el fin de ubicar una nueva actividad para trabajar, no se evidencia que revise algún documento o apunte o que mencione objetivo de la clase.</p>	<p>El estudiante menciona los ejercicios realizados en el libro sobre los tiempos futuros (simple, continuo y perfecto), además del texto "digital natives".</p>
	<p>Y además lo que dice Exxxxx, debe verse como un apoyo y no usarse constantemente, las clases se nos están volviendo actividades y ejercicios del libro y no lo estamos practicando verbalmente, o sea no estamos haciendo nada.</p>	<p>Y además lo que dice Exxxxx, debe verse como un apoyo y no usarse constantemente, las clases se nos están volviendo actividades y ejercicios del libro y no lo estamos practicando verbalmente, o sea no estamos haciendo nada.</p>	<p>Ok y ¿ustedes al inicio del año o al inicio de cada periodo tienen conocimiento de los temas o de los estándares o los objetivos que tienen planteados para la clase? Estudiante # 11: La teacher supuestamente dice que nos va a dar los temas que vamos a ver pero ya al momento de que nos los está enseñando pierde la coherencia porque se queda en un solo tema para todo el periodo o se va saltando entonces no lleva como una guía.</p>	<p>El grupo de estudiantes (3 señoritas y 5 caballeros) que están interesados comienzan leyendo el texto, uno de los estudiantes (que consideran tiene mejor pronunciación) lo hace en voz alta, mientras los demás lo siguen con la mirada. Mientras leen, van subrayando las palabras desconocidas.</p>
	<p>Estudiante #1: Es que la teacher cuando llega a clase, ni se acuerda en que quedamos entonces mientras se acuerda nos habla de su vida para darnos consejos, sabiendo que las horas son cortas porque las comparte con papápol. Estudiante # 7: sin contar que a veces solo nos dice que resolvamos ciertas páginas del libro o que veamos un video mientras ella soluciona algún inconveniente porque es la coordinadora de convivencia.</p>	<p>Digamos nosotros más o menos nos centramos en el libro, todo lo que dice el libro mirando desde la unidad uno hasta la última es lo que naturalmente "se ve dentro de la clase" aunque esto no ocurre casi siempre.</p>	<p>La docente le pide a uno de los estudiantes que recuerde a sus compañeros lo que trabajaron la clase anterior. El estudiante menciona los ejercicios realizados en el libro sobre los tiempos futuros (simple, continuo y perfecto), además del texto "digital natives". La docente le agradece, y les pregunta si tienen dudas, sin embargo ninguno responde.</p>	<p>La docente le pide a uno de los estudiantes que recuerde a sus compañeros lo que trabajaron la clase anterior. El estudiante menciona los ejercicios realizados en el libro sobre los tiempos futuros (simple, continuo y perfecto), además del texto "digital natives".</p>
	<p>¿Qué percepción tienen de la clase de inglés que recibieron los últimos años? Estudiante # 1: que ha sido una clase en la mayoría monótona y le falta como didacticismo y orden en los temas que se ven. Estudiante # 5: que no llevan como un orden no están como conectados. Estudiante # 1: que no son ordenados (los temas). Estudiante # 4: no están (los temas) en la malla curricular, no se sigue la malla curricular. Estudiante #2: Bueno lo que yo pensaba de las clases de inglés de este año era que han sido poco coherentes, no ha habido continuidad, orden respecto a los temas que hemos visto. Pienso que hay falta de experiencia y conocimiento de los temas por parte del profesor.</p>	<p>¿Y qué otras herramientas creen ustedes que serían útiles para desarrollar la clase de inglés acá de tal forma que los motive a mejorar y a querer el idioma como decías tú? Estudiante #0: Pues yo creo que incrementar más actividades. R: ¿Cómo cuáles? Estudiante #0: Pues didácticas como speaking en el video beam. Estudiante # 7: Hablando entre compañeros, interactuando, conversaciones.</p>	<p>La docente le pide que ingresen a la página "lyrics training" para trabajar la canción, les explica (en español) cómo se va a realizar el trabajo para que lo realicen de manera autónoma. Ingresarán a la página y comenzarán en el nivel principiante, allí deberán completar algunas palabras de la canción mientras la escuchan. Según el puntaje, podrán ir avanzando por cada uno de los niveles: intermedio avanzado y experto.</p>	<p>El grupo de estudiantes (3 señoritas y 5 caballeros) que están interesados comienzan leyendo el texto, uno de los estudiantes (que consideran tiene mejor pronunciación) lo hace en voz alta, mientras los demás lo siguen con la mirada. Mientras leen, van subrayando las palabras desconocidas.</p>
	<p>Ok y digamos en el caso de la evaluación ¿cómo se desarrolla la evaluación o sea cómo saben ustedes si realmente si tienen esos conocimientos o en qué están fallando? Estudiante # 6: Es que precisamente es por eso mismo, es que ella o cualquier profesor en el momento es el que falta un poco de experiencia laboral explica "el tema" y más o menos después ya está haciendo una evaluación en la cual la mayoría de los estudiantes se dan cuenta que dependen de los que realmente saben del tema pero que lo han tenido que aprender en otros lados porque no pudieron por decirlo de alguna manera aprender en el lugar donde se</p>	<p>¿Qué tan buena idea o qué tan favorable les parece a ustedes el uso del libro en la clase de inglés? Estudiante # 5: es un buen material a la hora que se usa de buena manera que no se vuelva algo del diario vivir y que sólo el profesor dependa de ese material, que lo utilice más no que dependa de él. Estudiante #1: en sí que el libro no sea la clase sino que se transforme en un apoyo por decirlo así para desarrollar el tema que estamos viendo ¿sí? Estudiante # 10: Y ese es el problema del libro que se suele usar muy repetido, y ese es un gran problema para la clase ya que no se está viendo</p>	<p>Elas mencionan que la actividad en sí es chévere, sin embargo, la profesora por un lado no les hace revisión de la actividad, y segundo no le da sentido al ejercicio. Es decir, no tiene un grupo de palabras o vocabulario relacionado con la temática, o frases que les permitan acercarse a una mejor comprensión y pronunciación del idioma.</p>	<p>Las estudiantes que lo hacen empiezan a leer, y van buscando de una vez las palabras desconocidas para darle sentido a la lectura.</p>
<p>Estudiante # 7. Digamos nosotros más o menos nos centramos en el libro, todo lo que dice el libro mirando desde la unidad uno hasta la última es lo que naturalmente "se ve dentro de la clase" aunque esto no ocurre casi siempre.</p>	<p>Estudiante # 7: sin contar que a veces solo nos dice que resolvamos ciertas páginas del libro y o que veamos un video mientras ella soluciona algún inconveniente porque es la coordinadora de convivencia.</p>	<p>La clase se ve interrumpida por una estudiante, quien le solicita ir a la oficina de la directora a aclarar una situación de convivencia que se presentó con otro grupo (ella es coordinadora de convivencia también). La docente vuelve después de 20 minutos. Les pregunta si ya están adelantando el trabajo, o si tienen dudas.</p>	<p>Luego, le pide a uno de los estudiantes que comience con la lectura del texto, y así sucesivamente cada uno va leyendo por partes. La docente les corrige la pronunciación de algunas de las palabras en la medida que se equivoquen.</p>	

INTERVIEWS		
ENGLISH TEACHER	<p>mmmm...de acuerdo a las evaluaciones por ejemplo manejaba la evaluación oral frente a la parte que nosotros manejamos, frente a todo lo que manejábamos en listening lo ponemos en práctica...si era una canción tenían que cantarla, de acuerdo a la afinidad, a la facilidad, la forma de expresar, la forma de todo eso pues...uno va sacando el nivel que pueda manejar ahí.</p> <p>Pero tú tenías la oportunidad de realizar una planeación a conciencia para desarrollar tus clases? T: no, a conciencia si lo hablamos realmente, no...por muchos factores que se vinieron presentando en determinado momento. Por ejemplo quedaban los chicos perdidos, y que a la vez quedaban ciertos temas, no los alcanzaba a ver porque realizaba otras actividades paralelamente en su momento.</p> <p>Enfocarse más en ese aspecto para tener mucho más tiempo porque pues realmente en ciertos momentos queda bastante corto no solo el listening por ejemplo hubo momentos donde trabajamos otro tipo de temas, perdón no en listening, no solo las canciones sino también trabajaba los mitos y leyendas que es otro tema que a los chicos pues les apasiona entonces todo esto va ayudando, pero rico fuera que se trabajará mucho más a fondo.</p> <p>con algunos grados por ejemplo tenía el tiempo más corto que otros, otras horas, la intensidad no era equitativa. Por ejemplo en el caso mío, al comienzo manejaba tres horas , pero ya después fue cuando me tocó rotar con español o me tocaba rotar desde primaria entonces ya no tenía el mismo tiempo para manejar los grados superiores, que es como la parte donde uno debe enfocarse más para prepararlos hacia futuro.</p> <p>La constancia, que si la persona está encargada de esos grupos, no tenga uno que rotar, que ahorita se acaba el nivel de inglés, que no ...que después usted va y cambia el horario, osea que como que haya una continuidad frente al trabajo que uno lleva.</p> <p>" ¿y tú consideras que realmente esas cuatro habilidades se trabajaban de manera equitativa? ¿O no? T: no...no...no...porque vuelvo y te digo En ciertos momentos se podía realizar pero: 1. Los tiempos ...yo pienso que para una clase de inglés, me parece fundamental manejarlo mediante talleres, algo que recién llegué tenía conocimiento de hacerlos, pero pues a lo último se hizo una partecita y quedó en stand by porque lo retiraron, entonces pues no pudimos darle continuidad a esta parte que me parece fundamental"</p>	<p>Bueno dentro del aula, teniendo en cuenta lo que yo te decía de las herramientas, algo que me parece importante es relacionar los videos, hoy día se nos facilita con programas de pronto infantiles, me gusta más que lo enfoquen desde un comic para que ellos puedan avanzar, porque si uno les va a colocar de pronto otro tema que no es de interés para ellos pues se pierde el objetivo. Mientras que, si trabaja uno con ellos, con estas herramientas, incentiva al estudiante a que vaya adquiriendo mayor conocimiento sobre el mismo.</p> <p>Osea que tú en una sola actividad podías integrar las diferentes habilidades? O algo así? T: siiiii... En ciertos momentos...no en todos ...si trataba de hacerlo enfocando que ellos fueran analizando</p> <p>Por ejemplo la parte de la letra y llegaba un momento en que la manejaban en casa, tenían que volver a leerla, tenían que practicarla, escribirla , entonces pues ahí se podía aplicar todo lo demás</p> <p>Para que le dieran un análisis más profundo que se pretendía hacia el tema .</p> <p>Bueno y ya específicamente de los chicos de décimo y once, ¿ consideras que ellos tenían un buen nivel de inglés? En esos grados, osea para el grado en el que estaban si tenían un buen nivel de inglés? T: no...no...y lo comprobamos con unas actividades que pudimos cambiar a lo último.</p> <p>ok ...y digamos ese nivel que ellos tenían comparado con los otros muchachos de bachillerato, osea si sacamos este grupo por aquellas dificultades que mencionas que tuvieron de manera personal al resto de los cursos de bachillerato,osea Séptimo, octavo, noveno...será que esos muchachos si llevaban una buena línea, si iban de acuerdo al nivel que era acorde a su grado? Pues de acuerdo a lo que estábamos manejando en la malla, si. No podemos hablar de un 100% pero si hubo grupos muy buenos que quedaban en resultados a lo que uno esperaba, por lo menos se aproximaban a lo que se pretendía con ellos.</p>

CATEGORIAS	PLANNING	METHODOLOGY	ENGLISH ACTIVITIES
	PLANNING - SUPPORT ON SYLLABUS	METHODOLOGY - GRAMMAR USE	PLANNING - SCOPE AND SEQUENCE
	METHODOLOGY - ROL OF THE MATERIALS	TEACHING SKILLS	PLANNING - TIMING AND PACING
	METHODOLOGY - GRAMMAR USE	OUTCOMES	